LESSON MAKER PRO

# Source Card Lab

*Test what two sources can really tell you.*

**HIGH SCHOOL · OKH.P.3**

**OKH.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. Treat the card sources as made-up cases.
2. Use exact words or numbers as evidence.
3. Listen to each answer before responding.
4. You may agree, differ, or keep your view.

## HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Choose one TOPIC card and read both sources.
2. Take one ROLE card each. With 3 players, all three share the Format Finder job.
3. Deal each player 4 shuffled MOVE cards. Reuse the deck between players.
4. Discuss the question for 8 minutes. Play a card only when you use its starter.
5. Stop at 8 minutes, even if cards remain. Share your conclusion or what is still open.

## AFTER THE ROUND Check what you did

- [ ] I cited exact words or chart values.
- [ ] I considered who made a source and when.
- [ ] I listened and asked about a claim.
- [ ] I supported my view, whether it changed or not.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

## Later Start

Principal's email, August 2026: "A later start could reduce first-period tardies." Student council poll chart, September 2026, 60 replies: Later start, yes ■■■■ 40; no ■■ 20. Each block means 10 replies. What can these sources support, and what remains unknown?

**TOPIC**

## Library Hours

Librarian's notice, March 2026: "The library closes at 4 because staff leave then." Student council blog, April 2026: "Some students need a quiet place after 4." What do these sources show about extending library hours, and whose views are missing?

**TOPIC**

## Campus Shade

Facilities office notice, May 2026: "Two trees will be planted near the gym." Student newspaper opinion, May 2026: "The busiest lunch tables still have no shade." What can you conclude about the shade plan, and what would you check?

**ROLE CARDS** · one per player

**ROLE**

### Evidence Scout

Find exact words or chart values that support a claim.

**ROLE**

### Context Checker

Check each source's author, date, and possible purpose.

**ROLE**

### Question Catcher

Listen for claims that need a follow-up question.

**ROLE**

### Format Finder

Notice what each source's format shows or leaves out.

**MOVE CARDS** · deal 4 to each player

**MOVE CARD**

**POINT TO EVIDENCE**

"The source says ____, which supports ____."

**MOVE CARD**

**POINT TO EVIDENCE**

"The source shows ____, which supports ____."

**MOVE CARD**

**CHECK THE SOURCE**

"The ____ source comes from ____ in ____, so I wonder ____."

**MOVE CARD**

**CHECK THE SOURCE**

"The ____ source's format shows ____, but not ____."

**MOVE CARD**

**ASK FOR SUPPORT**

"When you say ____, what in the source supports it?"

**MOVE CARD**

**WEIGH BOTH SOURCES**

"Our shared view or remaining difference is ____; the evidence is ____."

Cards last longer on thick paper.

# Source Card Lab



## RUNNING THE ROUNDS

Run one 8-minute round per topic, reshuffling the move deck for each player. Do not require every card to be played or every student to change views. If participation is uneven, invite a quieter student to use an applicable card, then leave time for others to respond.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Ava** | The principal's email says "A later start could reduce first-period tardies," which supports considering a later start. |
| **Ben** | The principal's email comes from a school leader in August 2026, so I wonder what tardy records informed that prediction. |
| **Cleo** | When you say "considering a later start," what in the source supports it? |
| **Ava** | The poll chart shows 40 yes replies and 20 no replies, which supports interest among the students who replied. |
| **Ben** | Our shared view is that the poll shows interest, not fewer tardies; the evidence is that it counts preferences, not attendance. |

## LISTEN FOR

- Exact quotations or chart values tied to a claim
- Author, date, or origin used to assess a source
- Questions that test a speaker's evidence
- Conclusions that distinguish what sources show from what remains unknown

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