Teaching Tip from Vermilionville

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

<table>
<thead>
<tr>
<th>Letters</th>
<th>Diaries</th>
<th>Journals</th>
<th>Newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memoires</td>
<td>Books</td>
<td>Magazines</td>
<td>Posters</td>
</tr>
<tr>
<td>Research Data</td>
<td>Advertisements</td>
<td>Autobiographies</td>
<td>Sheet music</td>
</tr>
<tr>
<td>maps</td>
<td>emails</td>
<td>Birth Certificates, Marriage Licenses</td>
<td>Government documents</td>
</tr>
<tr>
<td>Speeches</td>
<td>Artwork</td>
<td>scrapbooks</td>
<td>Plays</td>
</tr>
<tr>
<td>Paintings</td>
<td>Photographs</td>
<td>Audio recordings</td>
<td>Video recordings</td>
</tr>
<tr>
<td>Buildings</td>
<td>Music</td>
<td>ARTIFACTS</td>
<td><em><strong><strong>?</strong></strong></em>.....</td>
</tr>
</tbody>
</table>

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**Note:**
- **ARTIFACTS** could include a variety of items such as artifacts, tools, clothing, or any physical objects from the past.
- The last row is left blank for additional items or categories that may not be covered in the table.
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...

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

-Benjamin Franklin
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...
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
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://louisianadigitallibrary.org/islandora/object/ull-lsa%3A352
TEACHER'S GUIDE
Analyzing Photographs & Prints

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 Questions: 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:
Vermilionville is here to help

For more information and/or assistance, please feel free to contact the Education Coordinator at education@bayouvermiliondistrict.org