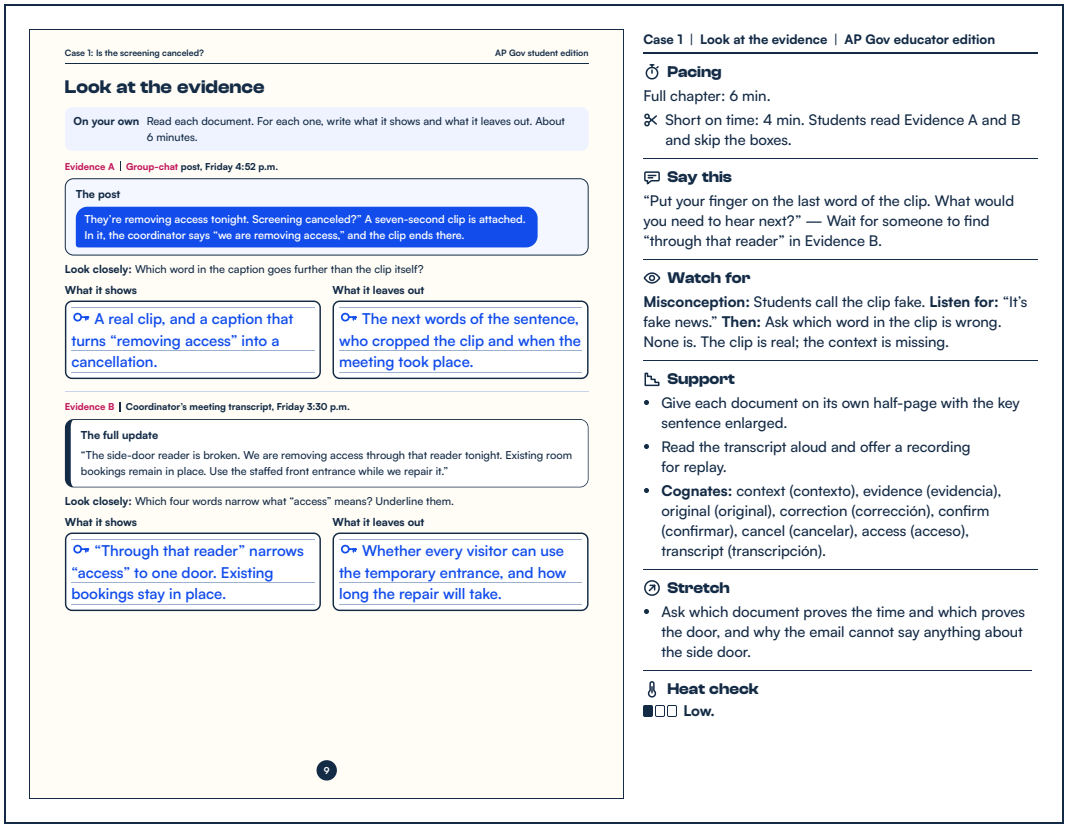
Educator edition

AP United States Government and Politics

AP United States Government and Politics classes; use strong-fit cases in unit teaching and partial-fit cases only as hooks.

19 cases



Case 1: Is the screening canceled? AP Gov student edition

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 6 minutes.

Evidence A | Group-chat post, Friday 4:52 p.m.

The post

They're removing access tonight. Screening canceled?" A seven-second clip is attached. In it, the coordinator says "we are removing access," and the clip ends there.

Look closely: Which word in the caption goes further than the clip itself?

What it shows	What it leaves out
A real clip, and a caption that turns "removing access" into a cancellation.	The next words of the sentence, who cropped the clip and when the meeting took place.

Evidence B | Coordinator's meeting transcript, Friday 3:30 p.m.

The full update

"The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it."

Look closely: Which four words narrow what "access" means? Underline them.

What it shows	What it leaves out
"Through that reader" narrows "access" to one door. Existing bookings stay in place.	Whether every visitor can use the temporary entrance, and how long the repair will take.

9

Case 1 | Look at the evidence | AP Gov educator edition

Pacing

Full chapter: 6 min.

Short on time: 4 min. Students read Evidence A and B and skip the boxes.

Say this

"Put your finger on the last word of the clip. What would you need to hear next?" — Wait for someone to find "through that reader" in Evidence B.

Watch for

Misconception: Students call the clip fake. **Listen for:** "It's fake news." **Then:** Ask which word in the clip is wrong. None is. The clip is real; the context is missing.

Support

- Give each document on its own half-page with the key sentence enlarged.
- Read the transcript aloud and offer a recording for replay.
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

Stretch

- Ask which document proves the time and which proves the door, and why the email cannot say anything about the side door.

Heat check

■□□ Low.

1. The student page, reduced, with the same page number as in the student edition.
2. Sample answers are blue, italic and start with a key symbol.
3. The educator column names the case, the page and this edition.
4. Blocks for this page, always in the same order.

How to use this educator edition

Each sheet shows one student page on the left and notes for you on the right. Student pages keep their page numbers in this book. Each case starts with a Case plan sheet.

The educator column

Pacing Minutes for the full chapter, and what to cut when you have one period.

Say this Prompts to read aloud, with a note on how to use each one.

Stop and think On reading passage pages: the passage questions and where each one falls.

Watch for A likely misconception, what it sounds like and what to do next.

Support Scaffolds, sentence frames and English and Spanish cognates.

Stretch A harder question or extension for students who are ready.

Heat check How likely the page is to start a hard conversation, and how to cool it down.

Standards The standards the task practices, on the task page.

Answer key Answers that are not printed on the student page.

Answers

A sample answer Each answer is a complete response a strong student could write. Your students' wording will differ.

Heat check

■□□ **Low:** most students can discuss this without personal stakes.

■■□ **Medium:** the talk can turn personal. Use the cool-down.

■■■ **High:** plan the cool-down before class.

Plan the course

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
1 Is the screening canceled?	Write an argument essay: has social media made citizens better or worse informed about decisions that affect them? Use the Common Room rumor as a local example.	Argument essay, 40 minutes	95	50	SPJ Code of Ethics	Partial
2 Does the worksheet show what Dec knows?	Concept application: explain how IDEA shows federalism at work. Congress attaches conditions to federal education funds, the Department of Education writes regulations like the evaluation rule, and states and districts carry it out.	Concept-application response (three parts, about 300 words)	69	40	CEC Ethical Principles and Practice Standards	Strong
4 Who gets a say when a shared room changes?	Argument essay: which is more effective at influencing a decision-making body, individual public comment or organized groups? Use the Common Room board as your local example.	Argument essay, 40 minutes	98	50	ASPA Code of Ethics	Partial
5 Why is my deposit smaller than what I earned?	Quantitative analysis plus ideology: use a chart from the Social Security Trustees Report (teacher-selected) to describe a trend, then explain how liberal, conservative and libertarian perspectives might respond to that trend.	Quantitative analysis response plus one ideology paragraph (about 400 words)	70	45	PayrollOrg Code of Ethics	Partial

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
6 What can your family see in your college records?	Concept application: FERPA applies to schools that receive U.S. Department of Education funds. Explain how Congress uses conditions on spending to set privacy rules, and how a statutory privacy right differs from a constitutional one.	Concept-application response, about 300 words	63	40	AACRAO Ethics and Practice	Strong
7 Did one complaint get the novel banned?	SCOTUS comparison: compare Tinker v. Des Moines (1969) with Island Trees School District v. Pico (1982). Explain the shared First Amendment issue in schools, the differences in facts, and why Pico's lack of a majority opinion matters.	SCOTUS comparison response, about 350 words	63	40	ALA Code of Ethics	Strong
8 Is it a recommendation or an ad?	Concept application: the FTC is an independent regulatory agency. Explain how it uses guidance and enforcement to shape influencer disclosure, and how that differs from Congress passing a law.	Concept-application response, about 350 words	77	45	FTC Endorsement Guides (16 CFR Part 255)	Partial
9 What is on your ballot, and where do you check?	SCOTUS comparison: compare Baker v. Carr (1962) with Reynolds v. Sims (1964). Explain how each shaped the "one person, one vote" principle and why district lines help determine which contests appear on a person's ballot.	SCOTUS comparison response, about 350 words	74	40	SPJ Code of Ethics	Strong

