HANDOUT **Title:** SCOPE Protocol **Handout #:** 4b

Content:

SCOPE Descriptors

Connect: In order to gain appreciation of the artifact, students must gain an understanding of what life was like during the time the artifact was created. Students should explore all aspects of life during the time period, including landscape, technology, human interaction, and significant events as seen through the eyes of the people of the time. Students also make connections to similar artifacts in other cultures and time periods to deepen their analysis of the artifact. Connections can also be made between the artifacts created by the same person or group. Students might consider the following to guide their thinking:

- Is there a relationship between people in the artifact (photograph/painting, oral history)?
- Can you guess/speculate on a relationship that is not in the artifact?
- What happened before/after the artifact was created?
- How could the oral history be corroborated by other primary sources?
- Who might have used this object?
- How is this artifact similar or different compared to other cultures/time periods?
- What was the world like when the artifact was created?

If working with artifacts from the same person or group, consider these questions:

- How are the artifacts similar?
- How are they different?
- Is there a connection between the artifacts?
- Do they work together or are they separate? (function, theme)

Originator: Students should "walk a mile in their shoes" to understand the perspective and intentions of the person who created the artifact. Through discovering the insights of the originator, one gains cultural and intellectual respect, as well as, possible biases and credibility of the originator. To understand human progress, students must perceive what the originators believed about themselves. Students might consider the following to guide their thinking:

- Who created the artifact?
- What do you think the writer/photographer/artist/speaker/maker thought was the most important to convey? Why?
- What might the artifact imply? Is there a message?
- What was the point of view? Is it objective or biased? Explain.
- What relationship does the writer/photographer/artist/speaker/maker have with the audience? How can you tell?
- Who owned the artifact after it was created?

Purpose: With the deeper understanding of life during the time, students will conceptualize the purpose for the artifact in terms of practicality or function, symbolism, as well as monetary, traditional, cultural and historical value. Students examine the deeper meaning of the artifact to the people. Students might consider the following to guide their thinking:

- Why did the writer/photographer/artist/speaker/maker create the artifact?
- For objects, what was the function? (how was it used, practical/for leisure, still in use-use change)
- What is the objects value (monetary, sentimental, cultural, historical, etc.)?