

Claim Card Clash

Build, trace, and test an argument together.

GRADE 7 • 7SL3

7SL3 "Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Talk about ideas, not people.

2 Use true experiences, observations, or facts you can explain.

3 Listen for claims, evidence, and the link between them.

4 Play a card only when its starter fits what you mean.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question aloud.
2. Give each player one Role card.
3. Print two copies of the Move cards, shuffle them, and deal four to each player.
4. Take turns making points about the topic. When a Move card fits, complete its starter aloud and place it in the middle.
5. Use your role job throughout the talk. The round ends when every dealt Move card is in the middle.

AFTER THE ROUND Check what you did

☐ I identified a main claim and a supporting claim.

☐ I named evidence and explained whether it was relevant.

☐ I judged whether the reasoning was sound.

☐ I decided whether the evidence was sufficient and named missing evidence.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Music and Work Should students be allowed to listen to music with headphones during independent classwork?	Later School Start Should middle schools begin 30 minutes later?	Lunch Seat Choices Should students be allowed to choose their own seats at lunch?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Claim Captain Keep track of the main claim and the smaller claims that support it.	Evidence Eagle Listen for examples, observations, and facts that a speaker uses as evidence.	Link Detective Check whether each piece of evidence really connects to the claim it is meant to support.	Proof Scout Decide whether the group has enough evidence and name what evidence is still needed.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CLAIM MAP “The main claim I hear is that ____.”	CLAIM MAP “A specific claim supporting it is that ____.”	EVIDENCE CHECK “One piece of evidence is ____.”	EVIDENCE CHECK “Another example or fact to consider is ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
EVIDENCE LINK “This evidence is relevant because ____.”	REASONING TEST “The reasoning is ____ because ____.”	SUFFICIENCY CHECK “To decide whether the evidence is enough, we need to know ____.”	OTHER VIEW “A different claim to consider is ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Run each round for about eight to ten minutes, then have groups complete the reflection. If one student speaks much more than others, require that player to wait until each group member has played one card before taking another turn. If a player cannot use a card naturally, let the group develop another claim or ask for missing evidence rather than forcing the starter.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The main claim I hear is that students should be allowed to listen to music during independent classwork.
Leo	A specific claim supporting it is that some students can focus better with quiet instrumental music.
Nia	One piece of evidence is that I finished my math practice faster when I listened to quiet music at home.
Omar	This evidence is relevant because it describes music during focused work, but it is only one student's experience.
Maya	To decide whether the evidence is enough, we need to know whether other students complete accurate work with music.

LISTEN FOR

- Clear distinction between a main claim and supporting claims
- Evidence identified as an example, observation, or fact
- Explanation of how evidence connects to a claim
- Judgment about sound reasoning and whether more evidence is needed

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