THE NEW JERSEY
ITALIAN HERITAGE COMMISSION

The Flavian Amphitheater
Bread and Circuses

Grade Level: 6-12

Subjects: World History / United States History / Law / Language Arts / World
        Languages

Categories: History and Society

<u>**Standards:**</u>

Please see page 7 of the lesson plan for complete New Jersey Student Learning Standards alignment.

<u>**Objectives:**</u>

Students will be able to:
1.   explain why Vespasian decided to build the magnificent Flavian Amphitheater, better known as the Colosseum.
2.   determine why Vespasian wanted to give the plebeians games and circuses to distract them.
3.   infer that slavery and the nonproductively and unemployment with the plebeians ranks served as a perpetual problem for Rome.

<u>**Abstract:**</u>

The lesson focuses on Caesar Vespasian's and his son Caesar Titus' desire to build a great monument to honor the Emperor and to keep the plebeians amused and content at the games. The lesson also highlights the ineffectiveness of slavery in a society.

<u>**Key Terms:**</u>

Patricians	*Latin*	The Roman upper class.
Plebian	*Latin*	One of the common people of ancient Rome. A member of the lower classes.
Gladiator	*Celtic*	A professional combatant or slave who entertained the public by engaging in mortal combat.
Naumachia	*Latin*	A naval spectacle; a mock sea battle put on by the ancient Romans.

Background:

Early in the history of the Roman Republic, most common Romans farmed on small homesteads around the city. They also served in the army during Rome's numerous wars. As Roman conquests increased, the city began to employee a professional army and the patricians, or the upper class accumulated tremendous amounts of wealth. They began to buy up much of the plebeians' lands. Furthermore, they held numerous slaves who had been captured during the wars, to work the land.

As Rome changed from a republic and became an empire, most of the plebeians migrated towards the city. Unfortunately, the city contained a large number of slaves also, resulting in high unemployment rates for the lower classes. Although many were poor, plebeians were still citizens and had certain rights as Romans. Patricians used to bribe plebeians for votes; however, they soon realized that they could more easily placate the plebeians, by keeping their stomachs full and their days occupied with leisure and entertainment.

The Flavian Amphitheatre (The Colosseum) provided the city with days on end of free entertainment. There were over 200 holidays, during some of those years. By the early second century AD, the satirist Juvenal famously said the Roman people had readily given up their political freedom in return for "bread and circuses."

The 2000 year-old Colosseum, which has served as a model for stadiums all over the world, is an enduring testimony to the unique genius of Roman creativity, which highlights the knowledge necessary for the construction and engineering of public buildings for use by citizens.

Procedures:

    I.   Tell students that Emperor Flavius Vespasian needs them to present a plan for the construction of a new massive amphitheatre. They will go before the Roman Senate to obtain financing.

    II.   Vespasian is looking to rebuild Rome's grandeur, after the destructive years of Emperor Nero and the Great Fire.

    III.   Break the class into nine groups (or fewer if necessary).

        a. Group One: Investigate the need for new construction in Rome.
            i.   Explore Vespasian's plans for construction
            ii.   Explore what the Roman Fire had destroyed much of Rome, under Nero.

        b. Group Two: Investigate the plight of the Roman plebeians.
            i.   Did slavery lead to high unemployment?
            ii.   How did the Roman government feed the plebeians?
            iii.   Why did the Roman government provide free games for the plebeians to watch?

        c. Group Three: Investigate the slave society in Rome
            i.   Who were the slaves?
            ii.   How big was slavery in Rome?
            iii.   How did Roman slavery influence the Roman economy?
            iv.   How did Romans use slaves in the games?

        d. Group Four: Investigate the Gladiator games

   e. Group Five: Investigate the animal hunts
   f. Group Six: Investigate the executions of criminals at the games
          Explore the feeding of dissidents, traitors and Christians to
          the lions.
   g. Group Seven: Investigate the naumachia, or naval battles
   h. Group Eight: Investigate the chariot races
   i. Group Nine: Investigate Vespasian's life.
      i. Why should Rome honor him by building the Colosseum?

