

Student Name
Date
Class Period

# Primary Source Analysis

Group label/name:
Instructions
First, examine your assigned item and related text from the Rashes to Research online exhibition. Then discuss the following questions as a group and note your responses based on the discussion.
1. What type (photograph, document, poster, etc.) is your primary source?
2. What do you see? What is the tone of the image of your primary source?
Note your observations.
3. What sense do you make of the primary source—who, what, where, when—based on the image and its accompanying text?
4. Whose perspective or experience does your primary source represent mainly?
5. What are some assumptions or questions you have based on your analysis of the primary source?





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### Teacher's Primary Source Analysis

Group label/name:	

#### Instructions

First, examine your assigned item and related text from the Rashes to Research online exhibition. Then discuss the following questions as a group and note your responses based on the discussion.

- 1. What type (photograph, document, poster, etc.) is your primary source?
  - Dr. Meyer and Dr. Parkman item is a photograph.
  - Dortha Jacobs Biggs and her daughter item is a photograph.
  - Today's Little People item is a poster.
- 2. What do you see? What is the tone of the image of your primary source? Note your observations.

Student observations may vary. Below are some key observations in analysis of visual primary source materials:

- Dr. Meyer and Dr. Parkman item: maybe a hospital examination room, doctors, nurses, and young patients being examined; neutral or clinical tone of the image.
- Dortha Jacobs Biggs and her daughter item: a woman holding a young child, mother and daughter, both smiling; loving tone of the image.
- Today's Little People item: illustrated portraits of many diverse children, large red "Stop Rubella," other informative text; happy and healthy tone of the image.
- 3. What sense do you make of the primary source—who, what, where, when—based on the image and its accompanying text?

Students may consider various aspects each item presents. Teachers may guide their thinking to infer the context of the people, activities, and ideas communicated directly and indirectly by each primary source item.

- Dr. Meyer and Dr. Parkman item represents mainly the researcher's perspective on finding effective vaccines to prevent.
- Dortha Jacobs Biggs and her daughter item represents family's perspective on dealing with long-lasting impact of rubella on a mother and her daughter.
- Today's Little People item represents the public health effort to vaccinate against rubella.





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## Teacher's Primary Source Analysis

5. What are some assumptions or questions you have based on your analysis of the primary source?

Students responses may vary. Students need to use this analysis to participate and represent each of their assigned group for the next Group discussion.





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## **Group Discussion Guide**

#### **Instructions**

You represent the perspective of your previously assigned group label—for example, a researcher, a parent, or a public health official. Keeping in mind your role and what you've learned from the primary source analysis, discuss the following topics using examples from your primary source analysis or other items from the Rashes to Research exhibition. Record and summarize your own note on the group discussion below.

own note on the group discussion below.	
The group whose perspective I represent is	_
1. We all want the same thing: an end to rubella.	
2. Families suffer more during a rubella epidemic.	
3. The development of the vaccine is enough to prevent rubella.	
4. We each have a unique role to play in the end of rubella.	

