



Analyzing Primary Source Video Clips

Prerequisite Tools and Skills

- Personal Computer (Windows or Macintosh) with Internet connectivity
- Familiarity with Internet browsing and searching using common web-browsers such as Microsoft Internet Explorer or Netscape Navigator
- Basic web browsing skills
- Ability to open and save files
- Right and Left click functions on the mouse
- URL (Uniform Resource Locator) familiarity
- Word processing software familiarity
- Ability to upload and download email attachments as well as files from the Web
- Video capabilities—recommended 256 MB RAM
- Latest version of Apple QuickTime
<http://www.apple.com/quicktime/download/> or Microsoft Windows Media Player
<http://www.microsoft.com/windows/windowsmedia/>
- Latest version of Adobe Reader
<http://www.adobe.com/products/acrobat/readstep2.html>

Workshop B4

Table of Contents

Homework Activities ii
Annotated Resource List iii
Class Preparation Checklist 1
Overview 2
Overview 2
Objectives 2
Lesson 1 • Analyzing Video Clips for Classroom Use... 3
 Chief Sources 3
 Activity 1-1 • Historical Analysis 3
 Activity 1-2 • Diverse Perspective Analysis 5
 Activity 1-3 • Stereotype Analysis 6
 Activity 1-4 • Propaganda Analysis 7

Contents

Homework Activities

(Required for CEU credit)

- Analyze a video clip from your Primary Source Asset List and decide on how you will use this source in your classroom.

Activities

Annotated Resource List

- James Agee and Walker Evans. *Let Us Now Praise Famous Men*. Boston, Houghton, 1939.
- Dick Arentz. *The Grand Tour*. Tucson: Nazraeli Press, 1998.
- Jacques Barzun and Henry F. Graff, *The Modern Researcher*. Fifth Edition. Fort Worth: Harcourt, Brace, Jovanovich, 1992. ISBN: 0-15-562513-6.
- Ken Bell. *Not In Vain*. Toronto: University of Toronto Press, 1973.
- James West Davidson and Mark Hamilton Lytle, *After The Fact: The Art of Historical Detection*. Fourth Edition. Boston: McGraw-Hill, 2000. ISBN: 0-07-229426-4.
- James Farris. *Navajo and Photography*. Albuquerque: University of New Mexico, 1996.
- Kristine Feichtinger, *Oral History In The Classroom. A Guidebook*. Chicago: Illinois Labor History Society, 1976.
- David Fontana, *The Secret Language of Symbols: A Visual Key to Symbols and Their Meanings*. San Francisco: Chronicle Books, 1994. ISBN: 0-8118-0462-3.
- Peter Charles Hoffer and William W. Stueck, *Reading and Writing American History: An Introduction to the Historian's Craft*. Third Edition. Boston: Pearson Publishing, 2003. ISBN: 0-536-72820-8
- Robert M. Levine. *Insights into American History: Photographs As Documents*. New Jersey: Pearson/Prentice-Hall, 2004. ISBN:
- Joseph R. Mitchell and Helen Buss Mitchell, *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*. Second Edition. Boston: Dushkin/McGraw Hill, 2000. ISBN: 0-07-303195-X.
- Neil R. Stout, *Getting The Most Out of Your U.S. History Course: The History Student's Vade Mecum*. Third Edition. Lexington, MA: D.C. Heath, 1996. ISBN: 0-669-39839-X.
- Mary Panzer. *Mathew Brady and the Images of History*. Washington: Smithsonian, 1997.

RESOURCES

- *We Interrupt This Broadcast: The Events That Stopped Our Lives From the Hindenburg Explosion to the Attacks of September 11*. Joe Garner; forward by Walter Cronkite; narrated by Bill Kurtis. Naperville, Illinois: Sourcebooks, 2002. ISBN: 1-57-071974-8.
- Stephen Spender. *Europe In Photographs*. London: Thames and Hudson, 1951.
- William Strunk, Jr. and E.B. White, *The Elements of Style*. Third Edition. New York: Macmillan, 1979. ISBN: 0-02-418190-0.
- William L. Virden and Mary G. Borg, *Go to the Source: Discovering 20th Century U.S. History Through Colorado Documents*. Fort Collins, CO: Cottonwood Press, Inc., 2000. ISBN: 1-877673-44-7.

RESOURCES

Class Preparation Checklist

Workshop B4 – Analyzing Primary Source Video Clips

Required:

- Video Source: *Pocahontas: Her True Story* (1995).
- 3 copies of the What Do You See: Motion Picture Analysis Guide.
- 1 copy of the Propaganda Analysis Guide.

