LESSON MAKER PRO

Source Card Lab

Test claims with words, visuals, and source details.

HIGH SCHOOL · E.P.3

E.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. Use only details on the TOPIC card.
2. Ask what a speaker means before challenging a claim.
3. Agreement, uncertainty, and unchanged views are all valid.
4. Play a MOVE only when you use its starter.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its sources together.
2. Take one ROLE each. With three players, everyone shares Thread Keeper.
3. Shuffle three sets of MOVE cards and deal four to each player.
4. Discuss for eight minutes. Play a card when you genuinely use its starter.
5. Stop at eight minutes, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I cited an exact word, phrase, or number.
- [ ] I considered who made a source and when.
- [ ] I checked what a source shows and what it leaves out.
- [ ] I listened, asked a question, or clarified a conclusion.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Library Hours

Fictional sources: May 2025 student council minutes, written by the secretary: "Twelve students asked for later library hours." June 2025 school newsletter, written by staff: "Students want later library hours." How well does each source support a claim about student demand?

TOPIC

Quiet Room

Fictional sources: An April 2025 library sign from the librarian says, "Quiet room: no calls." A May 2025 student blog says, "The library bans conversation." How might each source's author and purpose shape its claim?

TOPIC

Bus Choice

Fictional sources: A student council bar chart counts riders at one stop on a Monday in September 2025: Early 18 | [redacted]; Late 6 | [redacted]. Each block represents two riders. An October 2025 staff blog says, "Most students prefer early buses." How well does the chart support that claim?

ROLE CARDS · one per player

ROLE

Evidence Hunter

Find exact words or numbers that support or limit a claim.

ROLE

Source Scout

Check how each source's author, date, and origin affect its claims.

ROLE

Visual Reader

Check what a source's visual details show and what they cannot show.

ROLE

Thread Keeper

Ask a question that checks your understanding, then track agreements and open questions.

MOVE CARDS · deal 4 to each player

MOVE CARD

QUOTE CHECK

"The source says "____," which supports the claim because..."

MOVE CARD

DETAIL CHECK

"A detail that limits that claim is ____."

MOVE CARD

AUTHOR LENS

"The author's role could shape this claim because ____."

MOVE CARD

ORIGIN LENS

"The date and origin of this source matter because ____."

MOVE CARD

VISUAL READ

"The visual detail I notice is ____."

MOVE CARD

CLAIM CHECK

"Based on these sources, our current conclusion is ____."

Cards last longer on thick paper.

Source Card Lab

RUNNING THE ROUNDS

Print three copies of the six MOVE cards per group. Run one eight-minute round per topic, allowing unused cards; rotate roles for another round. If participation is uneven, invite a quieter player to examine one source detail without requiring a new opinion.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The source says "Early 18," which supports the claim that more riders took the early bus at that stop because the late count was six.
Leo	The date and origin of this source matter because the council counted one stop on one Monday, not students across the school.
Nia	The visual detail I notice is that the early bar is three times as long as the late bar, but the bars count riders, not preferences.
Maya	Leo, are you saying the staff blog's claim about what most students prefer goes beyond this chart?
Leo	Yes. Based on these sources, our current conclusion is that more riders took the early bus at this stop, but we cannot tell what most students prefer.

LISTEN FOR

- Exact words or numbers tied to a specific claim
- Author, date, and origin used to judge a source's limits
- Visual details distinguished from unsupported inferences
- Questions that check a speaker's meaning before a conclusion

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