# 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: Justin Richerson

## Source Analysis

Title: Evaluation of the Michigan W aluation of the Michigan Water School: W ater School: Water Education Program for Local Leaders

Author: Heather ,Triezenberg[1], Jennifer Hunnell[1], Erick Elgin[1], Bindu Bhakta[1], and Mary Bohling[1]

Source Date: 2024

Source Type: Article

Context (what is important to note about the creator, when it was created, its audience, or its format?): _____ The creators of the article are likely based in Michigan and are educating students in schools and promoting leadership initiatives within, and given that this is in Michigan, and knowing the Flint Water Crisis, its important that a younger generation learned this so that this may not occur again, the audience is likely people from Michigan or people learning of the Flint Water Crisis.

Summary (what important facts about the source's content should we note for our discussion): The students were basically taught how water quality was affected on a day to day basis, such as water quality, quantity, understanding the hydrological cycle, (Water Cycle), and local issues, In the end despite its nonsignificance, the behaviors did change towards water. Especially given how this started in 2017, just 3 years after the Flint Water Crisis in Michigan

Analysis (what should we take away to better understand our problem and its stakeholders?): _____ The main stakeholders of water sustainability, from what ive seen are children, because they are essentially the future, but other steakholders include, elected officials, municipal staff, and interested members of the public, and most importantly Organizations.