

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



Media Arts for Your Classroom Grades 6-12

Outcomes

- Learn strategies in culturally and linguistically responsive education.
- Develop a shared understanding of what primary and secondary sources are and how they can be used in the classroom.
- Explore arts integrated strategies that deepen learning through parallel structures that connect content areas.
- Explore and translate strategies through inquiry, reflection, and group discussion.

Grade(s)

3-5

Audience(s)

3rd – 5th Grade Teachers

Time

How many minutes will this part of the training module take?

(7-8 hrs.)

Content

What content will the training/presentation address? List the main focus areas/topics.

Presentation Methods

How will the content be presented?

(PPT)

Participant Activities

What specific activities will participants engage in to learn the content? Identify the name of the activity and provide a brief description.

Reflection, Assessment, & Evaluation

How will the presenter engage participants in debriefing or reflecting on their experience/learning?

Support Materials

What materials will the presenter and participants need? This includes but is not limited to handouts,

Arts Standards

Identify the targeted standards addressed by this part of the training.

Link to California Arts Standards:
<https://www.cde.ca.gov/>

Common Core & ELD Standards

Identify the key Common Core (language arts and/or mathematics), Next Generation Science, and ELD standards addressed by this part of the module.

Outcomes/ Claims

Which outcomes does this portion of the training address?

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					supplies, equipment, and multimedia resources.	be/st/ss/vapacontentstds.asp	ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf Common Core Standards https://www.cde.ca.gov/re/cc/	
SECTION 1 WELCOME AND INTRODUCTORY ACTIVITIES 25 Minutes – PowerPoint (PPT) slides 1-7								
10 min	Welcome and Introductions – Artifact Connection • Welcome the participants. Get participants to start looking at artifacts through the Artifact Connection activity. • Introduce participants 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 overarching focus questions. Introduce the use of the <i>Let's Strategize!</i> handout for debriefing/reflection.	PPT slides 1-3 Whole Group/Partner Share	• 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. • 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	Review and discussion of artifacts.	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:	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Common Core – English Language Arts CCSS ELA S&L 3-5 1,6 CCSS ELA W3-5.1-8, 10 CCSS ELA RI.3-5.1-7,9-10 CA English Language Development ELD PI.3-5.1 ELD PI.3-5.10 ELD PI.3-5.6	• Build community • Learn about the importance of scaffolding information for English Learners • Discover how artifacts are important for classroom investigation and interdisciplinary learning.

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			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.		● PPT			
10 min	Note about the Arts, Outcomes, Overarching Questions, & Strategies	Group and partner share	● 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.	● Review of multiple strategies and reflect on structures that point to English Learner engagement.				Learn multiple strategies for English Language success
5 min	Debriefing/Reflection	Discussion	● 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, <i>Let's Strategize!</i>	● Evaluate strategies and structures ● Reflection				Practice reflective processes to debrief and discuss.

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SECTION 2 PRIMARY AND SECONDARY SOURCES/SCOPE PROTOCOL PREVIEW 45 Minutes – PowerPoint (PWPT) slides 8-14								
		- PPT slide 8 - Group and partner share	- Preview SCOPE Protocol - Refer to handouts listed to the right.		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			Learn strategies for incorporating primary and secondary sources in the classroom
5 min	What is the difference between primary and secondary sources?	Group and partner share	- Ask participants to read the slide. - Additional information from: http://www.princeton.edu/refdesk/primary2.html.	Reflect and discuss primary and secondary sources and use in the classroom.				Reflect on content through reflection and discussion
35 min	Why use primary and secondary sources?	PPT slides 9-13 Group and partner share	- 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."	Reflect and discuss primary and secondary sources and use in the classroom.				Reflect on content through reflection and discussion

