



INCITE!™

Learning Series

Instructional Guide

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Incite! A Unique Learning Experience

The Incite! Learning Series is comprised of Original Short Films that are truly unique. Here is what they bring to your classroom:

- ▶ A common knowledge base among learners
- ▶ Increased learner motivation and enthusiasm
- ▶ Greater accommodation of diverse learning styles
- ▶ Integration into the curriculum
- ▶ Flexible instructional use
- ▶ Correlation to state standards
- ▶ A personal learning experience for all learners

Anchored Instruction—The Science of Learning

As educators, we know that learners come to school with different sets of expectations as well as different experiences and background knowledge. Anchored instruction is a learning approach which stresses the importance of placing learning within a meaningful context so that learners can expand and deepen their knowledge and understanding. Here are the key points to the anchored instruction model.

- ◆ Film-based anchors add authenticity and reality to the learning context.
- ◆ The film anchor provides background information about the event or problem situation to create a rich context that facilitates the development of shared experience, or an “anchor,” to facilitate learning.
- ◆ Film anchors allow teachers to create learning environments that provide the contextual support necessary to make learning more meaningful. This is especially helpful for students who lack background knowledge (Bransford, Sherwood & Hasselbring, 1988).
- ◆ Anchors bring the course content “alive” to all learners (Rieth et al., 2003).
- ◆ There is a relationship between academic background knowledge and academic achievement. Building background knowledge should be at the top of the list of interventions to enhance student achievement (Marzano, 2004).
- ◆ Incite! short films are designed especially for cooperative learning settings to increase and enhance opportunities for generative learning. As they work in cooperative groups, learners enhance opportunities for generative learning. In cooperative groups, students are encouraged to form communities in which they question, discuss, explain and learn with deeper understanding (e.g., NCTM, 1989; Palincsar & Brown, 1984; Vygotsky, 1978 as cited in Bransford, et al., 1992).

Anchors allow more inclusive instruction by enabling learners to be successful and acquire knowledge regardless of their background knowledge. These anchors create the knowledge and experience for the entire class.

Incite! A Unique Instructional Experience—Overview

The instructional framework for Incite! Learning Series provides tools that put learners in the context of core curriculum and allows them to play an authentic role while investigating core concepts. This helps learners to identify gaps in their own knowledge and discover their own learning “hook.” They are motivated to research the information needed to solve problems and develop solutions. They take charge of their own learning and become strategic thinkers and learners.

Build Background

VIEW the Original Short Film and create common background knowledge through the viewing. This provides the anchor.

Learners **THINK** and formulate thoughts and ideas. They use Thought Sheets to jot down what they see, connections they make, opinions and questions.

Set Purpose

PAIR learners for a discussion of items on their Thought Sheets. Each learner selects an item for further sharing.

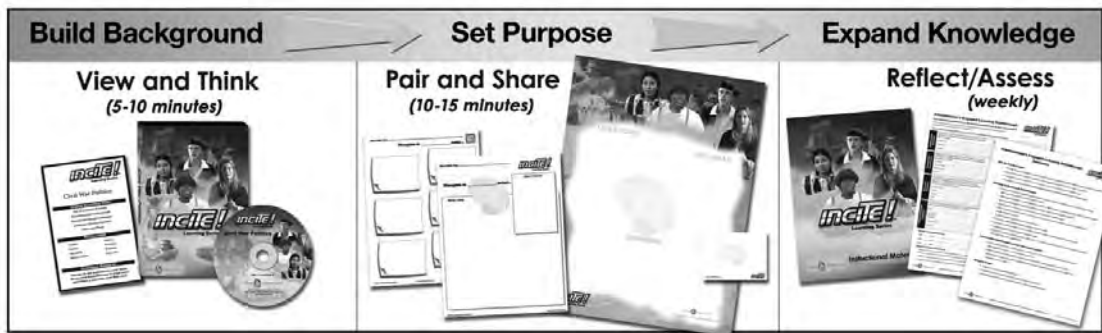
As learners **SHARE** their thoughts, they discover personal purposes for learning. As learners contribute thoughts from their Thought Sheets, they create their own purpose for learning. These thoughts are posted on the Incite! poster to create whole class-generated purposes for learning. These are revisited throughout the unit.

Expand Knowledge

Learners **REFLECT** as you launch your learners into reading, lectures, additional discussions, classroom experiences and their own research. Learners revisit and synthesize thoughts throughout the unit and reflect on new knowledge, opinions, questions and new understandings of larger concepts.

ASSESS how learners expand and change their thinking. Tools help educators see how knowledge deepens and evolves. Tools help administrators track activity in engaged learning.

Incite! Learning Model



Implementing the Incite! Learning Model

- **Launch and create classroom experiences**
- **Create and build background knowledge**
- **Anchor instruction**

Get **MAXIMUM** benefit from anchored instruction—use this model at the **BEGINNING** of your curriculum unit.



Time:
20-25
Minutes

MON	TUES	WED	THURS	FRI	SAT	SUN
X	X	X	X	X		

Frequency:
Everyday



Show just one short film a day and facilitate a thorough discussion. It is not recommended to skip a day, nor to show more than one short film a day. To do so would disrupt the thought evolution that occurs.



Show at least 4 short films per unit. The number of films you use should be based on the length of your curriculum and the amount of background knowledge needed. Some subjects have as many as 13 short films.



Learner dialog is essential. Along with grouping and movement, learner discussions are critical to the strategic thinking and learning process. Do not skip this.



Make-up viewing is required. Learners who miss class should take home a DVD (or watch it during free time at school), complete Thought Sheets and discuss the film with others. Multiple copies of DVDs are available for this. See your license administrator or see page 38 to make copies of your DVD.



Note: It is a great idea to allow learners to view Incite! Original Short Films multiple times. They extract more information, make new connections, deepen their understanding and consider different view points.

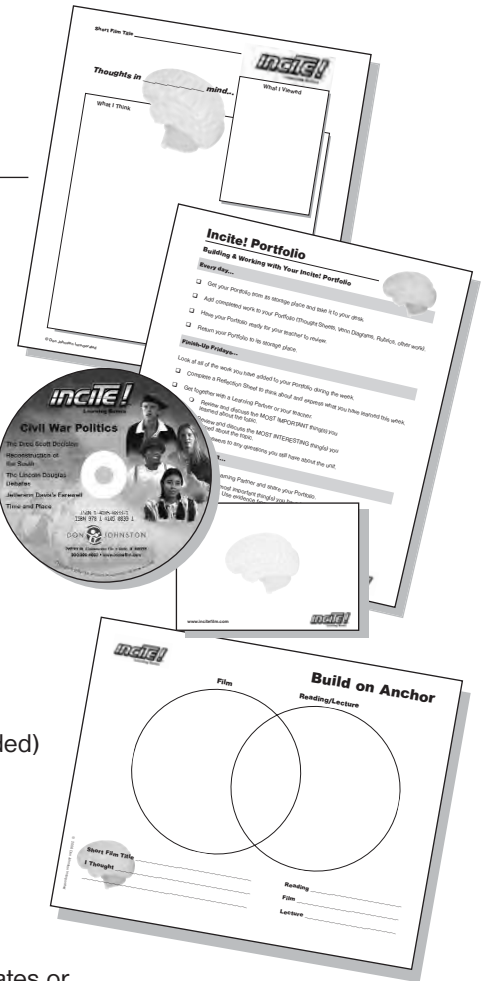


Nuthall found that students require about four exposures to information to adequately integrate it into their background knowledge. Nuthall also notes that these exposures should be no more than about two days apart: "We found that it took a minimum of three or four exposures within no more than a two-day gap or 'time window' (Rovee-Collier, 1995) between each one, for these experiences to become integrated as new knowledge construct." (Marzano, 2004)

Preparation

Gather materials

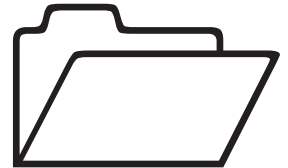
- ★ Incite! Original Short Films (Included)
- ★ Thought Sheets, enough for each learner (Included)
- ★ Incite! Sticky-notes, a few for each learner (Included)
- ★ Incite! Poster, one for each class (Included)
- ★ File folders for portfolios for each learner
- ★ A place in the classroom for the portfolios
- ★ Portfolio Instruction sheet for each learner (Included)
- ★ Portfolio Reflection sheet for each learner (Included)
- ★ Build on Anchor sheet (VENN) for each learner (Included)
- ★ Other reading and research material
- ★ Incite! Class Assessment, one for each class (Included)



Set up a place for learner portfolios

Recommendations are file cabinets with hanging folders, plastic crates or boxes designed to hold files. Equip them with file folders for each learner.

This is where learners keep all their Thought Sheets and other work. Each day, learners retrieve their portfolio folder, enter their work and return it at the end of the class. This gives you a great opportunity to monitor learner progress.



Model strategies

The first several times you ask your learners to use a strategy, model it for them. This is imperative for learners to benefit from a strategy.

