# History, geography and society, grade 8

All units for this subject and grade (unreviewed AI drafts)

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# From claim to conclusion: checking information

Subject: History, geography and society Grade: 8 Lessons: 5 Time per lesson: about 55–60 minutes

Status: written (unreviewed AI draft; not human-educator-reviewed or classroom-tested)

Author: GPT-5.6 Sol

## Big idea

A careful conclusion connects a precise claim to relevant evidence whose origin, date, context and independence have been checked. Good investigators also say what remains uncertain and what new evidence could change their conclusion.

## What students should be able to do

- Distinguish a claim, a piece of evidence and an inference, and test whether evidence supports the precise claim made.
- Trace information toward its original source while separating source type, firsthand access, expertise and reliability.
- Check event, observation, publication and update dates and restore missing quotation or image context.
- Corroborate across genuinely independent sources and detect several reports that all repeat one source.
- Communicate a calibrated conclusion—supported, contradicted or not enough information—and name evidence that could change it.

## What students should already know

Students should be able to summarize a short paragraph, compare two statements and explain a reason in a complete sentence. No live-web research skill is assumed.

Use this short diagnostic as a conversation, not an admission gate:

1. “The path is wet” is written in a note. Is that sentence a claim, evidence, or both?
2. Two posts repeat the same sentence. Must that mean two people checked it?
3. What is one question to ask before sharing an old photograph as current?

**Diagnostic guide:** (1) It is a claim in the note; the note itself can also be evidence that someone made that claim. It is not automatically proof that the path was wet. (2) No; both may copy one source. (3) Ask when the scene was observed or photographed, not only when a repost was published. Accept equivalent questions. Revisit these distinctions during the unit rather than excluding students.

## Lesson list

1. Claim, evidence, inference: separate the three roles and test relevance to a precise claim.

2. Follow the information trail: trace provenance and ask what a source could directly know.
3. Date and context: distinguish four kinds of time and restore cropped context.
4. Independent corroboration: compare sources without double-counting copies.
5. A conclusion with room to change: synthesize an evidence packet and complete an eight-task assessment.

## Materials (whole unit)

Printed or digital copies of the fictional source cards in each lesson, paper or note-taking device, highlighters or tactile markers, and a board. All cards are included as plain text. Offer large print, screen-reader-compatible text and oral response. No live internet, account, purchase, personal data or image file is required.

## Assessment

Lesson 5 contains a compact fictional evidence packet, eight checkable tasks and a worked guide. Students may respond in writing, orally or with a structured table; do not score speed, handwriting or accent. Judge each claim-evidence connection separately. There is no validated pass threshold, and this short assessment does not measure all information-literacy skills.

## Sources

Consulted November 4, 2026:

- Civic Online Reasoning, Digital Inquiry Group (formerly Stanford History Education Group) informed the emphasis on leaving an unfamiliar page to investigate its source and compare independent coverage. This is a pedagogical influence, not a claim of alignment or endorsement.
- Library of Congress primary-source analysis guides informed the observe–reflect–question pattern and attention to what a source shows versus what a reader infers.
- UNESCO Media and Information Literate Citizens curriculum informed the broader emphasis on evaluating, using and communicating information responsibly.

All fictional cards, cases, questions and explanations in this unit are original CC0 material. Linked works remain under their own terms.

## Known gaps and cautions

Pacing and reading load are untested. A qualified local educator should check language, accessibility, cultural context and curriculum requirements before classroom use. Agent peer review is not human educator review.

The unit uses prepared text rather than a changing live web, does not cover advanced verification such as geolocation or forensic media analysis, and cannot make students immune to deception. It deliberately avoids classifying whole sources as simply “good” or “bad”: reliability depends on the particular claim, method and context. Credentials, source type, domain name, polish, popularity, search rank, screenshots and repetition are clues, not automatic proof. Safety examples avoid real-person accusations and political persuasion; teachers should not substitute sensitive local rumors without appropriate safeguards.

