
PRIMARY SOURCE ANALYSIS PACKET

Social Studies Edition

10 Ready-to-Use Scaffolded Activities

Grades 6 – 12

Documents • Photographs • Political Cartoons • Maps

Using the SOAPS Analysis Method

Perfect Sub Plans • No Prep Required

A Premium Resource by

UM PRINTABLES

UM PRINTABLES

Premium Teaching Resources for Educators

TABLE OF CONTENTS

TEACHER RESOURCES

- How to Use This Resource
- SOAPS Anchor Chart
- Teacher Answer Guide
- Extension Discussion Prompts

PRIMARY SOURCE ANALYSIS PACKETS

Source 1: Declaration of Independence (Document)	1776
Source 2: Lunch Counter Sit-In (Photograph)	1960
Source 3: Join or Die (Political Cartoon)	1754
Source 4: Louisiana Purchase (Map)	1803
Source 5: Gettysburg Address (Document)	1863
Source 6: Migrant Mother (Photograph)	1936
Source 7: The Gap in the Bridge (Political Cartoon)	1919
Source 8: The New World (Map)	1507
Source 9: FDR's Day of Infamy Speech (Document)	1941
Source 10: Women's Suffrage Parade (Photograph)	1913



HOW TO USE THIS RESOURCE

Thank you for purchasing this premium resource from **UM Printables**! This packet is designed to be completely self-contained, making it the **perfect no-prep sub plan** or standalone assignment for your Social Studies classroom.

What's Included:

- **10 Primary Source Packets:** Each packet contains a source display page (document excerpt, image placeholder, or guided visual observation) AND a scaffolded student analysis worksheet.
- **SOAPS Anchor Chart:** A ready-to-print reference page explaining the S.O.A.P.S. analysis method.
- **Teacher Answer Guide:** Suggested answers and historical context for all 10 sources.
- **Extension Discussion Prompts:** Higher-order thinking questions to push learning further.

Implementation Steps:

- 1. Print:** Print the SOAPS Anchor Chart and the desired source packets. Each student needs the source display page and the student worksheet.
- 2. Introduce SOAPS:** Review the anchor chart with students so they understand the acronym (Speaker, Occasion, Audience, Purpose, Significance).
- 3. Distribute:** Hand out the source and the worksheet. For visual sources, instruct students to study the image on the first page before moving to the worksheet.
- 4. Analyze:** Students work independently or in pairs to answer the guided SOAPS questions and complete the overall analysis.
- 5. Discuss:** Use the Teacher Answer Guide to review, and the Extension Prompts for a class debate or exit ticket.

■ **SUB PLAN TIP:** Keep a few printed copies of the SOAPS Anchor Chart in your sub folder. Any sub can walk in, distribute the packets, and facilitate a rigorous 45-60 minute lesson with zero prep!

SOAPS ANCHOR CHART

Use this chart to help you Analyze primary sources. Ask yourself these questions every time you read or view a historical source.

S	SPEAKER <i>Who is the person or group creating this source?</i> Look for the author, creator, or voice of the document. What is their role or perspective? Are they biased?
O	OCCASION <i>When and where was this source created?</i> What was happening in history at this time? Is it a reaction to a specific event, law, or conflict?
A	AUDIENCE <i>Who is the intended viewer or reader of this source?</i> Is it meant for the public, a specific leader, a private group, or future generations? How does the intended audience shape the message?
P	PURPOSE <i>Why was this source created?</i> Is it meant to inform, persuade, protest, record, or celebrate? How do you know?
S	SIGNIFICANCE <i>Why is this source important to history?</i> What does this source tell us about the time period? How does it connect to broader historical themes or today?

Remember: A good historian never takes a source at face value. Always think critically about WHO made it, WHY they made it, and what was happening at the TIME!

SOURCE 1: DECLARATION OF INDEPENDENCE

Type: Document

Date: 1776

Primary Source Excerpt:

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it...

Source: National Archives, Records of the Continental and Confederation Congresses and the Constitutional Convention.

Before You Analyze: Before you Analyze: Read the excerpt carefully. This document was written during the American Revolution. Underline the phrases that explain why the colonists are separating, and circle the words that describe the 'unalienable Rights'.

Source Title: Declaration of Independence

Name: _____ Date: _____ Class: _____

S**SPEAKER**

- Who is the "we" speaking in this document?
- What group of people authorized this document?
- Is the speaker biased? Explain why or why not.

O**OCCASION**

- When and where was this document created?
- What specific events forced the colonists to write this?
- What war was happening at this time?