Optional:

- The additional suggested readings listed in the Resources section of this syllabus.

Checklist

Overview

Analyzing Primary Source Video Clips

Participants will look at four video clips and analyze them from different angles: historical, diverse perspective, stereotypical, and propaganda. After reviewing the video clips, the group will discuss why use video clips in the classroom and define what students should understand after viewing the video clip. Finally, participants will incorporate the analysis techniques gained from lesson one and create a classroom activity.

Objectives

At the end of this workshop, participants will be able to—

- Learn techniques for using primary source videos to provide students with background knowledge and topics for critical thinking.
- Help students look at primary evidence visually and aurally.
- Determine historical use of video clips as primary sources.
- Determine a diverse perspective use of video clips as primary sources.
- Determine the use of stereotypes in video clips as primary sources.
- Determine the use of propaganda and advertising in video clips as primary sources.
- Create a classroom activity that incorporates the use of video clips.

Overview

Lesson 1 • Analyzing Video Clips for Classroom Use

In Lesson 1, participants will look at four video clips and analyze them from different angles: historical, diverse perspective, stereotypical, and propaganda. After reviewing the video clips the analysis will determine why use video clips in the classroom and define what students should understand after viewing the video clip.

Chief Sources

1. Video Source: *Pocahontas: Her True Story* (1995).
2. American Memory Video: Arrival of Emigrants
CALL NUMBER: LC 1946
DIGITAL ID: lcmp002 m2a13402
urn:hdl:loc.mbrsmi/lcmp002.m2a13402
<http://hdl.loc.gov/loc.mbrsmi/lcmp002.m2a13402>
3. Video: TR's Arrival in Africa
CALL NUMBER: FAB 0884
DIGITAL ID: trmp 4085
urn:hdl:loc.mbrsmi/trmp.4085
<http://hdl.loc.gov/loc.mbrsmi/trmp.4085>
4. Video: Old maid having a picture taken
CALL NUMBER: FEB 9715
DIGITAL ID: edmp 0739
urn:hdl:loc.mbrsm/edmp.0739
<http://hdl.loc.gov/loc.mbrsmi/edmp.0739>
5. Video: Buy an Electric Refrigerator
CALL NUMBER: FEB 7784
DIGITAL ID: amrlv 4007
urn:hdl:loc.mbrsmi/amrlv.4007
<http://hdl.loc.gov/loc.mbrsmi/amrlv.4007>

Activity 1-1 • Historical Analysis

Objective: Participants will –

- Determine historical use of video clips as primary sources.
1. Discuss as a group, "What is a motion picture?"
 2. Begin watching *Pocahontas* (or *Arrival of Emigrants*)
<http://hdl.loc.gov/loc.mbrsmi/lcmp002.m2a13402>
without any conversation among the group.

- Write down any observations before the following discussion begins. Focus the observations by using the Motion Picture Analysis Guide found here:
http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf

NOTES:

3. Discuss your observations from the analysis guide with the group.

NOTES:

Activity 1-2 • Diverse Perspective Analysis

Objective: Participants will –

- Determine a diverse perspective use of video clips as primary sources.
1. Begin watching *TR's Arrival in Africa* at: <http://hdl.loc.gov/loc.mbrsmi/trmp.4085> without any conversation among the group.
 2. Write down any observations before the following discussion begins. Focus the observations by using the Motion Picture Analysis Guide found here: http://www.archives.gov/education/lessons/worksheet/motion_picture_analysis_worksheet.pdf
 3. Discuss your observations from the analysis guide with the group.

NOTES:

Activity 1-3 • Stereotype Analysis

Objective: Participants will –

- Determine the use of stereotypes in video clips as primary sources.
1. Begin watching *Old maid having a picture taken* at: <http://hdl.loc.gov/loc.mbrsmi/edmp.0739> without any conversation among the group.
 2. Write down any observations before the following discussion begins. Focus the observations by using the Motion Picture Analysis Guide found here: http://www.archives.gov/education/lessons/worksheet/motion_picture_analysis_worksheet.pdf
 3. Discuss your observations from the analysis guide with the group.

NOTES:

Activity 1-4 • Propaganda Analysis

Objective: Participants will –

- Determine the use of propaganda and advertising in video clips as primary sources.
1. Begin watching *Buy an Electric Refrigerator* at: <http://hdl.loc.gov/loc.mbrsmi/amrlv.4007> without any conversation among the group.
 2. Use the Propaganda Analysis Worksheet and answer: *What is the purpose of advertisements?* and *What message is being relayed with this ad and why?*
 3. Discuss your observations from the analysis guide with the group.