

Claim Check Circle

Test the claims behind the talk.

HIGH SCHOOL • 9-10SL3

9-10SL3 "Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time and listen for the exact claim.

2 Use a Move card only after you say its starter aloud.

3 Respond to an idea, not to a person.

4 Keep talking until every dealt Move card is in the middle.

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. Shuffle enough copies of the Move cards and deal four to each player.
3. One player states a first position on the topic.
4. Take turns. On your turn, use one Move card's starter aloud, finish the thought, and place that card in the middle.
5. Continue in turn order until every dealt Move card is played. Then complete the reflection.

AFTER THE ROUND Check what you did

☐ I identified a speaker's point of view and claim.

☐ I explained whether a reason actually supported a claim.

☐ I evaluated evidence for relevance, sufficiency, or distortion.

☐ I identified a fallacy, exaggeration, or rhetorical choice when I heard one.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Later Start Times Should high school begin later, and which reasons, evidence, and words make the strongest or weakest case?	Phone-Free Classes Should classrooms require phones to be put away for the entire class period, and what makes a case persuasive or flawed?	Homework Cap Should teachers limit homework to a set amount each night, and what evidence or rhetoric would support or weaken that policy?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
View Finder Listen for each speaker's point of view and ask for a clear claim when one is unclear.	Logic Detective Trace how each reason connects to a claim and point out unsupported leaps.	Evidence Judge Ask whether examples are relevant, specific, and enough to support the claim.	Word Watcher Listen for loaded, absolute, or exaggerated language and explain its effect.

MOVE CARDS · deal 4 to each player

MOVE CARD STATE VIEW “My point of view is ____ because ____.”	MOVE CARD TEST REASON “That reason does or does not support the claim because ____.”	MOVE CARD TEST REASON “The link between ____ and ____ is weak or strong because ____.”	MOVE CARD CHECK EVIDENCE “What evidence supports the idea that ____?”
MOVE CARD CHECK EVIDENCE “This evidence is convincing or limited because ____.”	MOVE CARD SPOT FLAW “This reasoning may be flawed because ____.”	MOVE CARD NOTICE RHETORIC “The word or phrase ____ affects the audience by ____.”	MOVE CARD QUALIFY CLAIM “The claim may be too broad because ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Print enough copies of the eight Move cards so every student receives four cards. Run each round in turn order until every student has played all four dealt cards, not merely two. If participation is uneven, require the quietest player to begin the next turn and have role holders use their jobs to invite a specific response.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My point of view is that phones should stay away for the whole class period because notifications can pull attention from lessons.
Noah	That reason does support the claim because looking at a notification can interrupt a student's focus on instruction.
Lena	What evidence supports the idea that notifications regularly interrupt students during class?
Omar	This reasoning may be flawed because one possible distraction does not prove every student needs the same rule.
Maya	The word or phrase "whole" affects the audience by making the rule sound absolute.

LISTEN FOR

- clear distinction between a claim, a reason, and evidence
- explanation of whether evidence is relevant and sufficient
- identification of an overgeneralization, false cause, or unsupported leap
- analysis of loaded or absolute wording and its audience effect

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