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
10 Whose job is it to fix the blocked route?	Concept application: the ADA (1990) is civil rights legislation, and it is often cited as an example of a federal mandate on state and local governments. Explain both ideas and apply them to the blocked route.	Concept-application response, about 300 words	74	40	ASPA Code of Ethics	Strong
11 Why are Jordy and Gia paid different rates?	Concept application: explain how the Equal Pay Act (1963) and Title VII (1964) extended civil rights into the workplace, and how the EEOC enforces them. Apply the concepts to Jordy's question.	Concept-application response, about 300 words	70	40	SHRM Code of Ethics	Strong
12 When can a school limit what students say?	SCOTUS comparison: compare Tinker v. Des Moines (1969) with Mahanoy Area School District v. B.L. (2021). Explain the similarity in the constitutional question, how the facts differ, and how the reasoning would apply to Anika's wear-blue plan.	SCOTUS comparison response (three parts, about 350 words)	69	40	ABA Model Rules of Professional Conduct	Strong
13 Can the crew cut waste before it reaches the bin?	Concept application: explain how waste policy shows federalism. EPA sets national frameworks, states regulate, and cities run collection. Apply this to the crew's cups.	Concept-application response, about 300 words	69	40	FTC Green Guides (16 CFR Part 260)	Partial

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
14 Does giving credit let the crew use the song?	Concept application: the Constitution gives Congress power "to promote the Progress of Science and useful Arts" by securing to authors exclusive rights for limited times (Article I, Section 8). Explain this enumerated power and how Congress and courts shaped fair use.	Concept-application response, about 300 words	77	40	AIGA Standards of Professional Practice	Partial
15 Is Rafa's unpaid internship really a job?	Concept application: Congress passed the Fair Labor Standards Act, and the Department of Labor interprets it through guidance like Fact Sheet 71. Explain bureaucratic discretion and how it affects Rafa's offer.	Concept-application response, about 300 words	77	40	NACE Principles for Ethical Professional Practice	Partial
16 Who wrote the new building rule?	Concept application: explain how the Fair Housing Act (1968), and its 1988 amendments adding disability and familial status, show Congress extending civil rights through legislation. Apply this to Sami's request.	Concept-application response, about 300 words	77	40	ABA Model Rules of Professional Conduct	Strong
17 How should the crew give out ten free seats?	Concept application: explain how the crew's lottery and needs-based options reflect two American values, equality of opportunity and concern for outcomes, and how ideologies weigh them differently.	Concept-application response, about 300 words	67	40	The Belmont Report	Partial

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
18 Why is the theater curtain still falling apart?	Quantitative analysis: use the NCES revenue table (federal, state and local shares by state) to describe a pattern, and explain what it shows about fiscal federalism in education.	Quantitative analysis response (about 300 words)	67	40	ASPA Code of Ethics	Strong
19 What should Gia say in her two-minute comment?	Argument essay: which form of participation is most effective for young people: voting, public comment, protest or joining an interest group?	Argument essay, 40 minutes	79	50	ASPA Code of Ethics	Strong
20 Can the crew post this image as true?	Argument essay: should government regulate AI-generated images of public events, or leave it to platforms and users?	Argument essay, 40 minutes	79	50	RTDNA Code of Ethics	Partial

Standards in this edition

Common Core codes come from our standards map for this grade band. Each code links to its official page.

Argumentation AP United States Government and Politics. Skill category 5: develop an argument in essay form. **Cases 1, 4, 19 and 20**

Concept Application AP United States Government and Politics. Skill category 1: apply political concepts and processes to scenarios. **Cases 2, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17 and 18**

Data Analysis AP United States Government and Politics. Skill category 3: analyze and interpret numbers shown in tables, charts, graphs, maps and infographics. **Cases 5 and 18**

SCOTUS Application AP United States Government and Politics. Skill category 2: apply Supreme Court decisions to new situations. **Cases 7, 9 and 12**

Source Analysis AP United States Government and Politics. Skill category 4: read and interpret foundational documents and other written and visual sources. **Cases 1 and 19**

Unit 1: Foundations of American Democracy AP United States Government and Politics. The course unit on the ideas behind U.S. government, the Constitution and federalism. **Cases 2, 4, 6, 10, 13, 14, 17 and 18**

Unit 2: Interactions Among Branches of Government AP United States Government and Politics. The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. **Cases 2, 8, 9, 11, 13, 14, 15 and 16**

Unit 3: Civil Liberties and Civil Rights AP United States Government and Politics. The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. **Cases 6, 7, 8, 10, 11, 12, 16 and 20**

Unit 4: American Political Ideologies and Beliefs AP United States Government and Politics. The course unit on how Americans form political beliefs and how ideologies shape views on policy. **Cases 5, 15 and 17**

Unit 5: Political Participation AP United States Government and Politics. The course unit on voting, political parties, interest groups, elections and the media. **Cases 1, 4, 9, 19 and 20**

D2.Civ.1.9-12 C3 Framework. Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. **Cases 9 and 19**

D2.Civ.10.9-12 C3 Framework. Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. **Cases 7, 12 and 14**

D2.Civ.11.9-12 C3 Framework. Evaluate how well different government decision-making procedures meet their civic purposes at each level. **Cases 17 and 18**

D2.Civ.12.9-12 C3 Framework. Analyze how people use and challenge laws at different levels to address public issues. **Cases 5, 6, 7, 10, 11, 14, 15 and 16**

D2.Civ.13.9-12 C3 Framework. Evaluate public policies by their intended and unintended outcomes and consequences. **Cases 2, 4, 5, 10, 15, 16 and 18**

D2.Civ.14.9-12 C3 Framework. Analyze past, present and emerging ways of changing society, promoting the common good and protecting rights. **Case 11**

D2.Civ.2.9-12 C3 Framework. Analyze the role of citizens in the U.S. political system, including how participation has changed over time. **Case 9**

Standards in this edition, continued

D2.Civ.3.9-12 C3 Framework. Analyze how constitutions, laws, treaties and international agreements affect national and international order. **Case 14**

D2.Civ.4.9-12 C3 Framework. Explain how the U.S. Constitution sets up a government whose powers and limits have changed and are still debated. **Case 12**

D2.Civ.6.9-12 C3 Framework. Critique the relationships among governments, civil society and markets. **Cases 8, 15 and 16**

D2.Civ.9.9-12 C3 Framework. Use fitting deliberative processes in different settings. **Cases 4, 17 and 19**

D2.His.1.9-12 C3 Framework. Evaluate how events were shaped by their time and place and by the wider historical context. **Case 11**

D3.1.9-12 C3 Framework. Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. **Cases 1, 6 and 9**

D3.2.9-12 C3 Framework. Judge a source's credibility by looking at how experts value it. **Cases 8 and 20**

D3.3.9-12 C3 Framework. Draw evidence from several sources to find inconsistencies, then revise or strengthen claims. **Case 20**

D3.4.9-12 C3 Framework. Refine claims and counterclaims for precision and significance, noting the strengths and limits of each. **Case 12**

D4.3.9-12 C3 Framework. Present arguments and explanations to audiences outside the classroom in print, oral or digital form. **Cases 1 and 20**

D4.6.9-12 C3 Framework. Use one or more disciplines to understand the causes of local, regional and global problems and the challenges of addressing them. **Case 13**

D4.7.9-12 C3 Framework. Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. **Cases 2, 13 and 16**

D4.8.9-12 C3 Framework. Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. **Cases 7, 18 and 19**

Professional standards in this edition

A code of ethics is a standard a profession sets for its own members. Codes for journalists and public relations are voluntary. The rules of professional conduct for lawyers are adopted in each state and can lead to discipline. The FTC guides are law-related guidance, not ethics codes.

SPJ Code of Ethics, Society of Professional Journalists (SPJ). Professional code.

Revised September 6, 2014, at SPJ's National Convention in Nashville, Tennessee.

Who it binds: No one is legally bound. SPJ calls the code "not a set of rules" and says it is not legally enforceable under the First Amendment. SPJ encourages its use "by all people in all media."

Seek Truth and Report It: Cases 1, 9, 18 and 20

Minimize Harm: Case 19

spj.org/spj-code-of-ethics

RTDNA Code of Ethics, Radio Television Digital News Association (RTDNA). Professional code.

Revised code adopted June 11, 2015.

Who it binds: Journalists in broadcast and digital news, as guidance. RTDNA says the code "does not dictate what journalists should do in every ethical predicament." It is not a law.