Some strategies to model:

- explicitly noting thoughts inside the mind
- recording your thoughts on Thought Sheet
- pairing and sharing connections
- asking questions, listening to others
- participating in a group discussion
- selecting one idea to share



"... the teacher shows the students how to use a covert thinking strategy by expressing her or his thoughts aloud as she or he implements the strategy while the students look on. This step is crucial if meaningful learning is to take place." (Neufeld, 2005)

Build Background



VIEW – 5-7 minutes

Select your film

Options:

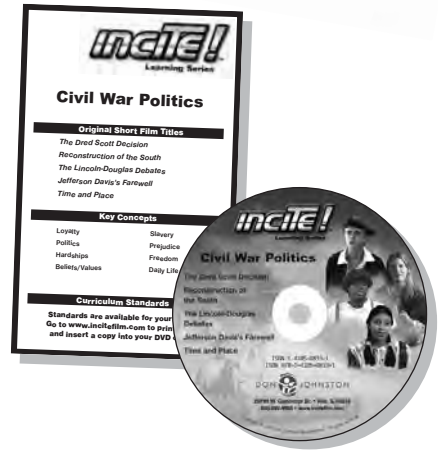
- **High engagement.** A high interest short film draws in learners right away and makes a big first impression.
- **Chronological order.** Some short films fit better in chronological order.
- **Key concept.** Focus on key battles, causes, conflict, etc.

Have students gather in close proximity to view the short film.

If this is your first short film viewing, look at the First Time modeling notes that follow.

Show the film

- Creates common **background knowledge**
- **Anchors** your instruction



1st Time?

First Time Viewing

Be sure learners know that the film is just 5-7 minutes in length. Their thoughts about it will serve as a starting point for learning. They need to give the film their full attention.

Research Point



“The anchor serves as a starting point - not an end point - for developing useful knowledge and deep understanding.” (Hasselbring, T. 2006)



Note: The films you see in Incite! are actual reenactments of historical events, not staged scenes. Because of this, modern elements may be visible occasionally, such as a modern watch or American flag. The re-enactors assume their characters' roles to capture the spirit of the time period and allow the event to play out.



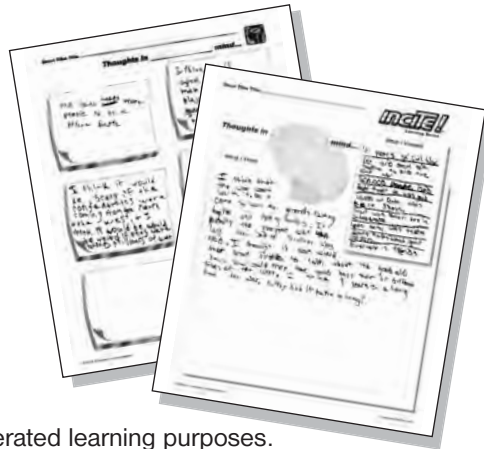
THINK – 1-3 minutes

After viewing

- **Distribute** Thought Sheets.
- **Allow time** for learners to formulate their thoughts.
- **Learners record** their thoughts on the Thought Sheets.

Learners should include a variety of thoughts

- Opinions
- Questions
- Connections to self
- Connections to world
- Feelings
- Emotions



These thoughts all provide a basis for learner-generated learning purposes.
(See learner examples on the following pages.)



Note: There are two versions of Thought Sheets. See pages 18-19. Let learners choose which to use based on their learning style. If learners are having trouble writing thoughts, have them try the Thought Sheet with six boxes. Some learners will want to “fill up” the boxes.

1st Time?

First Time Strategy Model

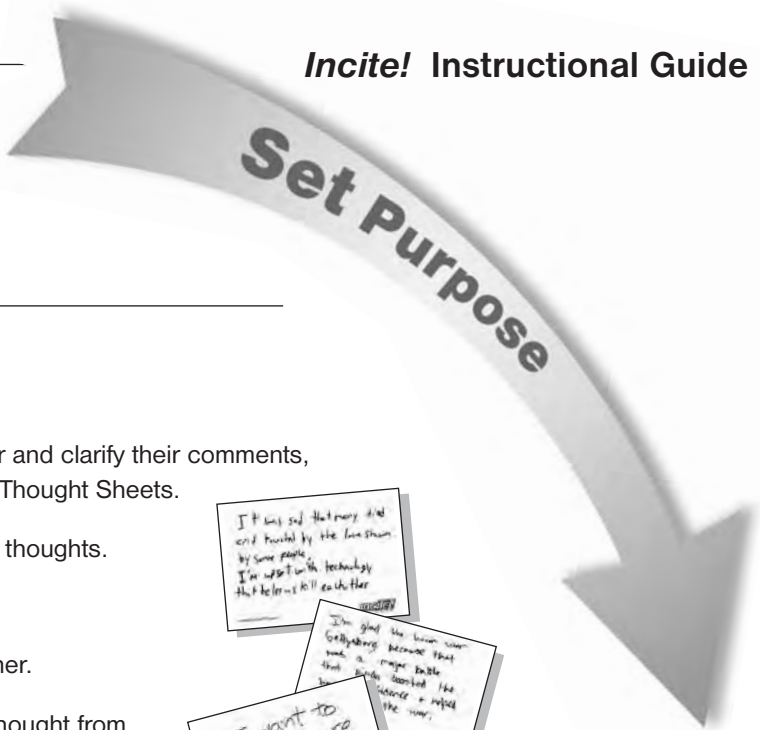
Learners may not understand how to recognize their thoughts so the first few times they do this, you may need to model your own thinking.

- **Think aloud explicitly** noticing the thoughts inside your head.
- **Show learners** your own questions, comments, thoughts, opinions and personal connections.
- **Record them** on your own Thought Sheet.
- **Tell learners** that this process helps them understand and remember what they learn.

By asking their own questions and writing comments, learners discover their own personal purpose for learning. More importantly, as you review learners' Thought Sheets, you will easily see where they have misconceptions and redirect their thinking.



“If students' initial ideas and beliefs are not known or ignored, the understandings that they develop can be very different from what we intend.” (Hasselbring, T. 2006)



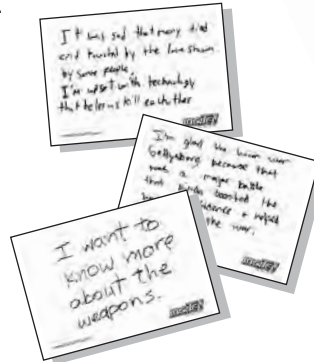
PAIR – 3-5 minutes

Pair discussion

- Learners pair with a partner.
- Learners discuss with each other and clarify their comments, questions and opinions from their Thought Sheets.
- Learners identify most important thoughts.

After discussion

- Provide sticky-notes to each learner.
 - Ask them to copy one important thought from their Thought Sheet.
- and/or**
- Ask each learner to identify the most unique idea or question from their partner's Thought Sheet. They copy this to a sticky-note.



First Time Strategy Model

With another teacher or learner, you may need to model for learners how to have a meaningful discussion. Model how to...

- listen to each other
- ask questions
- be respectful
- take turns talking
- be sure each learner voices their thoughts



Note: As a class, generate a list of good discussion behaviors and post them in your room.



“Students learn more effectively when they already know something about a content area and when concepts in that area mean something to them and to their particular background or culture.” (Peshkin, 1992; Protheroe and Barsdate, 1992; Lee, 1992)



SHARE – 10 minutes

Discover personal purpose

- **Display** Incite! poster in class.
- **Learners** have whole group discussion.
- **Teacher** deepens understanding with probing questions.

Be sure the Incite! poster is displayed in the class.



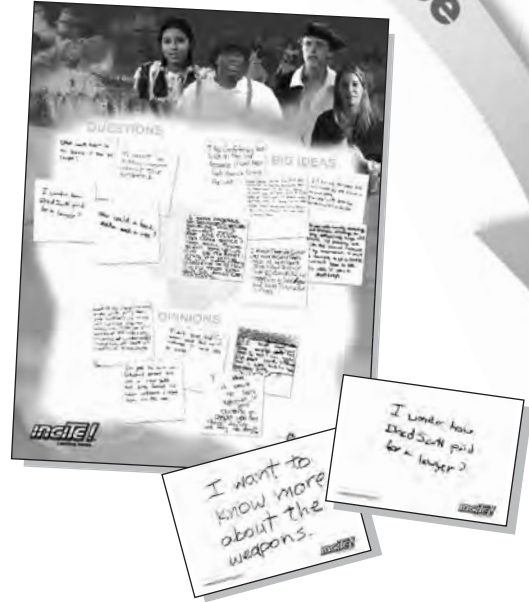
Note to middle school teachers: Use a separate poster for each class period.

