LESSON MAKER PRO

Hear the Reason

Listen closely, question claims, and track the evidence.

HIGH SCHOOL · AWH.P.3.2.C

AWH.P.3.2.C "Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Let each speaker finish before you respond.
2. Ask about ideas, not people.
3. Use examples you know. Say when you do not have one.
4. You may agree, disagree, or keep your view when the reasons support it.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its question aloud.
2. Each player takes one ROLE card. With three players, share the View Tracker job among all three.
3. Make two copies of the eight MOVE cards. Shuffle them, deal four to each player, and set aside any extras.
4. Set a timer for eight minutes. Discuss the topic. Play a MOVE card only when you genuinely use its starter.
5. Stop when the timer ends, even if cards remain. Check the reflection statements on your own.

AFTER THE ROUND Check what you did

- [ ] I listened closely enough to restate someone's point accurately.
- [ ] I asked a question that helped me understand or evaluate a claim.
- [ ] I considered whether an example supported the claim it was meant to support.
- [ ] I can name where our views agreed, differed, or stayed the same.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Student Input

How should a school gather student input before changing a rule that affects everyone?

TOPIC

Public Space

How should a town decide what to do with an unused public space?

TOPIC

Community Budget

If a town can fund only one project, how should it choose among longer library hours, a safer crosswalk, and a park cleanup?

ROLE CARDS · one per player

ROLE

Meaning Mapper

Listen for a speaker's main point and check that the group understands it accurately.

ROLE

Question Coach

Ask questions that help speakers explain what they mean or why they think it.

ROLE

Reason Tester

Notice whether an example actually supports the claim a speaker makes.

ROLE

View Tracker

Keep track of where views agree, differ, or stay the same as the discussion continues.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK MEANING

"So you mean ____, right?"

MOVE CARD

CHECK MEANING

"I heard you say ____; is that accurate?"

MOVE CARD

REQUEST EXAMPLE

"What example from school or community life supports ____?"

MOVE CARD

PROBE REASON

"What makes you think ____ would work?"

MOVE CARD

OFFER EXAMPLE

"One example that supports your point is ____."

MOVE CARD

EVALUATE SUPPORT

"That example supports ____ because ____."

MOVE CARD

CONNECT IDEAS

"Your point about ____ connects to an earlier point because ____."

MOVE CARD

TRACK VIEWS

"So far, the views we've heard are ____, and the support offered is ____."

Cards last longer on thick paper.

Hear the Reason

RUNNING THE ROUNDS

For another round, rotate roles and choose a new topic. If participation is uneven, invite a quieter student to respond to a specific point, but do not require equal card counts or a changed opinion. An unused card may simply have been inapplicable.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think an anonymous survey should come before a school rule change because it might reach students who would not speak at a meeting.
Kai	So you mean a survey might hear from students who would stay quiet at a meeting, right?
Nia	Kai, what example from school or community life supports Maya's point about a survey reaching more students?
Kai	One example that supports her point is a student who cannot stay for an after-school meeting but can answer a survey about a proposed phone rule.
Maya	So far, the views we've heard are that a survey should come first, and the support offered is the example of a student who could answer a survey but miss an after-school meeting.

LISTEN FOR

- Accurate restatements that speakers can confirm or correct
- Questions that seek a relevant example or probe a reason
- Explanations of how an example supports a specific claim
- Summaries that report agreement, differences, or unchanged views without inventing them

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