



Texas Archive of the Moving Image

Activity: Show and Tell: Discovering Texas Moving Image History in Your Community
(Social Studies Middle School and High School)

From Edison's turn of the century kinetoscopes to modern-day streaming video on the Internet, moving images have recorded history, provided entertainment, documented daily life, and informed us about our communities and the world. When discussing film and video, we often first think of Hollywood films and national television, but there are numerous other types of moving images that provide us with important historical information about our lives, communities, and cultures. In this activity, students will discover a piece of film or video in their community and present it to the class. This activity targets TEKS objectives 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/genre.html>
- TAMI online library:
http://www.texasarchive.org/library/index.php/Main_Page

Classroom Activity:

1. Teacher and students discuss film and video as a source of historical information using the TAMI online library and the TAMI Guide to Moving Image Genres focusing primarily on home movies. 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. Why might a home movie be a source of historical information?
 - d. What kind of information might be unique to home movies?
 - e. Would a home movie be considered a primary or secondary resource?
2. Students are asked to select a 1 minute segment from a home movie and present the film to the class in a show-and-tell method. If students are unsure if their family has home movies, they can also inquire with their extended family, neighbors, and friends for materials. They can also choose a film-produced by the school or a school media class, a film or video from a local library/archive or a film from TAMI's online library. The teacher should specify the formats that can be played in the classroom. Students should investigate and answer to the best of their abilities:
 - a. Who produced the film?



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- b. Who was the intended audience?
 - c. Where was the film shot?
 - d. When was the film shot?
 - e. What is happening in the film?
 - f. Why might this be of historical interest?
 - g. How is this film representing the culture of the producer or the place, person, or thing being filmed?
 - h. How does this film represent the landscape, community, region, state, or country where it was filmed?
 - i. How does it represent the producer's community, region, state or country?
3. Have students take notes on the films presented and then write a response paper using the following scenario.
- a. A Texas history archive has contacted your school looking for films to include in three new exhibits. The first exhibit features moving images shot in the state of Texas. The second is an exhibit of moving images filmed by Texans while in other states or countries. The third features moving images from people who recently relocated to Texas showing the traditions and cultures they brought with them. Write a letter to the museum advocating for the inclusion of three films from the presentation that would fit into one of these categories. If you are unable to find a film for each exhibit, propose an additional exhibit and the inclusion of a film that would be representative.
 - b. Extended Learning Opportunity - The Texas Archive of the Moving Image is constantly taking submissions for its online library of Texas-related film and video. Submit copies of the fictional proposals to education@texasarchive.org for possible inclusion in the site. A TAMI representative will reply with more details on participating.

TEKS:

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.



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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.

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.

World Geography Studies

16A Describe the distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion.



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21A Use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships.

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.