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			○ The number twos will become the expert on “Address Various Learning Styles”, etc.					
5 min	Debriefing/Reflection	PPT slide 14 Group and partner share	Have participants share ideas about managing any of the strategies in this section: ● Turn and Talk/Explain ● Jigsaw ● Marzano Vocabulary Strategy ● Tweet	Reflection and discussion of strategies	They can record their ideas on the handout, <i>Let's Strategize!</i> Media Resources: ● PPT			Reflect on content through reflection and discussion
SECTION 3 LEARNING THE PROTOCOL WITH LINCOLN 80 Minutes – PowerPoint (PPT) slides 15-29								
10 min	SCOPE Protocol	PPT slide 15 Whole group, small groups, and partner shares	● Provide participants with a copy of the SCOPE protocol hand out and an annotating text strategy card. Participants who have strategy #2 will need small colored sticky notes. ● Explain that they will be reading the SCOPE protocol and annotating the text. Allow the participants to read their annotation strategy card. Let participants know that the purpose is for them to get an overview of the SCOPE protocol, and they will be practicing using each step. ● After annotating the text, allow participants to share their initial reaction.		Handouts: ● 8a-b Lincoln Think Sheet 10 Elements of Art ● 11 Principals of Design 1 <i>Let's Strategize!</i> ● 9a-i Lincoln Photos Media Resources: ● PPT			Gain greater understanding of SCOPE protocol and how to annotate text.
3 min	Think Sheet	PPT slide 16 Presentation of Think Sheet	Distribute copies of the “Think Sheet” for participant. Explain the “Think Sheet.” They will be using the handout for the next section of the presentation. They will be tracking their thinking as they process several pieces of information.		Handout: Think Sheet			Learn how to track thinking and document discovery

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60 min	Introducing Scanning the Artifact	PPT slides 17-28 Note: You can substitute any artifact. Make a connection with your local museum or historical society. You can also use replicas. · Presentation/Discussion	● Introduce the first step. ● Share with participants that they will always begin by scanning the artifact. The other parts of the protocol can go in any order depending on the goal of the lesson, and what the focus is for using the artifact. ● Show pictures of Abraham Lincoln on the PPT slides. Another option is to print the photos for each table/group to share. · Share that these are photos of a 3-D object. The Lincoln figure is one-quarter life size. ● Ask participants to take notes as they look at the photos. Allow them to share/discuss their observations. Give them about 5-10 minutes to look at the photos. · Ask them to share their thinking. ● Discuss the need to build vocabulary for our English learners. One way to do that is to create vocabulary anchor charts. Ask participants to be more precise with their word choice. They can refer to the anchor charts. ● Explain that now they will be going into the second step in the scan portion of the protocol. Share slide 25. ● Point out that English learners may need sentence starters. The key with sentence starters and frames is not to over scaffold. If students don't need them, don't give them to them. ● Ask participants to share their thinking.	Reflect on scanning and translations in the classroom.	● Artifact Media Resources: ● PPT ● Picture of Abraham Lincoln on PPT slides			Learn how to use and scan artifacts.
5 min	Debriefing/Reflection	PPT slide 29	Ask participants to share ideas about managing any of the strategies in these sections:	Debrief content and reflect on strategies	They can record their ideas on the			Explore use of a variety of

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			● Think Sheet ● Annotating Text ● Anchor Charts ● Sentence Stems		handout, <i>Let's Strategize!</i> Media Resources: ● PPT			strategies for integrated learning
SECTION 4 INTRODUCTION TO ORIGINATOR AND CONNECT Option #1 - 75 minutes Option #2 - 110 Minutes PowerPoint (PPT) slides 30-53 (and slides 65-70 for Option #2)								
15 min	Introduction to Originator	PPT slides 30-33	● Ask participants to read the quote on slide 30 and choose a phrase or sentence that resonates with them. ● View video of the originator of the Lincoln figure, Mr. Stuart. ● Encourage participants to take notes on new information or listen for answers to the questions they had in the scan.	● Reflect on quotations: What does it connect with in their lives? · Explain that a piece of analyzing artifacts are considering perspective. ● After showing the video, ask the participants to share something they didn't know before or answer to a questions they had.	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: ● PPT ● 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)			Gain greater understanding of the creation of artifacts and the historical background that influenced artist's choices.

