

# IMAGES OF THE PAST: VISUAL TEXTS IN CLIL HISTORY

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# OPPORTUNITY

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- Digitalization = easy access
- “Images speak directly to us and may have a strong emotional impact.”  
(Pettersson, 2013)
- Images reduce linguistic load, allowing students to focus on cognition

# OBLIGATION

1. We consume a lot of media
2. Media shapes our perceptions
3. Media communication is increasingly visual
4. Digital age: information and learning are key
5. We need skills to interpret media critically  
(Tompkins, 2010)

# HISTORICAL SOURCES (BARTON 2018)

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1. Illustration and context

2. Evidence: Historical enquiry

3. Interpretation and response

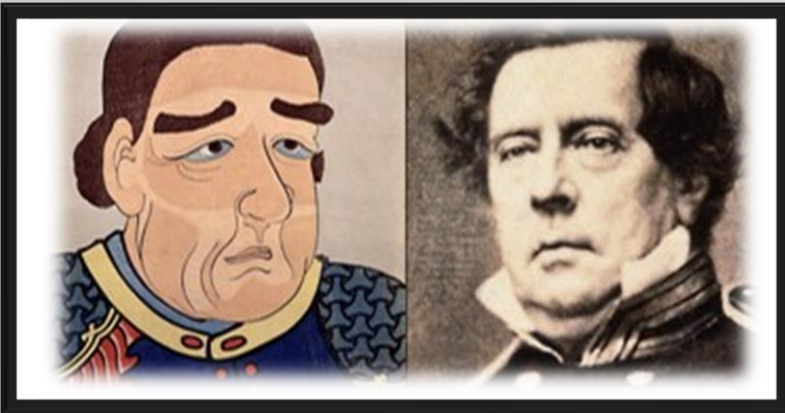
# ILLUSTRATION AND CONTEXT

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- “If we want students to understand when something happened, it is particularly important for them to be able to see what that time looked like.”
- (Barton, 2018, p. 3)



## 1. DIFFERING VIEWPOINTS



## 2. HOW IT LOOKED (MAYBE)



# ILLUSTRATION AND CONTEXT

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## 1. DIFFERING VIEWPOINTS

## 2. HOW IT LOOKED (MAYBE)

## 3. MATERIAL CULTURE

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## 2. HOW IT LOOKED (MAYBE)



# HISTORICAL ENQUIRY

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- “Students should consider what they can and cannot conclude from a given source, and how to use a set of sources to reach answers to their question (as historians do).”  
(Barton, 2018, p. 6)



# HISTORICAL ENQUIRY

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## I. Describe, Interpret, Evaluate

- **Describe** what you see objectively
- **Interpret** it logically
- **Evaluate** it subjectively

(Nam & Condon, 2010)



# HISTORICAL ENQUIRY

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## 2. Compare and corroborate

“A baggage coolie carries about 50 lbs. [23kg], but here merchants carrying their own goods from Yamagata actually carry from 90 [40kg] to 140 lbs. [64kg]... Last night five of them were resting on the summit ridge of a pass gasping violently. Their eyes were starting out; all their muscles, rendered painfully visible by their leanness, were quivering; rills of blood from the bite of insects... were literally running all over their naked bodies...”

Isabella Bird, (1881), *Unbeaten Tracks in Japan*, p.27





# HISTORICAL ENQUIRY

What additional information do we need? Where could we find it?

## 3. Generate questions

“A baggage coolie carries about 50 lbs. [23kg], but here merchants carrying their own goods from Yamagata actually carry from 90 [40kg] to 140 lbs. [64kg]... Last night five of them were resting on the summit ridge of a pass gasping violently. Their eyes were starting out; all their muscles, rendered painfully visible by their leanness, were quivering; rills of blood from the bite of insects... were literally running all over their naked bodies...”

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# INTERPRETATION AND RESPONSE

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- “On occasion we want students to... delve deeply into how [sources’] creators have structured them and the meanings they aim to convey.”  
(Barton, 2018, p. 7).

# COMPOSITION

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- Focus?
- Colours?
- Symbols?
- Artist?
- Audience?
- Student opinion





# REPRESENTATION

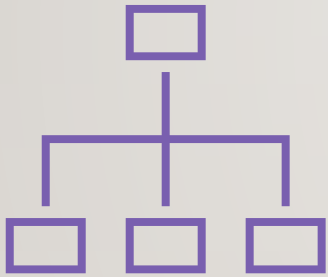
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- Who is portrayed?
- What is she doing?
- What is her manner/ mood?
- How does this change over time?
- Student opinion

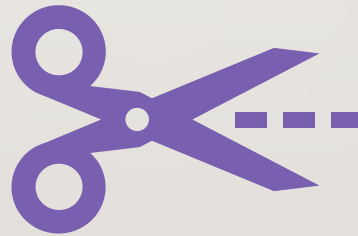


# SUMMARY AND CREATION

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Graphic organizers –  
encourage personal  
response



Crop/ edit an image



Create own images



1. Each stage supports the next: understand → analyse → respond.

## IMAGES OF THE PAST: VISUAL TEXTS

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## CONCLUSIONS



2. Discussion supports student understanding, demonstrates multiple interpretations.



3. Prepare interpretations but accept those that are supported by evidence.



# REFERENCES

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