LESSON MAKER PRO

Source Moves

Test claims, sources, and conclusions together

HIGH SCHOOL · USG.P.3

USG.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 fictional practice sources.
2. Use only details the sources actually give.
3. Ask questions before assuming a source is wrong.
4. You may agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its sources.
2. Take one ROLE each. With three players, share Bridge Builder.
3. Shuffle three copies of the MOVE cards. Deal four to each player.
4. Discuss for eight minutes. Play a card only when you use its starter.
5. Stop at eight minutes. Leave unused cards and check your reflections.

AFTER THE ROUND Check what you did

- [ ] I used a specific word or number from a source.
- [ ] I considered who made a source and why.
- [ ] I asked or answered a question about a claim.
- [ ] I can explain why I kept or changed my view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Later School Start

Mock 2025 student council survey chart: 49 of 80 respondents favor a later start. Mock 2025 principal email: "A later start would shift bus routes." What conclusion can you defend, and what remains unknown?

TOPIC

Phones in Class

Mock 2025 teacher notice: "Phones stay in bags during lessons." Mock 2025 student newspaper column: "The rule helps focus but can delay family messages." How do these sources shape your understanding of the rule?

TOPIC

Lunch Choices

Mock 2025 cafeteria menu image: "Vegetarian option offered Monday through Friday." Mock 2025 student review post: "The vegetarian line sold out on Tuesday." What can you conclude about access to vegetarian lunches?

ROLE CARDS · one per player

ROLE

Source Scout

Watch who made each source, when, and for what possible purpose.

ROLE

Evidence Finder

Point to exact words or numbers that support each claim.

ROLE

Viewpoint Spotter

Notice where the sources emphasize different concerns.

ROLE

Bridge Builder

Invite questions and state where the group agrees or still differs.

MOVE CARDS · deal 4 to each player

MOVE CARD

QUOTE EVIDENCE

"The source says ____, which supports ____"

MOVE CARD

READ DATA

"The chart or image shows ____, but it cannot tell us ____"

MOVE CARD

CHECK ORIGIN

"Because ____ made this in ____, I would check ____"

MOVE CARD

CHECK PURPOSE

"This source may emphasize ____ because ____"

MOVE CARD

PROBE CLAIM

"What does ____ tell us about ____?"

MOVE CARD

SUM UP

"Our evidence supports ____; we agree or differ because ____"

Cards last longer on thick paper.

Source Moves

RUNNING THE ROUNDS

Run each round for eight minutes, then rotate the topic and roles if time allows. If participation is uneven, invite an unused-card holder to speak without requiring a card play.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The survey chart says 49 of 80 respondents favor a later start, which supports saying most respondents favor it.
Leo	Because the student council made this in 2025, I would check who answered the survey.
Ari	The principal's email says a later start would shift bus routes, which supports saying schedules would change.
Nia	What does the email tell us about whether shifting bus routes would be difficult?
Maya	Our evidence supports saying most survey respondents favor a later start; we agree because 49 of 80 favor it, while bus-route difficulty remains unknown.

LISTEN FOR

- Exact words or numbers used to support a claim
- Author, date, or source type used to assess a claim
- A distinction between what evidence shows and what remains unknown
- Questions that test a claim without inventing disagreement

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