LESSON MAKER PRO

Claim Lens

Read two claims. Look behind the words.

HIGH SCHOOL · USH.P.3.2

USH.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. Treat each claim as a viewpoint, not a proven fact.
2. Listen before you respond.
3. Use reasons and possible evidence.
4. You may agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Pick a TOPIC card and read both claims aloud.
2. Take one ROLE card each. With three players, everyone shares the Echo Keeper job.
3. Shuffle copies of the six MOVE cards and deal four to each player.
4. When a starter fits what you mean, finish it aloud and play that card.
5. Stop after eight minutes, even if cards remain. Note any agreement, open questions, or views you still hold.

AFTER THE ROUND Check what you did

- [ ] I linked a claim to its writer's time or community.
- [ ] I considered a writer's purpose or possible bias.
- [ ] I named evidence that could test a claim.
- [ ] I listened and noted where our group stands.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Dress Code Views

Imagine a 1990 student writes, "Our dress code shows respect." A student today writes, "Our dress code is unfair." How might their times shape their purposes, and what evidence would help you judge their claims?

TOPIC

Phone Rule

A student writes, "Phones help us reach family." A teacher writes, "Phones interrupt learning." How might their roles shape what each emphasizes, and what evidence would help you judge their claims?

TOPIC

School Holidays

One parent writes, "The school calendar respects our traditions." Another writes, "Our traditions are left out." How might their experiences shape their purposes, and what would you need to know?

ROLE CARDS · one per player

ROLE

Context Scout

Watch for how a writer's time or community may shape a claim.

ROLE

Purpose Sleuth

Look for what each writer wants readers to think and what the writer may overlook.

ROLE

Proof Finder

Ask what evidence could support or challenge each claim.

ROLE

Echo Keeper

Restate ideas, ask follow-up questions, and track where the group stands.

MOVE CARDS · deal 4 to each player

MOVE CARD

CONTEXT LENS

"The writer's time or community may shape their claim by ____."

MOVE CARD

PURPOSE LENS

"Given this writer's background, they may want readers to ____."

MOVE CARD

EVIDENCE TEST

"I would test this claim by looking for ____."

MOVE CARD

BIAS CHECK

"One view this writer may leave out is ____."

MOVE CARD

LISTEN ASK

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

MOVE CARD

COMPARE CLAIMS

"The two writers may reach different conclusions because ____."

Cards last longer on thick paper.

Claim Lens

RUNNING THE ROUNDS

Print enough copies of the six MOVE cards to deal four per player, and rotate roles in later rounds. If participation is uneven, invite a quieter player to use a fitting card, but do not require anyone to play all four or change a supported view.

WHAT A STRONG ROUND SOUNDS LIKE

Ana	Given the 1990 student's background, they may want readers to see the dress code as a sign of respect.
Bo	One view this writer may leave out is how the rule affected students who could not afford certain clothes.
Cai	I heard you say cost might matter; what makes you think that?
Bo	I would test this claim by looking for the actual rules and student accounts from 1990.
Ana	The two writers may reach different conclusions because they weigh respect and fairness differently. We agree that we need the rules and student accounts before judging.

LISTEN FOR

- Connects a writer's purpose to time, community, or role
- Identifies a possible blind spot without treating it as fact
- Names evidence that could test a specific claim
- Restates a peer's idea and asks a relevant question

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