LESSON MAKER PRO

# Claim Check Cards

*Use a source to test a claim together.*

**GRADE 7 · 7.CL.8**

**7.CL.8** "Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source."

NAME _____ DATE _____

## OUR GROUND RULES Read together first

1. Use only the information on your topic card as source evidence.
2. Ask what the source shows and what it cannot prove.
3. Play a move card only when its starter fits what you truly want to say.
4. It is fine to agree, keep your view, or leave a question open.

## HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and choose one topic card. Read its source and question aloud.
2. Each player takes one role card. With three players, share the Source Scout job among all three.
3. Shuffle two sets of move cards. Deal four cards to each player and set any extras aside.
4. Discuss the question for eight minutes. When you use a card's starter in a real response, place that card in the middle.
5. Stop at eight minutes, even if cards remain. Leave unused cards unplayed, then check your reflection statements.

## AFTER THE ROUND Check what you did

- [ ] I checked a claim against the source.
- [ ] I used or explained a source detail.
- [ ] I noticed something the source could not prove.
- [ ] I listened to how others used the evidence, even if my view stayed the same.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

## Posted Agenda

Made-up class log: On four days with a posted agenda, 18, 19, 17, and 18 of 24 students started work on time. On one day without an agenda, 12 of 24 did. Does this log support the claim that posting an agenda helps students start on time? What can it not prove?

**TOPIC**

## Project Planning

Made-up club log: Of 12 students who made a five-minute project plan, 9 finished their first task on time. Of 12 students who did not make a plan, 6 finished on time. How well does this log support the claim that making a plan helps students finish tasks on time?

**TOPIC**

## Library Corner

Made-up library tally: On four lunch breaks with a quiet corner, 15, 13, 14, and 16 students visited. On four lunch breaks without it, 11, 12, 10, and 11 visited. Does this tally support adding a quiet corner at lunch? What does it leave out?

**ROLE CARDS** · one per player

**ROLE**

### Claim Checker

Listen for claims and ask whether the source supports them.

**ROLE**

### Source Scout

Find exact numbers or details on the topic card when the group needs evidence.

**ROLE**

### Limit Spotter

Notice what the source does not tell the group.

**ROLE**

### View Tracker

Track where views agree or differ without asking anyone to change a view.

**MOVE CARDS** · deal 4 to each player

**MOVE CARD**

**TEST CLAIM**

"Is the claim that ____ supported by this source?"

**MOVE CARD**

**CHECK FIT**

"I think the claim that ____ fits or doesn't fit the source because ____."

**MOVE CARD**

**NAME DETAIL**

"A number from the source that matters is ____."

**MOVE CARD**

**EXPLAIN EVIDENCE**

"That source detail supports or challenges the claim because ____."

**MOVE CARD**

**FIND LIMIT**

"The source doesn't tell us ____, so we can't conclude ____."

**MOVE CARD**

**CONSIDER CAUSE**

"Another reason for the finding could be ____, but the source doesn't check that."

**MOVE CARD**

**TRACK VIEWS**

"Our group's views are ____, and the source supports ____."

**MOVE CARD**

**STATE POSITION**

"After hearing the group, my view is ____ because the source shows ____."

Cards last longer on thick paper.

# Claim Check Cards



## RUNNING THE ROUNDS

Run an eight-minute round with one topic card per group; use two printed sets of the eight move cards so every player can receive four. With three players, assign the other three roles and have everyone share Source Scout. Do not require every card to be played or every student to change views; invite quieter students to contribute without making them invent a disagreement.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Maya** | Is the claim that a posted agenda helps students start on time supported by this source? |
| **Leo** | A number from the source that matters is 18 students on the first agenda day, compared with 12 on the day without an agenda. |
| **Nia** | That source detail supports the claim because more students started on time on that agenda day. |
| **Maya** | The source doesn't tell us whether the work was equally hard each day, so we can't conclude the agenda caused the difference. |
| **Leo** | After hearing the group, my view is still that an agenda may help because the source shows more on-time starts on each agenda day than on the day without one. |

## LISTEN FOR

- A claim tested against what the topic card actually reports
- A specific source detail connected to a claim
- A clear difference between a pattern and proof of its cause
- A summary or position that accurately reflects the evidence and allows agreement or uncertainty

There are no right answers to the topic cards. Score the moves students make, not their opinions.