**IME Worksheet 1.5: Exploration, Consider the Source**

Relates to **Exploration: Consider the Source, p. 32**

Compare the ways different sources address the same information. For instance, locate, read, and compare Vaughn & Winner (2000), Deasy (2002), and Ruppert (2006). (Links and citations can be found on the next page.) All of them speak to the issue of arts advocacy but the last two publications rely on the first as one of their sources. Respond to the questions below. (References and available links for these sources may be found at the end of this worksheet; note that additional options for comparison may also be found at the end of this worksheet.)

Using

Compare the level of detail in each of these three sources.

Who are the likely readers for each of these sources? What is the basis for your response?

How does each of these sources present the findings of the original study, done by Vaughn & Winner?

What have you learned about the difference between primary, secondary, and tertiary sources? Why might you use any of these?

References

Deasy, R. J. (Ed.). (2002). *Critical links: Learning in the arts and student academic and social development*. Arts Education Partnership. https://files.eric.ed.gov/fulltext/ED466413.pdf

Ruppert S. S. (2006). *Critical evidence: How the arts benefit student achievement*. National Assembly of State Arts Agencies. Retrieved from https://www.americansforthearts.org/sites/default/files/critical-evidence\_0.pdf

Vaughn, K. & Winner, E. (2000). SAT scores of students who study the arts: What we can and cannot conclude about the association. *Journal of Aesthetic Education, 34*(3-4), 77-89. https://doi.org/10.2307/3333638