  IV. Once the groups have accumulated date, they each will use the data to create a
    presentation to the Roman Senate.
    a. Students are playing a role.
    b. The presentations must advocate the construction of the Colosseum and
     give honor to Vespasian, as if it were 70 AD.
    c. Students may use PowerPoint, overheads, graphs, graphic organizers, etc.
    d. The goal is to convince the Senate of the necessity of the construction.

Assessment:

Using a teacher-made check list, score each groups' presentation.
Ask students to write a paragraph explaining how the Roman government used the games
to placate the plebeians and maintain social control. Assess the paragraph by using the
New Jersey Registered Holistic Writing Rubric for scoring.

Extension:

Ask students to write an essay regarding whether American society placates the masses
with "Bread and Circuses." Examples to help students start their investigation of modern
circuses might be TV, sports, popular music, etc. They may explore the "bread" portion
of this question in government entitlements or the notion of workplace entitlements.
Assess the paragraph by using the *New Jersey Registered Holistic Writing Rubric* for
scoring.

Supplemental Information

The Colosseum

Upon the death of the tyrant Emperor, Nero, in 68 AD and with the triumph of the Flavian family, strong efforts were made to the forget Nero's unparalleled debauchery. The focus of city architecture and buildings shifted from structures that symbolized the deification of the despotic Emperor or honored his magnificence, to glorious buildings for the public's use.

Emperor Vespasian had a reputation of great concern for the citizens of Rome, for their honor, and for the city itself. He began an effort to construct buildings for public use shortly upon ascension to the throne. As a gift to his people, the Emperor built a tremendous Forum. Vespasian greatest project, however, was the construction of the Flavian Amphitheatre, better known as the Roman Colosseum. Excavation for the spectacular stadium began in 72 AD, when slaves started to drain a lake in the middle of the city. Once the lake was drained, slaves had to dig a foundation which was 40 feet deep to support the structure. Vespasian did not live to see the mighty edifice rise to completion. His son and successor, Titus, accomplished his father's goal of building a magnificent public center for "the games" by 80 AD.

The edifice itself was a breathtaking, awe-inspiring marvel. The four-leveled (aboveground) structure had no contemporary equal. The Colosseum is a vast elliptical shape that measures approximately 615 feet x 510 feet externally, with the base of the building covering about six acres of land. The massive foundation of cement measures 23 feet thick. The arena floor is about 285 feet long and 180 feet wide. Spectators during the ancient times were separated from the arena by 15 feet of wall. The Roman Colosseum had approximately eighty entranceways so the crowds could arrive and leave quickly. In case of fire people could exit the Colosseum rather easily, using these many entrances.

The facade or the exterior part of the Roman Colosseum consists of three of arcades, faced by three-quarter columns and entablatures. The first of columns were of the Greek *Doric* style, with rounded moldings. The second set of columns was *Ionic*, which had scrolls in the capitals of the columns, and the third set was *Corinthian*. They have elaborate capitals adorned with acanthus leaves. Each style has its own distinctive features. Above these story sets was an attic story that was about 158 feet tall--- roughly the equivalent of a twelve to fifteen story building. This amphitheater was equipped with 240 masts. On the masts, a large canvas awning (called the velaria) would be attached which could be extended to protect the audience from the sun or from inclement weather..

The Colosseum was dedicated in 80 AD with extravagant gladiator demonstrations that lasted one hundred days. Citizens were seated in the Colosseum according to social status, but even the lowest citizens could attend the games free of charge. The day would start with mock battles between midgets, women, or disabled men. Later in the day, animal events would take place. During those first fourteen weeks, over nine thousand

animals were slaughtered in battles with humans, animal battles, and in hunts. Men fought wild animals such as: lions, leopards, tigers, bears, elephants, rhinoceroses, buffaloes bulls and even hippopotami. So many animals were used in the games over the years that many became extinct in certain areas of the Empire. Men also slaughtered more docile animals, such as ostriches, zebras, giraffes, elk, and deer, to amuse the audiences. Sometimes they would have the fierce animals stalk and hunt herbivore prey, or they would force the animals to fight one another.

