LESSON MAKER PRO

Source Card Shuffle

Read, connect, and test the evidence.

GRADE 8 · 8.P.3

8.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. Play a move only when it fits what you mean.
2. Name the sign, report, or chart you use.
3. Build on ideas without forcing agreement.
4. Keep source summaries separate from your opinions.

HOW TO PLAY Teams of 3 or 4

1. Choose a TOPIC card. Read its sign, report, and chart.
2. Take one ROLE each. With three players, share the fourth job.
3. Shuffle four copies of each MOVE card. Deal four to each player.
4. Agree on eight minutes. When you use a starter, play its card to the middle.
5. Stop at eight minutes, even if cards remain. State what you agree on, what remains unclear, or why your view has not changed. Then check the reflections.

AFTER THE ROUND Check what you did

- [ ] I restated a source's main idea without adding my opinion.
- [ ] I named evidence that supported a claim.
- [ ] I connected a chart detail to a text.
- [ ] I listened and stated what our evidence did or did not settle.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Library Time

Sign: "Open until 4:00 on school days." School news report: "Some students say the hours help them finish homework." Student count chart, Tuesday: 3:15 ■■■■■■ 6; 3:45 ■■■ 3. What can you conclude about library use, and what does this evidence not show?

TOPIC

Lunch Lines

Sign: "Two lunch lines open at noon." School news report: "Some students say the noon line feels slow." Student wait chart, Monday: noon ■■■■■■ 6 minutes; 12:30 ■■ 2 minutes. What can you conclude about lunch waits, and what remains uncertain?

TOPIC

Activity Bus

Sign: "Activity bus leaves at 4:15." School news report: "Some club members say they hurry to catch the bus." Student count chart, Tuesday: 4:05 ■■ 2; 4:12 ■■■■■■ 6. What can you conclude about getting to the bus, and what does the chart leave out?

ROLE CARDS · one per player

ROLE

Source Scout

Help the group keep the firsthand sign and student chart distinct from the school news report.

ROLE

Claim Tester

Check whether each claim is supported by a named source.

ROLE

Chart Connector

Link the chart to the texts without claiming it shows more than it does.

ROLE

Idea Weaver

Invite others in and sum up agreements, open questions, or supported unchanged views.

MOVE CARDS · deal 4 to each player

MOVE CARD

SIGN SUMMARY

"The sign's main idea, in my words, is ____."

MOVE CARD

REPORT SUMMARY

"The report's main idea, in my words, is ____."

MOVE CARD

SIGN EVIDENCE

"The sign says ____, which supports my claim."

MOVE CARD

REPORT EVIDENCE

"The report says ____, which supports my claim."

MOVE CARD

CHART LINK

"The chart shows ____, which adds to what the text tells us."

MOVE CARD

METHOD MATCH

"Unlike the sign's brief notice, the report uses students' views to ____."

Cards last longer on thick paper.

ANSWER KEY

Source Card Shuffle

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RUNNING THE ROUNDS

Print four copies of each move card for each group, then run an eight-minute round. Invite quieter players to use a source, but stop on time and accept unused cards, full agreement, unresolved questions, or evidence-supported unchanged views.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The sign's main idea, in my words, is that the library stays open until 4:00 on school days.
Theo	The report's main idea, in my words, is that some students say the hours help them finish homework.
Nia	The chart shows six students at 3:15 and three at 3:45 on Tuesday, which adds to what the text tells us.
Maya	The sign says "Open until 4:00 on school days," which supports my claim that the library is open at 3:45.
Theo	Unlike the sign's brief notice, the report uses students' views to describe how the hours help some of them. We agree students were there at both times, but the chart does not show whether they did homework.

LISTEN FOR

- Accurate paraphrases that do not add personal opinion
- Claims tied to details from named sources
- Chart conclusions limited to what was counted
- Comparison of how the sign and report present information

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