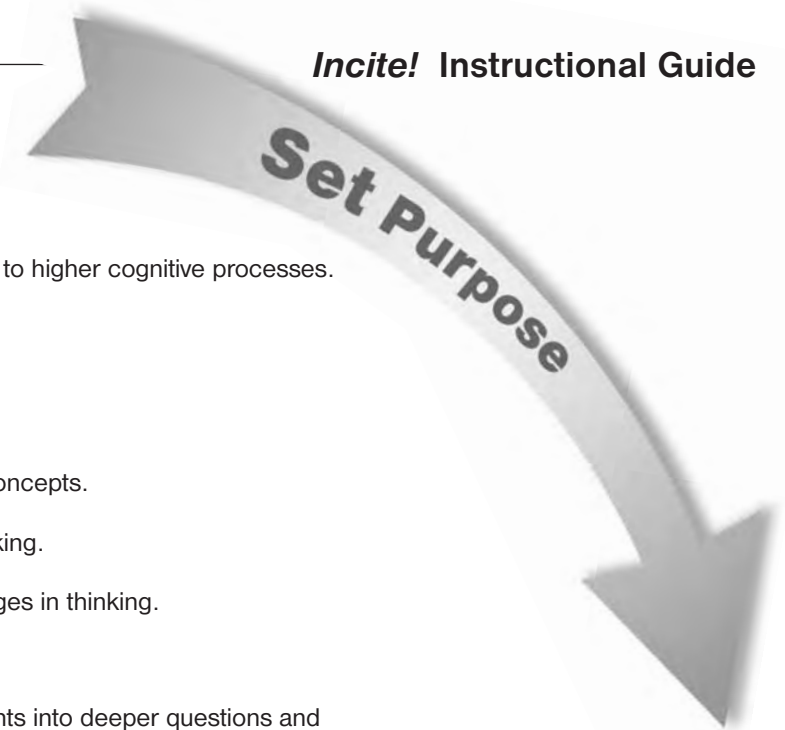
Begin a whole group discussion

- Ask a learner to share a sticky-note.
- Ask if others have similar thoughts.
- Have learners bring them forward.
- Encourage them to elaborate on the thoughts.
- Continue until all learners have posted a sticky-note.
- Encourage learners to respond and ask questions as sticky-notes are posted.

Place similar sticky-notes in the appropriate section of the Incite! poster:

- Questions
- Big Ideas
- Opinions
- Another grouping of your own





Facilitate a dialog that moves learners from lower to higher cognitive processes.
(See Bloom's Taxonomy below.)

- Ask targeted questions.
- Make provoking comments.
- Facilitate connections between concepts.
- Concentrate on higher order thinking.
- Look for misconceptions or changes in thinking.

Bloom's Taxonomy

Use this opportunity to help evolve learner thoughts into deeper questions and help learners move through the levels of knowledge as described in Bloom's Taxonomy.

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Synthesize	Evaluate
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta-cognitive Knowledge						

*The Revised Taxonomy Table
Anderson and Krathwohl, 2001*

Examples:

- Remember** Use verbs such as—
Tell, List, Describe, Find, Locate, Write, State, Name
Question example—
Tell me what medical procedures were used during this era?
- Understand** Use verbs such as—
Explain, Predict, Compare, Restate, Outline, Discuss
Question example—
Explain how weapons used during this era are different than those used today?
- Apply** Use verbs such as—
Illustrate, Classify, Solve, Complete, Show, Use
Question example—
What questions would you like to ask a person of this era?
- Analyze** Use verbs such as—
Distinguish, Contrast, Analyze, Examine, Explain, Separate
Question example—
Do you know of another situation where people are/were oppressed? Compare them.
- Synthesize** Use verbs such as—
Compose, Plan, Design, Propose, Imagine, Predict, Create
Question example—
What kind of dangers do you imagine workers faced because of their involvement with unions? Why?
- Evaluate** Use verbs such as—
Judge, Select, Debate, Choose, Decide, Argue, Rate
Question example—
If you were a worker during this era, what would you do if you disagreed with how another worker was treated?



Set Purpose



Note: Here is a whole group strategy to ensure that ALL learners equally contribute their thoughts.

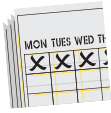
- *Gather the class into a circle.*
- *Give each learner 1-5 chips.*
- *Each time a learner contributes to a discussion, a chip is turned in to the teacher.*
- *By the end of the week, each learner should have no chips left.*
- *Hand out chips again for next week.*



First Time Strategy Model

If your class has not participated in a large group discussion in a while, generate a list of good discussion behaviors. You and another teacher or learner could model a discussion and let learners identify behaviors. Post them in your classroom. Some examples are:

- Do not interrupt
- Be respectful
- No laughing at someone's opinion
- Listen carefully
- Wait to be called on to talk
- Raise your hand to talk



REFLECT – daily

Use your anchor

- Continue to display the poster with sticky-notes.
- Refer to it every day.
- Make connections to reading, lectures or research.
- Build on knowledge.
- Identify changes in thinking.

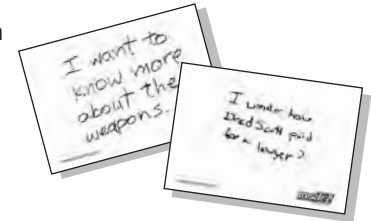


Congratulations on completing your Incite! poster. It –

- represents this class' unique anchored experience.
- has learner-generated thoughts, questions, ideas and emotions.
- makes learners' thinking known.
- is an anchor that you will always refer back to.

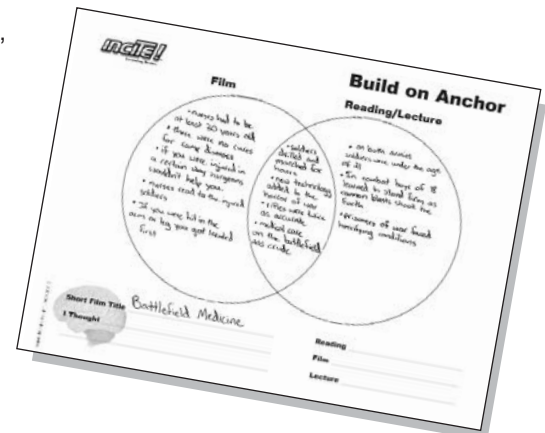
It is essential to refer to your poster throughout your curriculum unit (even between curriculum units). Each day –

- Refer to your anchors.
- Ask learners to relate it to new information.
- Ask learners to add new knowledge with sticky-notes.
- Have learners modify or identify where their thinking has changed or evolved.



Make connections as explicit as possible during reading, lectures, research or daily reflection time. Use a Venn Diagram.

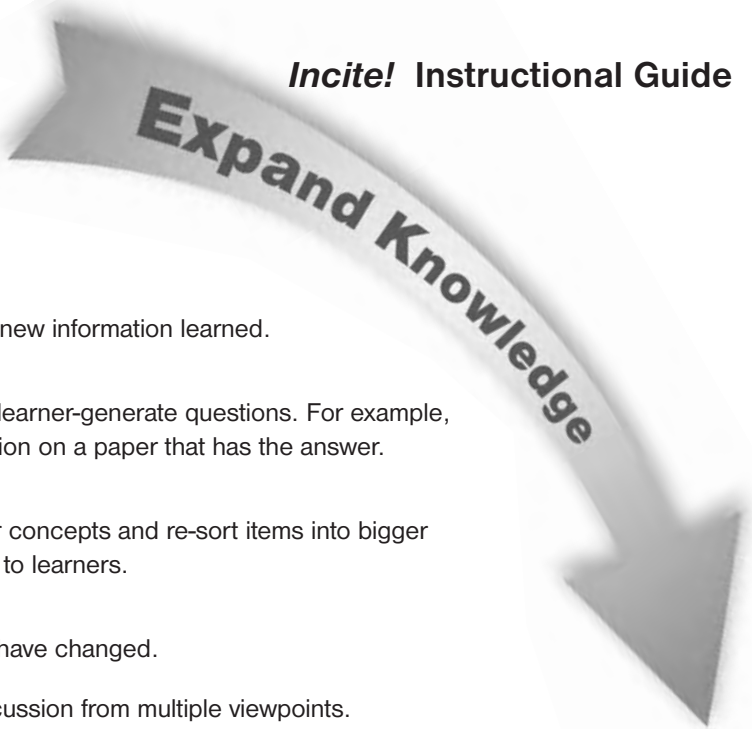
- Learners **receive** new information with your instruction.
- Learners **refer** to their portfolios or their poster
- Learners **complete** a Venn Diagram so that they see the connections.



A Venn Diagram is provided in this guide.

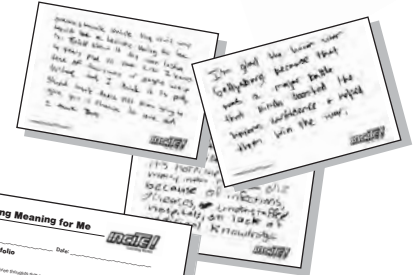


“Research indicates that students with prior knowledge of particular topics remember more information than do students with little or no prior knowledge.” (Kujawa and Huske, 1995)



Weekly Class Reflection

- Review the Incite! Poster in light of new information learned.
 - **Questions**
 - Document answers to learner-generate questions. For example, put a sticky-note question on a paper that has the answer.
 - **Big Ideas**
 - Pull off single words or concepts and re-sort items into bigger ideas that make sense to learners.
 - **Opinions**
 - Look for opinions that have changed.
 - Identify dialog and discussion from multiple viewpoints.
 - Have “what-if” discussions.
 - Document changes in opinions.



Individual Reflection

- Learners review their portfolios.
- They complete a Reflection sheet that asks them to expand on ideas, organize and summarize.
- Keep this as part of the portfolio.




“The assignment of sense and meaning to new learning can only occur if the learner has adequate time to process and reprocess it. This continual reprocessing is called ‘rehearsal’ and is critical to moving information from working memory to long-term memory.” (Hasselbring, T. 2006)

ASSESS

Assessment Tools

- Anticipation Guide
- Learner Portfolio
- Learner Portfolio Reflection Sheet
- Class Assessment Quick Check
- Administrator's Engaged Learning Walkthrough

All Assessment Tools are included in the Incite! Learning Tool Section of this guide.

