March Sources Speak

Analyze primary and secondary evidence about a historic march.

CCSS.ELA-Literacy.RH.6-8.1 "Cite specific textual evidence to support analysis of primary and secondary sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two claims about the goals of the March on Washington. Number the details that support each claim, including details from both primary and secondary sources.

Evidence from a March

1. On August 28, 1963, more than 200,000 people gathered in Washington, D.C., for the March on Washington for Jobs and Freedom. The event urged Congress to protect civil rights and expand economic opportunity. A photograph taken that day shows marchers carrying signs calling for equal rights and jobs. Because the photograph was created during the march, it is a primary source. It gives direct evidence that many participants connected the struggle for civil rights with demands for fair employment for all.

2. At the Lincoln Memorial, the Reverend Dr. Martin Luther King Jr. delivered his I Have a Dream speech. He said, “We cannot be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.” The wording shows that marchers sought safety and fair treatment, not only new laws. Since King spoke these words at the event, the speech is also a primary source. It reveals a speaker's own view of why civil rights action was urgent.

3. In a 2013 history of the march, historian William P. Jones argues that jobs and economic justice were central goals, not side issues. He reaches this conclusion by studying records from organizers, such as plans, speeches, and printed materials. Jones's book is a secondary source because he examined evidence long after 1963. His interpretation helps readers see a larger pattern, while the photograph and King's speech show what people expressed on the day of the march itself.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is the photograph a primary source? Cite the detail from the passage that proves your answer.

2. What conclusion can you draw about marchers' goals from the photograph? Cite a detail that supports your conclusion.

3. How does King's quoted statement support the idea that the marchers wanted more than new laws? Cite words from the quote in your answer.

4. Which source gives more direct evidence of what King believed about civil rights action, his speech or Jones's book? Cite evidence to explain your choice.

3 YOUR TURN

Your own words

Write a three-sentence analysis explaining whether the march focused only on civil rights laws or also on other goals. State a claim, cite one detail from a primary source and one detail from Jones's secondary source, and explain how the details work together.

ANSWER KEY # March Sources Speak

GRADE 7 · RH.6-8.1

PART 1 · READ AND MARK

Underline two claims about the goals of the March on Washington. Number the details that support each claim, including details from both primary and secondary sources. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is the photograph a primary source? Cite the detail from the passage that proves your answer.	**It is a primary source because it "was created during the march," or was "taken that day."**
2	What conclusion can you draw about marchers' goals from the photograph? Cite a detail that supports your conclusion.	**Marchers wanted both equal rights and employment. The photograph shows signs "calling for equal rights and jobs."**
3	How does King's quoted statement support the idea that the marchers wanted more than new laws? Cite words from the quote in your answer.	**King says people were victims of "the unspeakable horrors of police brutality," which supports the idea that marchers also wanted safety and fair treatment.**
4	Which source gives more direct evidence of what King believed about civil rights action, his speech or Jones's book? Cite evidence to explain your choice.	**King's speech gives more direct evidence because he "spoke these words at the event." Jones examined evidence long after 1963.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The march focused on civil rights laws and on economic justice. A photograph shows signs calling for equal rights and jobs, and Jones argues that jobs and economic justice were central goals. Together, the primary source shows participants' demands that day, while the secondary source places those demands in a larger historical pattern.

Accept equivalent claims when students cite accurate details from the passage. For the open response, require a clear claim, evidence from one primary source and Jones's secondary source, and an explanation connecting the evidence.