

Claim Card Clash

Track arguments, claims, reasons, and evidence.

GRADE 6 • 6SL3

6SL3 "Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Talk about ideas, not people.

2 Let each speaker finish before responding.

3 Use a card only when its starter fits your idea.

4 Ask for reasons and evidence, not just opinions.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read its question aloud.
2. Each player takes one Role card. Deal four Move cards to each player, using duplicate card sets if needed.
3. One player states a main argument and at least one specific claim about the topic.
4. Respond by saying a Move card starter naturally and finishing the sentence. Then place that card in the middle.
5. Keep discussing until every dealt card is in the middle. Then choose a new first speaker for the next round.

AFTER THE ROUND Check what you did

☐ I named a speaker's main argument.

☐ I separated a specific claim from a reason.

☐ I checked whether a claim had evidence.

☐ I pointed out a claim that needed support.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Homework Nights Should students have homework every school night, and which parts of each speaker's argument are claims with reasons and evidence?	Phones in Class Should personal phones stay away during every class period, and which parts of each speaker's argument are claims with reasons and evidence?	Longer School Break Should students get a longer break during the school day, and which parts of each speaker's argument are claims with reasons and evidence?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Argument Mapper Listen for the speaker's main argument and name it when you hear it.	Claim Collector Keep track of specific claims that support the main argument.	Reason Ranger Ask what reason connects each claim to the argument.	Evidence Inspector Decide whether the speaker gives facts, examples, or observations as evidence, and point out missing support.

MOVE CARDS · deal 4 to each player

MOVE CARD NAME ARGUMENT “The speaker's main argument seems to be ____.”	MOVE CARD NAME ARGUMENT “I think the speaker wants us to believe that ____.”	MOVE CARD NAME CLAIM “One claim I hear is that ____.”	MOVE CARD NAME CLAIM “Another specific claim is that ____.”
MOVE CARD CHECK REASON “The reason for that claim is ____.”	MOVE CARD CHECK REASON “What reason supports the claim that ____?”	MOVE CARD CHECK EVIDENCE “I would count ____ as evidence because it gives relevant facts or examples.”	MOVE CARD CHECK EVIDENCE “That claim needs more support because ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Print enough Move card sets so every player receives four cards. For each round, let one student state an initial argument, then have the group identify and test its claims as they use their cards. If participation is uneven, ask the quietest player to use their role job first or to respond directly to the most recent claim.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The speaker's main argument seems to be that students should not get homework every school night.
Luis	One claim I hear is that daily homework can leave students too little time for sleep.
Ava	The reason for that claim is that some students have activities and family duties after school.
Noah	That claim needs more support because we have not heard evidence that homework causes less sleep.
Maya	I would count data from a student sleep survey as evidence because it gives relevant facts or examples.

LISTEN FOR

- Names the main argument separately from specific claims
- Connects a reason to the claim it supports
- Identifies facts, examples, or observations as evidence
- Explains why a claim has enough support or needs more support

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