

Evidence Exchange

Build ideas with prepared evidence.

HIGH SCHOOL • SL.9-10.1a

CCSS.ELA-Literacy.SL.9-10.1a "Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Name the text, source, survey, or note behind each claim.

2 Give a specific detail before asking the group to accept a claim.

3 Respond to ideas, not just to the person who spoke.

4 Play a Move card only when its starter fits the discussion.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and recall sources or notes you prepared.
2. Each player takes a different Role card.
3. Shuffle copied Move cards and deal four cards to each player.
4. Discuss the question. When you genuinely use a starter, say the completed sentence and place that card in the middle.
5. End when every card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I came ready with a source or research note I could name.

☐ I used a specific detail, not just an opinion.

☐ I connected, questioned, or qualified another person's evidence.

☐ I helped the group build a conclusion from evidence.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Later Starts Should high schools begin at 8:30 a.m. or later? Use a source or prepared research note you can name.	AI Boundaries What limits, if any, should schools set on AI writing tools? Use a source or prepared research note you can name.	Required Reading What should make a book worth requiring for a class? Use a text, source, or prepared research note you can name.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Listen for named sources and ask for a specific detail when a claim lacks evidence.	Link Builder Notice where ideas connect or conflict, and ask speakers to explain those links.	Question Coach Ask follow-up questions about evidence, reasoning, and source reliability.	Balance Keeper Track whose ideas have been heard and invite a quieter player to use a card.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CITE SOURCE “In ____, the author or researcher explains that ____.”	CITE SOURCE “A source I prepared, ____, shows that ____.”	ADD DETAIL “One specific detail from ____ is ____.”	ADD DETAIL “The evidence is stronger because ____ states that ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ASK EVIDENCE “What detail from ____ supports that idea?”	ASSESS SOURCE “I trust ____ more because ____.”	LINK IDEAS “That evidence connects to ____ because ____.”	SYNTHESIZE EVIDENCE “Considering the evidence from ____, our group could conclude that ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Have students use sources and notes from the current unit, or allow a source they can accurately identify from prior learning. Print enough Move card sets so every player receives four cards, and repeat rounds with a new topic. If participation is uneven, have the Balance Keeper name a player who has not yet played a card before the next turn.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	In the American Academy of Pediatrics policy statement, the group recommends that middle and high schools start at 8:30 a.m. or later.
Jordan	What detail from that policy statement supports the idea that a later start could help students?
Eli	One specific detail from the statement is that later start times are intended to improve adolescent sleep.
Nina	I trust the American Academy of Pediatrics more because it is a professional organization of pediatricians.
Maya	Considering the evidence from the policy statement, our group could conclude that later starts deserve serious consideration, but we need another source before deciding.

LISTEN FOR

- "In [source]" followed by a precise detail
- claims linked to texts, research, surveys, or prepared notes
- questions about evidence or source reliability
- agreement or disagreement that explains reasoning

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