**GRADE 2: CHANGING FAMILY AND COMMUNITY TRADITIONS**

**ARTIFACT TASK**

[**https://jonathandrooker.weebly.com/changing-traditions.html**](https://jonathandrooker.weebly.com/changing-traditions.html)

**STEP 1: SELECT 1 ARTIFACT**

☑ Groundhog

☑ Four Leaf Clover

☑ Christmas Tree

☑ Bonhomme Carnival Costume

☑ Halloween Candy Bag

☑ Carved Pumpkin

☑ Easter Egg

☑ Wrapped Gift

☑ Dreidel

☑ Recycling Bin

☑ Red Envelope with Money (Lai See)

☑ Poppy

☑ Moon Cake

☑ Red lanterns

☑ Toy Truck

☑ Sugar Skull

☑ Propose Your Own:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 2:** Design the artifact! You need not go to any expense. Feel free to draw a picture of your artifact or design a model out of plasticene (Provided) or make a model out of lego or paper mache or... If you’d like to actually explore the artifact and make it from scratch (e.g. butter, etc.) you’re welcome to as well!

**STEP 3:** Try to print out some research information about your artifact alongside your parents/guardians and/or take out some relevant books from the library. Return the information you have retrieved as soon as possible. (I will help with additional resources).

Try: <http://school.eb.com/levels> or

<http://theacespace.weebly.com/research--inquiry.html> for research purposes

**STEP 4:** Using your research and notes explain the item’s place in relation to its tradition.

**STEP 5:** Complete a journal entry in the voice of a person using the artifact. The person must use/visit/discuss the artifact in the journal entry. Students must also discuss interactions with other people in the journal. They will write about instances of use and include factual information as well as emotional responses based on their learning.

Once steps 4 and 5 are complete, students in the class will be halved. One half will conduct a “gallery walk” or “museum visit” with the other half presenting as artifact experts. We will then change roles and repeat the process ☺ We will start the gallery walk/museum visit a second time with students dressed up and performing their journal entry in role (costumes, makeup, props, etc. are welcome!)

**ARTIFACT NOTE TAKING ORGANIZER**

**ARTIFACT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Used for:**

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**Materials/Importance:**

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**PARAGRAPH WRITING**

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| **⃝ A descriptive paragraph describes something.**  **⃝ A narrative paragraph tells a story.**  **⃝ A persuasive paragraph discusses an opinion.**  **⃝ An explanatory paragraph explains something.** |

**THE OVERALL TOPIC IS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**THE FOCUS OF MY PARAGRAPH IS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **⃝ I indented the paragraph (5 finger spaces)**  **⃝ I have a topic sentence introducing the focus in a general way.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **⃝ I have added 3-5 sentences that support the paragraph’s focus.**  **⃝ I used transition words (First, Second, Third, Next, Then, Last,)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **⃝ I have a closing sentence to finish off my paragraph. This closing sentence restates the focus and might tease the reader to read onto the next paragraph. (Now you know, In conclusion, In Summary,…Read on to learn all about \_\_\_\_\_\_\_\_\_\_\_.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**⃝ I (or my proofreading partner) edited my work using “O.P.P.”**

**ARTIFACT JOURNAL PLANNER**

I am writing as: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☑ Child

☑ Adult

☑ Male

☑ Female

Using pictures and/or words, plan out your journal entry in the space below!

What is happening in this journal entry?

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What I’m writing about the artifact:

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How do other people interact with you and/or the artifact in your journal?

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(Rough Journal Copy)

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☑Did you “OPP” your work?

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(Journal Title)

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**PRESENTATION EVALUATION**

NAME/DATE/PURPOSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **STRONG**  1) I made eye contact with the audience **most** of the time.  2) My voice was loud enough for **everyone** to hear  3) My voice level went up and down to emphasize meaning **most** of the time. I articulated clearly **most** of the time. The audience was able to understand every word.  4) I spoke at a **good pace** that kept the audience interested but without racing through my speech.  5) I **avoided** using “filler” words between my ideas (e.g., and…um…you know...like)  6) I **used gestures** to enhance the meaning of my words.  7) I knew my speech well enough so that I could **just glance** at my notes.  8) If I used visual aids or props, they helped **make things clearer**. |
| **PART-WAY THERE**  1) I made eye contact with the audience **some** of the time. I made eye contact with a few people.  2) My voice was loud enough for the audience to hear **part** of the time. I was quiet at times  3) My voice level went up and down to emphasize meaning **some** of the time. I articulated clearly **some** of the time but mumbled at other times.  4) I spoke at a **fairly good pace** but there were times when I spoke too quickly.  5) I **sometimes** used “filler” words between my ideas (e.g., and…um…you know...like)  6) My gestures may have been **a little stiff** or **unnatural.**  **7)** I had to **read my notes** for some or most of my presentation.  8) If I used visual aids, they **may not have added much** to make things clearer. |
| **JUST BEGINNING**  1) I had a **hard time** making eye contact with the audience. I mostly looked up, away, or down.  2) My voice was **too quiet** for everyone to hear me.  3) I spoke in a **monotone** and **mumbled**.  4) I **raced** or **dragged** through my presentation.  5) I used **a lot of “filler” words** between my ideas (e.g., and…um…you know...like)  6) My gestures and movement seemed **stiff** or **unnatural**, or **I moved around** so much it distracted the audience.  7) I had to read my notes for **most** or **all** of my presentation.  8) If I used visual aids, they were **confusing** or **distracting**. |

GRADE/FEEDBACK:

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