

Write and check an account

Write an evidence-based account and evaluate its source.



Think, point, speak, draw or write.
You may pass or ask for a quiet start.

Read the source

SECONDARY TEACHING SUMMARY: The National Archives and UK Parliament.

- 01** A. In 1948, Empire Windrush brought passengers from the Caribbean to Britain.
- 02** B. In 1963, Bristol campaigners opposed a bus company's racial discrimination.
- 03** C. Paul Stephenson and other organisers helped lead that campaign.
- 04** D. The 1965 Race Relations Act prohibited racial discrimination in some public places.

Watch the reasoning

- 01 Today's question: How did people challenge unfair treatment in Britain?
- 02 Use a claim, two evidence details and a conclusion. Keep the source's limits visible.

Point to the detail that supports the answer.

Make a decision

What should a source evaluation include?

- 01 A. Useful for this question, with a reason and a limit.
- 02 B. It is online, so it must be true.
- 03 C. It is short, so it is useless.

Choose first. Give a reason before checking.

Check the deciding clue

A

Usefulness depends on the question and the content/provenance.

Keep your first choice. If you change it, say what changed your mind.

Your independent evidence

- 01 Write an account answering the question with two facts.
- 02 Evaluate the card: useful for ____ because ____; it cannot tell me ____.
- 03 Check one sentence and record one improvement after your first attempt.

Make one useful improvement

**Check your answer against the source.
Show the detail you used.**

Add evidence, improve a link, or mark a claim you cannot support.

Keep the first attempt visible. Record one change or one question.

What will you take forward?

Keep the first attempt; name the next improvement.

One thing I can explain: _____

One next step or question: _____