Anticipation Guide

Before and after your unit

Use the Anticipation Guide before you begin your unit and at the end of it. This is an informal assessment that is designed to give feedback to both the teacher and learner.

Using the Guide

Before starting a new unit:

- Create seven statements that are based on major concepts learners will be examining in the unit. Put them on the Anticipation Guide
- Give each learner an Anticipation Guide.
- Learners react to the statements before the unit begins, by agreeing or disagreeing with each statement.
- Learners keep their Anticipation Guides in their portfolios.
- At the end of the unit, learners revisit the statements to confirm or clarify understandings.

Anticipation Guide

Use this Anticipation Guide before you begin your unit and at the end of it. This is an informal assessment that is designed to give feedback to both the teacher and learner.

BEFORE	STATEMENT	AFTER	NEW INFORMATION AND OPINIONS
Agree Disagree	1. The scientific method is a series of steps that must be followed in order to conduct an experiment.	Agree Disagree	
Agree Disagree	2. A hypothesis is a statement that can be tested by an experiment.	Agree Disagree	
Agree Disagree	3. A control group is used to compare the results of an experiment to a known standard.	Agree Disagree	
Agree Disagree	4. A variable is a factor that changes in an experiment.	Agree Disagree	
Agree Disagree	5. A conclusion is a statement that summarizes the results of an experiment.	Agree Disagree	
Agree Disagree	6. A hypothesis is a statement that can be tested by an experiment.	Agree Disagree	
Agree Disagree	7. A control group is used to compare the results of an experiment to a known standard.	Agree Disagree	

You can also use this to generate discussions before your unit and help establish learner-generated purposes for learning.

Expand Knowledge

Learner Portfolio

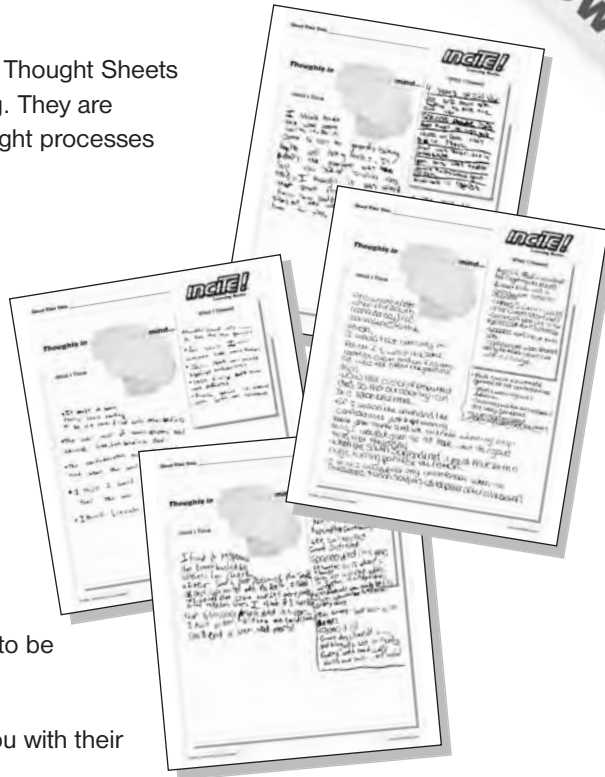


Review Daily

Review your learners' portfolios each day. Thought Sheets let you see what your learners are thinking. They are written evidence of tracking learners' thought processes and evolutions.

Things to look for–

- See where learners are learning and making connections that meet your curriculum standards.
- See where thinking needs to be developed further.
- Are there enough provocative questions?
- Are there misconceptions to be clarified?
- Which learners surprise you with their thoughts?
- What themes recur?



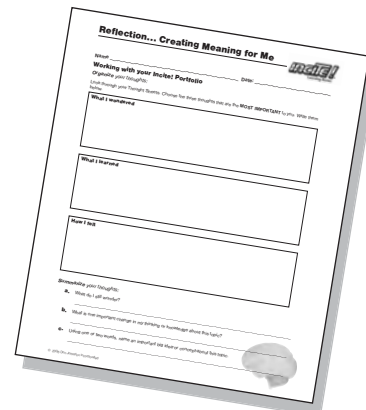
Misconceptions are often revealed in Thought Sheets. If this is the case, have learners view the Original Short Film again or read from other sources. If enough learners have similar misconceptions, have another class dialog about the misconception.

Learner Portfolio Reflection Sheet

Weekly

At the end of the week, learners should reflect on the new knowledge they are absorbing. The Reflection sheet lets you see their progress for the week.

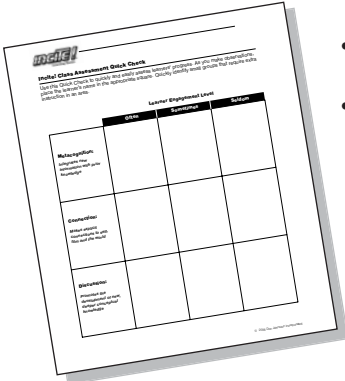
- Each week, have learners review their portfolios.
- Provide a Reflection Sheet to each learner.
- Learners use their portfolios to review work and summarize their thinking on the Reflection Sheets.
- Learners keep the Reflections Sheets in their portfolios.



Class Assessment Quick Check

Ongoing

Designed to be quick and easy to complete, this tool allows you to gauge how well your learners are integrating new learning. It asks you to observe learners in these areas:



- Metacognition—Integrating new information with prior knowledge
- Connections—Making explicit connections to self, video and the world
- Discussion—Promoting the development of new, deeper conceptual knowledge

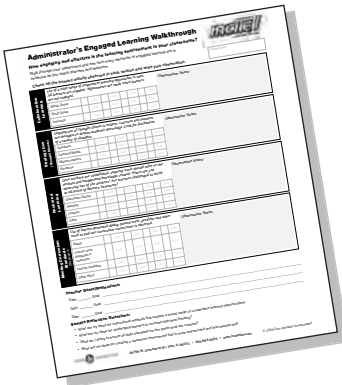
Complete this sheet while learners are working on their Thought Sheets, after the class discussion or after reviewing learner portfolios.

The chart is organized so that you quickly identify like-skilled groups of learners and provide extra instruction in an area, if required.

Administrator's Engaged Learning Walkthrough

Regular intervals throughout the year

This tool provides a framework for supporting strategies that engage learners and for meeting curriculum goals. It gives educators a way to engage in school-wide conversations to improve teaching and meet school-wide goals.



Its purpose is to provide strategies for effective data gathering.

The Administrator's Engaged Learning Walkthrough is explained in more detail later in this guide.

Incite! Thought Sheet

The Thought Sheet is designed to give learners plenty of “room” to think. There are two versions, the first is shown here and the second version is on the next page. A pad of Thought Sheets is included with your Incite! materials. Each Thought Sheet has both versions on it (front and back). Let learners choose which version they want to use.

Encourage students to record their thoughts in any comfortable form - words, pictures or phrases.

Do not require full sentences, correct grammar, exact facts or perfect handwriting.

The diagram shows a large 'Thought Sheet' form with the following sections:

- Short Film Title**: A line for writing the title.
- incite! Learning Series**: The logo in the top right corner.
- Thoughts in _____ mind...**: A large central area for writing thoughts, with a brain illustration in the background.
- What I Viewed**: A smaller rectangular box on the right side.
- What I Think**: A label on the left side of the brain illustration.

Callout boxes provide additional information:

- Left Callout:** *The "What I Think" portion is most of the paper. Learners write down the many thoughts that come to their minds. Tell learners to review their sheets and look "between the lines" for things they don't quite understand or deeper questions they have and write those down, too.*
- Right Callout:** *The "What I Viewed" portion is purposely small and is used for a one or two-sentence summary or a few important facts.*
- Bottom Callout:** *Sometimes, a "wide open page" like this one is overwhelming to a learner and they don't write very much. If so, tell them to turn it over and use the version on the other side. That version has several smaller boxers that some learners find easier to "fill up."*

At the bottom left of the sheet, it says: © Don Johnston Incorporated

An inset image shows the reverse side of the sheet, which features a grid of six smaller boxes for writing.

Incite! Thought Sheet


If your learner is writing only one or two sentences, have them try this side. Some learners prefer this format with “boxes” to help structure their thoughts.



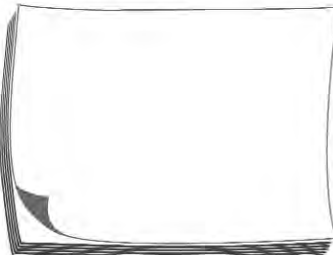
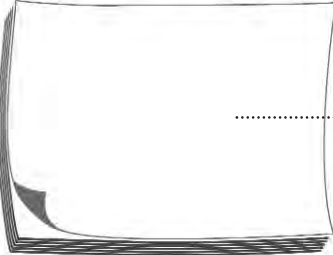
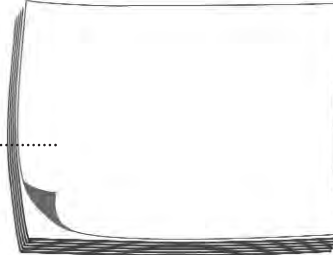
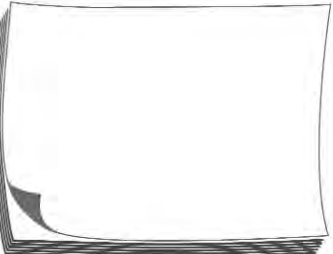
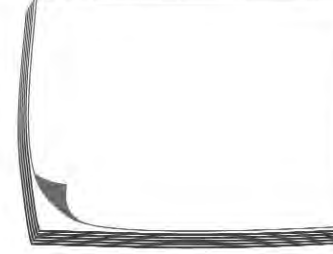
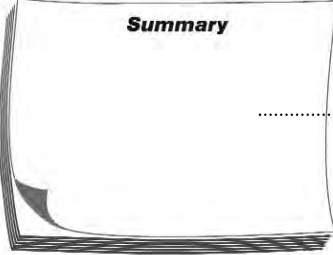
Note: Place actual sticky-notes on the boxes and have learners write on those. Later, learners can use the sticky-notes on the Incite! poster.

