LESSON MAKER PRO

Perspective in Play

Trace how experience shapes public arguments

HIGH SCHOOL · TOT.P.3.2

TOT.P.3.2 "Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use each speaker's words as evidence, not as proof of their motives.
2. Listen before you question or respond.
3. Say when a claim needs more evidence.
4. You may agree, disagree, or remain unsure.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and choose one TOPIC card.
2. Take one ROLE each. With three players, everyone shares the Listening Lead job.
3. Shuffle four copies of the six MOVE cards. Deal four to each player.
4. Discuss the topic. Play a card only when you use its starter to make a genuine point.
5. Stop after eight minutes, even if cards remain. Check the reflections that apply.

AFTER THE ROUND Check what you did

- [ ] I linked a speaker's background to a possible purpose.
- [ ] I considered a claim, a blind spot, or missing evidence.
- [ ] I compared conclusions about the same issue.
- [ ] I listened and asked a question before responding.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

School Calendar

A student whose family celebrates Diwali asks for a day off; another student asks for flexible absences instead. How might their experiences shape their purposes and conclusions?

TOPIC

Founder Statue

A longtime resident says a founder's statue honors the town's past; a newer resident says it leaves people out. How might their views shape their purposes and conclusions?

TOPIC

Town Notices

A bilingual teen wants town notices in two languages; an English-speaking neighbor wants plain English notices. How might their experiences shape their purposes and conclusions?

ROLE CARDS · one per player

ROLE

Context Scout

Watch for ways a speaker's history or culture may shape their purpose.

ROLE

Purpose Probe

Ask what each speaker wants an audience to think or do.

ROLE

Claim Checker

Notice different conclusions, possible blind spots, and missing evidence.

ROLE

Listening Lead

Restate a point fairly and ask a question before the group moves on.

MOVE CARDS · deal 4 to each player

MOVE CARD

PERSPECTIVE LENS

"Their experience with ____ may explain why they want ____ ."

MOVE CARD

PERSPECTIVE LENS

"Their cultural or historical view of ____ may shape their goal to ____ ."

MOVE CARD

CLAIM TEST

"Both speakers address ____, but they may assume different things about ____ ."

MOVE CARD

CLAIM TEST

"To check the claim that ____, we would need ____ ."

MOVE CARD

LISTENING QUESTION

"I heard you say ____; what makes you think ____?"

MOVE CARD

EVIDENCE SUMMARY

"We ____ on ____; the evidence so far ____ ."

Cards last longer on thick paper.

Perspective in Play

RUNNING THE ROUNDS

Run eight-minute rounds, changing topics and rotating roles between rounds. If participation is uneven, invite a quieter student to question a claim; do not require every card to be played or anyone to change their view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Their experience with two languages may explain why they want bilingual notices.
Leo	Both speakers address access, but they may assume different things about which languages residents read.
Inez	I heard you say residents read different languages; what makes you think that?
Sam	To check the claim that bilingual notices improve access, we would need to ask residents which languages they read.
Maya	We agree on access; the speakers' language experiences so far support my view that both plain English and a second language could help.

LISTEN FOR

- Background connected to a possible purpose, without claiming certainty
- Different conclusions compared on the same issue
- A claim or possible bias tested with a specific evidence need
- A fair restatement followed by a relevant question

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