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30 min	Introduction to Connect	PPT slides 34-47 Presentation and group work	● Ask participants to read the slide. ● 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: ● Record on your Think Sheet. · Review direction on slide 43: ● Show the second video of Mr. Stuart. Ask participants to take notes on their Think Sheet.	● Reflect: How does this quote relate to artifacts and making connections to other artifacts, texts or the world around us? · ● Describe your first impressions. ● Examine the material/medium that makes the artifact. ● 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. ● Have participants share their thinking. ● Have participants make connections and record on their Think Sheet. Ask participants to share their thinking with each other. They can add to their own Think Sheets as ideas are shared.	Media Resources: ● PPT			Deeper understanding of inquiry and integrated learning through varied text.
20 min	Mr. Stuart Files	PPT slides 48-52 Presentation	● Ask participants to scan the documents. ● Review directions on slide 49:	● Add to their Think Sheet, following directions on slide 52: ● What connections can you make?	Media Resources: ● PPT			Gain greater understanding of artifact through close observation and investigation.

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		Group and individual reflection	● Review directions on slide 50: ● Brainstorm a list of questions you have about the artifact. ● Ask participants to share their thinking.	● Share your thinking with your partner. ● Record on your Think Sheet. ● Reflect (slide 49): ● What is it? ● What information can you gather from these documents? ● Record on your Think Sheet. ● Reflect (slide 50): - What are you wondering? What questions do you have? ● After brainstorm, share your thinking with your partner. ● Reflect and record on your Think Sheet.				
10 min	Summarize	PPT slides 52-53	● Have participants create a gist for each step they have been introduced to (scan, connect and originator). ● <i>Option 1: Two half-day sessions- Go to Content Outline 5</i> ● <i>Option 2: Only use the slides below if you are doing a full day session.</i>		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			Gain knowledge of how to use artifacts

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					the three photos. ● Depending on the size of your group, you will need multiple sets. Each group could be between 4-6 people. Media Resources ● PPT			
30 min	Agriculture in Ventura County	PPT 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 (PWPT 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.		Media Resources: ● PPT			Gain greater understanding of scanning and observation techniques.
5 min	Debriefing/Reflection	Whole group	● 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					

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			"Content Outline 6"					
SECTION 5 OPTION 1: CLOSING SESSION 1 and OPENING SESSION 2 15 Minutes (closing), 10 minutes (opening) PowerPoint (PPT) slides 55-88 (closing) slides 59-60 (opening)								
5 min	Practicum	PPT Slide 55 (closing slides for Session 1)	● Select an object to introduce the SCOPE protocol to your students. ● Model the protocol using the Scan and/or the Originator or Connect steps in the protocol. ● Be prepared to share at our next workshop. Answer any questions the participants may ask.		Handout: ● <i>Let's Strategize!</i>			
10 min	Debrief and Closing Activity	PPT Slides 56-58 OPENING SLIDES for session 2 These slides are a review of what was shared at the beginning of session one.	● Review the closing activity. o Have participants jot down a few ideas. ● Have participants share ideas about managing any of the strategies in this sections: ● GIST ● Outcome Sentences They can record their ideas on the handout, <i>Let's Strategize!</i> ● Review the directions for reflecting on the strategies presented so far. Ask participants to share a strategy they are going to try in their classroom. ● Gather participants into a large circle. ● Using the prompt on slide 55, ask participants to share out one sentence. Remind participants that they are not to respond or comment. This is an opportunity for equity of voice. ● Thank the participants. Note: add your contact information to the closing slide.		Media Resources: ● PPT			

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10 min	Welcome Back	PPT Slides 59-60 OPENING SLIDES for session 2 These slides are a review of what was shared at the beginning of session one.	Review slides 60-62 (see content outline 1) ● Have participants reflect and discuss the practicum. ● Review the Let's Strategize handout.		Media Resources: ● PPT			
SECTION 6 CULTURALLY RESPONSIVE TEACHING 70 Minutes – PowerPoint (PPT) slides 73-85								
15 min	Culturally Responsive Teaching	PPT slides 73-77 Group and partner shares	● Examine our preconceived notions about culture. It is important in this section that the presenter stays neutral. Avoid using the terms Indian, Native American, etc. ● Introduce the strategy Round Robin Brainstorming. ● Ask participants to select roles based on slide 74. Individually, ask participants to respond to the questions on slide 75. ● As a team, participants will go around the circle sharing ideas for the group brainstorm. ● After the participants brainstorm their ideas, ask for each group to share one idea.		Handout: ● 19 Culturally Responsive Teaching Think Sheet 2o a-b - Becoming a Culturally Responsive Teacher Media Resource: ● PPT			Learn structures and processes for culturally responsive learning
30 min	Culturally and Linguistically Responsive Teaching	PPT slides 78-80	● Share with participants that they could attend a full day session or even a weeklong conference on this topic. They will be participating in a jigsaw activity to share some key ideas. ● Distribute the “Becoming a Culturally Responsive Teacher” 2-sided handout. Number participants 1 ● Assign each group of four to be a home group. Expert groups are the participants with the same number. ● Follow slide 79 directions for the home group.		Media Resources: ● PPT			Learn structures and processes for culturally responsive learning

