LESSON MAKER PRO

Perspective Play

Read two views, then test their reasoning.

HIGH SCHOOL · WG.P.3.2

WG.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. Listen without interrupting.
2. Point to a speaker's words before judging a claim.
3. Ask questions instead of guessing a speaker's motives.
4. You may agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose a TOPIC card and read both messages aloud.
2. Take one ROLE each. With three players, share Question Keeper.
3. Shuffle three copies of the MOVE cards. Deal four to each player.
4. Set a seven-minute timer. Play a card when you truly use its starter.
5. Stop when time ends. Leave unused cards and check the reflections.

AFTER THE ROUND Check what you did

- [ ] I considered how experience may shape a speaker's purpose.
- [ ] I checked a claim for support or a blind spot.
- [ ] I listened and asked a useful question.
- [ ] I can explain why I kept or changed my view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Phone Rules

A student who cares for a younger sibling says, "I need my phone on so home can reach me." A teacher says, "Alerts pull attention from class, even when phones stay in pockets." How might their experiences shape their purposes, and what evidence would help you judge their claims?

TOPIC

Lunch Choices

A student whose family avoids pork says, "I cannot eat the main lunch on many days." A cafeteria manager says, "More daily choices could raise costs and food waste." How might their perspectives shape their purposes, and what evidence would help you judge their claims?

TOPIC

Library Hours

A student who works after school says, "Late library hours give me a quiet place to study." A librarian says, "Without more staff, longer hours could reduce help during the day." How might their experiences shape their purposes, and what evidence would help you judge their claims?

ROLE CARDS · one per player

ROLE

Context Scout

Notice how each speaker's experience may shape their purpose.

ROLE

Evidence Checker

Track what supports each claim and what is missing.

ROLE

View Tracker

Compare conclusions and watch for possible blind spots.

ROLE

Question Keeper

Listen closely and ask when a group member's meaning is unclear.

MOVE CARDS · deal 4 to each player

MOVE CARD

TRACE PURPOSE

"Coming from ____, this speaker may want ____."

MOVE CARD

TRACE PURPOSE

"Because ____ matters to this speaker, the goal may be ____."

MOVE CARD

TEST SUPPORT

"The claim that ____ is supported by ____, but it leaves out ____."

MOVE CARD

COMPARE VIEWS

"Both discuss ____, but they reach different conclusions because ____."

MOVE CARD

CHECK MEANING

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

MOVE CARD

SUM UP

"We ____ on ____; the strongest reason so far is ____."

Cards last longer on thick paper.

Perspective Play

RUNNING THE ROUNDS

Run seven-minute rounds, changing topics and reshuffling the move cards. If participation is uneven, invite quieter players to use a relevant card, but do not require every card to be played or any student to change their view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Coming from caring for a younger sibling, this speaker may want a rule that keeps family calls possible.
Leo	The claim that phones need to stay on is supported by the student's family duty, but it leaves out whether the office could relay messages.
Nia	When you said the office could relay messages, did you mean during every class?
Leo	Both discuss phones in class, but they reach different conclusions because the student stresses family contact while the teacher stresses attention.
Maya	We agree on keeping family contact possible; the strongest reason so far is the student's caregiving duty. I still favor allowing silent phones.

LISTEN FOR

- Connects a speaker's experience to a possible purpose without claiming to know their motives
- Separates a claim from its support and names missing evidence
- Explains why speakers reach different conclusions about the same issue
- Asks a clarifying question and summarizes agreement or unresolved differences honestly

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