# Lesson 1: Claim, evidence, inference

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

## Goal

Distinguish claims, evidence and inferences, then decide whether evidence supports the precise claim being evaluated.

## Materials

Lesson cards below, paper or note-taking device, and optional three-column organizer labelled Claim / Evidence / Inference.

## Steps

### ✎ 1. Opening — 7 minutes

Display: “The courtyard fountain was running at 08:10.” Ask students to underline what would need checking. Then add: “Amina wrote at 08:12, ‘I heard splashing through the library window.’” Ask: What does the message support directly, and what still requires an inference?

### 2. Build the distinctions — 10 minutes

Use these working definitions:

- A **claim** is a statement that could be accepted, rejected or left uncertain.
- **Evidence** is information used to evaluate a claim. Evidence can be strong for one claim and weak for another.
- An **inference** is a reasoned step from evidence toward a conclusion.

The message is direct evidence that Amina reported hearing splashing. Inferring that the fountain caused it is plausible, but a sprinkler, rain or another source could also explain the sound. A message can be evidence that a person made a claim without proving that the claim is true.

### 3. Card sort — 15 minutes

Read the fictional case:

**Claim C:** “The north greenhouse exceeded 30°C before noon on Tuesday.”

- **Card A:** A calibrated thermometer log says “North greenhouse, Tuesday, 11:40, 32°C.” The custodian signed the entry at 11:41.
- **Card B:** A student says on Wednesday, “The greenhouse always feels hot.”
- **Card C:** The south greenhouse log says “Tuesday, 11:40, 32°C.”
- **Card D:** A Tuesday photograph shows condensation on the north greenhouse windows; no clock or thermometer is visible.

- **Card E:** The north greenhouse door was open at 12:20 Tuesday.

For each card, students choose: relevant direct support, relevant but indirect, irrelevant to this precise claim, or potentially contradictory. They must complete: “This card shows ___; to reach the claim, I would also have to assume ___.”

## 4. Discussion — 8 minutes

Ask:

1. Which card most directly supports Claim C? **Example good answer:** A, because it names the correct place, date, time and measurement; calibration and record integrity could still be checked.
2. Why is Card C not support? **Example:** It measures the wrong greenhouse.
3. Does Card D prove the temperature exceeded 30°C? **Example:** No. Condensation has multiple possible causes and supplies no temperature or time.
4. Can one item play more than one role? **Example:** Yes. The log entry is evidence in our investigation and contains a claim about a measurement.

## ✎ 5. Independent practice — 12 minutes

Evaluate: **Claim D:** “The community garden received no visitors between 14:00 and 15:00.”

- Gate counter recorded zero badge entries in that hour.
- A sign says the garden also has an unmonitored side gate.
- A camera covering both gates operated continuously and shows nobody entering or leaving; it does not show the whole garden.
- A volunteer saw no one near the tool shed at 14:30.

Students label each item and write a calibrated conclusion. Emphasize that **absence of evidence** (no badge entries in an incomplete system) is not automatically **evidence of absence**. A continuous camera covering every entrance would be evidence of no entry, but still would not prove nobody was already inside.

## ✓ 6. Closing check — 5 minutes

1. “Three people reposted the same weather claim.” Is the number of reposts evidence that three checks occurred?
2. Name one missing fact that would make Card A stronger.

## Answer guide

- Opening: The report directly supports “Amina reported hearing splashing around 08:10.” Fountain operation is an inference needing another check.
- Card sort: A = relevant direct support; B = weak/indirect and vague; C = irrelevant to the north greenhouse; D = indirect and insufficient; E = not evidence for the before-noon temperature.
- Claim D: badge data alone is incomplete; tool-shed observation covers one place and time; the camera strengthens “no one entered or left,” but none proves no visitor was already

inside. Best conclusion: not enough information for “no visitors.” A full-site continuous record or start/end sweep could change it.
- Closing 1: No; the posts may repeat one source. 2: Examples include thermometer calibration, whether “32°C” was read correctly, or whether the entry was made at the stated time.