A**AUDIENCE**

- Who is the primary intended audience of this document?
- Who else in the world might read this?
- How does addressing "mankind" change the tone?

P**PURPOSE**

- What is the main goal of this document?
- What specific rights are being claimed?
- What action is being justified, and why?

S**SIGNIFICANCE**

- Why is this document considered a turning point in history?
- How did this document change the relationship between the colonies and Britain?
- How are the ideas in this document still relevant today?

OVERALL ANALYSIS

Using your SOAPS analysis, write a 2-3 sentence summary of this source's meaning and historical importance.

SOURCE 2: GREENSBORO LUNCH COUNTER SIT-IN

Type: Photograph

Date: February 1, 1960

Attach primary source image here

Print the primary source image and paste or tape it in this area.

Recommended free sources: Library of Congress (loc.gov), National Archives (archives.gov)

Source Description:

A black-and-white photograph showing four young African American men sitting quietly at a Woolworth's lunch counter. Behind them, the counter appears to be closed or reserved for white customers only. The men are dressed neatly in suits and coats, looking forward calmly. Other patrons and employees can be observed in the background.

Look Carefully — Guided Observation:

- What do you notice about the clothing and posture of the four men?
- What details in the background give you clues about the setting?
- How do the reactions of the people standing behind the counter contrast with the men sitting?
- Are there any signs or symbols visible in the photograph?

Source: Greensboro News & Record / Associated Press

Before You Analyze: Before you Analyze: Look closely at the expressions and body language of everyone in the photograph. During this time, many Southern businesses legally enforced racial segregation.

Source Title: Greensboro Lunch Counter Sit-In

Name: _____ Date: _____ Class: _____

S**SPEAKER**

- Who took this photograph?
- Who are the subjects (the people) in the image?
- Whose perspective is being shown: the protesters, the bystanders, or the photographer?

O**OCCASION**

- When and where was this photograph taken?
- What was the historical movement happening during this time?
- What specific event led to this photograph being taken?

A**AUDIENCE**

- Who was the intended audience for this photograph?
- How might this image have been used by the Civil Rights Movement?
- How would different groups (supporters vs. opponents) react to seeing this?

P**PURPOSE**

- Why was this photograph taken and published?
- Is it meant to document, persuade, or protest?
- What message does the calm demeanor of the men send to the viewer?

S**SIGNIFICANCE**

- Why is this photograph an important historical record?
- How did the sit-in movement impact the Civil Rights Act of 1964?
- What does this image teach us about the power of nonviolent protest?

OVERALL ANALYSIS

Using your SOAPS analysis, write a 2-3 sentence summary of this source's meaning and historical importance.

SOURCE 3: JOIN, OR DIE

Type: Political Cartoon

Date: May 9, 1754

Attach primary source image here

Print the primary source image and paste or tape it in this area.

Recommended free sources: Library of Congress ([loc.gov](https://www.loc.gov)), National Archives ([archives.gov](https://www.archives.gov))

Source Description:

A political cartoon featuring a segmented snake cut into eight pieces. Each segment of the snake's body is labeled with an abbreviation: NE (New England), NY, NJ, P, M, V, NC, and SC. The head of the snake is labeled NE and faces right. Below the snake is the bold caption: JOIN, or DIE.

Look Carefully — Guided Observation:

- What animal is depicted in the cartoon, and what has happened to it?
- What do the letters on each segment of the animal represent?
- Where is the caption located, and what does it say?
- What emotion or tone does this image evoke?

Source: *Pennsylvania Gazette*, Published by Benjamin Franklin

Before You Analyze: Before you Analyze: Think about why a snake might be used as a symbol. During the 1700s, there was a common superstition that a cut-up snake could come back to life if the pieces were put together before sunset.

Source Title: Join, or Die

Name: _____ Date: _____ Class: _____

S**SPEAKER**

- Who created this political cartoon?
- What was the creator's profession and role in the colonies?
- Why does the identity of the creator matter?

O**OCCASION**

- What major war was about to start when this was published?
- Why did the colonies need to "join" together in 1754?
- What specific threat were the colonies facing?

A**AUDIENCE**

- Who was the original audience of the Pennsylvania Gazette?
- How were colonists expected to react to this image?
- Would this cartoon make sense to someone in Europe at the time? Why or why not?

P**PURPOSE**

- What is the main message of this cartoon?
- Why use a snake instead of another animal?
- What action is the cartoon trying to convince the audience to take?

S**SIGNIFICANCE**

- How did this cartoon later become a symbol during the American Revolution?
- Why is the concept of unity so important in early American history?
- How are symbols like this used in politics today?