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!

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 mins</td>
<td>Ice Breaker</td>
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<tr>
<td>5 mins</td>
<td>Instructional Routines</td>
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<tr>
<td>5 mins</td>
<td>Sourcing on the new US History Regents</td>
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<tr>
<td>25 mins</td>
<td>Sourcing Instructional Routine with Reliability</td>
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<tr>
<td>5 mins</td>
<td>Debrief and questions</td>
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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?

<table>
<thead>
<tr>
<th>The Dependent Learner</th>
<th>The Independent Learner</th>
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<tbody>
<tr>
<td>Is dependent on the teacher to carry most of the cognitive load of tasks always</td>
<td>Relies on the teacher to carry some of the cognitive load temporarily</td>
</tr>
<tr>
<td>Is unsure of how to tackle a new task</td>
<td>Utilizes strategies and processes for tackling a new task</td>
</tr>
<tr>
<td>Cannot complete a task without scaffolds</td>
<td>Regularly attempts new tasks without scaffolds</td>
</tr>
<tr>
<td>Will sit passively and wait if stuck until teacher intervenes</td>
<td>Has cognitive strategies for getting unstuck</td>
</tr>
<tr>
<td>Doesn’t retain information well or “doesn’t get it”</td>
<td>Has learned how to retrieve information from long-term memory</td>
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(Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students, Zaretta Hammond, p. 14)
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 strategy³ for contextualization with embedded routines⁴.
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.
What is sourcing?

Sourcing is the act of analyzing evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
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
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
When do you source outside the classroom?
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.
3 minutes

Captain Context
The Biographer
The Mind Reader

Establish a Purpose for Reading

Distribute Sourcing Squad Roles

Introduce Skill

The Detective
Audience Analyzer
The Reliable Researcher

Annotate

Domino Share

Discuss Strengths & Limitations
It has reduced us politically to servitude. 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 tax, 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] 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.
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.
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?
Fill in the Contextualization Formative Assessment Sheet You Chose with the information below.

**Content and Vocabulary Checklist**

<table>
<thead>
<tr>
<th>Self: Yes/No</th>
<th>Teacher: Yes/No</th>
<th>Did you use the content and vocabulary below in your response?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>reliable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>because/but/so</td>
</tr>
</tbody>
</table>

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

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