LESSON MAKER PRO

# Claim Card Council

*Compare two views before you decide.*

**GRADE 8 · 8.P.3.2**

**8.P.3.2** "Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. Analyze works written on the same topic and compare methods the authors use to achieve similar or different..."

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

## OUR GROUND RULES Read together first

1. Use a starter only when it fits.
2. Point to words or numbers on the TOPIC card.
3. Build on what others say.
4. You may agree, disagree, or stay unsure.

## HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Agree to stop in 10 minutes.
2. Pick one TOPIC card. Read both views aloud.
3. Take one ROLE card each. With three players, take the first three roles and share Link Lead.
4. Shuffle copies of the MOVE cards and deal four to each player. Play a card when you use its starter.
5. Stop at the agreed time, even if cards remain. Check the reflection statements.

## AFTER THE ROUND Check what you did

- [ ] I compared what the writers wanted and how they argued.
- [ ] I checked whether a detail supported a claim.
- [ ] I built on someone else's idea.
- [ ] I stated a view that fit the evidence, even if it did not change.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

## Bus Stop Debate

In a town letter, Ana says, "Move the bus stop by the library; students go there." In a rider survey note, Bo says, "Keep it by the clinic; 18 of 24 riders surveyed use it." How do their methods and evidence affect their claims?

**TOPIC**

## Park Hours

In a city newsletter, Lee says, "Open the park later so teens can play after school." In a parks report, Sam says, "Keep closing time; staff logged 12 cleanup calls last month." How do their methods and evidence affect their claims?

**TOPIC**

## Voting Hours

In a town column, Jo says, "Add weekend voting so busy people have more time." In an election notice, Kai says, "Keep weekday voting; our town already offers early voting on four weekdays." How do their methods and evidence affect their claims?

**ROLE CARDS** · one per player

**ROLE**

### Purpose Scout

Listen for what each writer wants readers to think or do.

**ROLE**

### Method Spotter

Notice how each writer tries to make a point.

**ROLE**

### Proof Checker

Check whether each detail supports its writer's claim.

**ROLE**

### Link Lead

Connect the group's ideas and name where the group stands.

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

**MOVE CARD**

**METHOD MATCH**

"The first writer uses ____, while the second uses ____."

**MOVE CARD**

**METHOD MATCH**

"One writer tries to persuade us by ____; the other ____."

**MOVE CARD**

**EVIDENCE CHECK**

"The detail ____ supports ____ because ____."

**MOVE CARD**

**EVIDENCE CHECK**

"The claim ____ needs stronger proof because ____."

**MOVE CARD**

**BUILD ON**

"Adding to what ____ said, ____."

**MOVE CARD**

**TAKE STOCK**

"So far, we ____, and the evidence ____."

Cards last longer on thick paper.

ANSWER KEY

# Claim Card Council

GRADE 8 · 8.P.3.2

## RUNNING THE ROUNDS

Print multiple sets of MOVE cards so each player can receive four; run a 10-minute round for each topic used. Invite quieter students to contribute, but do not require every card to be played or any student to change a supported view.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Jada** | The first writer uses a reason about students, while the second uses a survey count. |
| **Omar** | The detail "18 of 24 riders surveyed" supports keeping the stop by the clinic because many surveyed riders use it. |
| **Mia** | Adding to what Omar said, that count shows who uses the stop now, not whether moving it would help more people. |
| **Jada** | The claim that students need the library stop needs stronger proof because Ana gives no number of students who ride. |
| **Omar** | So far, we agree Bo has better evidence for current use, and the evidence does not settle which stop is best. |

## LISTEN FOR

- Names each writer's purpose and compares methods
- Quotes a detail and explains what it supports
- Notes what the evidence cannot establish
- Builds on a peer's idea without forcing agreement

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