

New Visions NFCSS Workshop

November 2, 2019

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!

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

Icebreaker



Groups of 3 or 4

1. Introduce yourselves (name, school, what you teach)
2. How do you define sourcing and reliability?
3. Describe the best activity you have used or seen that addresses the skill of sourcing and evaluating reliability.

Wait, what is an independent learner?

The Dependent Learner

- Is dependent on the teacher to carry most of the cognitive load of tasks always
- Is unsure of how to tackle a new task
- Cannot complete a task without scaffolds
- Will sit passively and wait if stuck until teacher intervenes
- Doesn't retain information well or "doesn't get it"

The Independent Learner

- Relies on the teacher to carry some of the cognitive load temporarily
- Utilizes strategies and processes for tackling a new task
- Regularly attempts new tasks without scaffolds
- Has cognitive strategies for getting unstuck
- Has learned how to retrieve information from long-term memory

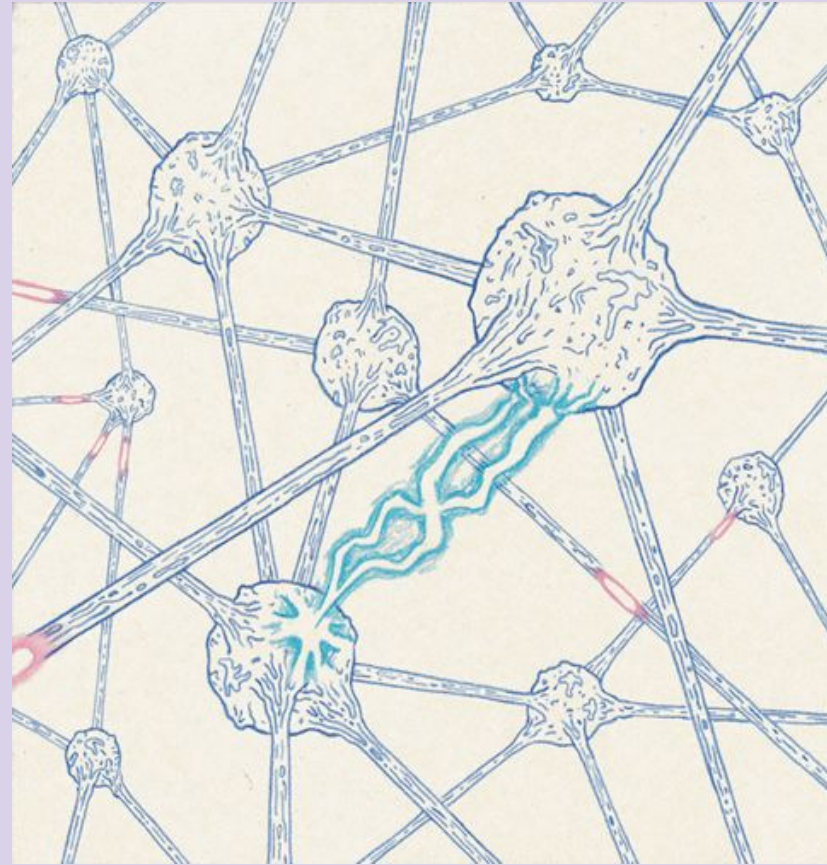
(Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students, Zaretta Hammond, p. 14)

Building “Cognitive Power Plants” and Independence Through Instructional Routines in the New Visions Curriculum

At NVPS, our goal is to nurture students who can engage in independent learning.

Independent learning happens when students have internalized strategies to tackle familiar and unfamiliar tasks as well as texts. These strategies are cognitive strategies, or mental processes people use to learn. Independent learners engage in cognitive strategies automatically. This automation means that they can activate a few simultaneously or nimbly move among them, based on the demands of the text and task.¹ Our goal is to build what Dr. Zaretta Hammonds calls “**cognitive power plants.**”²

In order to nurture a historical thinking “**cognitive power plants**”, we have built this slidedeck which presents an **instructional strategy**³ for contextualization with embedded **routines**⁴.



