LESSON MAKER PRO

Message Moves

Compare perspectives behind familiar messages

HIGH SCHOOL · MWH.P.3.2

MWH.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. Listen to the full point before you respond.
2. Use a message you remember, or clearly label an imagined example.
3. Treat guesses about purpose or bias as possibilities, not facts.
4. You may agree, remain undecided, or keep your view when reasons support it.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and choose one TOPIC card.
2. Assign the first three ROLE cards. With four players, assign Listening Lead too. With three, everyone shares that role and asks a follow-up question.
3. Make two copies of each MOVE card. Shuffle them and deal four to each player.
4. Agree on an 8-minute round. Discuss the topic and play a card only when you genuinely use its starter.
5. Stop when time is up, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I considered how a creator's perspective could shape a purpose.
- ☐ I checked a claim or named a possible blind spot.
- ☐ I compared conclusions about the same issue.
- ☐ I listened, asked a question, or summarized views accurately.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Phone Rules

Compare a school announcement and a student post about phone rules: how might each creator's experience and audience shape the message's purpose and conclusion?

TOPIC

Lunch Choices

Compare a cafeteria announcement and a student comment about lunch choices: how might each creator's experience and audience shape what the message emphasizes or leaves out?

TOPIC

Start Times

Compare messages from a student and a caregiver about school start times: how might their daily routines shape their purposes and conclusions?

ROLE CARDS · one per player

ROLE

Context Scout

Watch for how a creator's role, time, or community experience might shape the message's purpose.

ROLE

Claim Checker

Watch for claims that need evidence and possible blind spots in a message.

ROLE

View Mapper

Track where messages reach the same or different conclusions about the issue.

ROLE

Listening Lead

Ask follow-up questions and check that summaries match what speakers actually said.

MOVE CARDS · deal 4 to each player

MOVE CARD

PURPOSE LENS

"A creator's role may shape the message's purpose by ____."

MOVE CARD

CONTEXT LENS

"A cultural or time-based perspective may affect this message by ____."

MOVE CARD

EVIDENCE CHECK

"To test that claim, I would look for ____."

MOVE CARD

BLIND SPOT

"A possible blind spot in that message is ____."

MOVE CARD

COMPARE REASONS

"The two messages could reach different conclusions because ____."

MOVE CARD

MAP VIEWS

"The conclusions match or differ in this way: ____."

MOVE CARD

ASK MORE

"Could you explain what you meant by ____?"

MOVE CARD

HONEST SUMMARY

"Based on the reasons we heard, our views now are ____."

Cards last longer on thick paper.

Message Moves

RUNNING THE ROUNDS

Run 8-minute rounds with one topic per round; students may keep unused cards, and they should label imagined messages as imagined. If participation is uneven, invite a quieter student to answer a follow-up question, but do not require anyone to play a card or change a position.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	A creator's role may shape the message's purpose by making an imagined school announcement stress fewer distractions during class.
Ben	A possible blind spot in that message is that some students use phones to contact family after school.
Cora	Could you explain what you meant by a blind spot?
Ben	The two messages could reach different conclusions because the announcement might favor limits during class, while an imagined student post might favor access for family contact.
Ava	Based on the reasons we heard, our views now are that class focus and family contact both matter, but we have not decided what the rule should be.

LISTEN FOR

- A purpose linked to the creator's role, audience, or cultural context
- A claim tested with evidence or a possible bias described without treating it as fact
- Different conclusions traced to different priorities on the same issue
- A follow-up question and an accurate summary that does not invent agreement or disagreement

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