Truth and accuracy above all: Cases 1 and 20

Opening statement (before the guiding principles): Case 9

Independence and transparency: Case 14

rtdna.org/ethics

Professional standards in this edition, continued

PRSSA Ethical Principles for PR Students & Professionals (professional values and member pledge), Public Relations Student Society of America (PRSSA), the student organization of PRSA. Professional code.

No date shown on the page.

Who it binds: PRSSA student members. PRSSA asks members to follow its Code of Ethics and Conduct and encourages chapters to have members sign the pledge when they join. PRSSA lists the same six professional values as PRSA and says it "models its ethics guidelines after those of its parent organization, PRSA." It does not say it adopts the PRSA Code word for word. The pledge says members who violate it may be barred from PRSA membership.

PRSSA Code of Ethics and Conduct (member pledge): Case 1

prsa.org/prssa/about-prssa/ethical-principles

CEC Ethical Principles and Practice Standards, Council for Exceptional Children (CEC). Professional code.

No adoption date shown on the page.

Who it binds: Special education professionals, who CEC says "are guided by" these principles and standards. It is not a law; IDEA and Section 504 are the laws.

Special Education Standards for Professional Practice: Teaching and Assessment: Case 2

Special Education Professional Ethical Principles: Case 2

exceptionalchildren.org/standards/ethical-principles-and-practice-standards

Professional standards in this edition, continued

Code of Ethics of the Education Profession, National Education Association (NEA). Professional code.

Adopted by the 1975 NEA Representative Assembly. NEA's web page, titled "Code of Ethics for Educators," was published September 14, 2020.

Who it binds: Educators, including education support professionals. NEA says the code states "the aspiration of all educators" and that only NEA and its affiliates set remedies for violations. It is not a state licensing rule or a law.

Principle I: Commitment to the Student, item 8: Case 2

Principle I: Commitment to the Student, item 2: Case 7

nea.org/resource-library/code-ethics-educators

ASPA Code of Ethics, American Society for Public Administration (ASPA). Professional code.

Revised 2013. ASPA has promoted ethical standards for public servants since 1984.

Who it binds: ASPA members, who "may be sanctioned" for failing to uphold it. ASPA also aims to raise awareness among "all those who work in public service in all sectors."

5. Fully Inform and Advise.: Cases 4 and 18

3. Promote democratic participation.: Cases 4, 10 and 19

4. Strengthen social equity.: Case 17

aspanet.org/ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx

ALA Code of Ethics, American Library Association (ALA). Professional code.

Adopted in 1939; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.

Who it binds: Librarians, library trustees and library staff, as a framework. ALA says the principles "cannot and do not dictate conduct to cover particular situations."

Principle 1 (of 9): Case 4

Principle 2 (of 9): Case 7

ala.org/tools/ethics

Professional standards in this edition, continued

PayrollOrg Code of Ethics, PayrollOrg. Professional code.

No date shown on the document.

Who it binds: Payroll professionals who belong to PayrollOrg. It is not a law; tax and wage laws are separate.

Item 2: Case 5

Item 5: Case 5

info.payroll.org/pdfs/members/PAYO-code-of-ethics.pdf

IABC Code of Ethics for Professional Communicators, International Association of Business Communicators (IABC). Professional code.

No date shown on the page.

Who it binds: IABC members, who must agree to the code when they apply and renew. IABC can end the membership of anyone found to have violated it.

"I communicate accurate information": Case 5

"I protect confidential information": Case 11

"I do not guarantee results": Case 13

iabc.com/about/what-we-do/standards/code-of-ethics

AACRAO Ethics and Practice, American Association of Collegiate Registrars and Admissions Officers (AACRAO). Professional code.

Adopted by the AACRAO Board on December 3, 2009; amended March 31, 2010; ratified by members April 23, 2010; reviewed without changes in 2016 and 2019.

Who it binds: AACRAO members, such as college registrars and admissions officers. It is not a law; FERPA is the federal law on education records.

Standards of professional practice: Case 6

Principles of professional ethics: Case 6

aacrao.org/resource/ethics-and-practice

Professional standards in this edition, continued

Credo for Ethical Communication, National Communication Association (NCA). Professional code.

Approved by the NCA Legislative Council in 1999; reaffirmed in 2011; reaffirmed with edits in 2017 and 2024.

Who it binds: NCA members, who "endorse and are committed to practicing" its nine principles. It is a statement of values with no enforcement process.

"We advocate sharing information, opinions, and feelings..." (one of nine unnumbered principles): Cases 6 and 9

"We strive to understand and respect other communicators' intent..." (one of nine unnumbered principles): Cases 7 and 16

"We advocate truthfulness, accuracy, honesty, and reason..." (one of nine unnumbered principles): Case 18

"We endorse freedom of expression, diversity of perspective, and acknowledgement of dissent..." (one of nine unnumbered principles): Case 19

natcom.org/wp-content/uploads/2025/01/Credo-for-Ethical-Communication-Revised-Clean-2024.pdf

FTC Endorsement Guides (16 CFR Part 255), Federal Trade Commission (FTC). Law or regulation.

Current text as revised July 26, 2023 (88 FR 48102), read on the eCFR.

Who it binds: Advertisers, endorsers (including influencers and reviewers) and intermediaries such as PR firms, under Section 5 of the FTC Act. The Guides are the FTC's "administrative interpretations" of that law. They are law-related guidance, not an ethics code.

§ 255.5 Disclosure of material connections: Case 8

§ 255.0 Purpose and definitions, paragraph (f): Case 8

ecfr.gov/current/title-16/chapter-I/subchapter-B/part-255

Professional standards in this edition, continued

PRSA Code of Ethics, Public Relations Society of America (PRSA). Professional code.

First developed in 1950. The current code was adopted by PRSA members in October 2000, according to PRSA's Board of Ethics and Professional Standards handbook. The page shows no later revision date.

Who it binds: PRSA members. PRSA says the code "applies to PRSA members." It is voluntary: PRSA says it has no legislative or government power to enforce it, though its board can bar or expel members sanctioned by a government agency or convicted in court for conduct that breaks the code.

Free Flow of Information: Case 8

Disclosure of Information: Cases 12 and 20

Competition: Case 14

prsa.org/professional-development/prsa-resources/ethics

NPPA Code of Ethics for Visual Journalists, National Press Photographers Association (NPPA). Professional code.

No revision date shown on the page.

Who it binds: Visual journalists (news photographers and video journalists) and the people who manage visual news. The code says they "are accountable for upholding" its ten standards. It is not a law.

Code of Ethics, standard 3: Case 10

nppa.org/resources/code-ethics

ABA Model Rules of Professional Conduct, American Bar Association (ABA), Center for Professional Responsibility. Professional code.

Adopted by the ABA House of Delegates in 1983 and amended since.

Who it binds: Lawyers. The ABA writes the Model Rules as a model. Each state adopts its own rules of professional conduct, most based on this model, and those rules bind the lawyers it licenses. Lawyers can be disciplined for breaking them. The rules do not bind people who are not lawyers.

Rule 3.1 Meritorious Claims and Contentions: Cases 10 and 16

Rule 2.1 Advisor: Case 12

Rule 4.1 Truthfulness in Statements to Others: Case 15

Rule 4.3 Dealing with Unrepresented Person: Case 15

americanbar.org/groups/professional_responsibility/publications/model_rules_of_professional_conduct

Professional standards in this edition, continued

SHRM Code of Ethics, Society for Human Resource Management (SHRM). Professional code.

As amended April 24, 2023.

Who it binds: SHRM members (human resources professionals). SHRM's bylaws set disciplinary procedures for violations.

Fairness and Justice: Case 11

Use of Information: Case 11

shrm.org/legal/bylaws-and-code-of-ethics/code-of-ethics

AIGA Standards of Professional Practice, AIGA, the professional association for design. Professional code.

Text read in AIGA's Design Business + Ethics (2009 edition). AIGA's current web page for the standards could not be opened.

Who it binds: AIGA members. AIGA says the standards "represent the distinction of an AIGA member in the practice of design."

The designer's responsibility to the public: Case 12

The designer's responsibility to society and the environment: Case 13

The designer's responsibility to other designers: Case 14

aiga.org/resources/aiga-standards-of-professional-practice

FTC Green Guides (16 CFR Part 260), Federal Trade Commission (FTC). Law or regulation.

October 11, 2012 (77 FR 62124), current text read on the eCFR.

Who it binds: Marketers who make environmental claims, such as calling a product "recyclable." The Guides say they "do not operate to bind the FTC or the public," but the FTC can act under Section 5 of the FTC Act against claims that are deceptive. They are law-related guidance, not an ethics code.