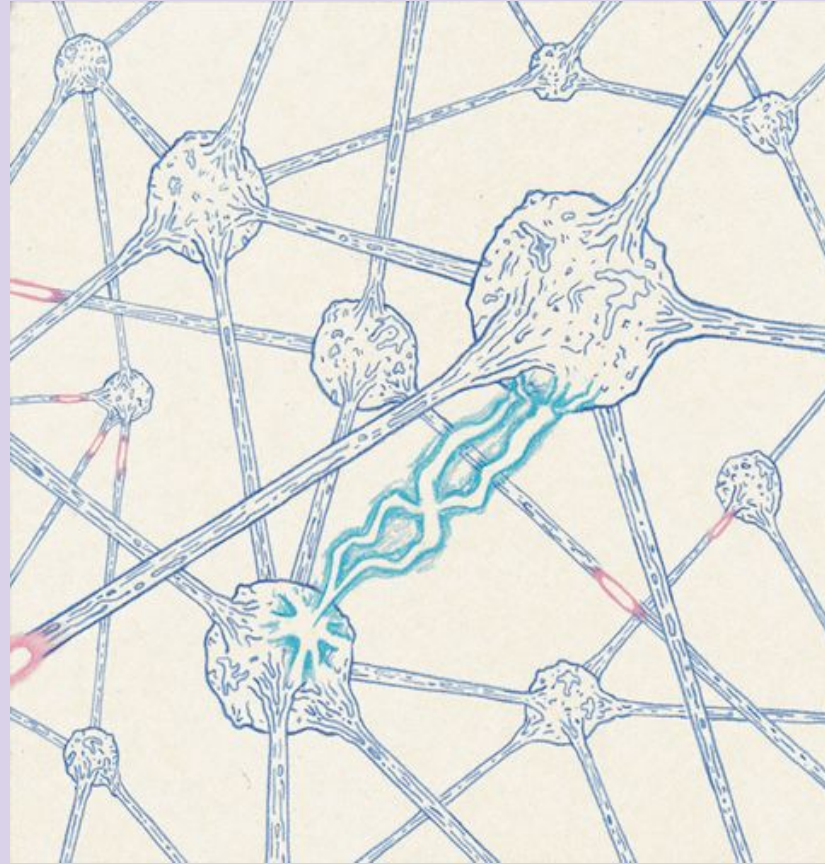
Building “Cognitive Power Plants” and Independence Through Instructional Routines in the New Visions Curriculum

The goal of each routine is to **structure student thinking around a particular skill.**

By structuring student thinking, students can begin to **internalize these cognitive steps and apply them when working independently.**

Routines work when they are **implemented with frequency** and students have opportunities to both **practice with the routine and receive feedback about their work.**

After several months with a routine, students will hopefully be able to **perform the skill independently** when explicitly or implicitly prompted on Part I, Part II, or Part III of the exam.





1 minute

What is sourcing?



Sourcing is the act of analyzing evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.

Introduce Skill



Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Annotate

Domino Share

Discuss Strengths & Limitations



1 minute

SED on Sourcing and Reliability

What will be expected on the new US History Regents Exam?

Task:

- Describe the historical context surrounding documents 1 and 2
- Analyze **Document 2** and explain how *audience, or purpose, or bias, or point of view* affects this document's use as a reliable source of evidence

Our question: Are students being asked to respond to the task or answer the question, what is this document a reliable source of evidence for?

Our best guess/safest bet response:

- *Discuss one of the characteristics (purpose, point of view, bias, or audience)*
- *Explain how that characteristic affects the reliability (trustworthiness, credibility, accuracy)*
- *State what the document is a reliable (useful and accurate) source of evidence for*



2 minutes

When will I need to source on the new exam?

Part I: Stimulus-Based Multiple Choice

Part II: Question 2, Document Set 2 on US History Regents exam

Introduce Skill



Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Annotate

Domino Share

Discuss Strengths & Limitations



2 minutes

When do you source outside the classroom?

