1. An artifact is
   A. an object made or shaped by people
   B. rocks, leaves, and fossils
   C. things found in nature
   D. any object that a person touches

2. An inference is a statement built from
   A. Video
   B. Book
   C. Evidence
   D. Talking

3. This would NOT count as an artifact
   A. Spoon
   B. Pencil
   C. Arrowhead
   D. Corn

4. These words best describe what it means to analyze
   A. Thinking, combining, illustrating
   B. Writing, listing, noting
   C. Copying, tracing, labeling
   D. Identifying, measuring, describing

5. The most important part of making an inference about an artifact is to
   A. Make an educated guess about the artifact
   B. Observe and describe the artifact in detail
   C. Identify what the artifact was used for
   D. Show how the artifact looks today

6. Inference is to evidence as cookie is to
   A. Bowl
   B. Taste
   C. Dough
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7. Historical refers to something based
   A. on past events and people
   B. in chronological order
   C. from historical non-fiction
   D. through change over time

8. A category is
   A. an action or use for which something fits
   B. a path or road for certain objects
   C. a system of parts that work together
   D. a group or a set of things classified together

9. What are three characteristics of artifacts? Please provide an example.

10. What three steps can a person use to make inferences from a historical artifact?

11. How do artifacts and inferences tell us about the past?

12. The central focus for this unit is to analyze artifacts to form inferences, and then use this new information for inquiry-based research. Please write what you already know about this topic.

On a scale from 1 to 5, circle your level of knowledge on this topic: 1 2 3 4 5 - I know a lot

Identify 2-3 places (for example books or people) where you might go to get more help on this topic.

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### Assessment Criteria for Inquiry-Based Research Lessons for Preassessment & Postassessment

<table>
<thead>
<tr>
<th>Multiple choice item correct answer</th>
<th></th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

| 9. What are three characteristics of artifacts? Please provide an example. |
|---|---|
| 2 - Student identifies three characteristics of an artifact, such as made or shaped by a human, sometimes from past or present, can include objects showing symbols. Student includes an example. | 1 - Student identifies one or two characteristics of an artifact, but does not provide an example. |
| 0 - The student does not identify characteristics of an artifact or confuses the idea with fossils or objects found in nature. No example identifies. |

| 10. What three steps can a person use to make inferences from a historical artifact? |
|---|---|
| 2 - Student identifies three steps to make an inference, such as identifying evidence, analyzing an artifact, or writing a conclusion. | 1 - Student identifies one or two steps to make an inference. |
| 0 - The student does not identify any steps to make an inference from an artifact. |

| 11. How do artifacts and inferences tell us about the past? |
|---|---|
| 2 - Student identifies one way artifacts and inferences tell us about the past, such as the type of work people did based on the types of tools people used. | 1 - Student identifies one way artifacts or inferences tell us about the past, but not both. |
| 0 - The student does not identify any ways artifacts and/or inferences tell us about the past. |

<p>| 12. Student self-evaluation in comparison to the learning target. |
|---|---|
| Target information for this question shows students writing about their understanding of conducting inquiry-based research using artifacts to form inferences and then make conclusions. Students may misunderstand the connection between artifacts and inferences and also how these inform research. |
| Students should identify at least two resources (for example, notes, handouts, textbook, teacher) for getting additional help on relating to the central focus. |</p>
<table>
<thead>
<tr>
<th><strong>Inquiry-based research: Postassessment (Assessment 3.4)</strong></th>
</tr>
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<tbody>
<tr>
<td>This is the postassessment covering information from the last few lessons. We will use it to find out what you have learned over the last few days. Credit for this postassessment is based on effort and your new knowledge of the subject-matter. Your goal is to just do your best.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Name ______________________________</th>
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On a scale from 1 to 5, circle your level of knowledge on this topic: Don’t know much - 1 2 3 4 5 - I know a lot

Explain why you circled this number.

Identify 2-3 places (for example books or people) where you can go to get more help on this topic.

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