## Vocabulary

- **Claim:** a checkable statement.
- **Evidence:** information used to evaluate a claim.
- **Inference:** a reasoned step beyond what is directly observed.
- **Relevant:** bearing on the precise claim being tested.

## Differentiation

- **Extra support:** color-code who/what, place and time in both claim and card; allow oral sorting with physical labels.
- **Extra challenge:** rewrite Claim C into a narrower claim supported directly by Card A, then list two ways the record could still be mistaken.

## ⚠ Safety

Cases are fictional. Do not replace them with accusations about classmates or ask students to disclose private messages, location histories or personal accounts.

## Teacher notes

“Evidence” does not mean “proof,” and “inference” does not mean “bad guess.” Ask whether the reasoning is warranted and what alternatives remain. A polished document, confident tone or screenshot can still contain an unsupported claim.

Unit overview · Next lesson

# Lesson 2: Follow the information trail

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

## Goal

Trace a statement toward its original source and separate source type, access, expertise and reliability for a particular claim.

## Materials

Source-chain cards below and a four-column organizer: Source / Obtained from / Could directly know / Remaining question.

## Steps

### ✎ 1. Opening — 6 minutes

Display: “A highly ranked result with a professional logo says the bridge opened in 1924.” Ask students for clues they notice, then ask which clue actually establishes the opening year. Explain that rank, design, URL ending, popularity and confident wording may guide questions but do not settle the claim.

### 2. Provenance model — 10 minutes

Define **provenance** as the path showing where information came from and how it changed. Model the difference between:

- source type: diary, database, news report, summary, repost;
- firsthand access: whether the source observed or created the relevant record;
- expertise: knowledge or method relevant to interpreting it;
- reliability for this claim: the final judgment after checking the above.

A firsthand witness may misremember. An expert may rely on incomplete data. A later summary may accurately quote an original. Do not label a whole source “good” or “bad.”

### 3. Trace the chain — 18 minutes

All cards are fictional:

- **Card 1 — QuickFacts page, updated 2026:** “Silver Span opened in 1924,” followed by “Source: City Heritage Bulletin.”
- **Card 2 — City Heritage Bulletin, 2008:** “The bridge opened in 1924, according to historian L. Chen’s booklet River Crossings.”
- **Card 3 — River Crossings, 1986:** “A ceremony took place in 1924,” citing Archive Folder B-17.

- **Card 4 — Folder B-17:** invitation dated 3 May 1924: “Join us for the ceremonial laying of the final stone.”
- **Card 5 — Transport ledger:** first toll collected 18 November 1925.

Students draw arrows showing who cites whom. Ask which card is closest to the 1924 event, and whether it supports “opened.”

**Example good answer:** Card 4 is contemporaneous but describes a construction ceremony, not opening to traffic. Card 5 directly records operational use in 1925. The chain appears to have changed “final stone ceremony” into “opened.”

## 4. Source capability questions — 8 minutes

For Cards 4 and 5 ask:

1. What could the creator directly know?
2. Why was it created?
3. What claim does it not settle?

**Example answers:** The invitation establishes an announced ceremony and date, not that it occurred or that traffic began. The ledger records a toll entry and operational context, but it may not identify the first untolled crossing.

## ✎ 5. Independent practice — 12 minutes

Trace this second chain:

- A class poster says a pond has 14 frog species.
- Its footnote links to a newsletter saying “up to 14 amphibian species were reported.”
- The newsletter summarizes a survey table listing 9 frog species, 3 salamanders and 2 newt species.

Students identify two transformations and rewrite the narrowest supported claim.

## ✓ 6. Closing check — 5 minutes

1. Is an original source automatically accurate?
2. Why might opening a cited source change a conclusion?

## Answer guide

- Bridge: The 1924 opening claim is not supported by the cited chain. Card 4 supports an invitation to a final-stone ceremony; Card 5 supports at least one toll collection in 1925. Exact public-opening date remains uncertain.
- Pond: “Amphibian” became “frog,” and “reported/up to” became an exact count. Supported rewrite: “The summarized table lists 14 amphibian species: 9 frogs, 3 salamanders and 2 newts.” This assumes the summary transcribes the table accurately.
- Closing: (1) No; originals can be mistaken, incomplete, staged or misunderstood. (2) A summary may narrow, broaden or alter the original claim, and the original reveals method and context.

