

Teaching Tip from Vermilionville

**Use Emojis to Enhance Student
Engagement with Folk Life &
Primary Sources**

What is a primary source?

Primary sources are the raw materials of history — original documents, photos, objects, etc. which were created at the time under study.

*They are different from **secondary sources**, accounts or interpretations of events created by someone without firsthand experience.*

Recall:

How many primary
sources can you list in
30 seconds?

Ready, set, go.....

Primary Source Examples

Letters	Diaries	Journals	Newspapers
Memoires	Books	Magazines	Posters
Research Data	Advertisements	Autobiographies	Sheet music
maps	emails	Birth Certificates, Marriage Licenses	Government documents
Speeches	Artwork	scrapbooks	Plays
Paintings	Photographs	Audio recordings	Video recordings
Buildings	Music	ARTIFACTS	____?____.....

Why use primary sources?

Primary sources engage students in active learning.

Students draw their own conclusions, construct their own meaning and play a role in directing their own learning.

Allows for application of higher order thinking strategies

Bloom's Taxonomy Levels

1. Apply
2. Analyze
3. Evaluate
4. Create

Power Words

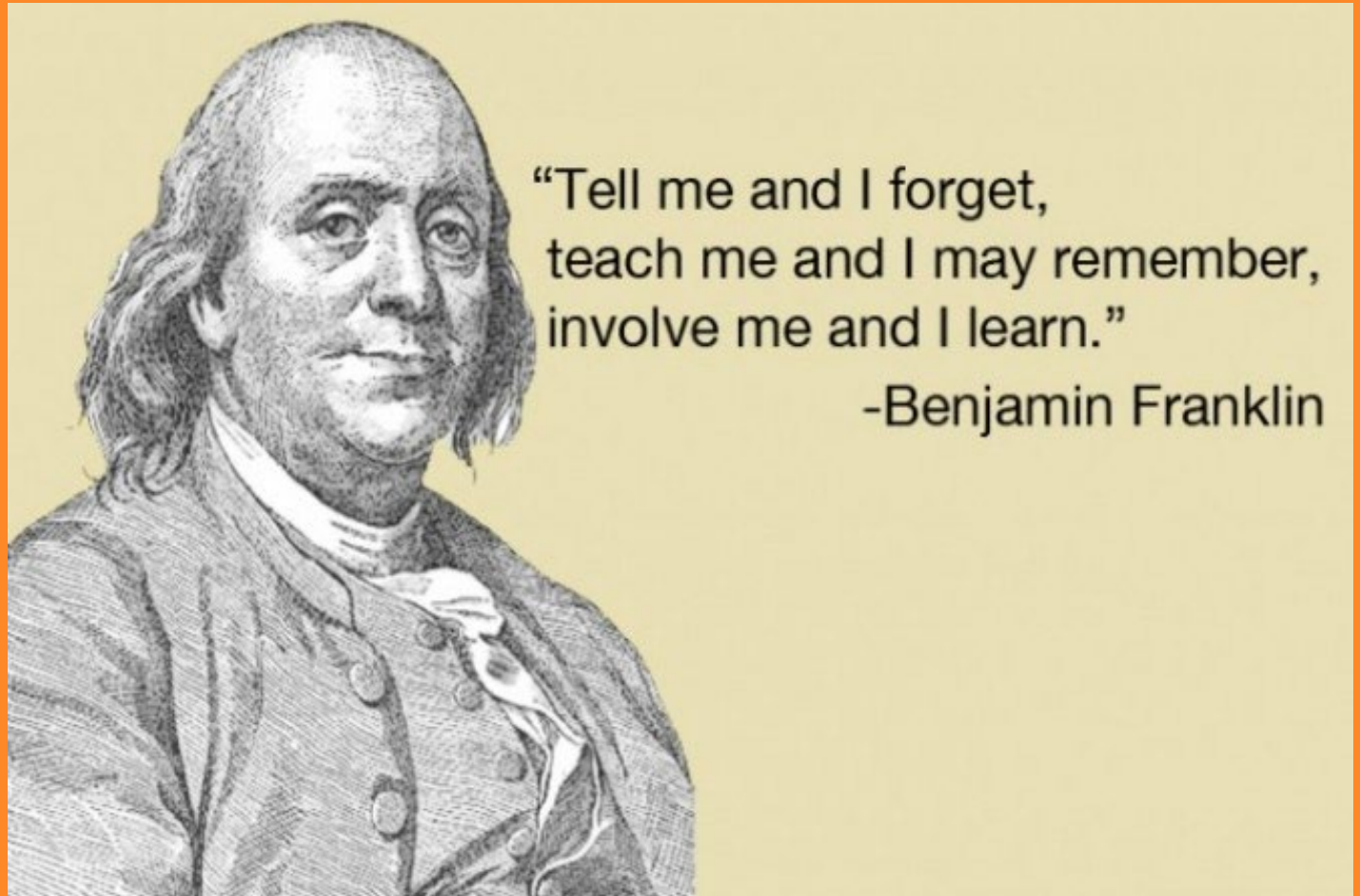
1. Choose, construct, develop, produce
2. Categorize, classify, compare/contrast, outline, order, examine,
3. Assess, choose, critique, defend, justify, prioritize, rank
4. Arrange, compose, create, design, develop, produce

Why use primary sources?)

