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: **Four**

Section Title: **Introduction to Originator and Connect**

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

CONTENT OUTLINE

Purpose:

Introduce Originator and Connect pieces of the protocol
Apply protocol to a video

Only if using option 2 (full day option):
Apply using Scan, Originator and Connect with a new set of artifacts (NOTE: For this section, in order to make the content relevant to your audience, consider using local artifacts or customize them to grade level content.)

Time: 75 minutes for Option 1, 110 minutes for Option 1

Grouping: whole group, partner

Standards:

ELD P1.3-5.3, ELD p1.3-5.11
CCSS ELA 3-5 SL3-5.1,6, CCSS ELA 3-5 W3-5.1,4,10

Slides: 30-53 (and slides 65-70 for Option 2)

Handouts:

8a-b Lincoln Think Sheet

14 Agricultural Artifact Think Sheet (Option 2)

Materials:

12 a-k Young Lincoln Photos
13 a-e Mr. Stuart Files

Media Resources:

PowerPoint
Video 1 and 2 of Mr. Stuart
16 a-e Sugar Beet Factory Artifacts (Option 2)
17 a-e Apricot Drying Artifacts (Option 2)
18 a-e Lima Bean Artifacts (Option 2)

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PROCESS/ACTIVITY

Introduction to Originator (15 minutes) **Slides 30-33**

- Ask participants to read the quote on slide 30 and choose a phrase or sentence that resonates with them. What does it connect with in their lives?
- Explain that a piece of analyzing artifacts are considering perspective. The originator or creator's perspective helps us in figuring our what it is we are look at and what are its implications to the world. As educators, you will not always be able to get information on the originator of an artifact.
- We will be watching a video of the originator of the Lincoln figure, Mr. Stuart. As they watch the video, they can take notes on new information or listen for answers to the questions they had in the scan. When done showing the video, ask the participants to share something they didn't know before or answer to a questions they had.

Introduction to Connect (30 minutes) **Slide 34-47**

- Ask participants to read the slide. How does this quote relate to artifacts and making connections to other artifacts, texts or the world around us?
- Explain that we have a second Lincoln figure by the same artist. We will be doing a scan of this figure.
- Review directions on slide 35:
  - Describe your first impressions.
  - Examine the material/medium that makes the artifact.
  - Record on your Think Sheet.
- Review direction on slide 43:
  - What are you wondering? What questions do you have?
  - Brainstorm a list of questions you have about the artifact.
  - Share your thinking with your partner.
  - Record on your Think Sheet.
- Have participants share their thinking.
- Show the second video of Mr. Stuart. Ask participants to ask notes on their Think Sheet.
- Have participants make connections and record on their Think Sheet.
- Have participants share their thinking with each other. They can add to their own Think Sheets as ideas are shared.

PROCESS/ACTIVITY

Mr. Stuart Files (20 minutes) **Slides 48-52**

- Have participants scan the documents.
- Review directions on slide 49:
  - What is it?
  - What information can you gather from these documents?
  - Record on your Think Sheet.
- Review directions on slide 50:
  - What are you wondering? What questions do you have?
  - Brainstorm a list of questions you have about the artifact.
  - Share your thinking with your partner.
  - Record on your Think Sheet.
- Have participants share their thinking.
- Add to their Think Sheet, following directions on slide 52:
  - What connections can you make?
  - Share your thinking with your partner.
  - Record on your Think Sheet.

Summarize (10 minutes) **Slides 52-53**

- Have participants create a gist for each step they have been introduced to (scan, connect and originator).

<u>Option 1: Two half-day sessions- Go to Content Outline 5</u>

<u>Option 2: Only use the slides below if you are doing a full day session</u>.

PROCESS/ACTIVITY

Continued from slide 53…

Important materials directions:
For this section, the photo is the first item you will give participants. The photo is item b for each artifact (Sugar Beat *Factory Labor Camp photo, Apricot Drying Photo, and the Burlap Bag with Needle). Create a packet with the rest of the artifacts that go with each of the three photos.* Depending on the size of your group, you will need multiple sets. Each group could be between 4-6 people.

Agriculture in Ventura County (30 minutes) **Slides 65-70**

- Provide copies of the Think Sheet of Agriculture in Ventura County.
- Explain that they are going to practice the three steps: scan, connect and originator.
- Have participants select one of three artifacts to examine **(Sugar Beat *Factory Labor Camp photo, Apricot Drying Photo, and the Burlap Bag with Needle)***
- With a partner, they will scan and record their observations and questions (slides 67-68)
- Explain that each artifact has a set of supporting artifacts. They will use these artifacts to add to their Think Sheet making connections or information about the originator.

(pass out additional artifact packet)

- Have the participants share their thinking about their artifact. They can record their idea on their Think Sheet including what they discovered and/or questions they have now.

Debriefing/Reflection (5 minutes)

- Have participants share ideas about managing any of the strategies in this sections:
  - GIST

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

GO TO "CONTENT OUTLINE 6"