PHASE 3 - EXTENSION

Co-funded by the European Union

UNDERSTAND - Their world, not ours. Complete after the COMPARE core.

Name / group: _____

Person/group: _____ Place: _____ Time: _____

WHAT COULD THEY KNOW?

What information could realistically reach them?

What evidence helps us say this?

WHAT COULD THEY DO?

What choices, work, movement, education or actions were realistically available?

What evidence helps us say this?

WHAT COULD THEY NOT DO?

What laws, money, technology, social rules or circumstances limited them?

What evidence helps us say this?

WHAT WAS HAPPENING AROUND THEM?

What events or conditions might have affected their lives?

What evidence helps us say this?

1. START (discuss): People in the past did not know what happened next. Use what they could have known then.

PHASE 3 - EXTENSION

Co-funded by the European Union

UNDERSTAND - Context is not access to a person's mind.

Name / group: _____

3. FROM CONTEXT TO PERSPECTIVE

Return to your existing CHECK claims: WE KNOW - What can we establish about their situation? WE THINK - What can we reasonably infer? WE DON'T KNOW - What can't we know about their personal experience?

4. WHAT MIGHT MATTER TO THEM?

Choose up to three, supported by your evidence and context.

1. THIS MAY HAVE MATTERED BECAUSE: _____

Evidence/reason:

2. THIS MAY HAVE MATTERED BECAUSE: _____

Evidence/reason:

3. THIS MAY HAVE MATTERED BECAUSE: _____

Evidence/reason:

Something that might have mattered, but we cannot know:

5. FROM WHERE THEY STOOD

Situation / decision: _____

What choices were actually available?

What might make one choice easier or harder?

What could they know at the time?

What do we know now that they could not have known?

Would everyone necessarily make the same choice?

6. CHECK YOUR ASSUMPTIONS - Use the evidence; these are test claims, not facts about your group.

They worked six days each week. / They were probably physically tired after work. / They hated their employer.

Mark each: supported / reasonable but uncertain / unknown. What evidence would change your judgement?

PHASE 3 - EXTENSION

Co-funded by the European Union

UNDERSTAND - Return to the same comparison. Optional follow-on work.

Name / group: _____

CLOSE - REVISE, DO NOT RESTART

Do we understand this person better? Does that mean we know exactly what they thought and felt?
Return to your COMPARE sheet: update only what changes in the comparison, your claims and your three-line interpretation. Keep what still stands. Then complete or revise the same three-moment story plan.

HOMEWORK - ONE DAY IN THEIR WORLD

Choose one ordinary aspect: work, travel, school, home, food, clothing, communication, family, leisure or another relevant aspect.

I FOUND OUT...

MY EVIDENCE IS...

BECAUSE OF THIS, WE KNOW...

WE MIGHT REASONABLY THINK...

BUT WE STILL DON'T KNOW...

Don't write a diary entry yet. First build the world the story will need.

OPTIONAL - CHALLENGE THE CONTEXT

WITH AI

Describe an ordinary day for a [role] living in [place] in [year/period].

Do not copy it. Challenge it.

CAN VERIFY: evidence supports this.
NEEDS CHECKING: where did it come from?
AI FILLED THE GAP: our evidence cannot establish it.

Where did the AI move from historical context into storytelling?

WITHOUT AI

Use a short reconstruction or description. What can we verify? What needs checking? What has been inferred? What can't the evidence tell us?

Use the same evidence standard. This optional activity needs additional time.