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: **Two**

Section Title: **Primary and Secondary Sources/SCOPE Protocol Preview**

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

CONTENT OUTLINE

Purpose:

Create a shared understanding of what primary and secondary sources are.
Engage participants in understanding why primary and secondary sources are important to use in the classroom.
Preview the SCOPE Protocol

Time: 45 minutes

Grouping: Whole Group/Partners

Standards:

ELD PI.3-5.10, ELD P1.3-5.6
CCSS ELA W3-5.1-8, 10, CCSS ELA RI.3-5.1-7,9-10

Slides: 8-14

Handouts:

2 Primary Source Handout (color or black & white) 2 a-e Primary Source Cards
3 Marzano Vocabulary Sheet
1 Let's Strategize
4a-c SCOPE Protocol
5a-e SCOPE Table Tents (color or black and white)
6 Annotation Strategy 1
7 Annotation Strategy 2

Materials:

post it notes
highlighters

Media Resources:

Power Point

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PROCESS/ACTIVITY

What is the difference between primary and secondary sources? (5 minutes) **Slide 8**

- Ask participants to read the slide.
- Highlight a few points using the information below.

Additional information from: http://www.princeton.edu/~refdesk/primary2.html retrieved 2/21/15

A primary source is a document or physical object, which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

- ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- CREATIVE WORKS: Poetry, drama, novels, music, art
- RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings

Examples of primary sources include:

- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution of Canada - Canadian History
- A journal article reporting NEW research or findings
- Weavings and pottery - Native American history
- Plato's Republic - Women in Ancient Greece

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

- PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

Examples of secondary sources include:

- A journal/magazine article which interprets or reviews previous findings
- A history textbook

PROCESS/ACTIVITY

- Ask participants to turn and explain the difference between primary and secondary sources.

Why use primary and secondary sources? (35 minutes) **Slides 9-13**

- Number the participants 1-5 to prepare for the jigsaw activity. Each set of 5 participants will be their home group. The number ones will become the expert on "Develop Skills." The number twos will become the expert on "Address Various Learning Styles", etc.
- Pass out "Why use primary and secondary sources?" cards and Marzano Vocabulary Sheet.
- Explain directions on slide 10:
  - Read your card.
  - Write a description, explanation or example of the reason.
  - Create a non-linguistic representation to represent the idea:
    - picture
    - symbol
    - graphic
- Give participants about 5 minutes to complete the top part of the Marzano Vocabulary handout.
- Ask participant to get in to group with the same number. These are the expert groups, and follow directions on slide 11:
  - In expert groups:
    - Each person shares his or her description, explanation, examples and/or non-linguistic representation.
    - Group members can add to or refine their work based on what they hear.

Note: Participants will be adding to their Marzano Vocabulary handout.

- Give participants about 8-10 minutes in expert groups.
- Ask participants to rearrange themselves back into their home groups. They will have one of each number (1-5) represented. Then, explain the directions on slide 12:
  - In home groups:
  - Each person shares his or her description, explanation, examples and/or non-linguistic representation.
  - Group members listens to each of the five reasons, and decides as a group which one is most compelling in order to convince their colleagues why they should use primary and secondary sources.

PROCESS/ACTIVITY

- Give participants about 10 minutes in their home groups.
- Explain that they will be writing a Tweet. A Tweet is a short (140 character) message. They can incorporate hashtags (#), which is a way of indexing or categorizing their message. Share the directions for the Tweet on slide 13:
  - On a sticky note, write a Tweet sharing why we should use primary and secondary sources in the classroom.
  - Be prepared to share.

Note: If your space allows, you can have a Twitter wall (poster paper with the Twitter logo and/or title) where participants can post their Tweets.

Debriefing/Reflection (5 minutes) **Slide 14**

- Have participants share ideas about managing any of the strategies in this sections:
  - Turn and Talk/Explain
  - Jigsaw
  - Marzano Vocabulary Strategy
  - Tweet

  They can record their ideas on the handout, *Let's Strategize.*