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: 7

Section Title: Culturally Responsive Teaching with SCOPE

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

CONTENT OUTLINE

Purpose:

Apply Culturally Responsive Teaching to the SCOPE Protocol
Practice SCOPE with cultural artifacts

Time: 95 Minutes

Grouping: whole groups, 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: 87-105

Handouts:

21 Julie Tumamait Think Sheet
24 a-b Chumash Basketry Article

Materials:

4a-c SCOPE Protocol or 5a-eSCOPE Cards
23 a-i Chumash Basket Photos
24 a-b Chumash Basketry Article

Media Resources:

Julie Tumamait Video 1 and 2

Section: **Seven**

Section Title: **Culturally Responsive Teaching with SCOPE**

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

PROCESS/ACTIVITY

Chumash Storytelling (45 minutes) **Slides 87-103**

- Distribute the Think Sheet for Julie T
- Explain that they will be watching a video clip. Ask the participants to keep in mind the scan questions, but don't write anything down. They will have an opportunity to view it a second time.
- Have participants share information based on the scan questions for video orally with a partner.
- After watching the first time, show the video again.
- Ask participants to take notes on their Think Sheet about their observations and questions they have.
- With a partner discuss responses to slide 91. Log ideas on the Think Sheet.
- Explain that they will watch a second video. Review the questions on slide 91.
- Show second video.
- Ask participants to record their ideas about their observations and questions they might have after watching this video.
- Have participants share their thinking.
- Have participants consider the effect, using slide 96. They can process this with a partner.
- Have the participants consider their understanding of Chumash storytelling. What new learnings or additional questions do they have? Add this to their Think Sheet.

Chumash Objects (45 minutes) **Slides 98-105**

Note: This section can be omitted or replace the above section Chumash Storytelling or can be done as an additional piece time permitting.

- Explain that the participant will be looking at Chumash artifacts.
- Have the participants select one artifact to focus on as a pair.
- Distribute the Think Sheet.
- At this point, they should be well equipped to scan without much direction.
- After about 8-10 minutes, introduce the article about basket weaving.
- Remind them of the annotation strategy that they used earlier or last session.
- Ask them to read the article and annotate the text.
- Have the participants continue using the SCOPE protocol recording their thinking on the Think Sheet.
- As pairs are working, explain that the need to be sharing and discussing their ideas.

PROCESS/ACTIVITY