LESSON MAKER PRO

Evidence in Play

Test an idea against the words on the card.

HIGH SCHOOL · 9-10.CC.2

9-10.CC.2 "Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Use the words on the TOPIC card as your shared text.
2. Quote accurately, then explain what the words show.
3. Play a MOVE card only when its starter fits what you actually say.
4. You may agree, disagree, or remain unsure. Do not invent a difference.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and choose one TOPIC card.
2. Take one ROLE card each. With three players, share the Synthesis Guide job.
3. Shuffle two copies of the eight MOVE cards and deal four to each player.
4. Discuss the question for eight minutes. When you genuinely use a starter, play that card to the middle.
5. Stop at eight minutes, even if cards remain. Name where your views stand and what words support them, then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I used exact words from the card to support or question an idea.
- [ ] I explained how a detail connects to a claim.
- [ ] I considered whether the text allows another reading.
- [ ] I can say whether my view stayed the same, changed, or remains unsure, and why.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Dance Theme Vote

A council notice says, 'Every student gets a say in the dance theme.' The council chose two themes after hearing ideas at one lunch meeting. Students will vote between those two on Friday. How well does the notice match the process described?

TOPIC

Team Chat

Leo wrote in the team chat, 'I don't care who wins.' During the game, he checked the score every few minutes but cheered for both teams. What do his words and actions suggest about how he feels?

TOPIC

Library Sign

A library sign says, 'A quiet place for everyone.' At one table, students whispered about a group project. Two students studied at the next table. How well does the scene fit the sign's promise?

ROLE CARDS · one per player

ROLE

Quote Scout

Watch for exact words on the TOPIC card that could support a claim.

ROLE

Meaning Mapper

Ask how a quoted detail connects to the idea being discussed.

ROLE

Claim Tester

Look for words that challenge a claim or allow another reading.

ROLE

Synthesis Guide

At the end, name where views stand and which words matter most.

MOVE CARDS · deal 4 to each player

MOVE CARD

SUPPORT CLAIM

"The words '____' support that idea because..."

MOVE CARD

SUPPORT CLAIM

"One detail that backs up that claim is '____' because..."

MOVE CARD

EXPLAIN MEANING

"I read '____' as a clue that..."

MOVE CARD

EXPLAIN MEANING

"That detail matters because '____' shows..."

MOVE CARD

TEST CLAIM

"The words '____' complicate that idea because..."

MOVE CARD

TEST CLAIM

"Another reading of '____' is..."

MOVE CARD

SUM UP

"At this point, our views on ____ are..."

MOVE CARD

REFLECT BACK

"The words '____' kept or changed my view because..."

Cards last longer on thick paper.

Evidence in Play

RUNNING THE ROUNDS

Print two copies of the MOVE cards per group so four players can each receive four cards. For another round, choose a new TOPIC card, reshuffle, and redeal; change roles if time allows. If participation is uneven, invite quieter players to offer a text detail without requiring them to play an inapplicable card or change their view.

WHAT A STRONG ROUND SOUNDS LIKE

Ari	The words 'Students will vote between those two on Friday' support that idea because students can help choose the final theme.
Bo	I read 'gets a say' as a clue that voting gives students input, even if they did not choose the options.
Cam	The words 'one lunch meeting' complicate that idea because the notice names only one time when students could suggest themes.
Ari	Another reading of 'gets a say' is that voting counts as a say, even without a chance to suggest a theme.
Dee	At this point, our views on the notice are split: the Friday vote gives students a say, but the text names only one meeting for sharing ideas.

LISTEN FOR

- Accurate quotations from the TOPIC card
- Explanations linking quoted words to a claim
- Evidence used to test or refute an interpretation
- An honest summary of agreement, differences, or uncertainty

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