From time to time, wild animals were released from underground pits into the arena. The animals would easily maul and devour hundreds of criminals that had been placed into the sporting area. This is how many Christian martyrs later met their demise. When the Christians refused to sacrifice to the Emperor as a god, or worship the Roman deities, they were often charged with treason and thrown into the arena to be eaten by wild beasts. When one member of a family was charged with treason, the whole family, including the children, would be thrown into the lions' den. Animals eating unfortunate prisoners proved to be one of the more popular events for the audiences.

Spectators also enjoyed the chariot races, mock cavalry battles and even mock naval battles. Nevertheless, the gladiator fights proved to be most popular events for the crowds. Gladiator battles often featured trained slaves or glory-seeking freemen, criminals, and prisoners-of-war. Gladiators trained in a gladiator school for up to three years, under the auspices of their owners. The schools provided strenuous conditioning and battle training. The Ludus Magnus was the most acclaimed school and was actually connected to the Coliseum by an underground passageway. Combatants were treated well in the school and amply fed. After their training, the gladiators could receive generous rewards for stellar performances in the Colosseum arena. They could earn a lot of money, even though they faced death with each battle. Understandably, many owners' only scheduled their better warriors to battles that they had a clear chance of winning. Of course, many gladiators had to give their lives in the arena to satiate the crowd's voracious blood lust.

Proud gladiators battled with tremendous fortitude, strength, honor, and noble dignity. Warriors would often stand toe-to-toe smashing one another with shields and slashing each other with heavy swords. Combatants would rather die than run away. The battle often devolved into a merciless blood-ridden display of cruelty, which usually ended in the death of the vanquished. Occasionally, an Emperor would show mercy to the defeated warrior because of a valiant effort. At other times, a crowd of 45,000 strong would demand that a defeated gladiator be spared.

The games lasted well into the Christian era, until in the fifth century a Christian monk named Telemachus from Asia Minor, was led by an inner voice to go to Rome without knowing why. He followed the crowds to the Colosseum. Once Telemachus saw the gladiators fighting, he got between the men to stop the bloodshed. Legend tells that one of the gladiators slew the poor monk and the repentant crowd left the Colosseum one by one in shame. History, however, records that Telemachus actually was stoned to death by an outraged crowd, livid that someone had tried to interfere with their games and entertainment.

The games did end in the 5th century and field was eventually covered with grass. Today

the mighty Colosseum still stands as one of the most identifiable buildings in the world.

Sources:

Kathleen Coleman. *BBC Roman History*, "Gladiators: Heroes of the Roman
        Amphitheatre."
        http://www.bbc.co.uk/history/ancient/romans/gladiators_01.shtml

Keith Hopkins. *BBC Roman History*, "The Colosseum: Emblem of Rome."
        http://www.bbc.co.uk/history/ancient/romans/colosseum_01.shtml

Maria Iaia,   *Draft Lesson Book.* "The Roman Coliseum in All Its Grandeur," Unit II.
        From the Coliseum to the Meadowlands. New Jersey Italian- Italian
        American Heritage Commission Draft.

Monk Preston. *Favorite Monks*, "Telemachus: The Monk Who Ended the Coliseum
Games. The Prayer Foundation."
http://prayerfoundation.org/favoritemonks/favorite_monks_telemachus_coliseum.htm

New Jersey Student Learning Standards
Social Studies

6.2.8.A.3.a   Compare and contrast the methods (autocratic rule, philosophies, and bureaucratic structures; communications and transportation systems) used by the rulers of Rome, China and India to control and unify their expanding empires.

6.2.8.D.3.d   Compare the golden ages of Greece, Rome, India and China, and justify major achievements that represent world legacies.

English Language Arts

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or exaggerated or distorted evidence.

SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b . Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, qualitatively, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9a Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.9b Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9a Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

W.7.9b Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9a Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

W.8.9b Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (MLA or APA Style Manuals).

W.9-10.9 Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.9a Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").

W.9-10.9b Apply *grades 9–10 Reading standards* to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate

information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9a Apply g*rades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9b Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

RH.9-10.2 Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3 Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.11-12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3 Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

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.