LESSON MAKER PRO

Evidence in Motion

Use specific examples to build and examine ideas.

HIGH SCHOOL · 11-12.CC.2

11-12.CC.2 "Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Use real details from your experience, not made-up evidence.
2. Let each person finish speaking.
3. Question an example or claim, not the person.
4. You may agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its question aloud.
2. With four players, take one ROLE card each. With three, use Evidence Tracker, Voice Host, and Style Sleuth; Style Sleuth also does Outcome Mapper's job.
3. Shuffle two copies of the eight MOVE cards and deal four cards to each player.
4. Start an eight-minute timer. When a starter genuinely fits what you want to say, complete it aloud and play its card to the middle.
5. Stop when the timer ends, even if cards remain. Leave unused cards aside and check your reflection statements.

AFTER THE ROUND Check what you did

- [ ] I gave a specific example to support a claim.
- [ ] I connected an example to a claim or asked someone to explain that connection.
- [ ] I listened to another view without assuming it had to change mine.
- [ ] I noticed how a speaker's wording affected a point.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Group Grades

How should a group project grade reflect shared work and individual work? Support your view with specific classroom experiences.

TOPIC

Discussion Turns

What discussion routine would help more students contribute? Use specific moments from classes you have taken.

TOPIC

Homework Timing

How should teachers handle homework deadlines when students have competing responsibilities? Ground your view in specific situations you know.

ROLE CARDS · one per player

ROLE

Evidence Tracker

Listen for specific examples and ask how they support a claim.

ROLE

Voice Host

Make space for each person to offer a view or example without requiring anyone to disagree.

ROLE

Style Sleuth

Notice a speaker's wording and explain how it affects the meaning or impact of a point.

ROLE

Outcome Mapper

Track where views match or differ without pushing anyone to change a position.

MOVE CARDS · deal 4 to each player

MOVE CARD

CONCRETE EXAMPLE

"One specific time I noticed this was ____."

MOVE CARD

CONCRETE EXAMPLE

"A detail from my experience that supports my point is ____."

MOVE CARD

EVIDENCE LINK

"That example supports my claim because ____."

MOVE CARD

EVIDENCE PROBE

"Which detail in your example supports ____?"

MOVE CARD

INVITE EVIDENCE

"What example have you seen that relates to ____?"

MOVE CARD

STYLE NOTICE

"Your wording shaped how I heard your point: ____."

MOVE CARD

FAIR SUMMARY

"The examples so far support these views: ____."

MOVE CARD

POSITION CHECK

"After hearing that example, here is my view and the detail behind it: ____."

Cards last longer on thick paper.

ANSWER KEY

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RUNNING THE ROUNDS

Run one eight-minute round per topic, stopping at the timer even if cards remain; repeat with new roles if time allows. If participation is uneven, ask the Voice Host to invite a quieter player to offer an example, while allowing that player to pass. Accept full agreement, unresolved differences, or an unchanged position when students represent the evidence accurately.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	A detail from my experience that supports my point is that everyone got the same grade on my science project, but only two of us built the model, so I favor individual grades for individual work.
Leo	Which detail in your example supports individual grades?
Maya	That example supports my claim because the shared grade did not show which students built the model.
Inez	Your wording shaped how I heard your point: 'did not show' focuses on what the grade communicates, not just who did the work.
Leo	The examples so far support these views: Maya's example supports individual grades when work is uneven, and we have not yet discussed a group where everyone contributes.

LISTEN FOR

- Specific classroom details offered as evidence, not just a general opinion
- A clear explanation of how a detail supports a claim
- A question that tests what an example does and does not show
- An explanation of how a speaker's chosen words shape a point

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