Do not require full sentences, correct grammar, exact facts or perfect handwriting.

Encourage students to record their thoughts in any comfortable form - words, pictures or phrases.

Short Film Title _____ 

Thoughts in _____ mind...

	
	
	Summary 

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It is okay to write outside of the boxes.

Learners write down the many thoughts that come to their minds in the boxes. Tell learners to review their sheets and look “between the lines” for things they don’t quite understand or deeper questions they have and write those down, too.

The “Summary” portion is purposely small so that learners focus on writing their own thoughts about the topic instead of a “list of facts.”

Example Incite! Thought Sheets from Learners Level 1

Shown here are examples of actual work from four diverse learners (levels were previously determined by the teacher before viewing Incite! short films) in the same regular social studies classroom. According to the teacher's scale, level 1 learners ordinarily need the most help and level 4 are the top learners. These examples illustrate the excellent results achieved from diverse learners using this differentiated instruction practice.

All of the examples are after learners viewed Surrender at Appomattox from the Incite! Civil War set. Learner names are fictitious but examples are authentic.

Short Film Title Surrender at Appomattox **INCITE!**
Learning Series

Thoughts in Chris mind...

What I Think

I think that the war wasn't worth it. All it came to was the generals talking together and shaking hands. It probably that everyone was ~~who~~ lost their dad or brother was mad. I thought it was wierd that Grant strated to talk about the good old days. How could they have good days their on different sides of the war. I think 4 years is a long time for war. Why did it take so long?

What I Viewed

4 years of Civil War
Lee and Grant talk together to end the civil war
~~600,000 people died~~
People thought Lee was good
110,000 on both sides died in 3 days.
Grant was Union. Lee is Confederate
Lees army was beaten
Grant talks about good old days.
Everyone is friends

The learner distinguishes events prior to the surrender and how one feels about them at this time.

Here the learner writes another a question that could launch a larger group discussion

The learner shows an understanding of the time involved for the Civil War.

This learner recalls key facts related to this event.

Note that the learner shows knowledge of key academic language and terminology.

The learner notes the irony of the two generals talking like friends. You could use this observation to launch a discussion about the concept of loyalty and how the image of the generals reuniting as friends mirrors the actions that the nation as a whole must follow. You could ask, "What does that say about our nation and its future?" Or, "How do you feel after you had a fight with a friend?"

Example Incite! Thought Sheets from Learners Level 2

Short Film Title Surrender at Appomattox

incite!
Learning Series

Thoughts in Marty mind...

What I Viewed

- handful crowd into room to see the two generals
- four years ~~of~~ war 600,000 lives were taken
- July 1863 war turned against confederates
- 1863 finally ~~the~~ army was defeated
- Finally peace is restored with just one handshake

What I Think

- It must of been really nerve racking to be in a room filled with other soldiers
- The war must of been pretty bad because 600,000 soldiers died.
- The confederates must of been mad when the war was turned against them.
- I think I would have been really overjoyed to see that the war was finally over.
- I think Lincoln was happy that the war was over

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The learner describes the emotions the participants of the event must have had.

The learner explains the impacts of war with these statements. This may be an opportunity to explore the concept of war and what it really means to have a war or to be involved in a war.

The learner recalls dates about this period in history so there is an understanding of key events; however, the date of event shown in the Short Film is omitted. You could talk with the learner and check his understanding.

The learner summarizes the outcome neatly.

Here, the learner writes a statement that shows his misconception. This is an opportunity to address this individually or as a discussion in a larger group.

Example Incite! Thought Sheets from Learners Level 3

Short Film Title Surrender at Appomattox

INCITE!
Learning Series

Thoughts in Mari mind...

What I Think

- This was the date when the South (Confederacy) had surrendered to the Union.
- I would have been very impatient if I was in the same room as Grant and Lee if all they did was talk about the good old days!
- Wow that is a lot of people that died so that our country can be a nation once more.
- If I was on the Union and the Confederates just kept winning battle after battle and we weren't winning anything, I would've given up all hope... but it's a good thing that they didn't!
- When the South surrendered it must have been a huge turning point for the nation.
- I think I would've felt very uncomfortable when the Confederates + Union soldiers eat together after a hard war!

What I Viewed

- April 9, 1865 was when the fighting would end.
- Robert E. Lee was a Confederate General (Business).
- Ulysses S. Grant was a Union General (distracted).
- Grant can't look Lee in the eye and ask for a surrender.
- 600,000 lives have been lost.
- Confederates won several early battles, General Lee was in charge.

What I Viewed

- 1864 Grant was made general of all Union armies.
- 1865 Lee's army was defeated.
- Grant's terms for surrender are very generous.
- South surrendered.
- North had strained volunteers.

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The learner writes that the generals talking like friends seemed out of place. This observation appears in other Thought Sheets. Again, it would be a good place to build understanding about the concept of loyalty and how the image of the generals reuniting as friends mirrors the actions that the nation as a whole must follow. You could ask, "What does that say about our nation and its future?" or, "How do you feel after you had a fight with a friend?"

Clearly, this learner has a keen command of the facts relating to this event.

The learner relates the outcome of the Civil War to the nation as a whole.

This learner interprets the tension that exists between competing armies when they meet.

Example Incite! Thought Sheets from Learners Level 4

Short Film Title Surrender at Appomattox

incite!
Learning Series

Thoughts in Jim mind...

What I Think

What I Viewed

4 years of war
April 9, 1865
Appomattox Courthouse, VA
Lee business like
Grant Distracted
600,000 died in 4 years
Ft Sumter, SC is where it started
Union lost 2 straight battles in 3 years 100,000 killed
it's weird that Grant and Lee were partners in the Mexican War. I think it's horrible that 600,000 people died in 4 years. I don't understand how one handshake could end a war and mortal enemies.
1847 Grant took over Union Army.
60,000 died
Grant described old times working with Lee in Mexico
Ending with handshake
North and South were united

100,000 wounded or killed from
Chettyburg

con-federate won early battles

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The learner identifies how a reunited nation changes relationships.

The learner has an appreciation of the number of people who lost their lives in this war. Again, here is a point for small or large group discussion on the impact of war.

The learner questions how a handshake could end a war. Here is a great opportunity to delve deeper into a discussion about the concept of loyalty and how the image of the generals reuniting as friends mirrors the actions that the nation as a whole must follow. You could ask, "What does that say about our nation and its future?" Or, "How do you feel after you had a fight with a friend?" Use large or small group discussions to explore this further.

Facts here summarize the events.

Example Incite! Poster from Learners

The Incite! poster is a record of class thoughts. Keep it posted throughout your unit and refer to it when a reading assignment or discussion covers a topic that appears on the poster. After reading, ask learners if they want to add new thoughts. Be sure the Questions that learners have posted are talked about often.

QUESTIONS

What would happen to the Quakers if they got caught?

I wonder how Dred Scott paid for a lawyer?

I want to know more about the weapons.

How could a hand shake end a war?

BIG IDEAS

The Confederacy had a lot on the line because it was their last chance to win the war

I most reacted to Douglas's yellows because they showed how far the country has come since that time. Those aren't the yellows that we as Americans are proud of. We have many different and new things that best suit our American lifestyles.

I think that Lincoln was never President. There might as well be a sign that says "I'm not a President" on his desk. I've read that Lincoln said that they wanted to have

It was sad that many died and touched by the loss shown by some people. I'm upset with technology but helps us kill each other

the war was horrific, disgusting, and stomach churning. So many unsanitary things were around. I'd probably die with the lack of medicine by amputation. It would be horrible to be a soldier, couldn't bear to see his war. It was a death trap.

OPINIONS

my thoughts had with pity for soldiers. I think it's horrible that so many men had to die because of infections, diseases, understaffed hospitals, or lack of medicinal knowledge

I don't think that the heroic would keep me motivated I would still be scared.

I think about these hospital don't have great. I mean they make sick people worse. I think that it was bad to have everything dirty.

I think it would be scary because your shouting at people you don't know they are and they are doing you

I'm glad the Union won Gettysburg because that was a major battle that kinda boosted the Union's confidence + helped them win the war.

Concepts - As you have group discussions, ask learners to they see how their thoughts link to key concepts using these sticky notes.

Learner-led Purpose for Learning - As learners do more reading, talking or research, have them concentrate on the Questions section. The questions they, themselves, have posted are a motivating reason for more reading and research.

