• Teaching Secondary English Learners How to Corroborate Evidence-Based Historical Claims

10:30 AM - 11:45 AM
Hyatt Regency Sacramento
Room: Trinity

Maggie Beddow, CSU Sacramento

Grade Level: 6-12, College/University
Language: English
Strand: English Language Development
Audience Level: New to Field/Experienced

The presenter will share techniques that support secondary English Learners to evaluate and corroborate evidence-based historical claims. Through close readings of primary documents from history lessons, participants will engage in critical reading strategies to demonstrate ways to help ELs make meaning of abstract and complex historical text. Sample US and World History lessons will be shared, showing participants ways that teachers can help ELs to make general and personal connections to abstract social studies concepts.

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CLOSE READING TECHNIQUES AND DISCUSSION STARTERS

CLOSE READING

- What claims does the author make?
- What evidence does the author use?
- What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?
- How does the document’s language indicate the author’s perspective?

LECTURA ATENTATA

- ¿Qué afirmaciones hace el autor?
- ¿Qué evidencias usa el autor?
- ¿Qué lenguaje (palabras, imágenes, símbolos) usa el autor para convencer a los lectores del documento?
- ¿De qué forma muestra el lenguaje del documento la perspectiva del autor?

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Read and comprehend complex literary and informational texts independently and proficiently

(1) The first reading allows the reader to determine what a text says,

(2) The second reading allows the reader to determine how a text works, and

(3) The third reading allows the reader to evaluate the quality and value of the text (and to connect the text to other texts).

Word Banks & Frames

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We think that...</td>
<td>I/We believe that...</td>
<td>My interpretation is...</td>
</tr>
<tr>
<td>The author said...</td>
<td>The author states...</td>
<td>The evidence shows...</td>
</tr>
<tr>
<td>Some think/feel</td>
<td>Some disagree...</td>
<td>In contrast to...</td>
</tr>
<tr>
<td>Also...</td>
<td>Similarly...</td>
<td>Likewise...</td>
</tr>
<tr>
<td>For example...</td>
<td>For instance...</td>
<td>To illustrate...</td>
</tr>
<tr>
<td>Then...</td>
<td>As a result...</td>
<td>Hence...</td>
</tr>
</tbody>
</table>
Reading Like a Historian Lesson:  
Snapshot Autobiography Project

What is history? Many people describe history as the study of the past, a huge collection of names, dates, and facts that you are expected to memorize. The goal of this assignment is for you to discover other meanings of history and to recognize why it is important to study history.

In this project, you will think about the meaning of history by describing and illustrating several events from your own life, finding a witness to provide another description of one of those events, and thinking about the similarities and differences between the two descriptions.

Part I: Snapshot Autobiography

1) Take blank, regular size piece of paper and fold it so that it forms 3 panels (like a letter you’d mail). Counting front and back, you should have 6 panels.

2) The first panel is the cover for your Snapshot Autobiography.

   □ Give your autobiography a title, for example, “Snapshots from the Life of Kathy.”

   □ You may illustrate it if you wish.

3) On the back panel write a brief “About the Author” section. Include your name, place and date of birth, and anything else you want people of know about you. You may include a self-portrait if you like.

4) This leaves four panels. In the first of these panels, write about your birth. In the other three panels, you are going to write about important events that have shaped you as a person. This means that you are selecting a total of three important events (besides your birth) from your life.

   □ You will be interviewing another person about one of these events, so make sure to pick at least one event that someone else knows about.

   □ For each of these three events, write a narrative (story) describing what happened. Make sure you describe it from start to finish. Pretend that someone who doesn’t know you will be reading your story and trying to understand it. Be sure to include details!

   □ Illustrate each event with a small, hand-drawn picture
Part II: Homework: Snapshot Biography – Another Perspective

Now is your chance to talk to somebody else who remembers one of the important events you chose.

1) Select one of the events you wrote about.

2) Find somebody who remembers that event. For example, a parent, grandparent, sibling, or friend who will be familiar with the event you described.

3) Ask the person you chose to tell you their version of the story. In order to make sure that you are getting their version, ask them an open question about the event, for example, “Mom, do you remember when Jane and I started being friends in fifth grade? Can you tell me what you remember about when we met?”

☐ Take careful notes of the interview. Pay attention to which parts of their story are different from your own.

☐ Make sure to thank the interviewee for their participation in this project!

<table>
<thead>
<tr>
<th>Name of the person being interviewed:</th>
<th>________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relation to you:</td>
<td>________________________________</td>
</tr>
<tr>
<td>Event from Snapshot Autobiography they will be corroborating (cross-checking):</td>
<td>________________________________</td>
</tr>
</tbody>
</table>

**Interview Notes**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do the two stories have in common?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is different about the two stories?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reading Like a Historian Lesson -  Acknowledgments: These ideas were inspired by prior assignments by Professor Walter Parker of the University of Washington’s College of Education. We gratefully acknowledge our intellectual debt to his work.
Reading Like a Historian Lesson: Nazi Propaganda

Central Historical Question:
How did the Nazi party convince 99% of Germans to vote in favor of the annexation of Austria?

Materials:
- Copies of Documents A-C
- Copies of Guiding Questions
- Nazi Propaganda PowerPoint

Plan of Instruction:

1. Before doing this lesson, students should have some background knowledge about the rise of the Nazi Party including the following:

   • After WWI, under the Treaty of Versailles, Germany was limited to a very small army. Furthermore, Germany was forbidden from uniting with Austria (as it had during WWI).

   • Many Germans were angry about the terms of the Treaty of Versailles. As Germany suffered economic collapse during the 1920s and 1930s, Germans began to look for a leader that could restore Germany to its former glory.