§ 260.12 Recyclable claims: Case 13

ecfr.gov/current/title-16/chapter-I/subchapter-B/part-260

NACE Principles for Ethical Professional Practice, National Association of Colleges and Employers (NACE). Professional code.

Approved by the NACE Board of Directors in 2017; updated 2025.

Who it binds: NACE members: college career-services staff and employers' recruiting staff, who "are expected to use the Principles."

4. Comply with laws: Case 15

naceweb.org/career-development/organizational-structure/principles-for-ethical-professional-practice

Professional standards in this edition, continued

The Belmont Report, National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research; published by the U.S. Department of Health, Education, and Welfare. Research ethics.

Published in the Federal Register on April 18, 1979 (44 FR 23192).

Who it binds: Researchers who study people. It is a statement of ethical principles for research with human subjects. It is not a membership code, and by itself it is not a law.

B. Basic Ethical Principles: 3. Justice: Case 17

C. Applications: 1. Informed Consent: Case 17

govinfo.gov/content/pkg/FR-1979-04-18/pdf/FR-1979-04-18.pdf

Access, language and discussion

Supports in this edition

- **Vocabulary:** Pre-teach the route's listed terms (for example, categorical grant, delegated authority, plurality opinion) with a course glossary.
- **Read aloud:** Read court summaries and foundational-document excerpts aloud with a paraphrase alongside.
- **Bilingual planning:** Offer paraphrase cards and allow planning in any language. Never ask a student to disclose a disability, immigration status, family finances or private records to take part.
- **Oral rehearsal:** Have pairs explain the scenario-to-concept link aloud before writing each part.
- **Other ways to respond:** Allow diagrams (for example, Congress to agency to local government) as part of concept-application responses.

Cognates

The terms and evidence sheets list English and Spanish cognates in the Support block, such as context (contexto). Point them out before reading. A fluent Spanish reader checks every list before release.

Heat check

Every sheet rates how likely the page is to start a hard conversation.

■□□ **Low:** most students can discuss it without personal stakes.

■■□ **Medium:** use the cool-down if talk turns personal.

■■■ **High:** plan the cool-down before class.

No one has to share

No student needs to share private experiences, create a social media account or post publicly. Students can answer every question with the evidence on the page.

How this book works

Each case is a short chapter. The pages follow the same order in every case, so you learn the layout once.

- **What happened** Read the story and the question you will answer.
- **Reading passage** Read a longer passage about the case. Stop and think at each question.
- **Key idea and In the news** Read the idea behind the case, a code of ethics and two real news stories.
- **Practice** Choose the best response and fix two phrases in a student's draft.
- **Check your work** Answer yes-or-no questions and mark your level in the rubric.
- **Talk about this case at home** Take home a page of questions for your family.
- **Key terms** Learn the words the case needs, each with its Spanish word.
- **Look at the evidence** Read each document. Write what it shows and what it leaves out.
- **Sort the evidence** Decide which evidence supports each claim and whose view is missing.
- **Your task** Follow the numbered steps, plan in the boxes and write your draft.
- **Questions to discuss** Write short answers, then finish My take.

Labels on the page

Evidence A | Group-chat post
A document from the case. Read it closely and compare it with the other documents.

Real source | Publisher | Date
A real news story, code or study. Scan its code to read the original.

Directions on each page

On your own A short direction under a heading tells you what to do if you work without a teacher, and about how long it takes.

When a page continues

Some sections run onto a second page. Its heading says "continued," and it keeps the next page number.

Filling in this book

- Fill it in on paper or in a PDF app. Save a copy before you type.
- What you type stays on your device. Nothing is sent to us.
- Do not write private information about yourself or other people.

Say this

"Every case in this book follows the same order, so you learn the layout once." — Point to the list of sections as you say it.

"An "Evidence" label marks a document from the case. A "Real source" label names its publisher and date." — Ask two students to find one of each in Case 1.

Watch for

Misconception: Every document in a chapter comes from the news. **Listen for:** "Where was this group chat published?" **Then:** Point to the labels. Evidence documents belong to the case; a real source always names its publisher and date.

Support

- Read the page aloud with the class.
- Show the "On your own" strip on one case page before students work alone.
- Repeat the rule: do not write private information about yourself or other people.

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6	What can your family see in your college records?	83
7	Did one complaint get the novel banned?	102
8	Is it a recommendation or an ad?	123
9	What is on your ballot, and where do you check?	143
10	Whose job is it to fix the blocked route?	164
11	Why are Jordy and Gia paid different rates?	183
12	When can a school limit what students say?	202
13	Can the crew cut waste before it reaches the bin?	221
14	Does giving credit let the crew use the song?	241
15	Is Rafa's unpaid internship really a job?	261
16	Who wrote the new building rule?	280
17	How should the crew give out ten free seats?	300
18	Why is the theater curtain still falling apart?	320
19	What should Gia say in her two-minute comment?	340
20	Can the crew post this image as true?	360

Say this

"Find the case we are starting and write its first page number in your notes." — Page numbers match the educator edition, so you can call out pages.

Watch for

Misconception: The class must do every case in order. **Listen for:** "Do we have to start at Case 1?" **Then:** Tell students which cases the class will use and in what order.

Support

- Mark the cases your class will use before you copy the page.

Case 1: Is the screening canceled?

Content note

The optional film clip from The Hunger Games (2012) shows coercion and danger to young people. Preview it before class, or skip it, because students need only the evidence in the story.

Overview

Students read a short story about a neighborhood screening. A cropped seven-second clip in the crew's group chat seems to say the event is canceled. Students compare the post with two documents, the coordinator's meeting transcript and a booking email, and decide what the evidence supports. They then write a short group-chat update that corrects the claim and says which entrance to use.

Before this case

Students should already be able to:

- write a defensible claim that answers a prompt
- explain Madison's argument about factions in Federalist No. 10
- use a course example as evidence for a claim

Objectives

Students will be able to:

Objectives, continued

- write a defensible claim about social media and how well informed citizens are
- use Federalist No. 10 accurately as evidence
- use the Common Room rumor as an illustration, not as the main evidence
- respond to an opposing view

Materials

- This chapter, one copy per student
- A Federalist No. 10 excerpt on factions, with a margin paraphrase
- A political example from your course, chosen before class
- Lined paper for the 40-minute essay

The task in this edition

Task: Write an argument essay: has social media made citizens better or worse informed about decisions that affect them? Use the Common Room rumor as a local example.

Students make: Argument essay, 40 minutes

Fit: partial. The case gives a vivid local example of media as a linkage institution (Unit 5), and the task uses the Argument Essay structure with Federalist No. 10, but a rumor about an event space is not a political decision, so students need a political example from the course as their main evidence.

Pacing

Opener (page 3): 4 min. Short on time: 2 min. Summarize What happened in one minute.

Key terms (pages 4 and 5): 4 min. Short on time: skip.

Look at the evidence (page 9): 6 min. Short on time: 4 min. Students read Evidence A and B and skip the boxes.

Look at the evidence (page 10): 3 min. Short on time: skip. Say that the booking email confirms Friday, 6—9 p.m.

Key idea (pages 11 and 12): 6 min. Short on time: skip.

Sort the evidence (page 13): 5 min. Short on time: skip.

Practice (page 14): 5 min. Short on time: skip.

Your task (pages 15 and 16): 8 min. Short on time: 4 min. Students fill in only the claim and Federalist No. 10 boxes.

Your draft (page 17): 40 min. Short on time: 40 min.

Check your work (pages 18 and 19): 6 min. Short on time: skip. Score the essays yourself.

Questions to discuss (pages 20 and 21): 8 min. Short on time: skip.

Talk about this case at home (page 22): at home.

Periods: full chapter 95 minutes; one period 50 minutes.

Case 1 plan, continued

Standards

Unit 5: Political Participation The course unit on voting, political parties, interest groups, elections and the media. In this case: Media as a linkage institution and how changes in media affect what citizens know.

Source Analysis Skill category 4: read and interpret foundational documents and other written and visual sources. In this case: Students analyze Federalist No. 10 and apply it to a modern information problem.

Argumentation Skill category 5: develop an argument in essay form. In this case: Students build an argument essay with a foundational document as evidence.

D3.1.9-12 Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students use the corroborative value of the booking email to confirm the transcript.

