



Texas Archive of the Moving Image

Activity: **History Detectives: Researching Found Films** (Social Studies Middle School and High School)

The TAMI online library is a resource providing easy access to thousands of moving images related to the state of Texas. Many of these films were discovered through TAMI's Texas Film Round-Up, a campaign encouraging Texans to contribute digital copies of their own films and videos to the archive. Since many of these films and video were unplayed for decades, the original details of the production are often unknown. In this activity, students choose from a list of TAMI films and embark on an in-depth research project to determine as much information as possible about the materials. This activity targets TEKS in Social Studies Grades 7 through 8, United States History Studies Since Reconstruction, and Social Studies Research Methods.

Resources:

- TAMI Guide to Moving Image Genres:
<http://www.texasarchive.org/education/genres.html>
- TAMI Video Library:
http://www.texasarchive.org/library/index.php/Main_Page
- TAMI Mystery Films List:
<http://www.texasarchive.org/education/activities/mysteryfilms.html>
- TAMI Scavenger Hunt:
http://www.texasarchive.org/education/activities/ScavengerHunt_6-12.pdf

Worksheets:

- Watching for Clues and Catalog Your Film Worksheets:
http://www.texasarchive.org/education/activities/History_Detectives_Worksheet.pdf

Classroom Activity:

1. Teacher and students discuss film and video as a source of historical information using the TAMI video library and the TAMI Guide to Moving Image Genres focusing. The end result of the conversation should be an understanding of the different types of film and video that exists outside of Hollywood feature films and nationally-produced television. Suggested discussion questions:
 - a. What kind of moving images do we encounter on a day-to-day basis?
 - b. What information can moving images give us?
 - c. What kind of information might be unique to the film in the TAMI online library?



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2. In this activity, students will be acting as “history detectives” to describe films from the TAMI online library that currently have little to no associated information. The students use the TAMI Scavenger Hunt <link> to explore the TAMI video library. This quick activity will show students how the TAMI video library is organized, how the search engine works, and the format that their research will take on the site, preparing them for their role as contributor.
3. The class chooses films from the posted list of TAMI Mystery Films to describe for the online library. You may also want to search the archive for a film from your community that may have some information, but could use a more thorough description. Feel free to contact TAMI at education@texasarchive.org for more specific suggestions of films from your area that may need descriptions. Students should attempt to identify locations, dates, participants, subject, and the films relationship to Texas history as specifically as possible. For example, they may be given the information that the newsreel is from an event in 1962 in Dallas. They will need to determine the date and month, the site of the event, who participated, and why his event might be relevant to Texas history.
4. Break students into groups of two with an assigned to plan their research. Students should be encouraged to use the search engines available to them through the school and public library systems as well as submitting research questions to archives or libraries outside of the community that might have more information. As some of the information may be dependent on the responses of outside archives, we suggest giving students several weeks to complete the project. The final project will include:
 - a. A completed Watching for Clues Worksheet. This should be completed when first watching the film and used to direct the group’s research.
 - b. A short paper describing their research process and the information they have uncovered. The group ultimately may not find much detail on the film, but this is their opportunity to explain their process. Again, they are working to discover exact dates, locations, participants, events and their relationship to Texas history.
 - c. A completed Catalog Your Film Worksheet.
 - d. A presentation to the class showing the film and describing their research process and the information they discovered.
5. The class can submit their papers to TAMI at education@texasarchive.org or by mailing them to TAMI, 501 N. IH35, Ste. 204, Austin, TX 78702. TAMI will review the information and incorporate their information into the online library and include you class on a list of TAMI contributors.
6. The class can also submit keywords to correlate with scenes in their video through the TAMI Tagging System. Instructions are found at: <http://www.texasarchive.org/library/index.php/Help:Contents>

TEKS:



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Social Studies Grade 7

19A Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.

21A Differentiate between, locate, and use primary and secondary sources such as computer software; databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.

21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalization and predictions, and drawing inferences and conclusions.

22c Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

22D Create written, oral, and visual presentations of social studies information.

Social Studies Grade 8

30A Differentiate between, locate, and use primary and secondary sources such as computer software; databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

30b Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalization and predictions, and drawing inferences and conclusions.

31c Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

31D Create written, oral, and visual presentations of social studies information.

United States History Studies Since Reconstruction

24A Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

24b Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalization and predictions, and drawing inferences and conclusions



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24D Use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

25c Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

25D Create written, oral, and visual presentations of social studies information.

Social Studies Research Methods

4A Collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews and library research.

4B Use various technologies such as CD_ROM, library topic catalogues, networks, and on-line information systems to collect information about a selected topic.

5A Describe the results of the research process.