

Context Clue Circuit

Build the context before you make a judgment.

GRADE 12 • 12.P.ST.1.a

12.P.ST.1.a "Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)"

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use experience carefully, not as proof for everyone.

2 Explain why each context detail matters.

3 Let each person finish before you respond.

4 Play a card only after you use its starter honestly.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question aloud.
2. Each player takes one Role card. Use two copies of the Move cards, then deal four Move cards to each player.
3. Read your Move cards privately and plan how each starter could deepen the group's context.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. Continue until every dealt card is played. Use the middle cards to name the most relevant context components.

AFTER THE ROUND Check what you did

☐ I used what I know without treating it as enough evidence.

☐ I named information that should be researched.

☐ I considered people with different experiences.

☐ I explained why a context detail was relevant.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
AI Drafts Before your school sets rules for students using AI to draft assignments, which context components should the group identify, and why?	Later Bell Before a district moves high school start times later, which context components should the group identify, and why?	Service Requirement Before a school requires community service for graduation, which context components should the group identify, and why?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Context Scout Watch for background conditions, past events, and local details that could shape the question.	Source Sleuth Name information the group needs and suggest where it could be researched.	Voice Mapper Make sure the group considers people affected by the decision and questions they could answer.	Priority Judge Help the group explain which context details are most relevant and why.

MOVE CARDS · deal 4 to each player

MOVE CARD BRING KNOWLEDGE “From what I already know, ____ may affect this question.”	MOVE CARD BRING KNOWLEDGE “An experience or past example that may matter is ____.”	MOVE CARD FIND EVIDENCE “Before deciding, I would look up ____.”	MOVE CARD FIND EVIDENCE “A useful source for this question would be ____.”
MOVE CARD ASK PERSPECTIVES “We should ask ____ what they know or experience.”	MOVE CARD ASK PERSPECTIVES “One group affected by this is ____.”	MOVE CARD CHOOSE RELEVANCE “The context detail I would prioritize is ____.”	MOVE CARD CHOOSE RELEVANCE “This detail becomes especially relevant if ____.”

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

RUNNING THE ROUNDS

Print two copies of the eight Move cards so each group of four can receive four cards per player. In groups of three, set aside four cards after dealing. If participation becomes uneven, require the next contribution to come from a player with more cards remaining, while keeping all role responsibilities active.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From what I already know, students already use AI tools outside school, and that may affect this question.
Luis	We should ask teachers what they know or experience with AI appearing in student drafts.
Jada	Before deciding, I would look up how other schools define acceptable AI help.
Maya	One group affected by this is students who do not have equal access to paid AI tools.
Luis	The context detail I would prioritize is the learning goal of each assignment.

LISTEN FOR

- Connects prior knowledge to the question without overgeneralizing
- Names a specific source or information need
- Identifies an affected group and a question for that group
- Prioritizes a context component and explains its relevance

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