VIDEO NOTES: ***11th and 12th Grade History Lesson on Corroborating Sources***

Video Links: 11th and 12th Grade History Lesson on Corroborating Sources
Common Core State Standards: Reading Standards for Literacy in History/Social Studies (RH.11-12.8) and (RH.11-12.9)
Compass Component and Rating: Questioning and Using Discussion Techniques (3b), *Effective Emerging*
Engaging students in learning (3c), *Effective Proficient*
Lesson Objective: Corroborate information from multiple sources.

Common Core State Standard(s)
Reading Standards for Literacy in History/Social Studies (RH.11-12.8): Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **Reading Standards for Literacy in History/Social Studies (RH.11-12.9):** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Compass Component 3b: Questioning and Using Discussion Techniques (Rating: *Effective Emerging*)		
Indicators	**Evidence**	**Common Core Connection**
Teacher frames some questions designed to promote student thinking, but only a few students are involved.	• The teacher asks, "*All right, what do we know, or think we know, about the March on Washington?"* (0:51) in an attempt to activate students' prior knowledge. However, only two students respond, even though all of them raise their hands when asked if they are familiar with MLK's "I Have a Dream" speech.	
Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. *(Effective Proficient indicator)*	• The teacher asks open-ended question such as, *Why should we not stop [analyzing the text] here?"* (3:44). However, the teacher occasionally answers his own questions instead of allowing more students to share more possible answers.	

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.	• Students incorporate the notion of bias into their discussion, as well as comparing MLK's notoriety versus A. Philip Randolph's. When initiating this discussion, students respond to questions such as, "*So, why would one textbook not mention A. Philip Randolph but another textbook would?*" (3:18). Since students are conjecturing about the authors' intentions, they engage in a deeper and more meaningful discussion, which does not have a single correct answer.	Students discuss statements from a memoir by John Lewis and corroborate them with photographs, revealing potential bias from the author and challenging the historical accuracy of his statements (RH.11-12.8). Students collect information from text books and other historical sources, discussing discrepancies in who led the March on Washington (RH.11-12.9), and combining sources to build an accurate picture of the historical event.
There is a mix of different types of groupings, suitable to the lesson objectives.	• During the lesson, students work in partner-groups and participate in a whole-class discussion. Using a variety of groupings allows students to delve deeper into their ideas in smaller groups, but also hear and respond to the thoughts shared with the entire class.	
Materials and resources support the learning goals and require intellectual engagement, as appropriate.	• To corroborate and determine the true story of the March on Washington, students are provided with six textbook excerpts, passages from one memoir and four photographs. Evaluating and comparing a variety of sources, as well as a variety of genres, requires higher level thinking and critical analysis.	
Students have no choice in how they complete tasks. (*Effective Emerging indicator)*	• Students complete a worksheet as the class progresses, but they lack options on how to complete the questions on the worksheet. This narrows students into a path of one-directional thinking with only right/wrong answers.	
Student engagement with the content is largely passive, learning primarily facts or procedures. (*Effective Emerging indicator)*	• The teacher does not provide students with enough scaffolding to allow them to critically analyze the photographs on their own. Instead, he explains his analytical process while students watch.	

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	*Effective Proficient* Indicators	What could the teacher do to move to *Effective Proficient*? (example actions)
The teacher heavily facilitates the discussion, only allowing students to answer the questions he poses, either orally or on the worksheet, which prevents students from engaging with one another.	Discussions enable students to talk to one another without ongoing mediation by the teacher. (Questioning – 3b) AND Many students actively engage in the discussion. (Questioning – 3b)	Give students the opportunity to discuss the focus question provided instead of only focusing on the worksheet questions. For example, organize students into groups to review the sources and answer the question, "What is the true story of the March on Washington?" Then have each group share responses with the class, comparing the group responses and discussing the credibility of their statements through corroboration of the sources. Allowing students to debate and discuss the credibility of each other's statements will deepen their understanding of the historical event. The process will also allow students greater opportunities to practice the skill of corroboration.
What did the teacher do in this lesson?	***Highly Effective* Indicators**	**What could the teacher do to move to *Highly Effective*? (example actions)**
Students don't have time to discuss or reflect on what they learned during the lesson.	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. (Engagement – 3c)	Ask students to reflect on and discuss how the credibility of sources affects an individual's perception of history and how this affects society. The teacher could also ask students to consolidate their understanding of why corroboration is an important skill for learning about history and analyzing current events. This would give students time to reflect on how they will need this skill in college and in their future careers, where they will need to critically evaluate sources when creating scholarly and professional works.