

ABOLITIONIST THEODORE PARKER

Broadside poster, 1851

CAUTION!!

COLORED PEOPLE
OF BOSTON, ONE & ALL,
You are hereby respectfully CAUTIONED and
advised, to avoid conversing with the
Watchmen and Police Officers
of Boston,
For since the recent **ORDER OF THE MAYOR &**
ALDERMEN, they are empowered to act as
KIDNAPPERS
AND
Slave Catchers,
And they have already been actually employed in
KIDNAPPING, CATCHING, AND KEEPING
SLAVES. Therefore, if you value your **LIBERTY,**
and the *Welfare of the Fugitives* among you, *Shun*
them in every possible manner, as so many **HOUNDS**
on the track of the most unfortunate of your race.

Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.
APRIL 24, 1851.



ARTIFACT ANALYSIS

Responses can be written or discussed. Responses should be brief and targeted. Speed is an important factor in analyzing artifacts.

Begin your analysis the same way historians do: SOURCE IT!

Before they dig into an artifact's details, historians want to know a few things like the worldview of the creator, why they created it, the artifact's context, and who this artifact was really targeting. The APUSH Exam assesses 4 sourcing elements just discussed:

Point of View, Purpose, Historical Situation (Context), and Audience.

So begin your analysis here and THEN infer the main point.

MAIN POINT

What is the main point of the artifact's creator?

KEY PASSAGE

Underline what you believe to be the artifact's key passage/s.

SOURCING

Choose a sourcing element: Point of View, Purpose, Historical Situation (Context), or Audience. Explain how this sourcing element is relevant to the artifact's Main Point.

ANALYSIS

What does this artifact tell us about the period it comes from?