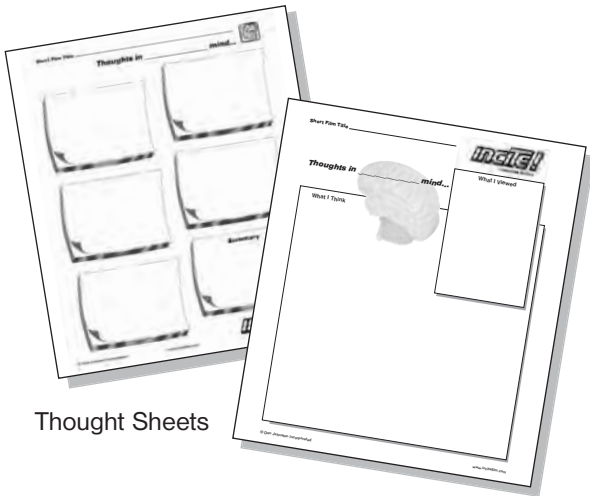
Opinions - Use this section to allow learners to express themselves freely and get a class "snap shot" of viewpoints. See how some learners agree or disagree. Use them to launch new discussions or projects.



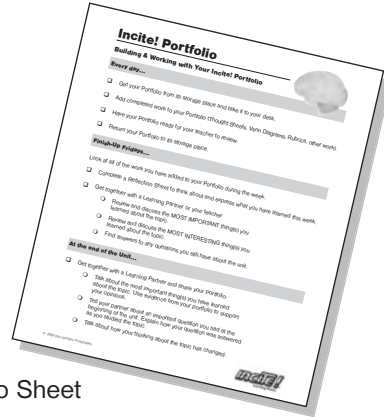
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Incite! Learning Series Tools

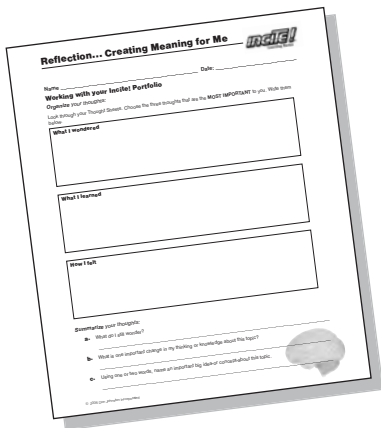
On the following pages are all of the learning tools discussed in this guide. Educators have permission to copy these tools for use in their classrooms.



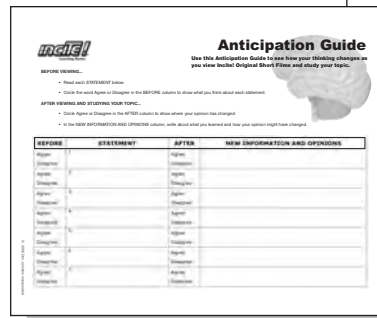
Thought Sheets



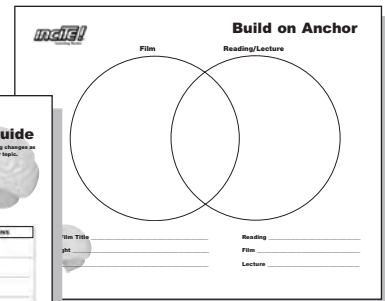
Portfolio Sheet



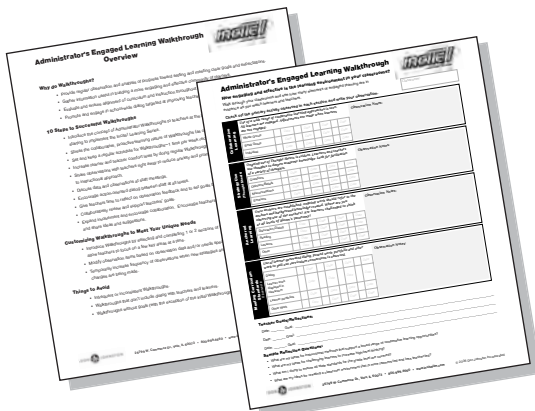
Reflection Sheet



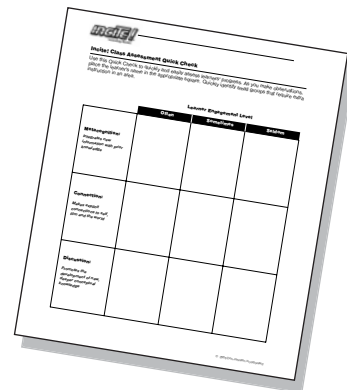
Anticipation Guide Sheet



Venn Diagram Sheet



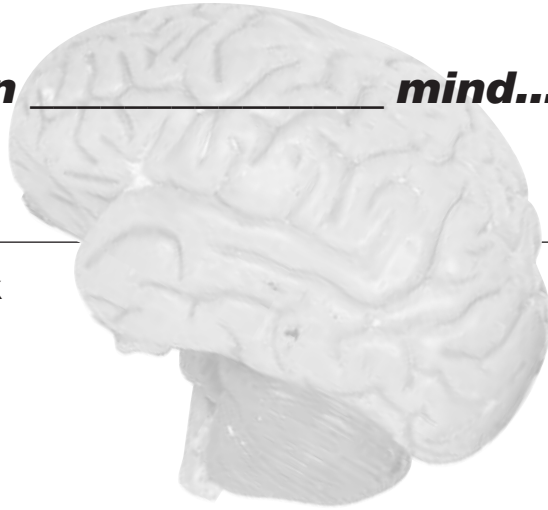
Administrator Walkthrough Sheet



Assessment Quick Check Sheet

Short Film Title _____

Thoughts in _____ mind...



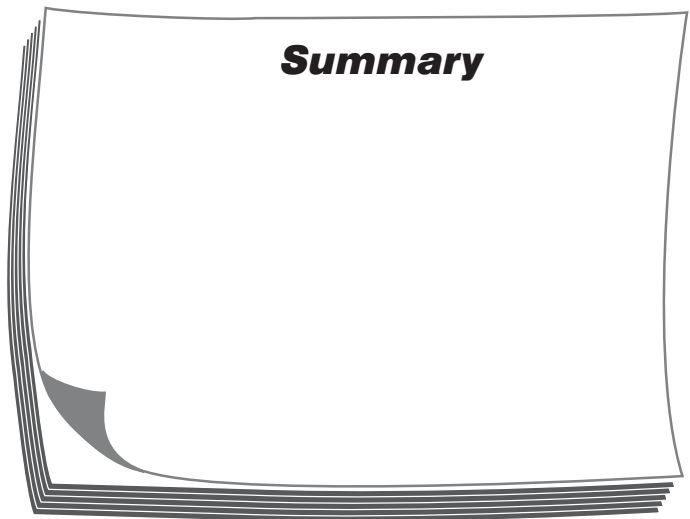
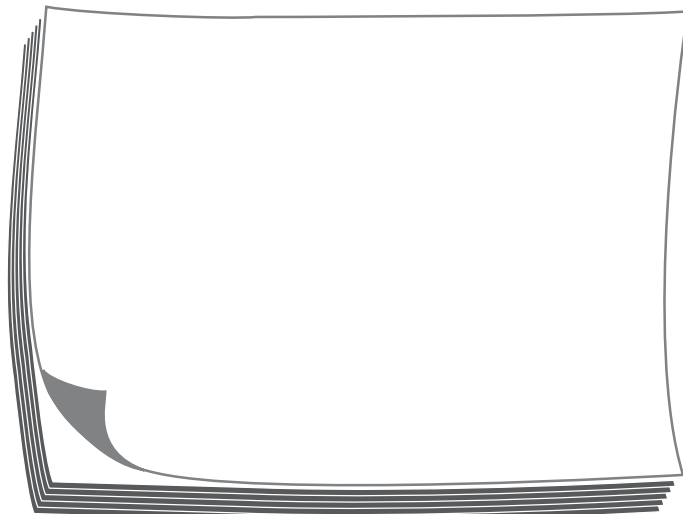
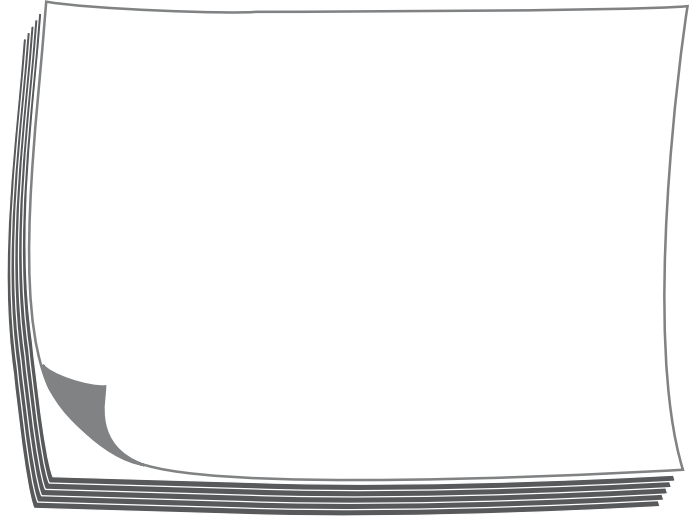
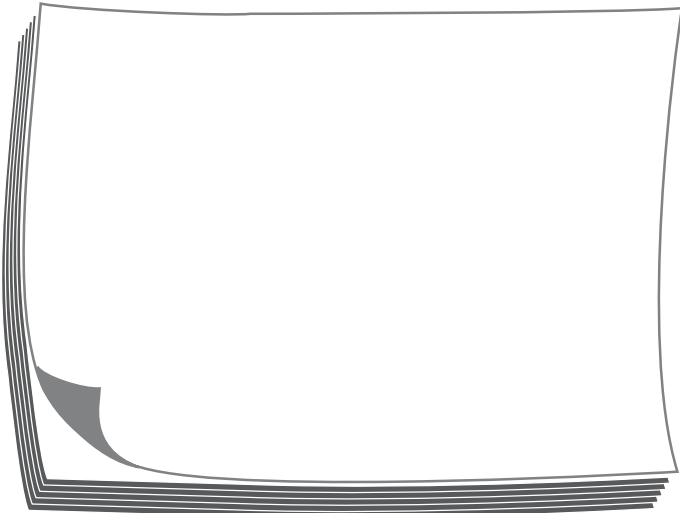
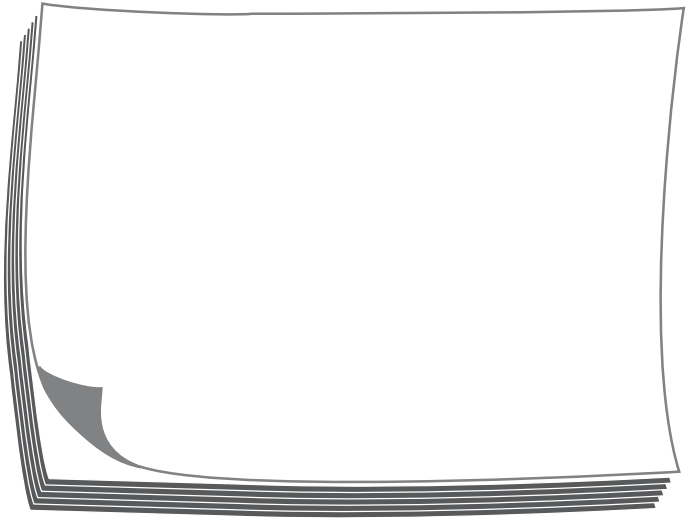
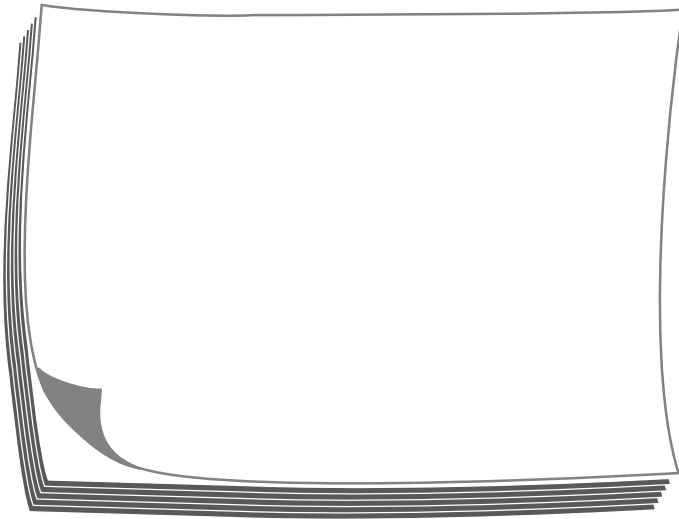
What I Viewed

