

Garden Clues

Use objects, writing, and a table to learn about the past.

S.2.a “viewing and exploring 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 each information source. Circle the words *artifact*, *primary source*, *secondary source*, or *table* that name its kind, so you can see how each source gives clues.

The Old School Garden

- ① Ms. Lee’s class wanted to learn about the old school garden. In the office, they found a rusty trowel with the school name scratched on its handle. The trowel is an artifact, an object from the past. It can give clues about garden work long ago.
- ② Next, the class read a note written by Mr. Ortiz, a gardener, in 1952. He wrote, “We planted beans beside the fence.” This note is a primary source because Mr. Ortiz wrote it at that time. A library book about the garden is a secondary source. It was written later.
- ③ The class also made a table from a 1952 garden list. A table puts information into rows and columns. The table shows how many seed packets were used for each plant. Looking at it helps the class compare the plants. They can use several sources to learn more.

SEED PACKETS USED IN 1952	
Plant	Seed Packets
Beans	5
Tomatoes	3
Carrots	2
Lettuce	4

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What artifact did the class find? What clue was on it?

2 Is the library book a primary source or a secondary source? Tell why.

3 Use the table. Which plant had the most seed packets?

3 YOUR TURN _____ Your own words

Imagine you are learning about your school’s past. Fill in the table with three different sources you could explore, name each kind, and tell one thing it could help you learn.

SOURCE	KIND OF SOURCE	WHAT IT COULD HELP YOU LEARN

PART 1 • READ AND MARK

Underline each information source. Circle the words *artifact*, *primary source*, *secondary source*, or *table* that name its kind, so you can see how each source gives clues. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What artifact did the class find? What clue was on it?	They found a rusty trowel. The school name was scratched on its handle.
2	Is the library book a primary source or a secondary source? Tell why.	It is a secondary source because it was written later.
3	Use the table. Which plant had the most seed packets?	Beans had the most seed packets, with 5.

PART 3 • YOUR TURN (SAMPLE ANSWER)

SOURCE	KIND OF SOURCE	WHAT IT COULD HELP YOU LEARN
An old school bell	Artifact	It could show an object students used long ago.
A class photo from 1960	Primary source	It could show what the school looked like then.
A new book about the school	Secondary source	It could tell about events from long ago.

Accept any reasonable school-related sources that match the stated kind. The explanation should tell a possible clue or fact the source could provide.