



## 6.9 Card Matching Game

*This activity develops critical reading and evidence evaluation skills. Students will begin with a set of untagged cards and find pairs of cards that directly refute one another. This activity emphasizes using evidence in direct refutation and critically reading arguments in a text.*

### Time Allotment

30-45 minutes

### Objectives

By the end of this activity, students will:

- develop skills in critical reading.
- be introduced to using evidence to directly respond to arguments.
- develop skill in identifying and applying the major arguments in a text.

### Materials and Preparation

A set of untagged pieces of evidence with citations (10-12) for every 3-5 students in your class. Label each piece of evidence with a number so that when you discuss solutions as a class, students can refer to pieces of evidence by number. Each group of 3-5 students should have an identical set of evidence with the same numbers.

The set of evidence should contain pairs of cards with arguments that refute each other. For example, a uniqueness and a non-uniqueness card for a particular disadvantage, a solvency card and a solvency turn for a particular affirmative case, etc. There should be 5-6 of these pairs in the set of evidence that students will identify. All cards should be evidence that students might use in debates on the current resolution.

### Method

Divide the class into groups of 3-5 students and give each group one of the sets of evidence.

With their evidence set, each group of students should:

- read each piece of evidence.
- write an informal tag line (5-7 words) that sums up the major argument in the card.
- match each card with the card that directly refutes it. Write the numbers of the pairs of cards on a separate sheet of paper.

Wrap-up:

Compare the pairs and tags that groups came up with as a class. If there are different solutions, have group members explain their reasoning and decide as a class which solution is best.