LESSON MAKER PRO

Council Card Talk

Use a short civic text to build a group discussion.

GRADE 7 · 7.P.3.2.C

7.P.3.2.C "Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use a detail from the TOPIC text to support your ideas.
2. Respond to classmates' ideas, not just the question.
3. Play a MOVE card only when you truly use its starter.
4. You may agree, keep your view, or leave a difference unresolved.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its text and question aloud.
2. Each player takes a ROLE card. With three players, share the fourth role, Round Reporter.
3. Use two sets of the eight MOVE cards. Shuffle them and deal four cards to each player.
4. Agree to an eight-minute round. Talk about the topic, and place each MOVE card in the middle when you use its starter.
5. Stop after eight minutes, even if cards remain. Share what the group said, then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I stated an idea clearly.
- [ ] I used a detail from the TOPIC text.
- [ ] I built on or connected to someone else's idea.
- [ ] I listened to where our ideas matched or differed, without assuming anyone had to change their view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Safer Library Walk

A town survey says, "Students want a safer way to walk to the library." What could town leaders consider doing, and how does the survey detail support your idea?

TOPIC

Library Budget Choice

A council agenda says, "This year, the town can pay for longer library hours or more books, but not both." What should leaders ask residents before deciding, and why?

TOPIC

Empty Lot Plans

A neighborhood notice says, "The empty lot may become a garden or a basketball court." How could residents weigh these choices, using the notice and what you know?

ROLE CARDS · one per player

ROLE

Text Tracker

Watch for details in the TOPIC text that can support an idea.

ROLE

Idea Linker

Listen for chances to connect one person's idea to another person's idea.

ROLE

Question Keeper

Ask for an explanation when an idea or its link to the text is unclear.

ROLE

Round Reporter

Near the end, restate the group's ideas, including any agreement or differences, without forcing a decision.

MOVE CARDS · deal 4 to each player

MOVE CARD

TEXT TO IDEA

"The text says ____, so I think ____."

MOVE CARD

DETAIL MATTERS

"One detail in the text is ____; it matters because ____."

MOVE CARD

ADD AN IDEA

"Building on ____'s idea, I would add ____."

MOVE CARD

MAKE A LINK

"____ said ____; that connects to the text because ____."

MOVE CARD

STATE A VIEW

"My idea is ____ because ____."

MOVE CARD

GIVE A REASON

"I suggest ____; one reason is ____."

MOVE CARD

ASK FOR CLARITY

"Can you explain how ____ connects to the text?"

MOVE CARD

SUM UP

"So far, we have said ____; the text tells us ____."

Cards last longer on thick paper.

ANSWER KEY

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RUNNING THE ROUNDS

Run eight-minute rounds with a new TOPIC card, and use two sets of MOVE cards so four players can each receive four. If one student speaks much more than others, invite a quieter player in without requiring anyone to play every card. With three players, all three share the Round Reporter job.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My idea is to add a marked crosswalk near the library because it could show drivers where people cross.
Leo	The text says students want a safer way to walk to the library, so I think Maya's crosswalk idea fits that concern.
Aria	Building on Maya's idea, I would add asking students where they usually cross.
Maya	Aria said the town should ask students where they cross; that connects to the text because the survey reports what students want.
Leo	So far, we have said the town could add a crosswalk and ask students where they cross; the text tells us students want a safer walk to the library.

LISTEN FOR

- Ideas supported by accurate details from the TOPIC text
- Clear explanations of why a text detail matters
- Responses that name and build on a classmate's idea
- Summaries that report agreement or differences without inventing either

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