What I Think

Short Film Title _____



Thoughts in _____ mind...



Incite! Portfolio



Building & Working with Your Incite! Portfolio

Every day...

- Get your **Portfolio** from its storage place and take it to your desk.
- Add completed work to your **Portfolio** (Thought Sheets, Venn Diagrams, Rubrics, other work).
- Have your **Portfolio** ready for your teacher to review.
- Return your **Portfolio** to its storage place.

Finish-Up Fridays...

Look at all of the work you have added to your **Portfolio** during the week.

- Complete a **Reflection Sheet** to think about and express what you have learned this week.
- Get together with a Learning Partner or your teacher.
 - Review and discuss the MOST IMPORTANT thing(s) you learned about the topic.
 - Review and discuss the MOST INTERESTING thing(s) you learned about the topic.
 - Find answers to any questions you still have about the unit.

At the end of the Unit...

- Get together with a Learning Partner and share your **Portfolio**.
 - Talk about the most important thing(s) you have learned about the topic. Use evidence from your portfolio to support your opinions.
 - Tell your partner about an important question you had at the beginning of the unit. Explain how your question was answered as you studied the topic.
 - Talk about how your thinking about the topic has changed.

Reflection... Creating Meaning for Me



Name _____ Date: _____

Working with your Incite! Portfolio

Organize your thoughts:

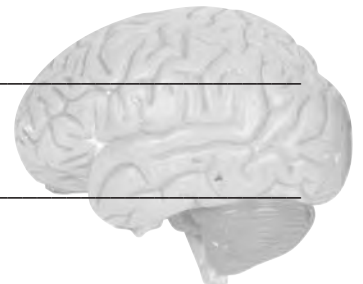
Look through your Thought Sheets. Choose the three thoughts that are the **MOST IMPORTANT** to you. Write them below.

Summarize your thoughts:

a. What do I still wonder?

b. What is one important change in my thinking or knowledge about this topic?

c. Using one or two words, name an important big idea—or concept—about this topic.

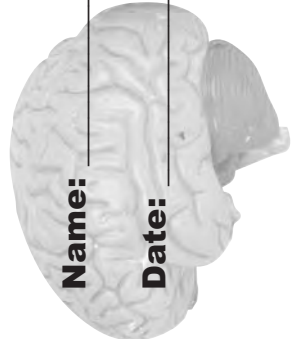
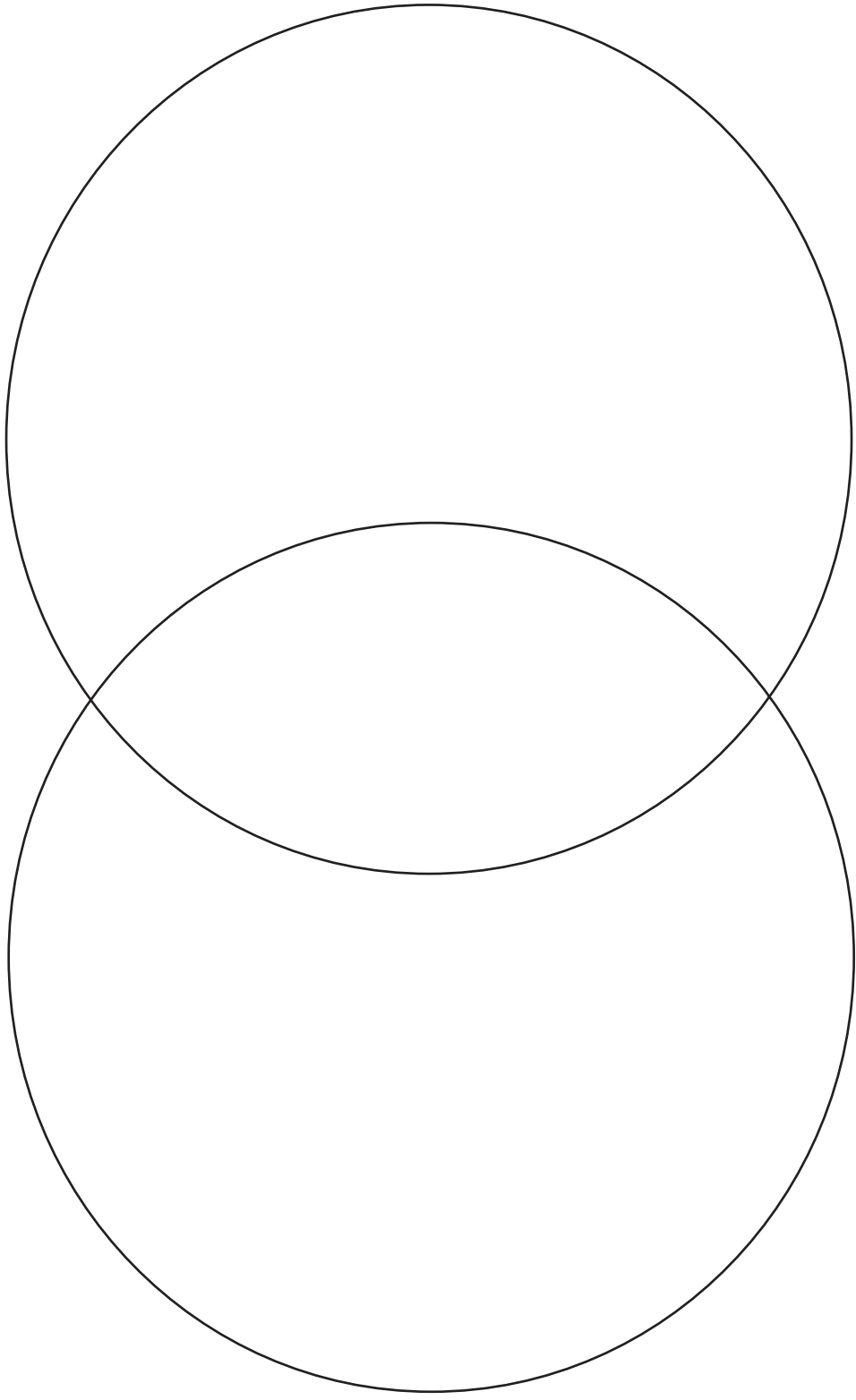


Build on Anchor



Film

Reading/Lecture/Film



Name: _____

Date: _____

Short Film Title _____

Reading _____

Lecture _____

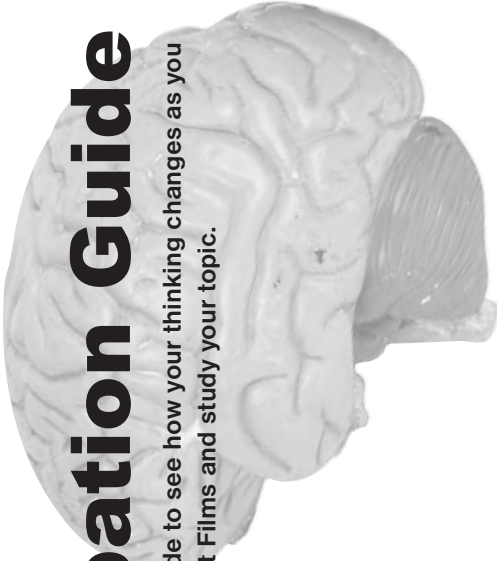
Name: _____

Date: _____



Anticipation Guide

Use this Anticipation Guide to see how your thinking changes as you view Incite! Original Short Films and study your topic.



