LESSON MAKER PRO

# Evidence on the Table

*Use what you know to test ideas together.*

**HIGH SCHOOL · 11-12.SL.1**

**11-12.SL.1** "Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively..."

**NAME** _____ **DATE** _____

## OUR GROUND RULES Read together first

1. Use real examples you know, and say when a claim needs checking.
2. Let each person finish. Question ideas, not people.
3. You may agree, disagree, or keep your view if your reasons support it.
4. Play a card only when its starter fits what you truly mean.

## HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and set a goal for what your group will decide or explore.
2. Take one ROLE card each. With three players, use the first three roles and share the fourth job.
3. Shuffle enough copies of the eight MOVE cards to deal four to each player.
4. Set a seven-minute timer. As you discuss, use a starter when it fits, then play that card to the middle.
5. Stop when the timer rings, even if cards remain. Check the reflection statements.

## AFTER THE ROUND Check what you did

- [ ] I used a real example or explained what evidence was missing.
- [ ] I asked or answered a question about a reason or evidence.
- [ ] I made room for another view without forcing disagreement.
- [ ] I described agreement or differences without pretending to change my mind.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

## Group Project Grades

How should group projects balance a shared grade with each person's work?

**TOPIC**

## Phone Breaks

What phone-use policy during study periods would support both focus and students' needs?

**TOPIC**

## Lunch Line Changes

What change to the lunch line would best improve both fairness and speed?

**ROLE CARDS** · one per player

**ROLE**

### Evidence Scout

Notice when someone uses a specific example and when a claim still needs checking.

**ROLE**

### Reason Tester

Ask how the group's reasons and examples support its conclusions.

**ROLE**

### Voice Opener

Make room for each person's view without asking anyone to invent a different opinion.

**ROLE**

### Thread Weaver

Track where views agree or differ and what the group still needs to know, if anything.

**MOVE CARDS** · deal 4 to each player

**MOVE CARD**

**NAME EVIDENCE**

"From ____, I noticed ____."

**MOVE CARD**

**OFFER EXAMPLE**

"One example I can point to is ____."

**MOVE CARD**

**PROBE REASONING**

"How does ____ support your point that ____?"

**MOVE CARD**

**TEST EVIDENCE**

"What evidence would change your mind about ____?"

**MOVE CARD**

**INVITE VOICE**

"We haven't heard from ____ on ____; what do you think?"

**MOVE CARD**

**CLARIFY MEANING**

"When you say ____, do you mean ____?"

**MOVE CARD**

**TRACE VIEWS**

"So far, I hear ____; what still needs checking is ____."

**MOVE CARD**

**IDENTIFY GAP**

"To check that claim, we'd need ____."

Cards last longer on thick paper.

# Evidence on the Table



## RUNNING THE ROUNDS

Print enough MOVE card sets to deal four cards per student, and run additional seven-minute rounds with a new topic or new roles. If participation is uneven, ask the Voice Opener to invite a speaker, but do not require equal card counts or force anyone to disagree. Unused cards and an evidence-supported unchanged view are valid outcomes.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Ada** | From my last group project, I noticed one person edited the whole draft after we split the writing. A shared grade missed that extra work. |
| **Bo** | What evidence would change your mind about a shared grade missing extra work? |
| **Ada** | A record showing that everyone contributed about the same amount in different ways would change my mind. |
| **Cam** | We haven't heard from Dia on how work gets divided; what do you think? |
| **Dia** | One example I can point to is our presentation: one person did less drafting but practiced for hours. So far, I hear that different kinds of work matter; what still needs checking is whether a short individual reflection would show that work fairly. |

## LISTEN FOR

- Specific firsthand examples, with limits or gaps acknowledged
- Questions that test how evidence supports a conclusion
- Invitations that give quieter students room to speak
- Accurate summaries of agreement, differences, and needed information

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