

# New Visions - NFCSS Conference Workshop Instructional Routines for the Skills and Practices on the Framework Exams: Sourcing

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**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**

#### **Agenda**

5 mins Instructional Routines

5 mins Sourcing on the new US History Regents

25 mins Sourcing Instructional Routine with

Reliability

5 mins Debrief and guestions

Link to Slide Deck



#### Sourcing and Reliability in the NYSED Educator's Guide for the new US History Regents Exam

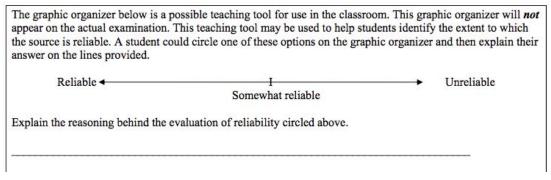
p.29

Because this question type is asking students to apply only one of four aspects of analysis, judgments about reliability will often be stated as simply "somewhat reliable" or "less reliable" followed by an explanation of why this is the case. Depending on the student's analysis of the document and the specific argument made, responses may also be more absolute such as "...the document is (or is not) reliable because...."

p.32

**Reliability:** Reliability in history refers to how accurate and useful a source is for a specific purpose. No source is necessarily reliable or unreliable for every purpose. A source such as Paul Revere's engraving of the Boston Massacre may be unreliable for telling the facts about the Boston Massacre, but it could be reliable for telling about what the Sons of Liberty thought about that event.

Reliability is influenced by factors that include authenticity, bias, point of view, fact and opinion, and accuracy of facts.



#### p.72

#### Rubric for Part 2 Set 2 Score of 5

• Is more analytical than descriptive (analyzes and/or evaluates information), e.g., ([...]Purpose: discusses how abolitionist use of the poster containing alarming words warning fugitive slaves and free blacks about possible capture is a reliable source of evidence to show that the harshness of the Fugitive Slave Act encouraged resistance to federal authority; Bias: [...] while this interpretation can be seen as biased, the document still accurately represents the position of opponents to the Fugitive Slave Act and can be judged as reliable)

#### Rubric for Part 2 Set 2 Score of 4

Is both descriptive and analytical (applies, analyzes and/or evaluates information), e.g., ([...]Purpose: explains how the poster warning fugitive slaves and free blacks about possible capture is a reliable source of evidence to show that the Fugitive Slave Act angered Northerners; Point of view: this warning to African Americans is a reliable example of the point of view of abolitionists who were upset by the unfairness of the law and wanted to take strong action against it)

p. 74

#### Reliability of Document 2

(This list is not all inclusive.)

*Purpose:* This poster demonstrates abolitionist concerns over strict provisions of Fugitive Slave Act and <u>is a reliable</u> source of evidence on this issue

*Point of view*: Abolitionist opposition to Fugitive Slave Act translates to this poster's warning to free blacks and fugitive slaves and is therefore a reliable source of evidence concerning views of Northern abolitionists

*Bias*: While the poster represents a single anti-slavery point of view which can be seen as biased, the concerns about the provisions of the Fugitive Slave Act were widely held in the North and the poster <u>can be accepted as a reliable</u> source of evidence on this topic

Audience: The poster is directed toward "colored people of Boston" and raised awareness of the dangers the enforcement of the Fugitive Slave Act created, but it is reliable as it accurately conveys actual dangers faced under the Fugitive Slave Act



### **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 <u>Sourcing Squad Role Cards</u>, 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

### **Souring 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 <u>Sourcing Squad Role Cards</u> to help you and to organize your investigation in groups.

#### **Document Title:**

Aspects of the Document	<b>Notes</b> Fill in this section while reading the document or listening to classmates	+ Strengths How do aspects of the document strengthen its reliability (accuracy)?	Limitations How do aspects of the document limit its reliability (accuracy)?
Context Captain Context			
<b>Author</b> The Biographer			
Audience Audience Analyzer			
Author's Purpose The Detective			
Points of View and Biases The Mind Reader			
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 docur	ce for that		





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	id you use the content and vocabulary below in your response?	
•			reliable	
•			because/but/so	

		because, buy so			
<b>Task:</b> Explain how <i>audience</i> , <i>purpose</i> , <i>bias</i> , <b>and/or</b> <i>point of view</i> affects this document's use as a reliable source of evidence.					