

Source Analysis

Discussion Expectations

This course will have regular source discussions throughout the semester. In these lab discussion sessions, you will be asked to analyze texts, films, maps, or podcasts. Using specific techniques, you will analyze these sources to think about them from multiple perspectives and interpret their meaning. You will fill out an analysis sheet each time we discuss a source in class. You will turn in a paper copy on the date it is due. For students to get credit for the source analysis sheets as a part of their ePortfolio, they must be in class for the discussion.

Analysis

For many of you, the process of analysis may be something new and intimidating. Here are some questions/thoughts to help you think analytically. At different times, I may ask you to prioritize certain questions in the list. What is the creator's main claim, thesis, or argument?

- Is the creator trying to prove anything?
- Why was the source created?
- What was the purpose of the source?
- Who was the audience for the source?
- What does this source teach us?
- How does the source help us understand something about our problem?
- When was the source created and what did it mean to the people during that time?
- Consider the creator and what perspective/bias that might bring to the source.
- Consider what in the source doesn't fit or might surprise you.
- Does the source remind you of anything?
- Why is this source important?

Adapted from Lab Worksheet created by Prof. Spencer and Dr. Jill Anderson

Due Date: _____

Name: _____

Source Analysis

Title: The Negro Speaks of Rivers/At Blackwater Pond

Author: Langston Hughes/Mary Oliver

Source Date: _____

Source Type: Poem

Context (what is important to note about the creator, when it was created, its audience, or its format?): _____

Langston Hughes is a very well-known African American Poets, and he spoke on the concept of rivers, speaking of that both poets were speaking on the rivers and the properties they possess and how they help us as a society, and the audience is likely a class reading this poetry.

Summary (what important facts about the source's content should we note for our discussion): _____

The Langston Hughes's poem, "The Negro Speaks of Rivers." Follows the story of Hughes himself, reflecting on his life and his connection to rivers, from the Nile River to the Mississippi River, and this could be seen in both a figurative and literal sense, in that it could imply that he found his home of Africa everywhere he was, even in the United States. In the Mary Oliver's Poem "At Blackwater Pond," a person is drinking water out of a battered pond right after a night of rain, and even if it started seemingly like the clashing of elements and ash, she sees the pond as a beautiful thing even despite its beaten state.

Analysis (what should we take away to better understand our problem and its stakeholders?): _____

The rivers have been around before humans and have been helping us so much, but we can often take these mystical sources of flowing energy for granted, throwing trash in the Mississippi, a river that has been around since the native Americans roamed the Americas free of oppression, and the rivers have been hurting ever since, and with this knowledge, we can help spread the word of the river, to help preserve it, but even if a

river it's battered and weathered from time and nature, It is still capturing the beauty of nature that can
withstand even the harsh elements
