LESSON MAKER PRO

Listen, Test, Summarize

A timed discussion using questions and evidence

HIGH SCHOOL · USG.P.3.2.C

USG.P.3.2.C "Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1 Listen to a speaker's whole point before responding.	**2** Use examples you know, and say when you are unsure.
3 Play a MOVE card only when its starter fits what you genuinely say.	**4** Report agreement or differences honestly. No one has to change their mind.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one TOPIC card and read its question.
2. Take one ROLE card each. With three players, share the fourth role among all three players.
3. Shuffle two copies of the eight MOVE cards. Deal four to each player and set extras aside.
4. Set an eight-minute timer. Discuss the question and place a MOVE card in the middle when you use its starter.
5. Stop when the timer rings, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I restated someone's point accurately.
- ☐ I asked a question to understand or test a claim.
- ☐ I considered how well an example supported a claim.
- ☐ I described the group's actual agreement or differences.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Phones at Lunch

What phone guideline would you recommend for a high school lunch period, and what reasons support it?

TOPIC

Community Service

How should a school give students opportunities to serve their community while respecting different schedules and responsibilities?

TOPIC

Public Spaces

What would make a local park or other public space more useful to teens and other community members?

ROLE CARDS · one per player

ROLE

Point Checker

Listen for whether the group describes each speaker's point accurately.

ROLE

Question Finder

Listen for claims that need a clarifying question.

ROLE

Reason Tester

Listen for how well examples and reasons support a claim.

ROLE

View Mapper

Track where the group's views agree, differ, or remain unchanged.

MOVE CARDS · deal 4 to each player

MOVE CARD

RESTATE POINT

"I heard you say ____."

MOVE CARD

CHECK MEANING

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

MOVE CARD

ASK WHY

"What makes you think ____?"

MOVE CARD

SEEK EXAMPLE

"What example supports ____?"

MOVE CARD

TEST SUPPORT

"How well does ____ support that claim?"

MOVE CARD

WEIGH EVIDENCE

"That example supports the claim because ____."

MOVE CARD

MAP VIEWS

"So far, I hear these views: ____."

MOVE CARD

STATE POSITION

"After weighing the reasons, my view is ____ because ____."

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Run one eight-minute round, then let groups choose a new topic and redeal for another round if time allows. If participation is uneven, invite quieter students to ask a question or check a summary, but do not require every card to be played or every student to change position.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I'd recommend allowing phones at lunch so students can check ride plans without using phones during class.
Eli	I heard you say you'd allow phones at lunch so students can check ride plans. I worry some students would spend the whole break on screens instead of talking.
Noor	How well does checking ride plans at lunch support that claim?
Maya	That example supports the claim because lunch gives students time to arrange a ride without interrupting a lesson.
Eli	So far, I hear these views: Maya supports phones at lunch for planning rides, and I still worry they could replace in-person conversation. We have not reached a shared recommendation.

LISTEN FOR

- Accurate restatements that the original speaker can confirm
- Questions aimed at a specific claim or unclear phrase
- Judgments about whether an example supports the claim
- Summaries that preserve agreement, unresolved differences, and unchanged views

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