## Vocabulary

- **Provenance:** the origin and transmission path of information.
- **Original source:** the earliest accessible source in a chain, not automatically the truth.
- **Primary source:** material created during or by participants in the period or event studied.
- **Secondary source:** later analysis or synthesis; it can be more accurate for some questions.

## Differentiation

- **Extra support:** provide cards already ordered and ask students to match each quoted phrase to its source.
- **Extra challenge:** explain which combination of records could distinguish construction completion, ceremonial opening and opening to traffic.

## ⚠ Safety

Use the provided fictional chains. Do not ask students to log in, expose browsing histories or investigate a real individual.

## Teacher notes

“Primary” and “secondary” describe relationship to an event, not quality grades. A domain suffix, institutional name, credential or professional design is not automatic proof. Students should follow citations and inspect methods rather than rely on one visual cue.

Previous lesson · Unit overview · Next lesson

# Lesson 3: Date and context

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

## Goal

Distinguish event, observation, publication and update times, and identify context missing from cropped text or images.

## Materials

Timeline and context cards below, paper, and optional four-time organizer.

## Steps

### ✎ 1. Opening — 6 minutes

Display: “Updated today: Harbor path closed.” Ask whether “today” proves the closure began today or is still active. Collect possibilities before defining the four times.

### 2. Four times — 12 minutes

- **Event time:** when the thing happened.
- **Observation time:** when someone measured, saw or recorded it.
- **Publication time:** when a report became available.
- **Update time:** when a page or record was changed; the changed part may be unrelated.

A true old item can mislead when presented as current. A new post can contain an old observation. Missing or conflicting dates warrant uncertainty, not a guessed timeline.

### 3. Timeline case — 14 minutes

Fictional cards:

- **A:** Path inspection form: observed 2 March, 09:00; “erosion makes east section unsafe.”
- **B:** Closure notice published 2 March, 11:30; “closed until repair inspection.”
- **C:** Reopening notice published 6 March, 16:00; “east section reopens 7 March at 08:00.”
- **D:** Screenshot of B reposted 18 March with caption “Closed today.” The screenshot crop omits B’s publication date.
- **E:** Website footer says “page updated 18 March”; change log says only the contact number changed.

Students place events on a timeline and evaluate “The path was closed on 18 March.”

**Example good answer:** Contradicted by the reopening notice if no later closure exists; D is authentic as an old closure notice but misleading as current. E’s update date does not refresh every claim on the page.

### 4. Restore quotation context — 10 minutes

Full fictional report:

> “Sensor 2 showed a sharp rise at 10:05. Because maintenance staff were testing it with a heat pad, this reading should not be used as evidence of room temperature. Sensors 1 and 3 stayed between 19°C and 21°C.”

A card quotes only: “Sensor 2 showed a sharp rise at 10:05.” Students answer:

1. Is the quoted text authentic?
2. What meaning changes when the next sentence is removed?
3. What would a fair short quotation include?

**Example:** The words are authentic, but the crop hides the test condition and can imply real room heating. A fair summary names the heat-pad test and the other sensors.

### 5. Context without an image file — 10 minutes

Card F describes a crop: “A close crop shows six people beside a bus.” Full-frame description: “The uncropped frame shows a marked drill area, two instructors and a sign reading ‘evacuation practice.’” Ask what the crop establishes and what it does not.

### ✓ 6. Closing check — 5 minutes

Label each date type: “measured Monday; posted Tuesday; webpage footer changed Friday.” Then write one sentence about why “updated Friday” is insufficient.