Introduce Skill



Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Annotate

Domino Share

Discuss Strengths & Limitations



1 minute

**Document
Title:**

Major Ridge's Speech on
the Treaty of New Echota

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

Introduce Skill

Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Annotate

Domino Share

Discuss Strengths & Limitations





3 minutes

Introduce Skill



Captain Context

The Biographer

The Mind Reader



Establish a Purpose for Reading



Distribute Sourcing Squad Roles



The Detective

Audience Analyzer

The Reliable Researcher



Annotate



Domino Share



Discuss Strengths & Limitations





7 minutes

Annotate the document by underlining evidence or writing notes in the margins related to your Sourcing Squad Role.

It has reduced us politically to serfdom. It has sapped the foundations of our culture. And, by the policy of disarmament [taking away of weapons], it has degraded us spiritually. Lacking the inward strength, we have been reduced, by all but universal disarmament, to a State bordering on cowardly helplessness.

...I have been recently telling the public what Independence should really mean.

Let me put before you some of the salient points.

The terrific pressure of land revenue, which furnishes a large part of the total, must undergo considerable modification in an Independent India ... The ryot [Indian peasant] has remained as helpless as ever... But the British system seems to be designed to crush the very life out of him ... The tax [specifically a tax on the making and selling of salt] shows itself still more burdensome on the poor man when it is remembered that salt is the one thing he must eat more than the rich man both individually and collectively. The drink and drug revenue, too, is derived from the poor. It saps the foundations both of their health and morals ... If the weight of taxation has crushed the poor from above, the destruction of the central supplementary industry, i.e. hand-spinning, has undermined their capacity for producing wealth.

Audience is colonists, so author is convincing them to support indep.

Introduce Skill

Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Annotate



Domino Share

Discuss Strengths & Limitations

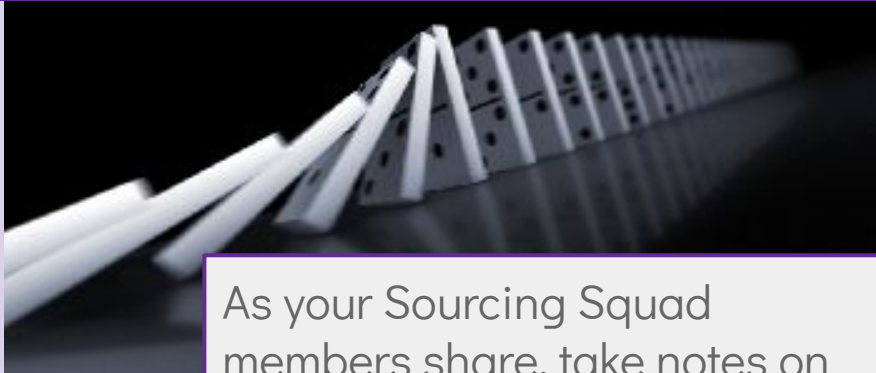


3 minutes

Domino Share is when one person shares and when they are finished, the next person goes until everyone has shared. No discussion, just listening.

Share in this order: **Captain Context, The Biographer, The Detective, Audience Analyzer, and The Mind Reader.**

When everyone in the group has shared, discuss the questions below.



As your Sourcing Squad members share, take notes on your graphic organizer.

Introduce Skill

Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Annotate

Domino Share

Discuss Strengths & Limitations





3 minutes

As a group, discuss the question below and take notes on the Strengths and Limitations T-chart



Based on your findings, what are the strengths and limitations of the source as a reliable source of evidence?

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

Introduce Skill

Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Annotate

Domino Share

Discuss Strengths & Limitations





3 minutes

Fill in the Contextualization Formative Assessment Sheet You Chose with the information below.

Content and Vocabulary Checklist

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.

Introduce Skill

Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Annotate

Domino Share

Discuss Strengths & Limitations



Debrief Discussion Questions

How might you modify this routine or its components for your classroom?

How could you create a routine that addresses this skill for 5, 10, or 15 minutes?

What strategies do you already use that address this skill?

Contact Information:

Timothy Lent | Email: tlent@newvisions.org | Twitter: @TimothyLent