BEFORE VIEWING...

- Read each STATEMENT below.
- Circle the word Agree or Disagree in the BEFORE column to show what you think about each statement.

AFTER VIEWING AND STUDYING YOUR TOPIC...

- Circle Agree or Disagree in the AFTER column to show where your opinion has changed.
- In the NEW INFORMATION AND OPINIONS column, write about what you learned and how your opinion might have changed.

BEFORE	STATEMENT	AFTER	NEW INFORMATION AND OPINIONS
1. Agree Disagree		Agree Disagree	
2. Agree Disagree		Agree Disagree	
3. Agree Disagree		Agree Disagree	
4. Agree Disagree		Agree Disagree	
5. Agree Disagree		Agree Disagree	
6. Agree Disagree		Agree Disagree	
7. Agree Disagree		Agree Disagree	

Incite! Class Assessment Quick Check

Use this Quick Check to quickly and easily assess learners' progress. As you make observations, place the learner's name in the appropriate square. Quickly identify small groups that require extra instruction in an area.

Classroom:

Learner Engagement Level

	Often	Sometimes	Seldom
<p>Metacognition: <i>Shows awareness of thought processes</i></p>			
<p>Connection: <i>Makes explicit connections to self, film and the world</i></p>			
<p>Discussion: <i>Promotes the development of new, deeper conceptual knowledge</i></p>			

Using Flexible Grouping Options

Group Type

When to Use

Group Type	Basis for Forming Group	When to Use
Ability Group	<i>Learners at the same ability level (homogeneous)</i>	<p>Targeting specific skills, vocabulary and/or strategies that may require additional instructional support.</p> <p>CAUTION: Use ability grouping sparingly, so as not to “label” learners as falling within a specific ability range.</p>
Cross-ability, Mixed-readiness or Heterogeneous Group	<i>Learners at different levels of ability (gifted, regular ed, struggling learners, ELL)</i>	<p>Combine learners with different (complementary) areas of strength, shared work and/or learning style preferences.</p> <p>Group learners who have shown different strengths on Thought Sheets for student-led teaching.</p>
Interest groups	<i>Learners who have a common interest in a task or project OR an interest in finding answers to a common question</i>	<p>Find learners that have similar questions on their Thought Sheets and have them investigate their topic as a team.</p>
Student-selected groups	<i>Learners may select what group they want to join based on their own personal criteria (work with friends, work on specific project or on a topic of personal interest, etc.)</i>	<p>When “big questions” are identified on the Incite! poster, ask learners to assign themselves to a team for more reading or research on the topic.</p>
Eclectic groups	<i>Learners are grouped randomly or mixed according to level and interest, male/female, age, etc.</i>	<p>Use this option when learners exchange comments from their Thought Sheets.</p>
Problem solving groups	<i>Learners are grouped to address individual problems. Focus on thinking, problem-solving, and applying their understandings and skills to real-life situations.</i>	<p>Use this when learners are challenged to compare historical events to modern events, e.g., they show the differences in weapons used in different wars and the impact that had.</p>

Administrator's Engaged Learning Walkthrough Overview



Why do Walkthroughs?

- Provide regular observation and analysis of progress toward setting and meeting clear goals and expectations.
- Gather information useful in building a more engaging and effective community of learners.
- Evaluate and ensure alignment of curriculum and instruction throughout grade levels.
- Promote and engage in school-wide dialog targeted at improving teaching and meeting goals.

10 Steps to Successful Walkthroughs

- Introduce the concept of Administrator Walkthroughs to teachers at the beginning of the year or before starting to implement the Incite! Learning Series.
- Stress the collaborative, proactive-learning nature of Walkthroughs (as opposed to teacher/learner evaluation).
- Set and keep a regular schedule for Walkthroughs—1 time per week recommended.
- Increase learner and teacher comfort level by doing regular Walkthroughs.
- Share observations with teachers right away to reduce anxiety and promote proactive modifications to instructional approach.
- Discuss data and observations at staff meetings.
- Encourage action-oriented dialog between staff at all levels.
- Give teachers time to reflect on observation feedback and to set goals based on observations.
- Collaboratively review and support teachers' goals.
- Expand involvement and encourage collaboration. Encourage teachers to observe each other (if possible) and share ideas and suggestions.

Customizing Walkthroughs to Meet Your Unique Needs

- Introduce Walkthroughs by selecting and completing 1 or 2 sections of the observation checklist to allow teachers to focus on a few key areas at a time.
- Modify observation items based on observation data and/or needs specific to your school.
- Temporarily increase frequency of observations when new strategies are introduced or significant changes are being made.

Things to Avoid

- Infrequent or inconsistent Walkthroughs.
- Walkthroughs that don't include dialog with teachers and learners.
- Walkthroughs without goals (with the exception of the initial Walkthrough).

Administrator's Engaged Learning Walkthrough



How engaging and effective is the learning environment in your classrooms?

Walk through your classrooms and see how many elements of engaged learning are in evidence as you watch learners and teachers.

Classroom: _____

Check off the primary activity observed in each section and write your observation.

Collaborative Learning	<i>Use of a wide range of cooperative learning approaches is seen. All learners are engaged. Adjustments are made when learners are not engaged.</i>							Observation Notes:
	Whole Group		Date		Date		Date	
	Small Group		Date		Date		Date	
	Individual		Date		Date		Date	

Strategy Use (Thought Sheets)	<i>Ongoing use of Thought Sheets is evident. Learners and teachers use thoughts to deepen academic knowledge. Look for facilitation of a variety of thoughts.</i>							Observation Notes:
	Questions		Date		Date		Date	
	Opinions/Beliefs		Date		Date		Date	
	Misconceptions		Date		Date		Date	
	Emotions		Date		Date		Date	

Anchored Learning	<i>Once anchors are established, ongoing work should refer to the anchors and background knowledge created. Where are you observing use of the anchors? Are learners challenged to think at all levels of Bloom's Taxonomy?</i>							Observation Notes:
	Discussion/Dialog		Date		Date		Date	
	Reading		Date		Date		Date	
	Lessons		Date		Date		Date	
	Other		Date		Date		Date	

Meeting Curriculum Standards Observed in	<i>Use of learner-generated dialog, posted work, portfolio and other work to pull out curriculum connections is observed.</i>							Observation Notes:
	Dialog		Date		Date		Date	
	Learner work displayed in classroom		Date		Date		Date	
	Learner portfolios		Date		Date		Date	
	Other Work		Date		Date		Date	

Teacher Goals/Reflections:

Date: _____ Goal: _____

Date: _____ Goal: _____

Date: _____ Goal: _____

Sample Reflection Questions:

- What are my ideas for instructional methods that support a broad range of cooperative learning opportunities?
- What are my ideas for challenging learners to increase high-level thinking?
- What am I doing to ensure all state standards for the grade level are covered?
- What are my ideas for creating a classroom environment that is more learner-led and less teacher-led?

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Make Copies of Your Incite! DVD

You can make as many copies as you want as long as they are for use by teachers and/or learners from the location specified on your purchase order. Please see the Short Film License Agreement at the end of this guide for specific details.

To make copies of your Incite! DVD, you need to use a third-party software. If you are copying to another DVD or to a hard drive, the software only needs to have copying capability. If you are copying to an iPod®, however, the third-party software must be able to convert the DVD content to an iPod-compatible format.

Copy to another DVD

You can make additional DVD copies of your DVD if you have one or two DVD drives in your unit.

1. Insert the Incite! DVD in the DVD drive.
2. Open your third-party software for making a copy.
3. Follow the instructions that came with your third-party software to make a copy.



Note: If you have only one DVD drive, your software will let you know when to replace the Incite! DVD with the blank DVD.

Copy to a Hard Drive

1. Insert the Incite! DVD in the DVD drive.
2. Open your third-party software for making a copy.
3. Follow the instructions that came with your third-party software to make a copy.

Copy to an iPod

1. Insert the Incite! DVD in the DVD drive.
2. Open your third-party software to convert the DVD content to an iPod-compatible format.
3. Follow the instructions that came with your third-party software to convert the DVD.
4. Use Apple iTunes® to download the converted short film to the iPod.

The DVD industry makes it more difficult to duplicate a DVD than a CD. Check with your technical staff before relying on the third-party software you choose.



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