LESSON MAKER PRO

Source Moves

Test claims, trace sources, and listen closely.

HIGH SCHOOL · WG.P.3

WG.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. Use the made-up sources on your TOPIC card as evidence. Do not add facts.
2. Play a MOVE card only when its starter helps you make a real point.
3. Listen without interrupting, and ask when a point is unclear.
4. You may agree, leave a difference unresolved, or keep your view if evidence supports it.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its sources and question together.
2. Each player takes one ROLE card. With three players, share the fourth role by dividing its checks among you.
3. Make two copies of each MOVE card, shuffle all 16, and deal four to each player.
4. Discuss the question. When you genuinely use a starter, place that MOVE card in the middle.
5. Stop after 8 minutes, even if cards remain. State what the sources support and where your views stand, then check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I used exact words or numbers from a source.
- ☐ I considered who made a source or when it was made.
- ☐ I noticed something a source did not show.
- ☐ I listened to another view before stating where I stand.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Lunch Line Claims

Practice sources: School website, September 2025: "Average lunch wait fell from 12 minutes to 8 minutes in September." Student blog, October 2025: "On Fridays, our line still takes 15 minutes." What can you conclude about lunch waits from these sources, and what remains uncertain?

TOPIC

Bike Rack Debate

Practice sources: Student council chart, 2025, based on 50 student replies, with each block representing 5 replies: More racks [redacted] 30; no more racks [redacted] 20. Principal's email, 2025: "The bike racks are rarely full at 8 a.m." What does each source show about the need for more bike racks, and what would you need to know before deciding?

TOPIC

Club Growth

Practice sources: Club leader's statement at a school meeting, 2025: "Our club doubled its membership this year." Activities office roster, 2025: "Last year: 6 members. This year: 12 members." What do these sources support about this club, and what would you ask before making a claim about all school clubs?

ROLE CARDS · one per player

ROLE

Detail Detective

Watch for exact words or numbers that support each claim.

ROLE

Source Sleuth

Check who made each source, when it was made, and how that might shape it.

ROLE

Format Scout

Notice what a chart, post, email, or spoken statement shows and leaves out.

ROLE

Listening Link

Check that speakers understand one another and invite questions about unclear points.

MOVE CARDS · deal 4 to each player

MOVE CARD

EVIDENCE CHECK

"A detail I can point to is ____, and it supports my claim."

MOVE CARD

EVIDENCE CHECK

"The exact words or numbers that support my claim are ____."

MOVE CARD

SOURCE CHECK

"The author or group behind this is ____, which may shape what gets included."

MOVE CARD

SOURCE CHECK

"The date or origin of this source matters because ____."

MOVE CARD

VIEWPOINT CHECK

"One possible reason these sources emphasize different things is ____."

MOVE CARD

FORMAT CHECK

"This chart, post, email, or spoken statement leaves out ____."

MOVE CARD

LISTEN BACK

"I heard you say ____; is that what you meant?"

MOVE CARD

SYNTHESIS CHECK

"Our views ____, and a source detail that matters is ____."

Cards last longer on thick paper.

Source Moves

RUNNING THE ROUNDS

Run one 8-minute round per topic and reshuffle the 16 MOVE cards between rounds. Do not require every card to be played; invite quieter students to speak without asking them to force an inapplicable move. Accept full agreement, unresolved differences, or an unchanged view when students explain each with source evidence.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The author or group behind this is the school, which may shape what gets included.
Leo	The exact words or numbers that support my claim are "On Fridays, our line still takes 15 minutes." A lower average may not describe Fridays.
Nia	I heard you say the average could drop while Fridays stay slow; is that what you meant?
Leo	Yes. This post leaves out wait times for each Friday, so I cannot tell how often the wait is 15 minutes.
Maya	Our views match, and a source detail that matters is the website's 8-minute September average alongside the blog's claim of 15 minutes on Fridays.

LISTEN FOR

- Claims tied to exact quotations, chart values, or roster counts
- Attention to a source's author, date, origin, and possible purpose
- Questions that test what a source cannot establish
- Accurate restatement of a peer's point before a supported conclusion

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