

How and why do historians corroborate their sources?

Objective:

- Describe what corroboration is.
- Corroborate sources to determine what happened during the lunchroom fight.

Lunchroom Fight Introduction

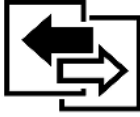
→ **Directions:** Read the information below and answer the question that follows.

The principal interviewed eleven people during the investigation, including Justin, Max, Eric (Max's good friend), Anthony (a bystander), Megan (Max's girlfriend), Alicia (a girl in the same grade as Max and Justin), a Cafeteria worker, Max's mother, Justin's father, Jamie (a student in English class with Max and Justin in the period right before lunch), and an English teacher.

Why do you think the principal interviewed so many people? What are the benefits of interviewing more people?

- to check many sources to see if their stories match up.
- The more facts match up, the more reliable the story becomes.

Corroboration is the act of *comparing pieces of evidence* to see where they agree or disagree.



Corroborate

Historians **corroborate** to understand multiple points of view of an event to get closer to uncovering what actually happened.

What do other documents say?	Do the documents agree ? If not, why?
What other documents may clarify our understanding?	What is the point of view of the author of the statement? What is the author's bias ?

Corroboration Practice

→ **Directions:** Read the scenario and accounts below then answer the questions that follow to explain how each piece of evidence corroborates the initial account.

<p>Scenario: On the night before the big game between your school's team, the Panthers, and your biggest rivals, the Bears, the Bears' locker room was vandalized. Many of the players from the Bears are accusing members of your team of committing the vandalism. The Panthers say that they couldn't have vandalized the locker room because they were all out for pizza when the locker room was raided.</p>	<p>Account A: Statement by the Panther quarterback's older sister saying that she drove them to the pizza place on the night the locker room was vandalized.</p>
	<p>Account B: Statement from the Bears' running back saying that he saw the Panthers at the pizza place the night the locker room was vandalized.</p>

1. What is the point of view of the author of Account A? What is the author's bias?

The Panthers were having pizza. She's the sister of the quarterback (P).

2. What is the point of view of the author of Account B? What is the author's bias?

B says Panthers were at pizza place. B is on other team.

3. How do both Account A and Account B corroborate the Panthers' account?

Both defend Panthers + say they were out for pizza.

4. Which account, A or B, is more reliable for the purpose of finding out if the Panthers vandalized the locker room? Explain.

B is more reliable because he's on the other team.

5. What other accounts might clarify whether the Panthers were at the pizza place? Who would they be from?

The workers at the pizza place.

Lunchroom Fight Corroboration Practice

→ **Directions:** Returning to the lunchroom fight, read through the accounts of the fight and then, after considering the point of view and bias of each speaker, answer the question, “What happened during the lunchroom fight?”

Source	What is the point of view of the author about who is responsible for starting the fight?	What is the author's bias ?	What evidence from this source will help you determine what caused the lunchroom fight?
<p>Justin: “That kid started it. Max. I was just standing in line waiting to pay for my food, and he shoved me super hard. And, like, for no reason. He just freaked out on me. I don’t even know the kid, and he’s been weird to me ever since I started going to this school. He and his friends glare at me in English class for no reason.”</p>	<p>Max started it!</p>	<p>Trying to protect himself from getting in trouble</p>	<p>- Max glares at him in Eng. - Max shoved him</p>
<p>Max: “That kid is psycho. He turned around and punched me out of nowhere. Me and my friends were standing in line just joking around, and he turned around and punched me for no reason. He’s messed up and creepy. Ask anyone.”</p>			
<p>Eric (Max’s good friend): “The new kid definitely started it. He really just attacked out of nowhere. He’s a freak, and he seriously thinks he’s better than everyone because of his dad.”</p>			
<p>Anthony (bystander): “I was pretty far back in the line, but Max and his friends were being kind of loud and joking around. I couldn’t really hear what they were saying. And then all of a sudden I saw people pulling Justin and Max apart.”</p>			
<p>Megan (Max’s girlfriend): “I wasn’t there. All I can say is that Max has been really different lately and kind of mean. I don’t know what’s going on, but he’s not himself.”</p>			
<p>Cafeteria worker: “The group of boys were pushing each other around. I think it was an accident, and one of them pushed into the new boy, and he took it the wrong way.”</p>			

They Corroborate
Sources.

FA

SQ 4: How and why do historians corroborate their sources?

→ Directions: Based on what you have learned, complete the task below.



Corroborate

Part I

Describe what corroboration is. Explain why historians corroborate sources.

Corroboration is the act of comparing evidence to see if they agree or disagree. Historians Corroborate to figure out what really happened -- the whole story.

Part II

→ Directions: Based on the sources provided, describe what happened during the lunchroom fight.