

## Primary Source Analysis\*

### Instructions

Spend a few minutes on your own reviewing the image you have been assigned from *This Lead Is Killing Us*. Then, answer questions 1-5 about the document's content. When you have completed those questions, discuss the interpretation questions, numbers 6-10, with members of your group.

### **Answer individually.**

1. Is there a caption?

Yes      No

Does the item caption include what appears on it or new exhibition text? Is the caption from the exhibition or part of the original item or the exhibition?

Exhibition      Item      Both

Are exhibition captions primary or secondary sources?

Primary      Secondary

2. Identify the item. What is it, when was it made, and where was it published?
3. What do you see in the image? Name any people, places, or objects you can see in the image or document you have been assigned.
4. What facts are communicated by this exhibition item?
5. What information does the caption add that is not in the exhibition item?

## Primary Source Analysis\*

**Questions for group discussion. Take notes.**

6. What do you know about where this exhibition item came from?
7. Who do you think is the primary audience for this exhibition item?
8. What can you find out from this exhibition item that you might not find out somewhere else?
9. What questions about lead and/or lead poisoning do you have after viewing this document?
10. Where might you go to find answers to these questions and how might you evaluate the source you find? Be specific, “the internet” is not an acceptable response.

\* Adapted from the National Archives and Records Administration’s “Photo Analysis” worksheet. [https://www.archives.gov/files/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf)

## Teacher's Primary Source Analysis \*

### Instructions

Spend a few minutes on your own reviewing the image you have been assigned from *This Lead Is Killing Us*. Then, answer questions 1-5 about the document's content. When you have completed those questions, discuss the interpretation questions, numbers 6-10, with members of your group.

### Answer individually.

*The questions in this section ask students to examine closely the exhibition items and their captions for considering what it reveals about lead and why the exhibition has included them.*

1. Is there a caption?

Yes No

Does the item caption include what appears on it or new exhibition text? Is the caption from the exhibition or part of the original item or the exhibition?

Exhibition Item Both

Are exhibition captions primary or secondary sources?

Primary Secondary

*Exhibition captions are secondary sources because they are not produced at the same time as the original document, are written by a third party, provide contextual information, and/or interpret the content of the exhibition item.*

2. Identify the item. What is it, when was it made, and where was it published?

*Answers will vary based on the item assigned. However, each item includes information about its date, format, and source.*

3. What do you see in the image? Name any people, places, or objects you can see in the image or document you have been assigned.

*Responses should include a list of things that students can directly observe by looking at the image or reading the text. For example, in the "Photograph from Hygiene of the Printing Trades" students should mention that there are two men in the photograph, they are wearing aprons or coveralls, and that they seem to be in a workshop with at least one large machine. Students might also note that neither man looks happy or is smiling.*

4. What facts are communicated by this exhibition item?

*This question builds on the answer to question three and should include reference to what can be directly observed or read.*

## Teacher's Primary Source Analysis\*

5. What information does the caption add that is not in the exhibition item?

*Student answers should indicate that captions can provide additional context and interpretive perspective on the item.*

### **Questions for group discussion. Take notes.**

*All of these questions focus on interpretation. These questions ask groups to work together to interpret the item they have been assigned. There will be variation in answers because groups will draw conclusions from their sources in different ways.*

6. What do you know about where this exhibition item came from?

*This question should prompt each group to consider if the item is from a popular publication like a magazine or an official source like a government agency. Encourage students to consider if these different types of sources may have an agenda or report different aspects of lead poisoning.*

7. Who do you think is the primary audience for this exhibition item?

*Answers will vary based on the item assigned. For items in the Chicago Defender, or National Geographic, the audience is a general adult public. The item from the Department of Labor had a more specialized audience of experts or professionals.*

8. What can you find out from this exhibition item that you might not find out somewhere else?

*Answers will vary based on the item assigned. For example, the item from Chicago Defender provides information from the time period about specific aspects of lead battery casings used as fuel.*

9. What questions about lead and/or lead poisoning do you have after viewing this document?

*Answers will vary based on the item assigned.*

10. Where might you go to find answers to these questions and how might you evaluate the source you find? Be specific, "the internet" is not an acceptable response.

*Answers will vary based on the item assigned. Student answers should point to specific, reliable sources like the Department of Labor's website if they were assigned the image "Photograph from Hygiene of the Printing Trades." Other responses might include researching information at the library using history books or databases, consulting an expert, or more. The most important criteria here is that students demonstrate an awareness of what constitutes a reliable source for historical research.*

\* Adapted from the National Archives and Records Administration's "Photo Analysis" worksheet. [https://www.archives.gov/files/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf)

## Poster Research and Planning

### Instructions

Before you prepare your informational poster, you will work with your group to research where people are exposed to lead today. Use reliable sources, like Toxtown and MedlinePlus, to answer the questions below.

### **Initial Research Questions**

Using Toxtown and MedlinePlus, select a specific source of lead in a person's home, community, or workplace that you will research for this activity.

Source of lead/product containing lead:

What is this product used for?

Who is likely to be impacted by the lead in this item?

Where and how are people exposed to lead from this product?

What are the specific symptoms of exposure to lead from this product?

How can someone use this product safely and prevent exposure to lead?

Look up this product online. What additional information do you find?

## Poster Research and Planning

### **Poster Preparation**

Using Toxtown and MedlinePlus select a specific source of lead in a person's home, community, or workplace that you will research for this activity.

What is the name of the product for your poster?

What is the purpose of this poster?

Who is the audience for this poster?

What is the most important message for your poster?

Do you think you should focus more on the consequences or treatment of exposure to lead while using this product? Why?

Consider the images you saw in *This Lead is Killing Us*. What kind of images do you think would be effective and why?

When you are ready, use the space below or a separate sheet of scratch paper to plan your poster's design. Then, obtain poster materials and make the final product. You will not be evaluated on artistic ability but on your group's ability to communicate information about lead exposure effectively using a mix of text and images.

*Draft*



## Gallery Walk Poster Evaluation

1. What are some facts that you learned by working on your own poster?
2. What are some issues you and your group had to consider when designing the poster and/or selecting images, colors, etc.?
3. What was the most difficult part of researching and designing your poster?  
How did your group resolve these difficulties?
4. Other than your own, which poster was your favorite and why?
5. Which poster contains information that surprised you? What was that information?
6. How could you apply the information on these posters outside of class? Where might this information be useful?
7. What questions do you have after viewing all of the posters?