LESSON MAKER PRO

Civic Idea Cards

Use a short text to build a group discussion.

GRADE 8 · 8.P.3.2.C

8.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 details from the TOPIC text to support your ideas.
2. Listen to an idea before you respond to it.
3. Play a MOVE card only when its starter fits what you truly want to say.
4. You may agree, disagree, or keep your view. You do not need to use every card.

HOW TO PLAY Teams of 3 or 4

1. Cut out the cards. Make two sets of MOVE cards, for 16 MOVE cards total.
2. Form a group of three or four. Choose one TOPIC card and read its text and question aloud.
3. Take one ROLE card each. With three players, everyone shares the job on the fourth ROLE card.
4. Shuffle the MOVE cards and deal four to each player. Set extra cards aside.
5. Set an 8-minute timer. Discuss the question and play each MOVE card you genuinely use to the middle. Stop when time is up, then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I used a detail from the TOPIC text.
- [ ] I stated an idea clearly and gave a reason.
- [ ] I responded to or built on someone else's idea.
- [ ] I listened for where our views matched or differed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

After School Choices

Text: A school board can pay for either a late bus that runs three days a week or one extra library hour every school day. Which choice should the board fund, and how do details from the text support your view?

TOPIC

Park Priorities

Text: A town has money for one park change this year. Residents have asked for more benches along the walking path and better lights near the entrance. Which change should the town make first, and how do details from the text support your view?

TOPIC

Public Voices

Text: At a city meeting, residents may speak for two minutes each. They may also send written comments before the meeting. How might these two ways of sharing views help residents take part?

ROLE CARDS · one per player

ROLE

Evidence Scout

Listen for details from the TOPIC text and ask where an idea connects to the text.

ROLE

Idea Linker

Notice when someone can add to an idea another player shared.

ROLE

Question Keeper

Ask for clarification when an idea or its reason is unclear.

ROLE

View Mapper

Keep track of where the group agrees and where views differ, if they do.

MOVE CARDS · deal 4 to each player

MOVE CARD

TEXT DETAIL

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

MOVE CARD

ANOTHER DETAIL

"Another detail in the text is ____, which suggests ____."

MOVE CARD

ADD ON

"Adding to ____'s point, ____."

MOVE CARD

IDEA CONNECTION

"That connects to what ____ said because ____."

MOVE CARD

TEXT QUESTION

"What in the text makes you think ____?"

MOVE CARD

CLEARER MEANING

"When you said ____, did you mean ____?"

MOVE CARD

GROUP VIEW

"Here is where we stand now: ____, based on ____."

MOVE CARD

MY VIEW

"After hearing ____, my view is ____ because the text says ____."

Cards last longer on thick paper.

ANSWER KEY

Civic Idea Cards

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RUNNING THE ROUNDS

Run each round for eight minutes, then have groups check their reflections and switch TOPIC and ROLE cards for another round. If participation is uneven, invite quieter students to share a text-based idea, but do not require anyone to use every card or change a supported view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The text says the late bus would run three days a week, so I think the board should fund it to help students get home after clubs.
Leo	Adding to Maya's point, the bus could help students without another ride, so I favor the bus too.
Nia	Another detail in the text is that the library would stay open an extra hour every school day, which suggests it could help students more often. I would fund the library.
Omar	After hearing Nia, my view is still that the board should fund the bus because the text says it would run three days a week and give students another way home on those days.
Maya	Here is where we stand now: Nia favors the library, while Leo, Omar, and I favor the bus, based on the daily library hour and the bus service three days a week.

LISTEN FOR

- Specific details from the TOPIC text used to support a view
- Clear links to another student's idea rather than unrelated turns
- Questions that seek a reason or clarify a claim
- Accurate summaries that allow agreement, different views, or an unchanged position

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