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: Three

Section Title: Learning the Protocol with Lincoln

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

CONTENT OUTLINE

Purpose:

Introduce the SCOPE Protocol
Apply the Scan section of the protocol

Time: 80 minutes

Grouping: whole group, small group, partners

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: 15-29

Handouts:

8a-b Lincoln Think Sheet
10 Elements of Art
11 Principals of Design
1 Let's Strategize

Materials:

9a-i Lincoln Photos

Media Resources:

Power Point

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PROCESS/ACTIVITY

SCOPE Protocol (10 minutes) **Slide 15**

- 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 if 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.

Think Sheet (3 minutes) **Slide 16**

- 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.

Introducing Scanning the Artifact (60 minutes) **Slides 17-28**

Note: You can substitute any artifact. Make a connection with your local museum or historical society. You can also use replicas.

- 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 Power Point 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 ask 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.

PROCESS/ACTIVITY

- Discuss the need to build vocabulary for our English learners. One way to do that is to create vocabulary anchor charts. There are several ways to do this. One is to make the charts ahead of time and share it with the students. When you do this, you will create the anchor chart in pencil. Then, as you share the words and pictures, you will go over it in marker to bring it to life. Another way is to collect words from the students and write them down with pictures if appropriate. The key is after you have collected the words in the room, to add some additional words to extend the word knowledge in the room.
- Model either or both ways to create the anchor charts. Choose one category to model.

  NOTE: Whichever method you use, the key is to be prepared with a word list for you to consult. With that in mind, here is a list of words for your anchor chart:

Texture words for clothes: airy, bendable, blemished, breathable, bristly, brushed, bumpy, bushy, creased, crisp, coarse, feathery, flimsy, filthy, fluffy, frayed, fuzzy, grimy, hairy, itchy, lacy, leathery, loose, lumpy, matte, metallic, neat, prickly, ribbed, rough, rubbery, sharp, silken, silky, slick, slippery, smooth, soft, spongy, stretchy, threadbare, tie-dyed, tight, tweedy, velvety, warm, wet, woolen, woven
Color: blue- denim, turquoise, green- lime, yellow- golden, bright, bronze, dark, dim, faded, fluorescent, light, luminescent, pale, patterned, reflective, shadowy, shiny, speckled, transparent
Size: small, medium, large, extra large, plus-size, baggy, close-fitting, roomy, skinny, skintight, over-sized
Fabric: angora, chiffon, corduroy, cotton, denim, flannel, leather, gingham, herringbone, hounds-tooth, jacquard, lace, satin silk, spandex, suede, taffeta, tulle, tweed, twill, velour, velvet
Other Clothes Words: A-line, boot-cut, button-down, casual, clingy, comfortable, conservative, designer, double-breasted, dressy, formal, full-length, heavy, hooded, ill-fitting, informal, knee-length, lined, low-cut, pleated, sleeveless, sloppy, sporty, starched, strapless, strappy, tailored, waterproof, zippered, zip-up

- Rescan the photos-slide 24. 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.
- Have the participants share their thinking.

PROCESS/ACTIVITY

- Point out that in order to have more rich observations, students could benefit from formal art lesson in the elements of art and principals of design. Distribute the handouts that explain what the Elements of Art and Principal of Design are. There are several lesson plans on line to introduce these concepts to students. Ask the participants to share two concepts to teach during art that would have supported our scanning activity. Ask participants to share their thinking with their partner.

Debriefing/Reflection (5 minutes) **Slide 29**

- Have participants share ideas about managing any of the strategies in this sections:
  - Think Sheet
  - Annotating Text
  - Anchor Charts
  - Sentence Stems

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