

New Visions - NFCSS Conference Workshop

Instructional Routines for the Skills and Practices on the Framework

Exams: Sourcing

November 2, 2019

Workshop Facilitator(s): Timothy Lent

Description: Experience and learn how to modify instructional routines created by New Visions for Public Schools that introduce, reinforce, and scaffold the skills students will need on Framework-aligned exams. These engaging routines get middle and high school-level students reading, speaking, listening, writing, and collaborating while addressing the skills of contextualization, sourcing, connecting cause and effect, and constructing enduring issues arguments. Teachers can substitute any documents and use the routines at any level with little modification. We'll try out as many routines as time allows!

Agenda Link:
tinyurl.com/NVNFCSS

Curriculum Website
[CURRICULUM.NEWVISIONS.ORG](https://curriculum.newvisions.org)

Agenda

| | |
|---------|---|
| 5 mins | Ice Breaker |
| 5 mins | Instructional Routines |
| 5 mins | Sourcing on the new US History Regents |
| 25 mins | Sourcing Instructional Routine with Reliability |
| 5 mins | Debrief and questions |

[Link to Slide Deck](#)

Sourcing Instructional Routine Worksheet

Objective:

Source and evaluate the reliability of a document.

Document Investigation

➡**Directions:** Examine and annotate the document below, then complete the graphic organizer and the sourcing writing task on the following pages. If using the [Sourcing Squad Role Cards](#), use the guiding questions to help guide your annotations and notes.

This excerpt is from a speech by Major Ridge to his fellow Cherokees in support of the 1835 Treaty of New Echota. Major Ridge and his son John were Cherokee leaders who negotiated the Treaty of New Echota with the U.S. Government to leave traditional Cherokee lands in the Southeast without the support of most Cherokee people.

I am one of the native sons of these wild woods. I have hunted the deer and turkey here, more than fifty years. I have fought your battles, have defended your truth and honesty, and fair trading. The Georgians have shown a grasping spirit lately; they have extended their laws, to which we are unaccustomed, which harass our braves and make the children suffer and cry. I know the Indians have an older title than theirs. We obtained the land from the living God above. They got their title from the British. Yet they are strong and we are weak. We are few, they are many. We cannot remain here in safety and comfort. I know we love the graves of our fathers. We can never forget these homes, but an unbending, iron necessity tells us we must leave them. I would willingly die to preserve them, but any forcible effort to keep them will cost us our lands, our lives and the lives of our children. There is but one path of safety, one road to future existence as a Nation. That path is open before you. Make a treaty of cession. Give up these lands and go over beyond the great Father of Waters.

Source: Quoted in John Ehle, *Trail of Tears: The Rise and Fall of the Cherokee Nation*, (New York: Doubleday, 1988).



Source

Sourcing and Evaluating Reliability Graphic Organizer

➔ **Directions:** Identify the context, author, audience, purpose, points of view, and biases of the document and then select information that affects its strengths and limitations as a source of evidence. Use the questions on the [Sourcing Squad Role Cards](#) to help you and to organize your investigation in groups.

Document Title: _____

| Aspects of the Document | <p style="text-align: center;">Notes</p> <p style="text-align: center;">Fill in this section while reading the document or listening to classmates</p> | <p style="text-align: center;">+</p> <p style="text-align: center;">Strengths</p> <p style="text-align: center;">How do aspects of the document strengthen its reliability (accuracy)?</p> | <p style="text-align: center;">—</p> <p style="text-align: center;">Limitations</p> <p style="text-align: center;">How do aspects of the document limit its reliability (accuracy)?</p> |
|---|---|--|---|
| <p>Context</p> <p><i>Captain Context</i></p> | | | |
| <p>Author</p> <p><i>The Biographer</i></p> | | | |
| <p>Audience</p> <p><i>Audience Analyzer</i></p> | | | |
| <p>Author's Purpose</p> <p><i>The Detective</i></p> | | | |
| <p>Points of View and Biases</p> <p><i>The Mind Reader</i></p> | | | |

Identify one research purpose this document is a reliable (accurate and useful) source of evidence for.

This document is a reliable source of evidence to determine/to find out about/to learn/to answer the question...

Why is this document a reliable source of evidence for that research purpose?



Source

Sourcing and Evaluating Reliability Formative Assessment

➡ **Directions:** Complete the writing task using evidence from the document and your knowledge of social studies. Be sure to use the vocabulary and content listed in the Content and Vocabulary Checklist in your response.

Content and Vocabulary Checklist

Use the checklist below to assess the use of important content and vocabulary.

| Self: Yes/No | Teacher: Yes/No | Did you use the content and vocabulary below in your response? |
|-----------------|--------------------|--|
| | | reliable |
| | | because/but/so |

Task: Explain how *audience*, *purpose*, *bias*, **and/or** *point of view* affects this document's use as a reliable source of evidence.