LESSON MAKER PRO

Perspective in Play

Read two claims, then test what each one tells you.

HIGH SCHOOL · OKH.P.3.2

OKH.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 speakers' words as evidence. Do not treat a claim as a proven fact.
2. Listen without interrupting, and ask before assuming what someone means.
3. Play a MOVE card only when its starter helps the discussion.
4. It is fine to agree, leave a question open, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one TOPIC card and read both claims aloud.
2. Each player takes one ROLE card. With three players, everyone shares the fourth role's job.
3. Make two copies of the eight MOVE cards. Shuffle all 16 and deal four to each player. Set aside any extras.
4. Set a timer for 10 minutes. Finish a starter with a useful point, then place that MOVE card in the middle.
5. Stop when the timer ends, even if cards remain. Check the reflection statements that describe what you did.

AFTER THE ROUND Check what you did

- [ ] I explained how a speaker's time or experience might shape their purpose.
- [ ] I used a speaker's words to discuss point of view, possible bias, or missing evidence.
- [ ] I listened to a classmate and checked or questioned what I heard.
- [ ] I described where my view stands using evidence, whether it changed or not.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Park Name

A former factory worker says, 'Keep the old factory name for the park; it recalls the jobs we had in the 1980s.' A resident today says, 'Rename the park; the factory also left pollution.' How might their experiences shape their purposes and conclusions, and what evidence would help you decide?

TOPIC

School Notices

A student who translates school notices for family members says, 'Send notices in several languages so families can respond.' A staff member who prepares notices says, 'Send notices in one language so they go out fast.' How might their experiences shape their purposes and conclusions, and what evidence would help you evaluate their claims?

TOPIC

Mascot Mural

A graduate from the 1990s says, 'Keep the old mascot mural; it tells our school's story.' A current student says, 'Replace it with art showing students here now.' How might their time at the school shape their purposes and conclusions, and what else would you need to know?

ROLE CARDS · one per player

ROLE

Context Scout

Watch for ways a speaker's time or experience may shape what they say.

ROLE

Purpose Sleuth

Watch for what each speaker wants the audience to think or do.

ROLE

Claim Checker

Point out which words support an idea and which claims still need evidence.

ROLE

Listening Lead

Restate ideas, invite questions, and help the group describe where its views stand.

MOVE CARDS · deal 4 to each player

MOVE CARD

READ LENS

"The speaker's experience as ____ may shape their claim because..."

MOVE CARD

READ LENS

"This speaker may want the audience to ____, based on the words they chose."

MOVE CARD

CHECK CLAIMS

"The phrase ____ shows a point of view that may leave something out."

MOVE CARD

CHECK CLAIMS

"The statement says ____, but we still need evidence to check it."

MOVE CARD

LISTEN CLOSE

"I heard you say ____; did I get your point right?"

MOVE CARD

LISTEN CLOSE

"What in the speaker's words makes you think ____?"

MOVE CARD

MAP VIEWS

"On ____, we [agree/disagree/are undecided] because ____"

MOVE CARD

MAP VIEWS

"After hearing that, I [kept/changed] my view that ____ because ____"

Cards last longer on thick paper.

Perspective in Play

RUNNING THE ROUNDS

Run 10-minute rounds, switching TOPIC and ROLE cards between rounds if time allows. For uneven participation, invite quieter players to use a useful starter, but do not require anyone to play an inapplicable card or change an evidence-supported view.

WHAT A STRONG ROUND SOUNDS LIKE

Ana	The speaker's experience as a former factory worker may shape their claim because the name reminds them of jobs in the 1980s.
Ben	This speaker may want the audience to keep the factory name, based on the words they chose.
Cleo	The statement says the factory left pollution, but we still need evidence to check it.
Dara	I heard you say the resident's claim about pollution needs checking; did I get your point right?
Cleo	Yes. On the park name, we are undecided because neither statement tells us how serious the pollution was or what other residents think.

LISTEN FOR

- Connects a speaker's historical or cultural context to a possible purpose without assuming motive.
- Quotes a phrase to explain point of view or potential bias.
- Separates what a statement claims from evidence that would verify it.
- Restates a peer's idea, asks a relevant question, and describes agreement or uncertainty accurately.

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