D4.3.9-12 Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt their explanation into a group-chat update for an audience outside the classroom.

Codes of ethics

- **SPJ Code of Ethics:** Seek Truth and Report It

Codes of ethics, continued

- **RTDNA Code of Ethics:** Truth and accuracy above all
- **PRSSA Ethical Principles for PR Students & Professionals (professional values and member pledge):** PRSSA Code of Ethics and Conduct (member pledge)

Heat map

■□□ **Opener (page 3):** Low

■□□ **Key terms (pages 4 and 5):** Low

■□□ **Look at the evidence (page 9):** Low

■□□ **Look at the evidence (page 10):** Low

■□□ **Key idea (pages 11 and 12):** Low

■■□ **Sort the evidence (page 13):** Medium

■■□ **Practice (page 14):** Medium

■□□ **Check your work (pages 18 and 19):** Low

Try it at your school

Find out how your school sends urgent updates.

- Ask a teacher or front-office staff which channel carries official changes (email, app, website)
- Save the official channel so you can check it before reposting
- Next time a screenshot circulates, post “still checking” instead of a verdict

Try it at your school, continued

- Suggest to your student council that urgent updates include the original link

Who to ask: Front-office staff, a teacher, the student council advisor or a school librarian

Safety: Don’t share other people’s names or messages from a private chat. Check any official source with a trusted adult if it asks for personal information.

Sources

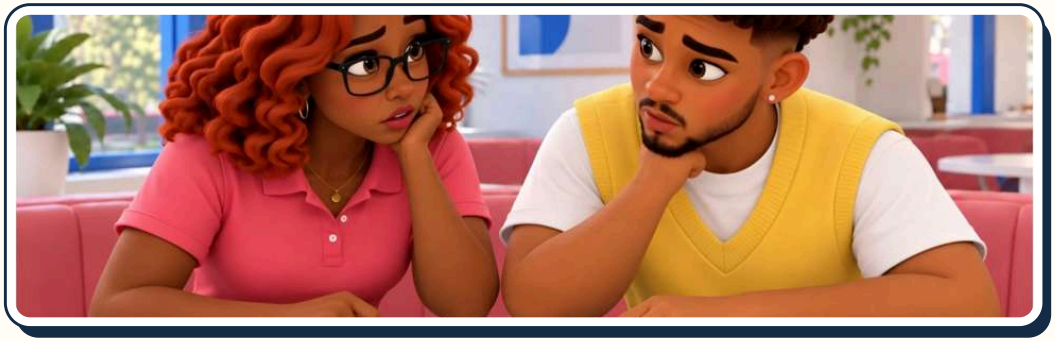
- Scholastic, “Sunrise on the Reaping announcement,” June 6, 2024
- Robert M. Entman, “Framing,” 1993
- Society of Professional Journalists, “SPJ Code of Ethics,” September 6, 2014

Case 1: Is the screening canceled?

A cropped clip in the group chat seems to cancel the crew's screening, so you check the original documents and write an update.

On your own Read What happened. Underline the sentence that worries the crew. About 4 minutes.

Your role: You're the one who reads the full transcript before Gia posts. **New skill:** Find the original source.



Gia and Mateo read the message about tonight's screening.

What happened

It is Friday afternoon at the Common Room, a shared event space inside a bookshop in Fort Greene, Brooklyn. Mateo, 22, booked the room for tonight's 6 p.m. screening, the crew's first in the neighborhood. He has been moving tables and chairs all afternoon.

Gia, 21, is helping between her class and her shift at a café. Jordy is testing the projector and captions. Sami is on her way from the print shop.

At 4:52 p.m., someone forwards a seven-second clip to the group chat. The clip comes from a meeting about the room. Its caption asks whether the screening is canceled.

Gia wants to warn people before they leave home. Mateo hopes the post is wrong. Gia has about ten minutes before she has to leave for work.

Your question: Is the screening really canceled, and what should the crew tell people?

Pacing

Full chapter: 4 min.

Short on time: 2 min. Summarize What happened in one minute.

Say this

"What would you do if this landed in your chat right now?" — Take two or three answers. Do not correct anyone yet.

Watch for

Misconception: Students decide from the caption alone. **Listen for:** "It's canceled, obviously." **Then:** Ask which document would prove it. Write "We need to check" on the board.

Support

- Read What happened aloud while students follow along.
- Point to the time on the post, 4:52 p.m., and the screening time, 6 p.m.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 4 minutes.

Claim A claim is a statement that something is true. You can check a claim with evidence.

En español: afirmación

In this case: The caption "Screening canceled?" is a claim. It ends with a question mark, and no document confirms it.

Context Context is the information around an event or a quote that you need to understand what it means.

En español: contexto

In this case: The full transcript adds the words "through that reader tonight." Those words show that only the broken side door is closing.

Framing Framing is choosing which parts of a situation a message brings forward.

En español: encuadre

In this case: The crop and the caption choose what viewers notice: "removing access," not "through that reader."

Holding statement A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

En español: comunicado provisional

In this case: Jordy posts: "We're checking the original. Hold your plans for a moment."

Who is involved

Mateo

Booked the room for tonight

"I've been moving these tables all afternoon. Please tell me we didn't cancel this in a group chat."

Gia

Leaving soon for a café shift

"Sami's already on the train from the print shop. "We're figuring it out" doesn't tell her whether to keep coming."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Write your first guess now. You will come back to it at the end." — Keep first guesses private unless a student wants to share.

Watch for

Misconception: Students hear "claim" as "lie." **Listen for:** "The claim is fake." **Then:** Reread the definition. A claim can turn out to be true or false; evidence decides.

Support

- Pair students who share a language to explain each term in their own words.
- Frame: "A claim is ___. In this case, the claim is ___."
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think is going on?

My first guess is ___, because ___.

My first guess is that the event is off, because the coordinator is on video saying access is being removed.

Notes

This page continues page 4. The notes for both pages are on the sheet for page 4.

Reading passage

Whose version travels fastest

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 6 minutes.

Words to know

- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Context**: Context is the information around an event or a quote that you need to understand what it means.
- **Framing**: Framing is choosing which parts of a situation a message brings forward.
- **Holding statement**: A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

The story: A real clip with a false caption

By late Friday afternoon, the Common Room is almost ready. The event space, tucked inside a Fort Greene bookshop, has rows of folding chairs that Mateo has been arranging since lunch. Jordy is checking whether the projector's captions are readable from the back row. Gia has about ten minutes before she has to leave for a café shift. Sami, who uses a manual wheelchair and usually enters through the side door, is already on the train from the print shop.

At 4:52 p.m., a seven-second clip reaches the group chat. It comes from a meeting about the room. The coordinator says, "we are removing access," and the clip ends. The forwarded caption supplies the conclusion the video does not: "They're removing access tonight. Screening canceled?"

Nothing about the clip is fabricated. That is what makes it persuasive. The voice is real, the words are real and the meeting happened. Gia's instinct is protective. People are already asking whether to turn around, and she wants to save them a trip. Mateo's instinct is hopeful, and he says plainly that he wants the clip to be fake. Jordy's instinct comes from editing. A sentence that stops at "access" usually has more after it.

Your role in this case is specific. You are the one who reads the full transcript before Gia posts. Every reply the crew sends will be read by people making decisions on the move, so the order of the crew's next three steps matters.

Stop and think. Why can a real clip mislead people more easily than a fake one?

Pacing

Reading: about 6 min (775 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A real clip with a false caption":** Why can a real clip mislead people more easily than a fake one?
2. **After "Reading the record against the clip":** The holding statement avoids the word "canceled." What might happen if it repeated the word, even to deny it?
3. **After "Selection, emphasis and who controls the story":** Entman says a frame works by selection and emphasis. What did the crew's correction select and emphasize?

Reading the record against the clip

The caption makes a **claim**, a statement that something is true that can be checked with evidence. Two documents test it. The coordinator's 3:30 p.m. transcript reads: "The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it." Mateo's booking email from Tuesday confirms Friday, 6 to 9 p.m., a step-free front entrance and staff at the desk from 5:30.

Set side by side, the documents show that the clip is accurate but incomplete. **Context**, the information around a quote that you need to understand what it means, narrows "removing access" to a single broken reader. The email adds something the transcript does not: the front entrance is step-free. It also leaves something out. It was sent before Friday's meeting, so it says nothing about the side door.

