LESSON MAKER PRO

Source Card Council

Use short sources to discuss a town decision.

GRADE 6 · 6.P.3

6.P.3 "Engage in critical, active reading of primary and secondary sources related to social studies concepts. Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use the words or numbers on the topic card to support your ideas.
2. Do not add facts that the sources do not give.
3. Listen and build on what someone else says.
4. It is okay to agree, disagree, or remain unsure.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Read its two sources and chart together.
2. Each player takes one ROLE card. With three players, share the fourth role's job.
3. Make two copies of the eight MOVE cards. Shuffle all 16 and deal four to each player.
4. Discuss the topic for eight minutes. When you use a MOVE card's starter and finish it with a real idea, place the card in the middle.
5. Stop at eight minutes, even if cards remain. Share what the evidence shows and whether you agree or still differ. Then check your reflections.

AFTER THE ROUND Check what you did

- [ ] I stated a source's main idea in my own words.
- [ ] I used words from P or S to support a point.
- [ ] I connected the chart to a source without adding facts.
- [ ] I listened to another view, even if my position stayed the same.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Library Hours

In a fictional town, P, a resident's note, says, "I work late and want the library open later on Wednesdays." S, a town newsletter, says, "The library tried staying open until 7 on Tuesdays. It usually closes at 5." Chart, visits from 5 to 7: Tuesday, 18; Wednesday, 0 because the library was closed. What can you conclude about later library hours, and what can you not tell yet?

TOPIC

School Crossing

In a fictional town, P, a student's note, says, "Cars turn onto Pine Street while I cross after school." S, a town newsletter, says, "A crossing guard works at Pine Street before school, but not after school." Chart, people counted crossing there after school: Monday, 24; Tuesday, 27. What do these sources tell you about the crossing, and what information is still missing?

TOPIC

Park Shade

In a fictional town, P, a resident's note, says, "The small play area feels hot to me. I want more shade." S, a town newsletter, says, "The parks team counted trees near two play areas." Chart, trees near each area: small play area, 2; large play area, 8. What do these sources suggest about the resident's request, and what can they not prove?

ROLE CARDS · one per player

ROLE

Source Scout

Check that the group describes what P and S actually say.

ROLE

Proof Picker

Watch for claims that need words from a source as evidence.

ROLE

Chart Checker

Check the chart's numbers and help link them to P or S.

ROLE

View Finder

Notice how P and S make their points and what each leaves out.

MOVE CARDS · deal 4 to each player

MOVE CARD

MAIN IDEA

"In my own words, P mainly says ____."

MOVE CARD

MAIN IDEA

"In my own words, S mainly says ____."

MOVE CARD

QUOTE PROOF

"The words "____" in P support my point."

MOVE CARD

QUOTE PROOF

"The words "____" in S support my point."

MOVE CARD

CHART LINK

"The chart adds to P by showing ____."

MOVE CARD

CHART LINK

"The chart and S together suggest ____."

MOVE CARD

COMPARE METHODS

"P and S make their points in different ways: ____."

MOVE CARD

TEST CLAIM

"The evidence supports ____, but it does not prove every related claim."

Cards last longer on thick paper.

ANSWER KEY # Source Card Council

RUNNING THE ROUNDS

Use a fresh topic card for each eight-minute round and reshuffle the move cards. A played card must include a completed, source-based idea, but unused cards are acceptable. If participation is uneven, invite quieter players to use their roles before the next round; do not require disagreement or a change of mind.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	In my own words, P mainly says one resident wants later library hours on Wednesday because they work late.
Ben	The words “I work late” in P support my point that the resident needs a later time to visit.
Cleo	The chart and S together suggest that 18 people visited during the later Tuesday hours, but neither tells us how many would visit on Wednesday.
Dev	P and S make their points in different ways: P gives a personal reason for a change, while S reports the library's hours and Tuesday trial.
Ava	The evidence supports saying people used the later Tuesday hours, but it does not prove every related claim. We cannot say that 18 people would visit on Wednesday.

LISTEN FOR

- A main idea paraphrased without adding an opinion.
- A specific phrase from P or S connected to a claim.
- A chart number used accurately alongside a source.
- A comparison of the sources' methods or a clear limit on what the evidence proves.

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