

Garden History Detectives

Use different sources to learn about the past.

S.3.a “analyzing and interpreting information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams;”

NAME _____ DATE _____

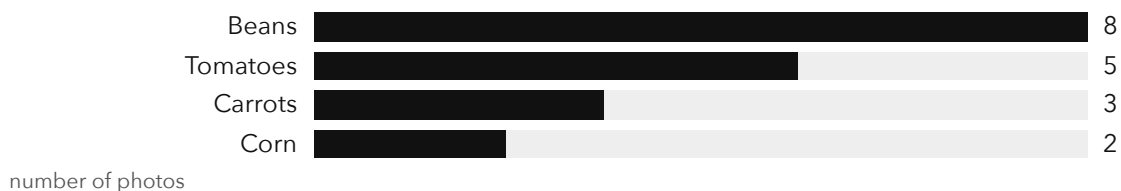
1 READ AND MARK _____ Read it twice

YOUR JOB Underline one detail from each information source, then circle the sentence that explains a limit of the bar chart.

Clues From a School Garden

- ① This school-garden story and its historical records are fictional classroom examples. When the Oak Street School garden turned 50 years old, Ms. Lee’s class investigated its past. In a storage room, they found a metal plant marker stamped “Beans, 1978.” This artifact was made long ago and gives a clue that beans grew in the garden that year. An artifact is a physical object; it can also be a primary source.
- ② Next, the class read a 1978 note from gardener Mr. Ortiz. He wrote, “We picked 24 baskets of beans this summer.” Because Mr. Ortiz wrote the note at the time, it is a primary source. The class also read a website article written this year about the garden’s history. The article analyzes older records rather than giving the author’s firsthand experience, so it is a secondary source. A later firsthand memory can still be a primary source.
- ③ Finally, students made a bar chart from five old photo albums. The chart shows how many photos showed each crop. A chart helps readers compare amounts quickly. The tallest bar does not prove which crop grew best, but it shows which crop appeared in the most photos.

GARDEN CROPS SHOWN IN OLD PHOTOS



2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which source is an artifact? What clue does it give about the garden?

2 Which source gives a firsthand report of picking 24 baskets of beans? Explain how you know.

3 How many more old photos show beans than tomatoes?

4 Why can the bar chart not prove which crop grew best?

3 YOUR TURN _____ Your own words

Choose one question about how your school has changed. Fill in the table with an artifact, a primary source, and a secondary source you could use. Tell what detail you would look for and how each source would help.

SOURCE	DETAIL TO LOOK FOR	HOW IT HELPS

PART 1 • READ AND MARK

Underline one detail from each information source, then circle the sentence that explains a limit of the bar chart. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which source is an artifact? What clue does it give about the garden?	The metal plant marker is an artifact. It suggests that beans grew in the garden in 1978.
2	Which source gives a firsthand report of picking 24 baskets of beans? Explain how you know.	Mr. Ortiz's 1978 note gives the report. He wrote it at the time the beans were picked, so it is a primary source.
3	How many more old photos show beans than tomatoes?	3 more photos.
4	Why can the bar chart not prove which crop grew best?	The chart only shows how often crops appeared in photos. It does not show how well each crop grew.

PART 3 • YOUR TURN (SAMPLE ANSWER)

SOURCE	DETAIL TO LOOK FOR	HOW IT HELPS
Old playground rule sign	Date and rules on the sign	Shows rules used long ago
Interview with a former student	What she remembers about the equipment	Gives a firsthand memory
School history book	When swings were added	Explains changes using past research

Accept equivalent source identifications and explanations supported by the passage or chart. For the table, accept reasonable sources if the student includes one artifact, one primary source, and one secondary source with a useful detail and explanation. Artifact and primary source are not mutually exclusive categories. Classify primary versus secondary by the source's relationship to the question and evidence, not date alone.