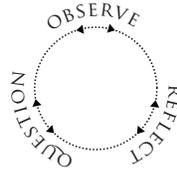


# TEACHER'S GUIDE

## ANALYZING MOTION PICTURES



---

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 and hear. • What do you notice first? • Do you only see live action, or are there any special effects or animation? • Describe any words you see on the screen. • What do you notice about the length of the motion picture? • Does anything about it seem strange or unusual? • What other details do you notice?

### REFLECT

#### Encourage students to generate and test hypotheses about the source.

What was the purpose of this motion picture? • Who do you think created it? • Who are the people who appear in it? • What tools and materials were used to create it? • Do you think it was filmed on location, or was there a stage set? • Who do you think was the intended audience? • What feelings or ideas do you think its creators wanted to communicate? • If someone created this motion picture today, what would be different?

### 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

*Have students write a brief description of the motion picture in their own words.*

##### Intermediate

*Speculate about the purpose of the motion picture and what its creators expected it to accomplish. Do you think the motion picture achieved their goals? Explain why you think so.*

##### Advanced

*Think about what you already know about this period in history. How does this motion picture support or contradict your current understanding of this period?*

*For more tips on using primary sources, go to*

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