LESSON MAKER PRO

# Evidence in Action

*Use questions and evidence to make a group decision.*

**GRADE 5 · 5.P.1.2**

**5.P.1.2** "Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. Ask and examine essential questions that are important to others, as well as enduring across social studies topics..."

**NAME** _____ **DATE** _____

## OUR GROUND RULES Read together first

1. Use things you remember or can check. Do not make up facts.
2. Say where a detail came from before using it as evidence.
3. You may agree, remain unsure, or keep your view.
4. Play a MOVE card only when its words truly fit. Unused cards are fine.

## HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its question aloud.
2. Take one ROLE card each. With three players, everyone shares the Round Guide job.
3. Make two sets of MOVE cards. Shuffle them and deal four cards to each player.
4. Set a timer for eight minutes. Discuss the topic. When you genuinely use a card's starter, play it to the middle.
5. Stop when the timer ends. Report any agreements, open questions, and evidence for your views, even if a view did not change. Leave unused cards aside.

## AFTER THE ROUND Check what you did

- [ ] I asked a question that helped us investigate or think beyond our topic.
- [ ] I checked where a detail came from.
- [ ] I compared details to find a point they shared.
- [ ] I used evidence to explain why I kept or changed my view.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

## Shared Play Space

How should students decide who uses a play area when several groups want it?

**TOPIC**

## Classroom Jobs

How should a class decide who gets a popular classroom job?

**TOPIC**

## Lunch Line Order

How should students decide a fair order for joining the lunch line?

**ROLE CARDS** · one per player

**ROLE**

### Question Scout

Listen for questions that help the group investigate the topic or think about other communities.

**ROLE**

### Evidence Checker

Ask how the group knows a detail and whether someone else can check it.

**ROLE**

### Match Finder

Listen for points that two checked accounts have in common.

**ROLE**

### Round Guide

Watch the timer and help the group report agreements, open questions, and evidence at the end.

**MOVE CARDS** · deal 4 to each player

**MOVE CARD**

**BIGGER QUESTION**

"A question that matters to other communities is ____"

**MOVE CARD**

**FIRST QUESTION**

"To answer our topic question, we first need to find out ____"

**MOVE CARD**

**FIRSTHAND DETAIL**

"A detail I remember seeing myself is ____"

**MOVE CARD**

**CHECK IT**

"We can check that detail with ____"

**MOVE CARD**

**SHARED POINT**

"The part of both accounts that matches is ____"

**MOVE CARD**

**SAME EVIDENCE**

"Two details we checked both show ____"

**MOVE CARD**

**LOOK AHEAD**

"What might happen if ____"

**MOVE CARD**

**TAKE STOCK**

"What we know or still need to check is ____"

Cards last longer on thick paper.

**ANSWER KEY**

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## RUNNING THE ROUNDS

Run one eight-minute round per topic, or use a fresh topic for each new round. If participation is uneven, invite a quieter student to use a fitting starter, but do not require anyone to play an inapplicable card. With three players, all three share the Round Guide job and take turns checking the timer.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Ava** | A question that matters to other communities is how to share popular jobs fairly. |
| **Ben** | A detail I remember seeing myself is that two students volunteered to pass out notebooks on Monday. |
| **Ava** | We can check that detail with Nora, who was there too. |
| **Nora** | The part of both accounts that matches is that two students asked for that job on Monday. |
| **Kai** | What we know or still need to check is that two students wanted the job, but we still need to learn whether taking turns would be fair. |

## LISTEN FOR

- Questions that connect a school decision to how other communities make decisions
- Clear sources for details, with memories checked when possible
- A specific point of agreement between accounts that can be checked
- An ending that separates shared evidence from open questions without requiring anyone to change a view

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