### Answer guide

- Opening: Updated today does not establish event time or current status; inspect the notice body and change history.
- Timeline: event/observation 2 March, closure publication 2 March, reopening publication 6 March, reopening event 7 March, repost/update 18 March. Claim of closure on 18 March is contradicted within this packet, subject to a possible unrecorded later event.
- Quote: authentic words can be misleading through omission; include the test condition.
- Crop: it supports that six people stood beside a bus at an unknown time. It does not support an emergency rather than a drill.
- Closing: Monday = observation (and possibly event), Tuesday = publication, Friday = update. Update time may concern unrelated page content.

## Vocabulary

- **Context:** surrounding information needed to interpret an item fairly.
- **Crop:** a selected portion that may omit relevant surroundings.
- **Event/observation/publication/update time:** four dates that answer different questions.

## Differentiation

- **Extra support:** use four differently shaped timeline markers and read each card aloud.
- **Extra challenge:** write two captions for Card D: one accurate historical caption and one current-status caption that honestly says what is unknown.

## ⚠ Safety

Do not use real disaster images, distressing footage or student photographs. Discuss deceptive framing without asking students to reproduce or share misinformation publicly.

## Teacher notes

“Out of context” should name the missing context, not operate as a magic dismissal. Authenticity and relevance are separate. Metadata can help but may be copied or altered; treat it as evidence to corroborate, not infallible truth.

Previous lesson · Unit overview · Next lesson

# Lesson 4: Independent corroboration

Time: about 55–60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

## Goal

Corroborate a claim across sources and avoid double-counting reports that share one origin.

## Materials

Source-network cards below, paper, and optional string or arrows for a dependency map.

## Steps

### ✎ 1. Opening — 6 minutes

Ask: “Five pages use the exact phrase ‘record-height river.’ How many independent observations might that represent?” Accept answers from one to five, then ask what would distinguish them.

### 2. Independence model — 10 minutes

Corroboration is stronger when sources use separate access, data or methods. Agreement among copies may reveal popularity, not independent confirmation. Students should inspect citations, identical wording, timing and shared data.

A source can be independent for one claim but dependent for another. Two analysts may independently interpret the same public dataset, yet they are not two independent measurements of the river.

### 3. Dependency map — 18 minutes

Claim: “The Lark River reached 8.4 metres on 12 April.”

- **A — Gauge office dataset:** automated reading 8.4 m at 06:00; maintenance log reports normal operation.
- **B — Town bulletin:** “8.4 m,” explicitly citing A.
- **C — Valley News:** repeats the bulletin and uses the phrase “record height.”
- **D — University field team:** manual staff reading 8.3 m at 06:10; method and uncertainty ±0.1 m stated.
- **E — Photo post:** water covers the third stair; no scale, time or location metadata.
- **F — Archive table:** previous documented maximum 8.7 m in 1998.

Students draw source arrows, then answer:

1. How many independent measurements directly bear on 8.4 m?
2. Is “record height” supported?

3. Why is 8.3 ±0.1 consistent with 8.4?

**Example answers:** A and D are two measurement paths. B and C do not add measurements. F contradicts “record” if records are comparable. D’s interval includes 8.4.

### 4. Corroboration plan — 8 minutes

Groups choose one next check and say how PASS and FAIL would alter the conclusion. Examples: inspect gauge calibration; obtain a third instrument reading; verify whether 1998 used the same datum. “Search for more pages” is insufficient unless the pages add independent evidence.

### ✎ 5. Independent practice — 10 minutes

Claim: “All four library rooms lost power at 15:00.”

- One central alarm logged loss of mains power for rooms 1–4.
- Four dashboards each display data copied from that alarm.
- A battery clock in room 3 continued running.
- A staff note says lights went out in room 2.

Students count evidence paths and identify what is and is not contradicted. The battery clock is not a contradiction: it may run without mains power.

### ✓ 6. Closing check — 5 minutes

Complete: “Three articles that cite the same report count as ___ independent origin(s) for the reported observation, because ___.”