The crew's response follows the evidence in order. First, Jordy sends a **holding statement**, a short update that says what is known, what is still being checked and when people will hear more: "We're checking the original. Hold your plans for a moment." Notice what it avoids. It does not repeat the word "canceled," and it does not call the clip fake. Then Gia posts the correction in the same chat where the rumor spread, with the time, the entrance and the original update. Jordy captions it so it can be read without sound. Mateo keeps a link to the full transcript beside the cropped clip.

> **Stop and think.** The holding statement avoids the word "canceled." What might happen if it repeated the word, even to deny it?

Selection, emphasis and who controls the story

Robert Entman's research defines **framing** through two actions: selecting some aspects of a situation and making them more salient (Robert M. Entman, "Framing," 1993). In plain terms, framing is choosing which parts of a situation a message brings forward. The seven-second crop is a frame built by subtraction. It selects "removing access" and removes the qualifier. Analyzing a frame does not require proving anyone's motive. It requires showing what was selected and what was left out.

The pattern reaches far beyond one group chat. When Suzanne Collins announced a new Hunger Games novel, her publisher quoted her on propaganda and "the power of those who control the narrative" (Scholastic, June 6, 2024). In the 2012 film's reaping scene, the Capitol stages an official ceremony, yet it cannot control how the crowd reacts when Katniss volunteers for Prim. In our reading, the scene and the clip raise the same question: whose version does the edit make easiest to see?

Research suggests the defense is teachable. A Stanford study found that most of 3,446 students judged posts by how they looked rather than by who made them (Stanford Graduate School of Education, November 18, 2019).

This page continues page 6. The notes for both pages are on the sheet for page 6.

Selection, emphasis and who controls the story, continued

A district-wide field study in high school government classes found that teaching lateral reading measurably improved how students judged online claims (Wineburg et al., Journal of Educational Psychology, July 2022). News organizations hold themselves to a similar standard. The RTDNA code warns that "trending" or "going viral" may increase urgency, but these "only heighten the need for strict standards of accuracy" (RTDNA Code of Ethics, June 11, 2015). Finding the original source is the first skill in this series, and every later case builds on it.

Stop and think. Entman says a frame works by selection and emphasis. What did the crew's correction select and emphasize?

Sources

Real source | Robert M. Entman | 1993
Framing

Real source | Scholastic | June 6, 2024
Sunrise on the Reaping announcement

Real source | Stanford Graduate School of Education | November 18, 2019
High school students are unprepared to judge the credibility of information on the internet, according to Stanford researchers

Real source | Journal of Educational Psychology (Wineburg et al.) | July 2022
Lateral reading on the open Internet: A district-wide field study in high school government classes

Real source | Radio Television Digital News Association (RTDNA) | 2015
RTDNA Code of Ethics

Notes

This page continues page 6. The notes for both pages are on the sheet for page 6.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 6 minutes.

Evidence A | Group-chat post, Friday 4:52 p.m.

The post

They're removing access tonight. Screening canceled?" A seven-second clip is attached. In it, the coordinator says "we are removing access," and the clip ends there.

Look closely: Which word in the caption goes further than the clip itself?

What it shows

A real clip, and a caption that turns "removing access" into a cancellation.

What it leaves out

The next words of the sentence, who cropped the clip and when the meeting took place.

Evidence B | Coordinator's meeting transcript, Friday 3:30 p.m.

The full update

"The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it."

Look closely: Which four words narrow what "access" means? Underline them.

What it shows

"Through that reader" narrows "access" to one door. Existing bookings stay in place.

What it leaves out

Whether every visitor can use the temporary entrance, and how long the repair will take.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Students read Evidence A and B and skip the boxes.

Say this

"Put your finger on the last word of the clip. What would you need to hear next?" — Wait for someone to find "through that reader" in Evidence B.

Watch for

Misconception: Students call the clip fake. **Listen for:** "It's fake news." **Then:** Ask which word in the clip is wrong. None is. The clip is real; the context is missing.

Support

- Give each document on its own half-page with the key sentence enlarged.
- Read the transcript aloud and offer a recording for replay.
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

Stretch

- Ask which document proves the time and which proves the door, and why the email cannot say anything about the side door.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | **Booking email to Mateo, sent Tuesday**

The booking email

Friday, 6—9 p.m. Screening confirmed. Front entrance: step-free. Staff member at the desk from 5:30 p.m. Contact the coordinator for arrival support.

Look closely: What does this confirm? What does it not say about the side door?

What it shows

A separate record of the booking that agrees with the transcript on the entrance.

What it leaves out

The broken reader. It was sent on Tuesday, three days before the Friday meeting.

What is still missing from the evidence?

Whether every visitor can use the staffed front entrance (the email says step-free, not that every arrival need is covered), who first cropped the clip and why, and how many people already changed their plans.

Notes

Pacing

Full chapter: 3 min.

Short on time: skip this page. Skip this page. Say that the booking email confirms Friday, 6—9 p.m.

Say this

"Put your finger on the last word of the clip. What would you need to hear next?" — Wait for someone to find "through that reader" in Evidence B.

Watch for

Misconception: Students call the clip fake. **Listen for:** "It's fake news." **Then:** Ask which word in the clip is wrong. None is. The clip is real; the context is missing.

Support

- Give each document on its own half-page with the key sentence enlarged.
- Read the transcript aloud and offer a recording for replay.
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

Stretch

- Ask which document proves the time and which proves the door, and why the email cannot say anything about the side door.

Heat check

■□□ **Low.**

Key idea: framing

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 6 minutes.

The clip in the group chat is real, but that only tells you the video is authentic. A **claim** is a statement that something is true. You can check a claim with evidence. **Context** is the information around an event or a quote that you need to understand what it means. Here, the clip stops before the rest of the coordinator's sentence, so the clip alone cannot confirm the caption's claim.

Framing is choosing which parts of a situation a message brings forward. Media researcher Robert Entman uses this idea to study what messages select and emphasize. The crop makes "removing access" stand out and hides "through that reader," the words that limit the change to one broken side door. You do not have to prove that anyone meant to mislead people. You only need to show what the edit leaves out.

A **holding statement** is a short update that says what is known, what is still being checked and when people will hear more. It gives people a next step while the crew checks the documents. The correction that follows needs the time, the door and a contact for arrival help. People who are already traveling need those details before they arrive.

Professional standards

Real source | Society of Professional Journalists (SPJ)

SPJ Code of Ethics: Seek Truth and Report It

"Verify information before releasing it. Use original sources whenever possible."

In plain words: Journalists who follow the SPJ code check a claim against the original source before they share it.

Question: What does the full meeting transcript say right after the point where the seven-second clip ends?

Your answer

The transcript goes on to say ___, which means ___.

The transcript goes on to say "through that reader tonight. Existing room bookings remain in place." The clip stops just before the words that limit "access."

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"A frame is what a message chooses to show. What did this clip choose?" — Accept "the scary part" and ask for the exact words.

"The SPJ code says to use original sources whenever possible. Which document here is the original?" — Wait for the transcript.

Watch for

Misconception: Students treat the SPJ code as a law. **Listen for:** "They could get arrested for that." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The SPJ code is not a law."

Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

Stretch

- Read the RTDNA line about going viral. Ask what Jordy can tell Sami right now that they know is accurate.

Heat check

■□□ **Low.**

In the news

Real source | CrashCourse (YouTube) | January 22, 2019

Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3

Shows the move the crew makes: leave the screenshot, open new tabs and check who made it and what other sources say.

Real source | PolitiFact | August 1, 2022

Viral image shows fake story from The Atlantic about Biden

A real fact-check of a fabricated news screenshot: the image looked official, but the outlet never published it.

Notes

This page continues page 11. The notes for both pages are on the sheet for page 11.

Sort the evidence

On your own Compare each piece of evidence with each claim. Write supports, challenges or neither in each box. About 5 minutes.

Draw an arrow from each piece of evidence to the claim it supports or challenges. Which claim is left standing, and which gap still needs a check before you post?

Evidence	**Claim 1** The screening is canceled.	**Claim 2** The screening is on; use the staffed front entrance.
1 The clip: "we are removing access..." ends mid-sentence.	Supports	Neither
2 The transcript: access is removed "through that reader," and existing bookings remain in place.	Challenges	Neither
3 The booking email: Friday 6—9 p.m., screening confirmed, step-free front entrance.	Challenges	Supports

Still open

- Can every visitor use the temporary entrance?

