LESSON MAKER PRO

Source Moves

Read short claims, test the evidence, and discuss what holds up.

HIGH SCHOOL · USH.P.3

USH.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 excerpts as made-up sources, not facts about your school.
2. Point to exact words when you make a claim about a source.
3. Listen before responding, and ask when a claim needs support.
4. You may agree, differ, or keep your view if the evidence supports it.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one TOPIC card.
2. Take one ROLE card each. With three players, share the fourth job.
3. Make three copies of each MOVE card. Shuffle and deal four to each player.
4. Discuss the topic for eight minutes. Play a card only when you genuinely use its starter.
5. Stop at eight minutes, even with cards left. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I used exact words from a source.
- [ ] I considered an author's perspective or a source's origin.
- [ ] I asked a question or listened and responded to one.
- [ ] I separated a supported conclusion from an open question.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Late Bus

Rider, Oct. 3: "My bus came 20 minutes late." Student blog, Oct. 4: "The bus system is unreliable." What does each source support, and what remains unknown?

TOPIC

Lunch Line

Student, Oct. 3: "I waited 12 minutes for lunch." School post, Oct. 4: "Lunch lines move quickly." How might each author's perspective shape the claim, and what would help you evaluate it?

TOPIC

Start Time Poll

Class poll, Oct. 3: "8 of 12 prefer a later start." Student post, Oct. 4: "Everyone wants a later start." How does the poll affect your reading of the post?

ROLE CARDS · one per player

ROLE

Quote Finder

Point out exact words that support or limit a claim.

ROLE

Origin Sleuth

Notice who made each source, when, and why that may matter.

ROLE

Gap Finder

Ask what a source does not tell the group.

ROLE

Bridge Builder

Track what the group agrees on and what remains unresolved.

MOVE CARDS · deal 4 to each player

MOVE CARD

QUOTE EVIDENCE

"The exact words "____" support that claim."

MOVE CARD

CHECK WORDING

"The phrase "____" does not show that by itself."

MOVE CARD

CHECK ORIGIN

"The source's author or origin matters because ____."

MOVE CARD

TEST SCOPE

"This source tells us ____, but not the whole picture."

MOVE CARD

ASK MORE

"What evidence would help us check ____?"

MOVE CARD

SUM UP

"Based on both sources, we can say ____; what remains open is..."

Cards last longer on thick paper.

Source Moves

RUNNING THE ROUNDS

Run an eight-minute round, then switch topic and roles if time allows. Do not require every card to be played; invite quieter students to use a fitting move without forcing disagreement or a change of view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The exact words "My bus came 20 minutes late" support that this rider had a delay.
Leo	The source's author or origin matters because the rider reports one trip, while the blog makes a claim about the whole system.
Nia	What evidence would help us check whether delays happen often?
Maya	Bus arrival records from several days would help. The phrase "The bus system is unreliable" does not show that by itself.
Leo	Based on both sources, we can say one rider reported a 20-minute delay; what remains open is how often buses run late.

LISTEN FOR

- Exact quoted words tied to a narrow claim
- Author, date, or origin used to evaluate a source
- Questions about missing evidence or broad claims
- A conclusion that preserves agreement or uncertainty

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