### Answer guide

- Opening: possibly one; identical wording and citation trails are clues of copying.
- River: two independent measurement paths (A and D); B/C are dependent. The exact 8.4 m claim is supported within stated measurement tolerance. “Record height” is contradicted by F unless datum or record scope differs. E is weak contextual evidence only.
- Library: the four dashboards are one dependent path from one alarm, not four. The staff note independently supports room 2 only. The battery clock does not test mains power. “All four” has some support from the alarm but lacks independent room-level confirmation.
- Closing: one; repetition does not create a new observation.

## Vocabulary

- **Corroborate:** compare evidence from separate sources or methods.
- **Independent source:** one that does not merely derive the relevant observation from another source being counted.
- **Common-source problem:** apparent agreement produced by several reports copying one origin.
- **Uncertainty interval:** a stated range around a measurement.

## Differentiation

- **Extra support:** provide arrows from B to A and C to B, then let students complete the map.
- **Extra challenge:** explain how A and D could share a hidden dependency, such as the same height reference marker, and propose a test.

## ⚠ Safety

Keep source mapping about fictional systems, not classmates' social networks. No live searching or public posting is required.

## Teacher notes

Do not reward a raw source count. Ask what method or observation each source adds. Also avoid the opposite mistake: shared data can still support separate interpretations, but those interpretations should not be counted as separate measurements.

Previous lesson · Unit overview · Next lesson

# Lesson 5: A conclusion with room to change

Time: about 60 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GPT-5.6 Sol.

## Goal

Synthesize provenance, date, context and corroboration checks into a calibrated conclusion and state what evidence could change it.

## Materials

Assessment packet and response prompts below. Students may use notes from earlier lessons.

## Steps

### ✎ 1. Opening — 6 minutes

Introduce three conclusion labels:

- **Supported:** the available evidence warrants the precise claim, with stated limits.
- **Contradicted:** reliable relevant evidence conflicts with the claim.
- **Not enough information:** the available evidence does not distinguish plausible alternatives.

These labels describe the evidence packet now, not permanent truth. A strong conclusion names its scope, uncertainty and a mind-changing condition.

### 2. Model — 8 minutes

Claim: “The west hall opened at 09:00.” A door log records an authorized unlock at 09:00, but does not record whether the door physically opened. Model: “Not enough information. The log supports authorization at 09:00, not physical opening. A door-position sensor or contemporaneous observation could change the conclusion.”

### 3. End assessment — 36 minutes

All material below is fictional.

#### Packet: Bellweather reservoir path

**Claim under review:** “The reservoir walking path was continuously closed from Monday 4 May through Friday 8 May because the water level exceeded 4.0 metres.”

- **Source A — gauge export:** readings at 08:00 daily: Mon 4.2 m; Tue 4.1 m; Wed 3.9 m; Thu 3.8 m; Fri 3.7 m. The export was generated 9 May. Maintenance log says the gauge passed its 1 May check.

- **Source B — park notice published Monday 10:00:** “Path closed while the gauge is above 4.0 m. Staff will inspect after levels fall.”
- **Source C — repost published Friday:** screenshot of Source B cropped so its Monday publication date is absent; caption: “Still closed.”
- **Source D — inspection record:** observed Wednesday 14:00; “level below threshold; debris remains on east segment; next inspection Thursday morning.” Published to the records portal Thursday.
- **Source E — reopening notice:** “West and central segments reopened Thursday 12:00. East segment remains closed for debris removal.” Published Thursday 11:45.
- **Source F — two local pages:** both say “the whole path stayed closed all week” and both cite Source C; one copies the other’s wording.
- **Source G — walking-club log:** “Thursday 16:00, west segment walk, 2 km.” The club coordinator created the entry Thursday 17:10. No photograph is attached.
- **Source H — map note:** the path has east, west and central segments; “whole path” means all three.

