



## **Triple Crossed Project**

### **Any Old Evidence**

#### **Teachers' Notes**

Pupils are provided with a number of images of bones and asked to work in groups to draw what they think the animal would have looked like. They are then provided with clues to help build up their picture of the animals. The clues range from the modern view point, Nineteenth Century viewpoint and Greek mythology. This ensures all pupils' images are different at the end of the activity and that they are then able to understand the implications of different viewpoints and evidence.

#### **Pupil Resources**

Any Old Evidence – Stimulus sheet  
The Bones – Stimulus sheet  
The Creature – Drawing sheets x 3  
Smart Grid

#### **Teacher Resources**

Clues sheets – cut out sheets x 6 for:

1. Modern view
2. 19th century view
3. Greek mythology
4. Modern view
5. 19th century view
6. Greek mythology

## **Objectives**

#### **Personal Capability:**

Team work: to raise questions and share views about information provided.

#### **Science, History and Citizenship:**

- Work as a team to ask questions, review and interpret evidence.
- To compare evidence from different sources.
- To reach a conclusion based on more than one piece of evidence.
- Understand the development of ideas from different historical perspectives.

## **Success criteria**

To be successful the pupils will:

- Be able to work as a team to ask questions, review and interpret evidence.
- Be able to raise appropriate questions about the validity of different pieces of evidence.
- Be able to compare evidence from different sources and comment on their value.
- To reach a conclusion based on interpretation of several pieces of evidence.



## Introducing the Overall Task

Show *Stimulus sheet, Any Old Evidence*, and explain to the students that they are going to work in teams using observation skills to reach a conclusion about a creature.

## Main Tasks

Organise the students to work in groups of 4 or 5. Give out the *Stimulus sheet, The Bones*. Ask the students to consider and discuss the questions on the sheet and start to form an opinion about what the creature might have looked like.

The students should produce an initial A3 drawing of what they think the creature may have looked like (use *The Creature – drawing sheet 1*).

Give each group a *Clues sheet 1* to help them decide if their drawing is a good interpretation. There are 3 sets of clues based on different historical viewpoints (Modern, 19<sup>th</sup> century or Greek Mythology). Different groups in the class should work on different viewpoints. The clues can be cut into individual cards if wished so that the students can put them in order and discard those that are not helpful.

Ask the students to redraw their creature based on all the evidence they have so far (use *The Creature – drawing sheet 2*).

Each group can now be given *Clues sheet 2* for their particular viewpoint and once again asked to interpret these and produce a third drawing of the creature using all the evidence provided (use *The Creature – drawing sheet 3*).

Ask the students to select which of the three drawings they feel is the best representation of the creature overall and to put it on display for the whole class to view. They should be prepared to give reasons to back up their choice of drawing based on the way they have interpreted the evidence.

While watching the presentations the rest of the class should note down instances where they feel evidence has been well interpreted, to help them decide when they vote on the best drawing.

The class can then discuss and decide, by voting, which drawing they think is the best representation of the creature. Each group should be given a chance to put forward arguments, supported by evidence, as to why their drawing is the best representation.

## Reviewing the Task

Involve the students in reviewing the task using the assessment for learning *Smart Grid* on page 7.