

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.

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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