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

People who already changed their plans after the first post. Nobody knows how many there are, so I would ask how the correction will reach people who left the chat.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Draw an arrow from each piece of evidence to the claim it supports or challenges." — Model the first row together.

Watch for

Misconception: Students mark the clip as challenging the cancellation claim. **Listen for:** "The clip is against canceled." **Then:** On its own, the clip supports claim 1. That is why people believed it. The transcript narrows it.

Support

- Let students write S or C in each box before writing sentences.

Heat check

Medium. The missing-perspective question can turn to disability access.

Cool-down: Keep it about the characters. No student speaks for a group. Return to what the booking email says about arrival support.

Practice: choose a response

On your own Choose the message you would send and explain why. Then fix the two marked lines. About 5 minutes.

The post arrived a few minutes ago, and nobody has checked the original yet. What do you send to the group chat?

- ☐ **A** Cancel your plans before you travel.
- ☑ **B** We're checking the original. Hold your plans for a moment.
- ☐ **C** The post is fake. Ignore it.

Why I chose it

B. A spreads the claim the crew is checking, and C swaps one unsupported claim for another. B is the only message the evidence supports before anyone checks.

Improve a draft

A student's first draft

Hey everyone, so there was a clip going around that said the screening was canceled but (1) that is NOT true lol. Someone didn't watch the whole thing and posted it anyway which is kind of annoying. I checked with Mateo and he said the booking is still good. They are just removing access through one door so everything is fine and (2) you can come like normal. The event is still happening Friday. Bring snacks if you want, Jordy is doing the projector. See you there!! Also if you have questions ask Mateo.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

The clip is real but ends before "through that reader tonight."

Rewrite phrase 2

The side-door reader is broken. Use the staffed, step-free front entrance.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Nobody has checked the original yet. Which message do you send?" — Vote first.

Watch for

Misconception: Students choose "The post is fake." **Listen for:** "Just ignore it." **Then:** Ask for a false word in the clip. There is none.

Heat check

■■□ **Medium.** Students may guess why the clip was posted.

Cool-down: Say the documents do not show why. Go back to the options.

Answer key

A revised version: Update on Friday's screening: it is still on, 6—9 p.m. The clip going around cut off mid-sentence. The full update from the coordinator says the side-door card reader is broken, so that door is closed tonight, but existing bookings are still in place. Please use the staffed front entrance, which is step-free. Staff will be at the desk from 5:30. I checked the coordinator's transcript and Mateo's booking email. If you need help arriving, message the coordinator before you leave. Thanks for waiting while we checked. Jordy is still confirming arrival support with the coordinator.

Other notes on the draft:

- "Someone didn't watch the whole thing and posted it anyway" This guesses at the poster's motive. The sources don't tell us what they knew.

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

Write an argument essay: has social media made citizens better or worse informed about decisions that affect them? Use the Common Room rumor as a local example.

Use: Case documents plus an excerpt from Federalist No. 10 on factions and the spread of shared passions across a large republic.

You'll make: Argument essay, 40 minutes

Time: 50 minutes

1. Write a claim that answers the prompt and can be defended.
2. Paraphrase Madison's idea that a large republic slows the spread of factions.
3. Choose a political example from your course as your main evidence.
4. Explain in one sentence how the Common Room rumor illustrates your claim.
5. Write an opposing view and your response to it.
6. Write the essay on lined paper in 40 minutes.
7. Check your essay with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

My claim

Social media has made citizens worse informed about decisions that affect them, because claims now spread faster than anyone can check them.

Pacing

Full chapter: 8 min.

Short on time: 4 min. Students fill in only the claim and Federalist No. 10 boxes.

Say this

"The rumor is your hook, not your evidence. Which example from our course shows citizens and a real public decision?" — List two course examples on the board before students choose.

Watch for

Misconception: Students treat the room as a government decision. **Listen for:** "The Common Room shows how government fails." **Then:** Ask who decides about the room. The Common Room is not a government body.

Support

- Argument essay outline: claim, two evidence pieces, reasoning, rebuttal
- Federalist 10 excerpt with a margin paraphrase
- Vocabulary: linkage institution, faction
- Frame: "Although ___, social media has made citizens ___ because ___."

Stretch

- Cite Federalist No. 10 and explain whether Madison's idea that a large republic slows the spread of factions holds up in group-chat speed.

Your task, continued

Federalist No. 10 in my own words

Madison argued that a large republic slows the spread of factions, because shared passions are harder to spread across many people and places.

My course example

My main evidence will come from our course unit on media as a linkage institution.

How the Common Room rumor illustrates my claim

A seven-second clip made people think the screening was canceled before anyone checked the full transcript.

An opposing view, and my response

Someone might say social media lets citizens hear about decisions they would otherwise miss. That is true, but hearing about a decision does not mean understanding it.

Notes

This page continues page 15.

Standards

Unit 5: Political Participation — The course unit on voting, political parties, interest groups, elections and the media. In this case: Media as a linkage institution and how changes in media affect what citizens know.

Source Analysis — Skill category 4: read and interpret foundational documents and other written and visual sources. In this case: Students analyze Federalist No. 10 and apply it to a modern information problem.

Argumentation — Skill category 5: develop an argument in essay form. In this case: Students build an argument essay with a foundational document as evidence.

D3.1.9-12 — Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students use the corroborative value of the booking email to confirm the transcript.

D4.3.9-12 — Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt their explanation into a group-chat update for an audience outside the classroom.

Answer key

A strong response:

- Defensible claim that answers the prompt
- Uses Federalist 10 accurately as evidence
- Uses the case as a second piece of evidence
- Responds to an opposing view

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 40 minutes.

Your opening paragraph

Social media has made citizens worse informed about decisions that affect them, because a claim can now reach a whole community before anyone checks it. In Federalist No. 10, Madison argued that a large republic slows the spread of factions. Shared passions are harder to spread across many people and places. Group chats and feeds remove much of that delay.

Your rebuttal paragraph

Some argue that social media lets citizens hear about decisions they would otherwise miss. That is true, but hearing about a decision does not mean understanding it. In the Common Room case, the crew heard about the room within minutes, yet the clip ended before the words “through that reader tonight.” The fastest message was also the least complete.

Pacing

Full chapter: 40 min.

Short on time: 40 min.

Say this

“Write for 40 minutes without stopping to recopy. Leave space for your rebuttal.” — Call time at 30 minutes so students start the rebuttal.

Watch for

Misconception: Federalist No. 10 is quoted but not explained. **Listen for:** A quotation with no sentence after it. **Then:** Ask how Madison’s idea helps prove the claim about social media.

Answer key

What to notice in the sample:

1. Uses the required foundational document accurately.
2. Answers the opposing view instead of ignoring it.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 6 minutes.

Does your claim answer the prompt, and can it be defended?	☑ Yes	☐ No
Do you use Federalist No. 10 accurately?	☑ Yes	☐ No
Is a political example from the course your main evidence?	☑ Yes	☐ No
Do you respond to an opposing view?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Repeats the screenshot's claim or ignores the documents.	☐ Mentions a source but not the detail that changes the meaning.	☐ Uses the transcript or email to correct the claim accurately.	☐ Uses both documents and names what they still cannot confirm.
Reasoning	☐ Treats the clip as fake or as final.	☐ Corrects the claim but adds a guess about motive.	☐ Explains the difference between an entrance change and a cancellation.	☐ Explains how the crop produced the wrong conclusion and avoids inventing motive.
Audience & purpose	☐ Message would not help someone decide whether to leave.	☐ Gives the verdict but leaves out time or entrance.	☐ Gives time, entrance and a contact.	☐ Anticipates access needs and people who saw only the original post.

Pacing

Full chapter: 6 min.

Short on time: skip this page. Score the essays yourself.

Say this

"Mark your level honestly. Then make one change and say why." — Circulate and ask for one added fact or one removed guess.

Watch for

Misconception: Students make surface edits only. **Listen for:** "I fixed the spelling." **Then:** Point to the Revision row. Ask for one added fact or one removed guess.

Support

- Let students mark rubric levels with a partner before they revise.

Heat check

■□□ **Low.**

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change after feedback.	☐ Surface edits only.	☐ Adds a missing fact or removes an unsupported claim.	☐ Explains why each edit makes the update more usable.

One change I made after feedback

I changed ___ because ___.

I cut the Common Room rumor down to one sentence, because a political example from our course has to carry the argument.

Notes

This page continues page 18.

