Creativity at the Core

Module 8

Artifact Detectives: Building Knowledge in Language, History and the Arts through Active Inquiry 3-5

Developed by Ventura County Office of Education and Museum of Ventura County

Section: **One**

Section Title: **Welcome and Introductory Activities**

A Professional Learning Module Designed for: **3rd-5th Grade Teachers**

CONTENT OUTLINE

Purpose:

Welcome the participants.
Get participants to start looking at artifacts through the Artifact Connection activity.
Introduce participant to each other and share artifact.
Introduce sentence starters as a scaffold for English learners.
Share the connection to the arts.
Introduce participants to the module outcomes.
Introduce the over arching focus questions.
Introduce the use of the "Let's Strategize!" handout for debriefing/reflection.

Time: 25 Minutes

Grouping: Whole Group/Partner Share

Standards:

ELD PI.3-5.1
CCSS ELA 3-5 1,6

Slides: 1-7

Handouts:

Let's Strategize! 1
5a-e SCOPE Table Tents

Materials:

Artifacts that represent school (i.e. glue, paper, notebook, pencils pen, marker, stapler, paper clips, scissors, hole punch, highlighter, sharpies, etc.) Have a variety of artifacts to choose from and multiples of each artifact.
5a-e SCOPE Table Tents- If you have room at your tables, these tents can be placed on the tables.

Media Resources:

Power Point

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PROCESS/ACTIVITY

Welcome and Introductions- Artifact Connection (10 minutes) **Slides 1-3**

<u>As participants enter the training, have them select a school artifact that connects to them either personally or professionally because it brings to mind a memory or is symbolic.</u>

- Welcome the participants. Explain that they be jumping into an experience immediately, and they will go over the outcomes.

- Ask participants to form pairs. If there are an odd number of participants at a table, they can form a triad. Remind participants to think about why they selected their object and be prepared to share. Participants will introduce themselves to an elbow partner, and share what object they selected and why.

- Ask a few participants to share what they heard from their partner.

- Point out that asking students to share what their partner says is a strategy for English learners. First off, it promotes listening for all students. For English learners, it lowers their affective filter because they are sharing their partner's idea and repeating it. They have had an opportunity to hear the language modeled before they have to use it.

Note about the Arts, Outcomes, Overarching Questions, & Strategies (10 minutes) **Slide 4-7**

- Review the *Note About the Arts*. The important message is that we will not be engages in art making, but rather working on analyzing artifacts using a protocol that was developed as a result of this module.

- Review the outcome for the session. Point out that they will be introduced to multiple strategies or interactive structures for engaging English learners. Ask participants to select one outcome as their personal learning goal. Then, ask them to share their learning goal with their partner.

PROCESS/ACTIVITY

- Introduce the overarching focus question for the training. These will provide a unifying thread through the various parts of the session and the different structures and strategies that will be introduced.
  - ✓ How can we help students build subject matter understandings using representative artifacts in order to build 21st Century skills of communication, collaboration, critical thinking and creativity?
  - ✓ How can we support English learners in building the same subject matter understanding using the same artifacts and building the same 21st Century skills?
- Introduce the *Let's Strategize!* handout. This will be their first time using it. Explain that the *Let's Strategize!* handout will be used to record and facilitate discussion about the strategies and will serve as a place to keep notes on the management and process.

Debriefing/Reflection (5 minutes)

- Have participants share ideas about managing the Artifact Connection structure/strategy and/or how they will use the strategy. They can record their ideas on the handout, *Let's Strategize.*