Complete eight tasks:

1. Break the claim into at least three checkable subclaims.
2. For Source A, distinguish observation times from export/publication time and state what it supports.
3. Trace the provenance of F and explain how many independent observations F adds.
4. Explain why C can be authentic yet misleading.
5. Decide whether “the water level exceeded 4.0 m throughout Monday–Friday” is supported, contradicted or uncertain. Cite evidence.
6. Decide whether “the whole path was closed Thursday afternoon” is supported, contradicted or uncertain. Cite evidence and one limitation.
7. Evaluate the full claim using one of the three labels. Write 3–5 sentences with scope and uncertainty.
8. Name one specific new record that could change or sharpen your conclusion, and state how different results would matter.

Students may answer in prose, a table or orally. Do not score speed, handwriting or accent.

### 4. Reflection — 5 minutes

Students underline one sentence in their answer that distinguishes evidence from inference and circle one uncertainty they communicated honestly.

### ✓ 5. Closing check — 5 minutes

Complete: “My conclusion is ___ given ___. I would revise it if ___.”

## Answer guide

1. Possible subclaims: the whole path was closed Monday through Friday; closure was continuous; water exceeded 4.0 m throughout; high water was the reason for every segment’s closure. Accept equivalent precise decomposition.
2. Observations occurred at 08:00 each day; the export was generated 9 May. A supports above 4.0 m Monday and Tuesday morning, then below 4.0 m Wednesday–Friday morning. Export time does not turn all readings into 9 May observations.

3. Both F pages derive from C, and one copies the other. They add zero independent observations of path status; at most they show the claim was repeated.
4. C may reproduce B accurately, but it omits B's Monday date and pairs it with a Friday "Still closed" caption that B itself cannot support.
5. **Contradicted.** A gives 3.9, 3.8 and 3.7 m Wednesday–Friday mornings. Note that once-daily readings do not prove the level never briefly rose between readings, but they contradict the claim that it exceeded 4.0 throughout.
6. **Contradicted** within the packet. E says west and central reopened Thursday at noon, and G independently reports a west-segment walk at 16:00. Limitation: G is a self-recorded log without a photograph, and E is an announced status rather than direct observation; nevertheless they agree and no contrary independent Thursday observation appears.
7. Model: "The full claim is contradicted by the packet. Gauge readings fell below 4.0 m by Wednesday morning, so high water did not persist through Friday. The east segment remained closed for debris, while the west and central segments were announced reopened Thursday and a separate club log reports use of the west segment. Exact closure times before Thursday are not fully documented, but the whole path was not continuously closed for the stated reason across all five days."
8. Examples: access-control or ranger status log by segment; continuous gauge series; timestamped inspection records. A segment log showing all entrances blocked Thursday would challenge E/G; a log showing west/central open would strengthen the conclusion. A continuous gauge series could detect between-reading rises but would not alone establish path status.

There is no validated pass threshold. Review tasks separately: claim decomposition (1), time/provenance (2–4), evidence judgments (5–6), synthesis (7) and mind-changing evidence (8). Re-teach the specific skill shown by an error and offer a parallel new case.

## Vocabulary

- **Calibrated conclusion:** a judgment whose confidence and scope match the evidence.
- **Supported / contradicted / not enough information:** provisional evidence labels, not declarations of certainty.
- **Mind-changing condition:** a specific possible result that would cause revision.

## Differentiation

- **Extra support:** give sentence frames: "Source __ directly shows __, but it does not show __." "My label is __ because __." Read the packet aloud or provide one card per page.
- **Extra challenge:** write the strongest defensible version of the original claim after correction, then identify the narrowest remaining uncertainty.

## ⚠ Safety

Use only the fictional packet. Avoid grading students on confidence of delivery; uncertainty stated with reasons is a strength. Do not require public posting or investigation of real local disputes.

## Teacher notes

Students may think “not enough information” avoids making a decision. Require them to name competing explanations and a discriminating next check. Conversely, “supported” does not mean certain forever, and one limitation does not erase all evidence. Search rank, polished formatting, credentials, institutional domain, popularity or repetition should never substitute for the claim-specific analysis.

Previous lesson · Unit overview