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			● Follow slide 80 for expert group directions ● Have participants place their post-it notes on a poster in the room. The poster could be titled “Culturally Responsive Teaching” Our Reflections					
15 min	Preparing for Culturally Responsive Inquiry	PPT slides 81-84	● Share that this activity is from the Museum of Tolerance in Los Angeles. ● Introduce the strategy Stand Up, Hand Up, Pair Up. This is a Spencer Kagan strategy to get students into partners to share. ● Participants will raise their hand, when they make eye contact they pair up. Then, they share. ● Review slide 83 that has the directions for what they are to share. ● Let them know that you will give them about 4 minutes before asking them to change partners. ● Allow partners to share, then have the participants put their hand up and look for a new partner. ● They will share the same information from slide 83. Depending on time, you can stop or do one more round. ● Ask participants to Think and Ink, answering the question on slide 84. ● Have participants partner share.	Individual and group reflection and discussion regarding culturally responsive inquiry	Media Resources: ● PPT			Learn structures and processes for culturally responsive learning
10 min	Debrief and Reflect	PPT slide 85	● Ask participants to share ideas about managing any of the strategies in this section: Round Robin Brainstorming, Stand Up, Hand Up, Pair Up, Think and Ink ● They can record their ideas on the handout, <i>Let's Strategize!</i>	Debrief strategies and reflect	Media Resources: ● PPT			
SECTION 7 CULTURALLY RESPONSIVE TEACHING WITH SCOPE 95 Minutes – PowerPoint (PPT) slides 87-105								

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	Apply Culturally Responsive Teaching to the SCOPE Protocol Practice SCOPE with cultural artifacts	Whole Groups/Partners	Follow Scope Protocol Practice		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			Gain understanding through practice and translation of protocol.
45 min	Chumash Storytelling	PPT 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		Media Resources: ● PPT			Deepen understanding of storytelling and its use in interdisciplinary, integrated learning.

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			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. ● Ask the participants to consider their understanding of Chumash storytelling? What new learnings or additional questions do they have? Add this to their Think Sheet.					
45 min	Chumash Objects	PPT slides 98-105	● <i>Note: This section can be omitted or replace the above section Chumash Storytelling or can be done as an additional piece --time permitting.</i> ● 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.		Media Resources: ● PPT			Deepen understanding of storytelling and its use in interdisciplinary, integrated learning.
SECTION 8 DEBRIEF AND REFLECT 15 Minutes – PowerPoint (PPT) slides 84-91								

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15 min	Purpose: Debrief and Reflect on the SCOPE Protocol Debrief and Reflect on English Learner Strategies	PPT slides 84-91 Whole group	● Reflect on English Learner Strategies	Group Debrief and Reflection	Handout: <i>Let's Strategize!</i> Media Resources: ● PPT			Learn and reflect on strategies for English Learners
		PPT slides 104-107 Whole Group	● Review the directions for reflecting on the strategies presented so far. ● Have participants share a strategy they are going to try in their classroom. ● Review the closing activity. ● Have participants jot down a few ideas. ● Gather participants into a large circle. ● Using the outcome statements on slide 106, ask participants to share out one sentence. ● Remind participants that they are not to respond or comment. This is an opportunity for equity of voice. ● Thank the participants. Note: add your contact information to the closing slide.		Handout: <i>Let's Strategize!</i> Media Resources: PPT			Closing

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