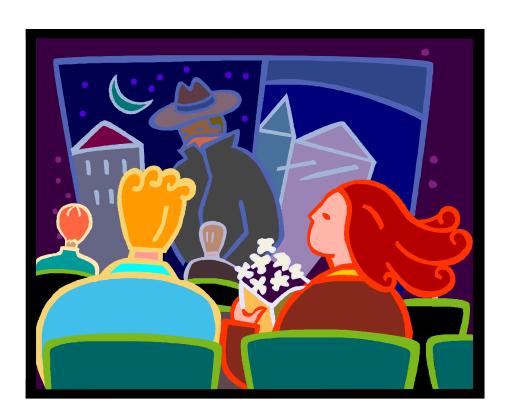
Teacher Notes: Viewing Historical Films/Videos

General recommendations:

- View in segments of 20 30 minutes.
- Provide the video title and theme before viewing. Clarify key terms or challenging vocabulary. Give the students a purpose, or something to watch for as they view the film/video.
- Students need not take notes during the film/video; this is difficult to do and can interfere with active listening.
- If the film/video depicts a series of events, encourage students to focus on sequence and on causality (what led to what) rather than on dates and statistics.
- Encourage students to be critical about how realistically the film/video represents the past.
- Immediately after the viewing, give the students the opportunity to discuss or record what they have learned, and to evaluate the film/video.

Please see the following page for a historical film/video viewing template for student use.



Teacher Notes: Viewing Historical Films/Videos

Viewing Historical Film/Video	
Film/Video title and topic:	
Date of viewing:	
What did you see?	What did you hear?
Describe the images that impressed you.	Relate 4 - 5 ideas or words that you recall
	from the narration.
How did you feel about what you saw and	Facts that were presented in the film:
heard?	
M/hat avantima da van hava?	Niste one thing you becomed should the next
What questions do you have?	Note one thing you learned about the past by viewing this video.
	by viewing mis video.
Did this film use or portray primary sources? Describe them.	
ola mia pini dae el perma, primar y codi coci de como mem.	
Write a comment on each element to evaluate this film. Historical accuracy:	
This for feel deed dey.	
Photography:	
Clear narration:	
Interest and creativity:	
Interest and creativity.	