   • After becoming Chancellor of Germany in 1933, Hitler began to challenge the Versailles Treaty. In March of 1938, German troops moved into Austria in order to annex Austria and unite the two countries under Nazi rule.

   • In April of 1938, Germans and Austrians were given the opportunity to ratify the annexation in a public vote.

2. Introduce Inquiry: When the votes were tallied, 98.9% of Germans and 99.71% of Austrians had voted to ratify the annexation of Austria. Even given the unpopularity of the Treaty of Versailles, this seems like an incredible margin of victory. This has led historians to closely examine the tactics that the Nazi party leaders used to ensure their desired result on the referendum.

   Today, you will look at a speech delivered by Hitler, a pro-annexation poster, and the actual ballot used in order to answer the question: How did the Nazi Party convince 99% of Germans to vote in favor of the annexation of Austria?

   - Hand out Document A, B, and C, and Guiding Questions, asking students to read the documents and answer Guiding Questions. Ask students to point to specific details that promote Nazi propaganda, effectively convincing people to vote “yes” on the referendum. Share out responses.
1) (Sourcing) When was this speech delivered? What is the purpose of this speech?

2) (Close reading) What did Hitler mean when he said, “I wish to thank Him who allowed me to return to my homeland so that I could return it to my German Reich!”?

3) (Close reading) What are 2 reasons Hitler gave for Germans to vote in favor of annexation?

4) (Close reading) What specific phrases are designed to convince a potential voter to vote yes on April 10, 1938?

Document A: Hitler Speech

To justify the annexation of Austria, Hitler called for a public vote on whether the unification should stand. This is an excerpt from a speech he gave on April 9, 1938, the day before the vote. As Hitler points out in his speech, he himself was born, and grew up, in Austria.

When one day we shall be no more, then the coming generations shall be able to look back with pride upon this day, the day on which a great Volk affirmed the German community. In the past, millions of German men shed their blood for this Reich. How merciful a fate to be allowed to create this Reich today without a suffering.

Now, rise, German Volk, subscribe to it, hold it tightly in your hands! I wish to thank Him who allowed me to return to my homeland so that I could return it to my German Reich! May every German realize the importance of the hour tomorrow, assess it and then bow his head in reverence before the will of the Almighty who has wrought this miracle in all of us within these past few weeks.

Vocabulary:

Volk: Folk. Hitler used this word to refer to the all Germans in the world
Reich: Kingdom. This is the word Hitler used to refer to the country of Germany.
**Document B Guiding Questions**

1) (Sourcing) Why was this document created?

2) (Context) When did Germans vote on annexing Austria? When did German troops move into Austria?

3) (Close reading) What specific details of the image do you think were intended to convince voters to vote yes on April 10, 1938?

4) (Corroboration) What images in this poster relate to Hitler’s speech?

**Document B: Poster**

*Below, is a poster encouraging Germans to vote in favor of annexing Austria. The caption reads “Greater Germany: Yes on April 10th.”*
Document C Guiding Questions

1) Why do you think is the circle for “yes” was bigger than the circle for “no?”

2) How many questions did the ballot ask voters to vote on?

3) What specific details of the ballot helped to influence the voters’ choice?

Document C: Ballot

Below is a voting ballot from April 10, 1938. The ballot text reads "Do you agree with the reunification of Austria with the German Reich that was enacted on March 13, 1938, and do you vote for the party of our leader Adolf Hitler?" The large circle is labeled "Yes," the smaller "No".
<table>
<thead>
<tr>
<th>In the space below write a paragraph that answers the question: How did the Nazi Party convince 99% of Germans and Austrians to support the annexation of Austria? (use evidence from all three documents in your answer)</th>
</tr>
</thead>
</table>

Now let’s turn and talk …

Share your response with a partner. What evidence did you cite? How does the “Reading Like a Historian” curriculum promote critical thinking corroborating historical skills? Provide examples? What strategies were used to provide support and access for secondary ELs? Let’s now examine the components of the DIY Investigation Rubric checklist.
Teachers: Are your students super sleuths? Use this checklist to assess and evaluate your students’ work as they conduct their own historical investigations, asking “Have I...?” Add notes, as needed.

**Planning the Investigation**
- Examined and evaluated material object to determine whether an investigation is in order.
- Developed a comprehensive list of critical questions to jumpstart investigation.
- Sought help from school, local, or professional librarians.
- Contacted professional and local organizations for help in research and to trace experts.
- Clearly formulated a research question and outlined researched method and scope of investigation.

**Collecting Evidence**
- Researched and collected information about historical era in question.
- Read widely about topic, both online and in books, magazines, and news sources.
- Conducted interviews with professional experts, eyewitnesses, community or family members.
- Learned about the time and place where material object was used or created. Asked questions such as: What historical events were occurring? What was life like?
- Collected primary sources connected to the historical era and event, using reliable sources such as the Library of Congress, the National Archives, and the Smithsonian.
- Taken advantage of available social networking resources to conduct investigation.

**Evaluating Sources**
- Inspected material object surface for dates, signatures, and symbols of authenticity.
- Examined primary source documents for missing pages or signs that the document has been tampered with.
- Demonstrated ability to distinguish between credible and unreliable or biased Internet sources.
- Verified author credentials or affiliations of interview subjects to ensure they are qualified experts on the topic of research.
- Distinguished between primary and secondary sources.

**Analysis**
- Analyzed primary sources and read between the lines. What motivated the writer? Who are the other people mentioned here? Is there a meaning behind the words that can be found?
- Analyzed findings and factual materials collected.
- Demonstrated ability to think critically.

**Drawing Conclusions**
- Stated conclusions consistent with evidence collected.
- Presented and shared results using multimedia storytelling tools.
- Corroborated the document, leading me to feel confident it is authentic.