Primary sources
develop critical thinking skills.

Through exploring and questioning primary source materials, students apply cognitive, problem solving, investigative and deductive reasoning skills.

It's not just using primary sources, but how we use them...



Why use primary sources?

Primary sources appeal to students because they are asked to

explore, handle, search & question

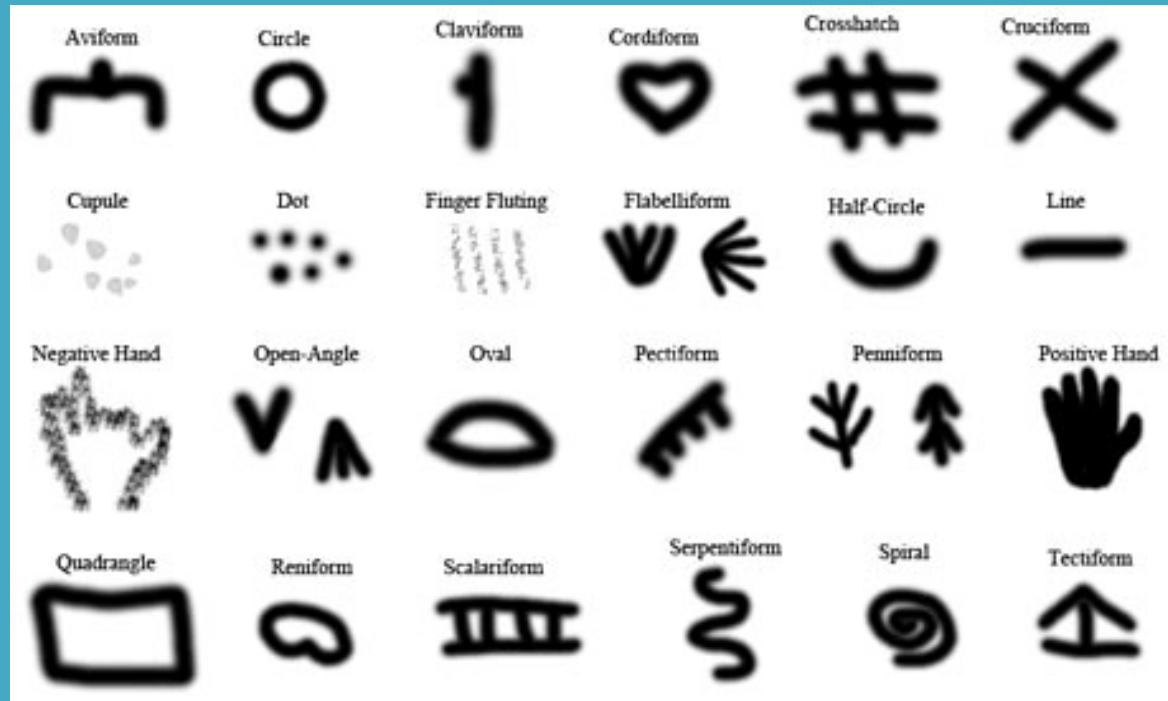
--- students become investigators.

Humans Love Signs & Symbols

Throughout history, we've used signs and symbols to communicate, illustrate and draw attention to things of importance. Let's take an historical stroll from the past to the present, then make use of symbols that are relevant today. Ready? Here we go!

Signs, signs, everywhere there's signs....

Paleolithic cave drawings



And then.....



Thru the 1800's...



A rebus-style "escort card" from around 1865, to be read as "May I see you home my dear?"

Into the 1900's.....



And Now.....



Why not use what our students use?

*Making it relevant



"Emoji Crossing the Delaware" by Emojinalart.com

It's your turn...



Center for Louisiana Studies, <http://cls.louisiana.edu>

Have students identify emojis that best fit the expressions for everyone in the picture. Discuss why they chose these emojis. Ask what they think the picture is about. This will get them engaged with the image.

After emojis have been identified and some hypothesis put forth, use the description and the picture analysis worksheet in the next slides to engage them more deeply and gain a better understanding of the photo.

Repeat with other photos. Try old family photos. Enjoy

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408

Photograph of unidentified girl dances to the music of Cajun twin fiddles at a Lafayette refugee camp during the 1927 flood. Note that the girl and the other children are barefoot. fiddlers; fiddles; Cajun music; costume; natural disasters

<https://louisianadigital.library.org/islandora/object/ull-Isa%3A352>

TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Ask students to identify and note details.

Sample Questions:

Describe what you see. • What do you notice first? • What people and objects are shown? • How are they arranged? • What is the physical setting? • What, if any, words do you see? • What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

Why do you think this image was made? • What's happening in the image? • When do you think it was made? • Who do you think was the audience for this image? • What tools were used to create this? • What can you learn from examining this image? • If someone made this today, what would be different? • What would be the same?

QUESTION

Invite students to ask questions that lead to more observations and reflections.

What do you wonder about...
who? • what? • when? • where? • why? • how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Write a caption for the image.

Intermediate

Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced

Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

Worksheet sources:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_former.pdf

Vermilionville is here to help

For more information and/or assistance,
please feel free to contact the
Education Coordinator at

education@bayouvermiliondistrict.org