

Evidence Relay

Build a shared recommendation from information you can trust.

GRADE 10 • 10.C.1.A.vii

10.C.1.A.vii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes: Assessing, evaluating critically, and using information accurately for a common purpose or goal."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use information you can explain or verify.

2 Separate facts, observations, and guesses.

3 Challenge ideas, not people.

4 Help the group reach one clear response.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the group task aloud.
2. Print two sets of Move cards, shuffle them, and deal four cards to each player. Each player takes one Role card.
3. Talk about what information your group knows, can verify, or must label as unknown.
4. When you genuinely use a Move card starter, finish the sentence and place the card in the middle.
5. Keep talking until every dealt card is played, then agree on a response and complete the reflection.

AFTER THE ROUND Check what you did

☐ I named where information came from.

☐ I separated what we knew from what we assumed.

☐ I checked whether information helped our shared goal.

☐ I used accurate information to help build our response.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Focus What fair phone-use guideline should the school adopt during class, using only information your group can verify or clearly label as unknown?	Food Waste What practical plan could reduce food waste at school, using only information your group can verify or clearly label as unknown?	Study Load What one change could make homework planning more manageable for tenth graders, using only information your group can verify or clearly label as unknown?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Evidence Tracker Keep a short list of claims the group can verify and where each claim came from.	Accuracy Checker Ask the group to separate firsthand observations, facts, and assumptions.	Goal Keeper Bring the discussion back to the topic task when ideas do not help the shared goal.	Voice Host Make space for each person to speak and invite a quieter group member into the discussion.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CHECK SOURCE “How do we know that ____?”	CHECK SOURCE “What is the source for ____?”	CONFIRM FACT “What we can confirm is ____.”	CONFIRM FACT “One fact we can verify is ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
FLAG UNKNOWN “We should not treat ____ as a fact because ____.”	GOAL LINK “For our shared goal, ____ matters because ____.”	COMPARE VALUE “Compared with ____, this information is more useful because ____.”	BUILD PLAN “Based on what we can verify, we should ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Use one Topic card per round and require students to play only cards they use meaningfully in the discussion. For groups of three, leave the extra four cards undealt. If one student dominates, have the Voice Host pause the discussion until each member has contributed at least one played card.

WHAT A STRONG ROUND SOUNDS LIKE

Dev	How do we know that unopened fruit is often left after lunch?
Ari	What we can confirm is that I saw unopened fruit on tables on two different lunch days.
Leah	We should not treat all students as wasting fruit as a fact because we only observed a few tables.
Dev	For our shared goal, finding out how much unopened food is left matters because it could help us choose a realistic plan.
Ari	Based on what we can verify, we should ask cafeteria staff what unopened food can safely be returned and count it for one lunch period.

LISTEN FOR

- Students name a source, observation, or limit on a claim.
- Students revise broad claims into claims they can support.
- Students explain why information is useful for the group goal.
- Students build a recommendation from verified information.

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