Primary and Secondary Source Analysis

To understand history, we need to look at our sources. There are two kinds: **PRIMARY** sources and **SECONDARY** sources.

**PRIMARY** sources are artifacts, such as photographs, letters, diaries/journals, autobiographies, and objects, that come from the time period. Interviews can also be primary sources if they are talking about an event they have witnessed first-hand.

**SECONDARY** sources are items such as academic journals, textbooks, and infographics that use research to present information. They will often analyze or interpret primary sources in order to get a better understanding of a time period, person, or topic being studied.

On the following slides, you will be asked to view a combination of primary and secondary sources.

For each source you are given, answer the questions provided on the following page.

Use complete sentences to help make your answer clear.
Left: Between 200,000 and 500,000 demonstrators march down Constitution Avenue during the March on Washington for Jobs and Freedom, Washington D.C., Aug. 28, 1963;
Right: Protesters gather in Harlem to protest the recent death of George Floyd on May 30, 2020 in New York City. Hulton Archive/Getty Images; David ‘Dee’ Delgado—Getty Images

Source: https://time.com/5846727/george-floyd-protests-history/
Photograph: Side-by-Side Protests

1. Identify at least two **differences** between the picture on the left and the picture on the right.

2. Identify at least two **similarities** between the picture on the left and the picture on the right.

3. These photos were purposefully place side-by-side. Why do you think *Time* magazine chose to do this? What message are they trying to communicate to their audience?
"... One nation ... indivisible ...," February 22, 1977
Ink, graphite, and opaque white, with tonal film overlay and porous point pen over graphite underdrawing on paper. Published in the Washington Post (83) LC-USZ62-126888 Cartoon by Herb Block

Context from LOC.gov:
“On February 22, 1977, newly-elected President Jimmy Carter submitted his budget to Congress. It included an additional $350 million in school aid for poor children; extra millions in grants and work-study programs for college students; and sought a reduction in congressional funds for school districts with large numbers of federal employees.”
1. Describe what is happening in the political cartoon.
   (NOTE: Do not use this question to interpret/analyze... Just describe what is happening!)

2. What do you think Herb Block, the illustrator, is trying to communicate to his audience?

3. This political cartoon was created in 1977. Since the creation of this cartoon, how different is education today? Support your thinking with reasoning.
An infographic on mass incarceration in the United States. Created in June 2011 by the ACLU.

View the file here: https://www.aclu.org/files/pages/massincarceration_20110617_0.jpg
1. What fact on the mass incarceration infographic surprises you most? Why?

2. How does the information provided in the infographic connect with your reading of *Monster* by Walter Dean Myers?