LESSON MAKER PRO

Perspective in Play

Read two messages, then test what shapes each one.

HIGH SCHOOL · USG.P.3.2

USG.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 messages on your topic card as your evidence.
2. Listen to a speaker's full point before responding.
3. Play a move card only when your words genuinely fit its starter.
4. You may agree, disagree, or keep your position. Explain why.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one topic card and read both messages aloud.
2. Each player takes one role card. With three players, share the Round Keeper job.
3. Make two copies of each move card, shuffle all 16, and deal four to each player.
4. Set an eight-minute timer. Discuss the topic question. When you genuinely use a starter, place that card in the middle.
5. Stop when the timer ends, even if cards remain. Check the reflection statements on your own.

AFTER THE ROUND Check what you did

- [ ] I used words from a message to explain an author's purpose.
- [ ] I considered how time or experience might shape a viewpoint.
- [ ] I listened and asked a question that helped me understand a speaker.
- [ ] I can explain where our conclusions matched or differed without inventing disagreement.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Park Closing Time

In a made-up town, a 1998 town notice says, "Close the park at 9 p.m. to limit noise for nearby homes." A 2026 youth group post says, "Keep the park open until 10 p.m. so teens have a place to meet." How might each author's time and viewpoint shape their purpose and conclusion?

TOPIC

Public Meeting Access

In a made-up town, a 2001 mayor's letter says, "Let only people in the room speak at council meetings to keep comments orderly." A 2026 accessibility group's post says, "Let people speak by video so more residents can take part." How might each author's time and viewpoint shape their purpose and conclusion?

TOPIC

Downtown Parking

In a made-up town, a 2026 shop owner's sign says, "Keep curbside parking so customers can stop nearby." A 2026 bus riders' post says, "Use that curb space for a bus stop so riders can reach downtown." How might each group's experience shape its purpose and conclusion?

ROLE CARDS · one per player

ROLE

Context Scout

Watch for how an author's time or lived experience may shape the message.

ROLE

Claim Tracker

Track what each author wants and which reasons appear in the messages.

ROLE

Question Catcher

Ask a follow-up question when a speaker's meaning or evidence needs clarification.

ROLE

Round Keeper

Watch the timer and invite a final comparison if time allows.

MOVE CARDS · deal 4 to each player

MOVE CARD

PURPOSE LENS

"Because this author writes from ____, their purpose may be ____"

MOVE CARD

PURPOSE LENS

"The words "____" suggest this author wants readers to ____"

MOVE CARD

EVIDENCE CHECK

"The message supports its claim with ____, but it leaves out ____"

MOVE CARD

EVIDENCE CHECK

"I would be more convinced if we knew ____"

MOVE CARD

LISTENING QUESTION

"I heard you say ____; what in the message led you there?"

MOVE CARD

LISTENING QUESTION

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

MOVE CARD

HONEST SYNTHESIS

"We seem to agree on ____, while we still differ on ____"

MOVE CARD

HONEST SYNTHESIS

"After hearing ____, I still think ____ because ____"

Cards last longer on thick paper.

Perspective in Play

RUNNING THE ROUNDS

Use the topic cards as short, fictional texts, and run another eight-minute round with a new topic if time allows. There is no required conclusion or number of cards played. If participation is uneven, invite quieter students to explain a phrase from either message without requiring them to play a card.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	Because this author writes from a 1998 town office, their purpose may be to persuade residents that an early closing time will protect nearby homes.
Milo	The message supports its claim with a reason about noise, but it leaves out whether noise is a problem at that park.
Chen	I heard you say the notice lacks proof of a noise problem; what in the message led you there?
Milo	It gives no examples or numbers. The youth post also gives a reason, but it does not say how many teens would use the park.
Ava	We seem to agree on needing more information, while we still differ on which closing time we would support.

LISTEN FOR

- Links an author's time or experience to a likely purpose without treating that link as certain
- Points to exact wording when explaining a stated or implied purpose
- Distinguishes a reason in a message from evidence that would test it
- Asks a question about a peer's interpretation and reports agreement or differences accurately

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