LESSON MAKER PRO

Research Remix

Shape one research question for two formats and audiences.

GRADE 11 · 11.6.W.4

11.6.W.4 "Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use firsthand observations as leads, not proof that everyone has the same experience.
2. Plan a longer research piece and a short informal update for different audiences.
3. Name what you would need to check before making a broad claim.
4. Play a card only when its starter fits what you actually say.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card to guide your research plan.
2. Each take one ROLE card. With three players, all three share the unused role.
3. Shuffle two sets of MOVE cards and deal four cards to each player.
4. Agree on a 10-minute end time. Discuss the topic, finish a starter aloud, and place that card in the middle.
5. Stop at the agreed time, even if cards remain. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I treated an observation as a research lead, not proof of a broad claim.
- [ ] I considered how a longer piece could develop evidence.
- [ ] I considered what a short informal update could say to its audience.
- [ ] I represented our views accurately, whether we agreed, differed, or kept our positions.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Schedule Updates

How could our school make schedule changes easier for students to find?

TOPIC

Lunch Lines

How could our school make lunch lines work better for students?

TOPIC

Club News

How could our school help students learn about clubs they might want to join?

ROLE CARDS · one per player

ROLE

Audience Scout

Watch for ways the group could tailor its explanation to students and school staff.

ROLE

Evidence Tracker

Separate firsthand observations from claims the group would need to check.

ROLE

Format Builder

Help the group decide what belongs in a longer piece and what fits a short informal update.

ROLE

View Recorder

Track where views agree, differ, or stay unchanged without pushing for a particular outcome.

MOVE CARDS · deal 4 to each player

MOVE CARD

FIND A LEAD

"A firsthand observation that suggests a question worth researching is ____."

MOVE CARD

CHECK THE CLAIM

"Before claiming this is common, we would need to check ____."

MOVE CARD

ADDRESS STUDENTS

"For students, I would focus on ____."

MOVE CARD

ADDRESS STAFF

"For school staff, I would focus on ____."

MOVE CARD

BUILD DEPTH

"In a longer research piece, I would examine ____."

MOVE CARD

KEEP IT BRIEF

"In a one-minute informal update, I would highlight ____."

MOVE CARD

MAP POSITIONS

"At this point, our group's views are ____."

MOVE CARD

STATE MY VIEW

"Based on the evidence we named, I ____."

Cards last longer on thick paper.

Research Remix

RUNNING THE ROUNDS

Print two sets of the eight MOVE cards for each group so every player can receive four. Run one 10-minute round, then switch topics and roles if time allows. Invite quieter players to use a fitting starter, but do not require anyone to play an inapplicable card or change a position.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	A firsthand observation that suggests a question worth researching is that I heard about a schedule change from a friend before I saw an announcement.
Leo	Before claiming this is common, we would need to check how other students usually find schedule updates.
Nia	In a longer research piece, I would examine student accounts and announcement methods so school staff could compare them.
Maya	In a one-minute informal update, I would highlight my experience for classmates and ask where they look for updates.
Leo	At this point, our group's views are still taking shape because we have one firsthand account but need more before recommending a change.

LISTEN FOR

- Firsthand experiences identified as leads rather than broad proof
- Specific evidence the group would gather for a longer research piece
- A short informal version tailored to a named audience
- Accurate summaries of agreement, unresolved differences, or unchanged views

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