



4.3 Basic Evidence Structure

This activity introduces note-taking skills using the format of a flow. This simple demonstration shows the class the different components of a piece of evidence and demonstrates how these components should be recorded on a flow sheet.

Time Allotment

10-15 minutes

Objectives

By the end of this activity, students will:

- be introduced to the components of a piece of evidence.
- be introduced to recording critical information about a piece of evidence in usable form.

Materials and Preparation

- 2-3 pieces of properly briefed evidence, copied onto a transparency
- Overhead projector
- Chalkboard

Method

Project the sample evidence using the overhead projector and transparencies. Ask a volunteer to read the evidence aloud to the class. Using a marker, diagram the evidence on the overhead by labeling the tag, the citation and the card. Point out to students which components of the evidence they should include on their flow.

Go to the chalkboard and flow the evidence that is projected on the screen. Number the arguments and write an abbreviated tag line, the author's name, and the date for each piece of evidence on the transparency on the chalkboard. Discuss with students why each of these items is important to include on a flow. Depending on the skill level of the students, it might make sense to talk about the benefits of flowing the content of the card.