



## Evaluating a Source - Liberal World Order Video

### Overview

The Evaluating a Source exercise trains students to critically assess as they consume information. Once they have done this overtly a number of times, they will not need the worksheet because the process will become familiar and ingrained. There are many variations of this exercise with catchy acronyms that fit the specific genre of course. We have attempted to merge these to create one that works in most scenarios. Source evaluation is an important skill whether students are interacting with historical sources or current news articles and prepares them for being informed members of our community. The source in this particular lesson is an educational overview of the 'liberal world order' but from a particular perspective. It leaves out contrary information and has a persuasive tone of narration and graphics. Students will benefit from analyzing these aspects and what the intent is of such choices.

### Activity Instruction

#### Teacher Prep Work

Make copies of the attached worksheet for each student or provide digitally.

#### Opener

Introduce the Evaluating a Source worksheet to the students and read through what they will do for each category, clarifying any parts they find confusing. You may want to begin with a demo of a source you have chosen and do a think aloud to model what sorts of thoughts good readers have as they are reading. Show them how you research the author or publication to investigate the potential bias of the source. Identify words that indicate the author's tone. Wonder aloud what information the author chose NOT to include. This is also a good time to show previous student examples of what a thoroughly completed source evaluation looks like (if this is your first time using it, save some of your best ones). Next introduce the concept of international relations by asking this question:

*How would you describe the role of the USA in the world as it is now? (How does our nation interact with other countries?)*

#### Viewing the Source

Project the video [“What is the Liberal World Order?”](#) from the Council on Foreign Relations Education and ask the students to watch it without making any oral comments or taking notes. Their job is to observe and pay close attention to the categories on the worksheet for the duration of the short film.

#### Evaluating the Source

Without discussing the video, put students in groups of four (or in pairs if you prefer) and hand out the worksheet. As students are working to evaluate the video, circulate within the room and address any issues.



## Sharing out

When most students have finished, have them come together in different groups (you can use Go Fish cards or another method to spread them out) to compare their answers. Ask each group to nominate a fantastic evaluation to share out to the whole class.

## Debrief

Depending on the students' reactions, you may want to follow with an activity exploring the answers to the questions they had that were not addressed by the video. Perhaps have them read an article or watch a news video like this one, describing alternative world orders that are forming now. [Putin hosts growing BRICS alliance in Russia, touting it as an alternative to the West's "perverse methods"](#), CBS News, October 24, 2024

This activity could be followed by a Socratic seminar on what the US foreign policy should be in the future. This survey of American public opinion can help prep the students for the conversation: [What Are Americans' Top Foreign Policy Priorities?](#) Pew Research, April 23, 2024

## Evaluating a Source - Worksheet

### Title of the Source:

<p><b>Author and Origin:</b> Who created this? What can you find out about the author? How could the author's background affect their perspective? When and where was this published?</p>	
<p><b>Audience and Purpose:</b> Who is the targeted audience? What is the intent of the author and publisher with producing this piece? How do you know?</p>	
<p><b>Content:</b> What did you learn from this source? What information is missing? Did it broaden your understanding of the subject? In what ways could it have been more effective?</p>	
<p><b>Context:</b> What is the context or setting in which the event is happening? In other words, what was going on at the same time/place that is relevant to understanding this source? Historical background?</p>	
<p><b>Tone:</b> What is the attitude of the author toward this subject matter? How does the author's word choice convey their tone? How does that affect your perception of the subject matter?</p>	
<p><b>Inquiry:</b> What questions do you still need answered to fully understand this topic? Where would you search to find the answers? Whose perspectives are missing from this source?</p>	