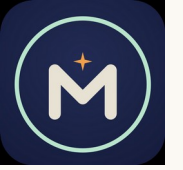


Write and check an account

Can I make an evidence-based answer?

Write from a plan, explain evidence and evaluate one source using a classroom assessment rubric.

Use a detail. Explain what it supports.

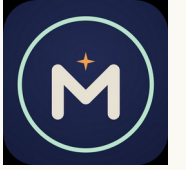


Start with what you know

Find your Week 6 plan.

State the question in your own words.

Ask for your usual access arrangement.



Words that help

ACCOUNT

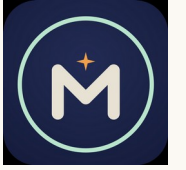
an organised answer.

Reference: where evidence came from.

EVALUATE

judge for a question.

Improve: make a specific repair.



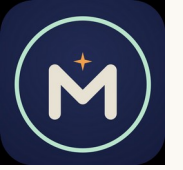
Know what your answer needs

YOUR ACCOUNT

Answer the question and use evidence.

YOUR SOURCE CHECK

What can R tell us, and what can it not show?

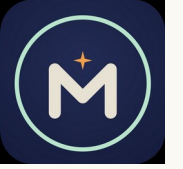


Try one together

Check the four parts before writing.

Opening judgement; points; explanations; conclusion.

The worked answer stays hidden until you finish.

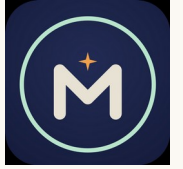


Choose, then explain

Which line explains a consequence?

- A. Source B describes the boycott.
- B. Its outcome widened access to bus-crew work.

Choose privately, then begin your account.



Your independent response

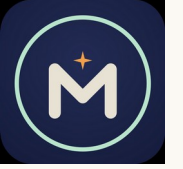
YOUR TASK

Write your account from the plan.

Evaluate Source R for fairness in 1965.

EXPLAIN

Keep your first response before editing.



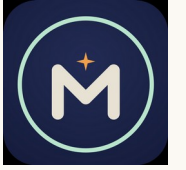
Now evaluate Source R

Useful for understanding which legal protection?

Use a detail from the card.

What can it not show about everyday treatment?

Keep both responses for feedback.



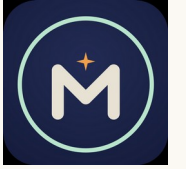
Check the reasoning

CONTENT CHECK

Name the source and explain its detail.

LIMIT CHECK

A law does not prove fair treatment everywhere.



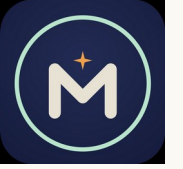
Your voice shapes the next step

Choose one idea to share, or pass.

Your listener tells you what they heard.

Keep or change your idea; give a reason.

Tell us what would help you next time.



Before you go

Point to your strongest explanation.

Name one precise next step.

Show one detail that helped.

Choose a next step.