

Evidence Exchange

Play your preparation into the discussion.

HIGH SCHOOL • 9-10SL1a

9-10SL1a "Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Keep your class source and preparation notes open.

2 Name a source detail when you make a claim.

3 Listen before you build on or challenge an idea.

4 Let each person finish speaking before you respond.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic card for a class source you have already studied, then open the source and your notes.
2. Take different role cards and read your jobs.
3. Shuffle copied move cards and deal four cards to each player.
4. Discuss the question. Play a card in the middle only when you genuinely use its starter.
5. End the round when every dealt move card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I brought my class source and preparation notes to the discussion.

☐ I referred to a specific detail from the source or my notes.

☐ I explained how evidence supported or changed an idea.

☐ I used evidence to build on, question, challenge, or revise a claim.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Juliet's Choice Use Romeo and Juliet, Act 4, Scene 1, and your reading notes. Is Juliet's decision to take the potion more courageous or more desperate?	King's Strategy Use the class copy of Martin Luther King Jr.'s "Letter from Birmingham Jail" and your notes. Which strategy most strongly advances King's argument: his personal examples, his historical references, or his reasoning about justice?	Douglass's Challenge Use the class excerpt from Frederick Douglass's "What to the Slave Is the Fourth of July?" and your notes. Does Douglass persuade his audience more through praise of American ideals or condemnation of American actions?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Sleuth Watch for claims without a source detail, and ask the group to name the text or notes.	Link Builder Listen for evidence and ask speakers to explain how it supports their claims.	Question Scout Ask follow-up questions that invite a specific detail from the source.	Balance Keeper Notice who has spoken and invite a quieter player to use a prepared move card.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CITE EVIDENCE "In ____, the text says..."	CITE EVIDENCE "My notes from ____ show that..."	EXPLAIN LINK "This detail matters because ____."	EXPLAIN LINK "That evidence supports the idea that ____."
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ASK EVIDENCE "What detail from the source supports ____?"	COMPARE DETAILS "____ is stronger evidence because..."	CHALLENGE CLAIM "I see it differently because the source shows ____."	REVISE CLAIM "Based on that evidence, I now think ____."

Cards last longer on thick paper.

RUNNING THE ROUNDS

Run a round only with a topic card whose named source students have already read and annotated. Copy the move-card set as needed so each player receives four cards, including repeated cards. If participation is uneven, have the Balance Keeper invite the least-heard player to use a card before another player takes a second turn.

WHAT A STRONG ROUND SOUNDS LIKE

Ari	In Act 4, Scene 1, the text says, "O, bid me leap, rather than marry Paris."
Bea	This detail matters because Juliet names dangerous choices before she accepts Friar Lawrence's plan.
Chen	What detail from the source supports the idea that Juliet is desperate?
Dana	My notes from Act 4, Scene 1, show that Friar Lawrence gives Juliet a potion that will make her appear dead for forty-two hours.
Ari	Based on that evidence, I now think Juliet is both courageous and desperate, but desperation drives her choice.

LISTEN FOR

- A named text, section, quotation, or accurate paraphrase
- An explanation connecting a detail to a claim
- A follow-up question requesting source-based support
- A claim refined after classmates add evidence

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