LESSON MAKER PRO

Source Sleuth Round

Test a claim with words, visuals, and source clues.

HIGH SCHOOL · MWH.P.3

MWH.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 Point to details in the sources, not details you invent.	**2** Say what a source cannot tell you.
3 Listen to understand before you respond.	**4** You may agree, disagree, or keep your view if the evidence supports it.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its sources together.
2. Each player takes one ROLE card. With three players, share the fourth role, Question Keeper.
3. Print two sets of the eight MOVE cards. Shuffle them and deal four to each player.
4. Set a timer for 8 minutes. When a starter fits what you genuinely want to say, finish it aloud and play the card to the middle.
5. Stop when the timer ends, even if cards remain. State what the evidence supports, including any agreement or open differences. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I used an exact source detail to support or challenge a claim.
- [ ] I considered how a source's creator, date, or purpose matters.
- [ ] I checked what the sources show and what they leave unknown.
- [ ] I listened to another view and checked my own against the evidence.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Bus Arrival Claim

Fictional sources: Rider post, Oct. 3: "The bus is always late." Transit agency chart, Oct. 4: "Late arrivals, Mon ■■■■□□□□□□ (4 of 10), Tue ■□□□□□□□□□ (1 of 10)." Each square represents one arrival. How well do these sources support a claim about bus reliability?

TOPIC

Park Closing Time

Fictional sources: Parks office notice, May 2: "Park closes at 8 p.m. for repairs." Youth club flyer, May 3: "Keep the park open after 8 p.m." What do these sources show, and what remains unclear about the proposed closing time?

TOPIC

Water Station Vote

Fictional sources: Student council post, Sept. 8: "Most students want a water station." Meeting notes, Sept. 9: "12 of 20 speakers supported a station." What can you conclude about support for a water station, and what can you not conclude?

ROLE CARDS · one per player

ROLE

Quote Scout

Watch for exact words or numbers that support or challenge a claim.

ROLE

Source Sleuth

Notice who made each source, when it was made, and how its creator's purpose might matter.

ROLE

Pattern Finder

Compare the sources and look for patterns in any chart or other visual.

ROLE

Question Keeper

Ask for clarification and track what the group agrees on or still sees differently.

MOVE CARDS · deal 4 to each player

MOVE CARD

EVIDENCE PIN

"One exact detail in the source is ____."

MOVE CARD

EVIDENCE CHECK

"A source detail that supports or challenges that claim is ____."

MOVE CARD

SOURCE LENS

"Because of who made this and when, I wonder ____."

MOVE CARD

PURPOSE CHECK

"The creator's point of view may shape the message because ____."

MOVE CARD

VISUAL READ

"In the source's words or visuals, I notice ____."

MOVE CARD

SOURCE COMPARE

"Taken together, the sources show ____."

MOVE CARD

LISTEN PROBE

"When you said that, did you mean ____?"

MOVE CARD

HONEST WRAP

"Our group conclusion, including any open question, is ____."

Cards last longer on thick paper.

Source Sleuth Round

RUNNING THE ROUNDS

Run an 8-minute round with one topic, then switch topics and reshuffle for another round if time allows. With three players, all share the Question Keeper job; accept unused cards, and invite quieter students to offer evidence or a question without requiring every player to play a card. Assess whether conclusions fit the sources, not whether students change their minds or reach consensus.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One exact detail in the source is the rider's phrase "The bus is always late."
Luis	In the source's words or visuals, I notice the chart shows 1 of 10 arrivals late on Tuesday.
Nia	Because of who made this and when, I wonder whether the agency's Oct. 4 chart leaves out other days.
Maya	When you said that, did you mean the chart cannot tell us how often this rider's bus is late?
Luis	Our group conclusion, including any open question, is that the chart does not prove the rider's "always" claim, and we need records for that rider's bus to judge it.

LISTEN FOR

- Quotes or numbers tied to a specific claim
- Creator, date, and possible purpose considered without assuming bias is proven
- Chart details interpreted within the limits of the data shown
- Clarifying questions and conclusions that allow agreement or unresolved differences

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