PHASE 3 - COMPARE

Core lesson - Two stories of the same past

Name / group: _____

Use the original story from FIND and the perspective investigated in CHECK. Keep the sources beside this sheet.

2. SIDE BY SIDE	THE STORY WE STARTED WITH	THE PERSPECTIVE WE FOUND
Who is at the centre?		
What seems important?		
Who or what is missing?		
What evidence supports it?		

Why might these stories be different?

They use different evidence / They focus on different people / They were made for different reasons

One knows something the other doesn't / Something was left out / Another reason: _____

1. START (discuss): Can two different statements about the same past both be true? What does each allow us to see?

PHASE 3 - COMPARE

Co-funded by the European Union

Core lesson - What changed, and why does it matter?

Name / group: _____

3. FIND THE CHANGE

BEFORE: The story seemed to be about...

NOW: After looking at another perspective, I also see...

WHAT CHANGED? The biggest change in how I understand this history is...

4. DON'T STOP AT DIFFERENCE

Return to your CHECK claims. Update the same boxes rather than copying them.

WE KNOW: What can the evidence show us?

WE THINK: What does the evidence give us a good reason to think?

WE DON'T KNOW: What can't we answer from the evidence we have?

Did comparing change your CHECK boxes? Yes / No. What changed?

5. BUILD YOUR CLAIM

After looking at the evidence, we think this story is also about...

The strongest evidence for this is...

But we still don't know...

6. WHY DOES THIS PERSPECTIVE MATTER?

Without this perspective, we might think...

With this perspective, we can also see...

NEXT: short route - plan your story; extended route - keep this sheet and continue with UNDERSTAND.

Story plan (on the back / in your notebook): choose a format. BEGINNING: What does the audience need to understand first?

MIDDLE: What does the missing perspective reveal? END: What should the audience understand differently afterwards?