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

<table>
<thead>
<tr>
<th>Viewing Historical Film/Video</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Film/Video title and topic:</strong></td>
</tr>
<tr>
<td><strong>Date of viewing:</strong></td>
</tr>
</tbody>
</table>
| **What did you see?**  
*Describe the images that impressed you.* | **What did you hear?**  
*Relate 4 - 5 ideas or words that you recall from the narration.* |
| **How did you feel about what you saw and heard?** | **Facts that were presented in the film:** |
| **What questions do you have?** | **Note one thing you learned about the past by viewing this video.** |
| **Did this film use or portray primary sources? Describe them.** |

**Write a comment on each element to evaluate this film.**

- Historical accuracy:

- Photography:

- Clear narration:

- Interest and creativity: