

GRADE 5 LEARNING PACK

The Museum Card with Three Dates

Use source metadata accurately in historical research.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Use source metadata accurately in historical research.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Read the story

PART 1

Leila found three dates beside a museum object: the year it was made, the year the museum acquired it and the year the catalogue page was updated.

PART 2

At first she copied the newest date into her history notes and wrote that the object was made recently.

PART 3

Her partner asked what each date actually described. They returned to the labels and separated object history from museum-record history.

PART 4

Leila corrected her note and added the source title, object date and catalogue update date separately.

PART 5

She wrote, 'Dates are evidence only when I know what event each date belongs to.'

Summarise the problem in no more than three sentences.

Identify the turning point where the character changes method or interpretation.

Match each inference to the strongest story evidence.

Write an alternative choice and predict a plausible consequence.

Explain the transferable strategy from the story in your own words.

Try it beyond the page

Real-world / hands-on connection

Retell the reasoning problem to a trusted adult and explain which evidence mattered most.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a one-page response: key evidence, inference, strategy learned and a new scenario where it could help.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Which date described when the object was made?

2. Why was the newest date misleading for that question?

3. What research habit did Leila add?

Quick review

1. In one sentence, explain the big idea of “The Museum Card with Three Dates”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

The object/manufacture date.

2. Suggested response

It described a catalogue update, not creation.

3. Suggested response

Label dates by what they refer to and record source details.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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