LESSON MAKER PRO

Perspective in Play

Read two messages, then test what shapes each one.

HIGH SCHOOL · E.P.3.2

E.P.3.2 "Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use the messages' words as evidence.
2. Treat guesses about a writer's background as possibilities, not facts.
3. Let speakers finish before you respond.
4. You may agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read both messages.
2. Take one ROLE card. With three players, all share the Listening Link job.
3. Shuffle three copies of the MOVE set and deal four cards to each player.
4. Discuss for eight minutes. Play a MOVE card only when you genuinely use its starter.
5. Stop at eight minutes. Leave unused cards aside and check your reflections.

AFTER THE ROUND Check what you did

- [ ] I used a message's words to consider its purpose.
- [ ] I considered how experience might shape a writer's view.
- [ ] I compared conclusions and noticed missing evidence.
- [ ] I listened and asked a question before deciding what I think.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Phone Limits

Student post: 'Phone limits cut off family updates.' Teacher note: 'Phone limits help us focus.' How might each writer's experience shape their purpose and conclusion?

TOPIC

Park Sign

Longtime neighbor: 'Keep the old park sign; it holds our history.' New neighbor: 'Replace it so everyone can read it.' How might their experiences shape these different conclusions?

TOPIC

School Calendar

Student flyer: 'Our calendar should name more holidays.' Office notice: 'One calendar keeps schedules simple.' How might cultural perspectives shape each message's purpose and limits?

ROLE CARDS · one per player

ROLE

Context Scout

Notice how a writer's experience might shape the message.

ROLE

Purpose Sleuth

Ask what each writer wants readers to think or do.

ROLE

Claim Tester

Check claims for support, missing evidence, and possible bias.

ROLE

Listening Link

Restate a peer's idea and ask a question before the group sums up.

MOVE CARDS · deal 4 to each player

MOVE CARD

PERSPECTIVE CHECK

"The writer's experience might shape this claim because ____."

MOVE CARD

PERSPECTIVE CHECK

"We cannot know the writer's whole background, but the message suggests ____."

MOVE CARD

PURPOSE PROBE

"The writer seems to want ____, while leaving out another perspective."

MOVE CARD

LISTENING QUESTION

"I heard you say ____; what in the message supports that?"

MOVE CARD

CONCLUSION COMPARE

"The writers reach different conclusions because ____."

MOVE CARD

CONCLUSION COMPARE

"Our group's view, including any differences and evidence gaps, is ____."

Cards last longer on thick paper.

Perspective in Play

RUNNING THE ROUNDS

Run eight-minute rounds with three printed MOVE sets per group, rotating roles and TOPIC cards between rounds. If participation is uneven, invite quieter students to choose a relevant move, but do not require anyone to play a card or change a view.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	The writer's experience might shape this claim because a student may need family updates.
Ben	I heard you say a student may need family updates; what in the message supports that?
Ava	The student post says, 'Phone limits cut off family updates.'
Mia	The writers reach different conclusions because one stresses family updates and the other stresses focus.
Leo	Our group's view, including any differences and evidence gaps, is that both concerns matter, but neither message shows which rule works best.

LISTEN FOR

- Quotes a message before inferring purpose
- Distinguishes a possible perspective from a known fact
- Explains different conclusions about the same issue
- Restates a peer's idea and asks for support

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