

**Appendix 1: Analysis Sheet for Reading Around Artifacts**

<b>Reading Around the Artifact</b>	<b>Observations</b>	<b>Inferences</b> <ul style="list-style-type: none"><li>• Consistent with the available clues or evidence</li><li>• Fits with what is known to be true</li><li>• Makes sense/is plausible</li></ul>
<b>Relevance</b> <b>What is the artifact? How do I know?</b> <ul style="list-style-type: none"><li>• What are the dominant features of the artifact? What is the artifact made from?</li></ul> <b>What might the artifact tell me about Banting's life?</b> <ul style="list-style-type: none"><li>• Is the evidence likely to be useful in constructing an inspiring story of Banting's life?</li></ul>		

<p><b>Validity</b></p> <p><b>Who created the artifact?</b> <b>How do I know?</b></p> <ul style="list-style-type: none"><li>• Is the source of the artifact trustworthy?</li></ul> <p><b>For whom was the artifact created?</b></p> <p><b>Why was the artifact created?</b></p> <ul style="list-style-type: none"><li>• Does its purpose impact the validity of the source?</li></ul>		
<p><b>Value</b></p> <p><b>Is the artifact likely to add new and useful information?</b></p> <p><b>Is the artifact likely to offer a perspective that differs from other sources?</b></p>		

To tell an inspiring story of Fredrick Banting's life, I believe this artifact will be of ...

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No use      Limited use      Some use      Considerable use

I this believe this because:

- 
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## Appendix 2: Reading Into Written Documents

Artifact: \_\_\_\_\_

### Criteria for a sound inference:

- Consistent with the available clues or evidence
- Fits with what is known to be true
- Makes sense/is plausible

	<b>Evidence</b> (terms, events, facts explicitly stated in the document)	<b>Inference</b> (What is implied by the terms, facts and events that are include or excluded from the document?)
<p><b>Topic</b> What is this about? How do you know? Does it tell you directly or did you have to use clues to figured it out?</p>		
<p><b>Clues in the text</b> What important details did you find?</p>		
<p><b>Use of language</b> Do the choice of words used provide you with helpful insights? (feelings, reactions, beliefs or values, conflicts with others, relationships etc.)</p>		
<p><b>Questions you would ask the writer</b> Are there any questions you would like to have answered that would help clarify or provide other useful information?</p>		

### Appendix 3: Developing Sound Inferences

For students to be able to form sound inferences they must first distinguish between an observation and an inference. Once this distinction is understood, students need to understand that inference can be weak or sound. To understand these distinctions present students with the following image:



#### Observations vs Inferences

Ask students to sort the following statements into 2 columns: Observations and Inferences.

- a) The llama is alive
- b) The llama is black
- c) The llama eats grass
- d) The llama is awake
- e) The llama is looking for its mother
- f) The llama is a baby
- g) The llama has a tail

Note: a), c), e), and f) are inferences. Although it may seem obvious the llama is alive it is actually an inference we make based on clues such as its eyes are open and it is standing. It could, however, be a stuffed animal placed there on display. Similarly, it would make sense that the llama eats grass given what we know about llamas and the fact it is standing on fresh green grass. Draw the exercise together by helping students to see that inferences are formed based on available evidence and on what we know to be true.

### Weak vs Sound Inference

Share with students the following statements. Inform them that all of these statements are inferences. Ask that they place them along a continuum from very weak to very sound.

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Very weak                      Somewhat weak                      Somewhat sound                      Very Sound

- a) The llama is alive
- b) The llama can run fast
- c) The llama eats grass
- d) The llama is looking for its mother
- e) The llama is a baby
- f) The llama swims in water

After guiding a discussion on the sorting activity suggest a set of criteria for a sound inference such as:

Criteria for a ***sound inference***:

- Consistent with the available clues or evidence
- Fits with what is known to be true
- Makes sense/is plausible

## Appendix 4: Interrogating an Image

- Criteria for a sound inference:**
- Consistent with the available clues or evidence
  - Fits with what is known to be true
  - Makes sense/is plausible

	<b>Directly Observable</b> (What I can see in the image?)	<b>Inferences</b> (Conclusions I can draw)	<b>Insights into daily life</b> (What does the image tell me about influences that shaped Banting's beliefs, views and contributions?)
<p><b>Attention to detail:</b></p> <ul style="list-style-type: none"> <li>• describe the people you see in the image – what are they doing?</li> <li>• describe the setting – what objects do you see?</li> </ul>			
<p><b>Origins:</b></p> <ul style="list-style-type: none"> <li>• what do you see in the foreground? Background?</li> <li>• where do you think this image is set?</li> </ul>			

<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• what can you learn about the people in the image?</li> <li>• What questions would you ask the creator of the image about the lives of the people in the image?</li> </ul>			
<p><b>Users</b></p> <ul style="list-style-type: none"> <li>• what position in society do the people in the image occupy?</li> <li>• What is the relationship between the people in the image?</li> </ul>			
<p><b>Creator's perspective and purpose:</b></p> <ul style="list-style-type: none"> <li>• why do you think the person who created the image chose to portray the characters and subject matter as they did?</li> <li>• Do you think the creator had a positive or negative feeling about the characters and subject matter?</li> </ul>			

The evidence and insights provided by the image that are most helpful in constructing the story of Fredrick Banting's life are:

- 1.
- 2.
- 3.
- 4.

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## Appendix 5: Interrogating an Object

- Criteria for a sound inference:**
- Consistent with the available clues or evidence
  - Fits with what is known to be true
  - Makes sense/is plausible

	<b>Directly Observable</b> (What do I notice about the object?)	<b>Inferences</b> (Conclusions I can draw)	<b>Insights into daily life</b> (What does the object tell me about influences that shaped Banting's beliefs, views, and contributions?)
<p><b>Attention to detail:</b></p> <ul style="list-style-type: none"> <li>• Describe the dominant features of the object</li> <li>• Look closer – what fine details do you notice?</li> <li>• Are there any markings to indicate when or who made the object?</li> </ul>			
<p><b>Origins:</b></p> <ul style="list-style-type: none"> <li>• What is the object made from?</li> <li>• Where might this object have been made?</li> </ul>			
<p><b>History:</b></p>			

<ul style="list-style-type: none"> <li>• What can you learn about the people who created the object?</li> <li>• What questions would you ask the creator of the object about the lives of the people who would have used the object?</li> </ul>			
<p><b>Users:</b></p> <ul style="list-style-type: none"> <li>• What position in society do the people who use the object occupy?</li> <li>• What does the object tell us about the person who created and used it?</li> </ul>			
<p><b>Perspective and purpose:</b></p> <ul style="list-style-type: none"> <li>• What does the object suggest about the character of the person who created it?</li> <li>• What insights into the lives of people who used the object can we infer?</li> </ul>			

The evidence and insights provided by the object that are most helpful in constructing the story of Fredrick Banting's life are:

1.

2.

3.

4.

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**Appendix 6: Connecto-Map**

