

March Source Detectives

Use creator, date, and purpose to evaluate historical sources.

8.29.A “differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each named source. Circle details that tell who made it and when, then write P or S beside each source to show whether it is primary or secondary.

Investigating a 1963 March

- ① In 1963, thousands of people traveled to Washington, D.C., for the March on Washington for Jobs and Freedom. A student researcher wants to learn what participants saw and said. She finds a scanned copy of the march program in the National Archives catalog. The program lists speakers, songs, and the event schedule. Organizers made it for the march, so it provides direct evidence from that time. It cannot, however, prove that every planned part occurred exactly as printed.
- ② The researcher also reads an interview with John Lewis, a march leader, in the July-August 2013 Library of Congress Magazine online. The magazine identifies Lewis, its publisher, and its publication date, which help readers judge where the account came from. Lewis recalled meeting congressional leaders and seeing the large crowd, details the program does not contain. Because he recalled events years later, memory errors are possible. A researcher should compare his memories with sources made during or near the march.
- ③ For another view, she examines a news report published by The Washington Post on August 29, 1963. It describes the previous day's march and quotes people who attended. Contemporary news can preserve immediate observations, but reporters choose which facts and voices to include. Finally, she consults a 2013 history book by a scholar. The book explains the march's place in the civil rights movement and cites documents, interviews, and news reports. The author interpreted earlier evidence to write the book.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Is the march program a primary or secondary source? Use its creator and date to explain your answer.

2 What two details in the magazine help a reader evaluate where the interview came from?

3 How could the 2013 interview add information that the march program may not provide? Give one example from the passage.

4 Is the 2013 history book a primary or secondary source? Explain how the author used other sources to create it.

3 YOUR TURN _____ Your own words

Choose a United States history event you have studied. Write five sentences that name one primary source and one secondary source you could use, tell where you could locate each source, and explain what each source could contribute or what limitation it has.

PART 1 • READ AND MARK

Underline each named source. Circle details that tell who made it and when, then write P or S beside each source to show whether it is primary or secondary. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Is the march program a primary or secondary source? Use its creator and date to explain your answer.	Primary source. March organizers created it for the 1963 event, so it was made at the time of the march.
2	What two details in the magazine help a reader evaluate where the interview came from?	The magazine identifies John Lewis, the Library of Congress as publisher, and the July-August 2013 publication date. Accept any two.
3	How could the 2013 interview add information that the march program may not provide? Give one example from the passage.	The interview provides Lewis's memories of meeting congressional leaders or seeing the large crowd. The program mainly lists planned speakers, songs, and the schedule.
4	Is the 2013 history book a primary or secondary source? Explain how the author used other sources to create it.	Secondary source. The scholar interpreted earlier evidence and used documents, interviews, and news reports to explain the march.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I would investigate the attack on Pearl Harbor. I would use President Franklin D. Roosevelt's December 8, 1941, address, located on the Franklin D. Roosevelt Presidential Library website, as a primary source. It reveals how he described the attack the next day, but it presents the president's viewpoint. I would use a National WWII Museum article about Pearl Harbor as a secondary source. It provides later context and supporting evidence that I would compare with Roosevelt's address.

Accept equivalent source classifications when students support them with accurate evidence about the creator, date, and purpose. For the open response, accept any valid United States history event and appropriately identified primary and secondary sources with a location and a reasonable use or limitation.