Answer key

How to assess: Practice feedback follows the published Argument Essay expectations: a defensible claim, evidence from a required foundational document and course concepts, reasoning, and a response to an opposing view.

Proficient looks like:

- **Evidence:** Uses the transcript or email to correct the claim accurately.
- **Reasoning:** Explains the difference between an entrance change and a cancellation.
- **Audience & purpose:** Gives time, entrance and a contact.
- **Revision:** Adds a missing fact or removes an unsupported claim.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 8 minutes.

1 The clip is real. How did it lead people to the wrong conclusion?

The crop selected the words about removing access, and the caption made cancellation the most noticeable idea. No word in the clip was false.

2 Should the crew say why they think the clip was posted? Why or why not?

No. The sources cannot show motive, and the rubric treats a guess about motive as a reasoning gap. The crew can correct the claim without judging the person.

3 Jordy's holding message does not repeat the word "canceled." Why might that matter?

Repeating the word would put the rumor in front of readers again. A message that names only what is being checked keeps the claim from spreading.

4 What rule could the Common Room adopt for urgent updates? What would the rule cost?

Link the coordinator's original update in the first post about any change. The cost is a slower first message while some people are already traveling.

My take

My claim: ___.

The crew should correct the claim with the time, the entrance and a link to the transcript, without guessing at motive.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Answer with a detail from a document, not a feeling about the poster." — Post the question numbers and call on one student per question.

Stretch

- Map how the rumor would travel through three different chats and who would miss the correction.
- Going further: Ask who has already changed plans because of the post, and how the crew can reach them. Then write two truthful captions for the correction. What does each one make a reader notice first?
- Going further: Trace the clip back to the full meeting transcript. When you share the clip, keep the sentence before it and the words that come right after it.
- Going further: Make a 20-second correction video with readable captions and a link to the source.
- Going further: Ask a teacher or someone in the front office which channel carries official changes, such as email, an app or the school website. Save that channel so you can check it before you repost a screenshot.
- Write a one-paragraph policy for how the Common Room posts urgent updates

My take, continued

The best evidence is ___, because ___.

The transcript, because it narrows "access" to one reader and keeps existing bookings in place.

Someone who disagrees might say ___.

Speed matters more than accuracy when people are already on the train.

The limit of the evidence is ___.

No document says whether every visitor can use the front entrance.

I would change my mind if ___.

The coordinator reported a second problem with the room.

Notes

This page continues page 20.

Heat check

■■□ **Question 2: Medium.** Students may guess at the poster's motive or bring up people they know who post rumors.

Cool-down: Ask what the documents say about why it was posted. They say nothing. Write "unknown" on the board and return to the evidence.

Talk about this case at home

Case 1: Is the screening canceled?

In this case, a short video clip in a group chat makes a group of friends think their movie night is canceled. Your student compared the clip with the full meeting notes and a booking email, then wrote a message that corrects the mix-up.

Questions to talk about

1. What would you check before you share a screenshot?
2. Where does your school post official updates, such as closings?
3. What makes a correction easy to trust?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

“Take this page home or read it with someone you trust.” — Nobody needs to share a personal story to complete it.

Case 2: Does the worksheet show what Dec knows?

Content note

This case discusses disability, evaluations and support plans. No student should share their own grades, diagnosis or support plan, so keep the discussion on Dec's situation.

Overview

Students read about Dec, a high school senior who explains a circuit well out loud but loses his place on a dense practice sheet. They sort the evidence into what is observed, what might explain it and what is not established, using a summary of the IDEA evaluation rule. They then redesign the practice sheet or draft a support request that Dec could approve.

Before this case

Students should already be able to:

- define federalism and categorical grants
- explain how an executive agency writes regulations
- apply a course concept to a new scenario

Objectives

Students will be able to:

- describe how conditions on federal funds link Congress, states and districts
- explain the Department of Education's rule-making role
- apply both ideas to Dec's classroom
- avoid legal conclusions about Dec

Materials

- This chapter, one copy per student
- The IDEA evaluation rule, 34 CFR § 300.304, as summarized in the key idea
- A short explainer on categorical grants and mandates that you provide
- The chain diagram: Congress, Department of Education, state, district, classroom

The task in this edition

Task: Concept application: explain how IDEA shows federalism at work. Congress attaches conditions to federal education funds, the Department of Education writes regulations like the evaluation rule, and states and districts carry it out.

Students make: Concept-application response (three parts, about 300 words)

Pacing

Opener (page 23): 4 min. Short on time: 2 min. Summarize What happened in one minute.

Key terms (pages 24 and 25): 4 min. Short on time: skip.

Look at the evidence (pages 29 and 30): 6 min. Short on time: 3 min. Students read both documents and skip the boxes.

Key idea (pages 31 and 32): 8 min. Short on time: 5 min. Read only the third paragraph of the key idea.

Pacing, continued

Sort the evidence (pages 33 and 34): 6 min. Short on time: skip. The chain diagram replaces it.

Practice (page 35): 4 min. Short on time: skip.

Your task (page 36): 6 min. Short on time: 5 min. Fill in the chain diagram together on the board.

Your draft (pages 37 and 38): 20 min. Short on time: 20 min.

Check your work (pages 39 and 40): 5 min. Short on time: skip. Score the responses yourself.

Questions to discuss (pages 41 and 42): 6 min. Short on time: 5 min. Use question 3 as an exit ticket.

Talk about this case at home (page 43): at home.

Periods: full chapter 69 minutes; one period 40 minutes.

Standards

Unit 1: Foundations of American Democracy
The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Federalism: categorical grants and conditions on federal funds.

Case 2 plan, continued

Standards, continued

Unit 2: Interactions Among Branches of Government The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: The federal bureaucracy writes and carries out regulations.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply federalism and rule-making to one classroom.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate the intended outcome of varied-measure rules and what can still go wrong in practice.

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students identify an appropriate school contact and a question as their action option.

Codes of ethics

- **CEC Ethical Principles and Practice Standards:** Special Education Standards for Professional Practice: Teaching and Assessment
- **CEC Ethical Principles and Practice Standards:** Special Education Professional Ethical Principles

Codes of ethics, continued

- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 8

Heat map

■■□ **Opener (page 23):** Medium

■□□ **Key terms (pages 24 and 25):** Low

■□□ **Look at the evidence (pages 29 and 30):** Low

■□□ **Key idea (pages 31 and 32):** Low

■■□ **Sort the evidence (pages 33 and 34):** Medium

■■□ **Practice (page 35):** Medium

■□□ **Check your work (pages 39 and 40):** Low

Try it at your school

Learn your school's route for asking about support.

- Find your school's student handbook or website page on learning support
- Write one question you'd want answered, without naming a classmate
- Ask a counselor who handles support requests and how parents or students start one
- If a friend is struggling, ask them what they want before doing anything

Try it at your school, continued

Who to ask: School counselor, special-education coordinator or a teacher you trust

Safety: Don't share anyone's grades, diagnosis or support plan. A parent or guardian usually has to be part of a formal evaluation request for students under 18.

Sources

- U.S. Department of Education, "IDEA regulations, 34 CFR § 300.304 (evaluation procedures)," No date listed
- CAST, "Universal Design for Learning Guidelines 3.0," 2024

Case 2: Does the worksheet show what Dec knows?

Dec can explain a circuit out loud but gets lost on a crowded worksheet, so the crew asks what the task measures.

On your own Read What happened. Underline what Dec can do out loud and where he gets stuck. About 4 minutes.

Your role: You're the one who reads the goal line before anyone decides what Dec knows. **New skill:** Check what a task is meant to measure.

Dec points to a small light circuit on the table while Anika watches.

What happened

Anika, 16, and Dec, 17, are at the study table twenty minutes before theater rehearsal. They are building a light circuit for a school set. Dec can explain out loud how the current travels through the circuit. On the written practice sheet, he loses his place in the instructions.

The sheet has six dense paragraphs and one small diagram. Anika's first idea is to run the same timed practice sheet again. Then she draws a larger sketch, and Dec traces the whole circuit correctly.

Mari, 19, is on her break from the bookshop. She does not assume she knows why Dec is stuck. Dec wants help with this task, but he does not want a diagnosis from the group chat.

Your question: Does the practice sheet show what Dec knows, and what should Dec ask his teacher?

Pacing

Full chapter: 4 min.

Short on time: 2 min. Summarize What happened in one minute.

Say this

"Dec can explain the circuit out loud. What could make a written sheet harder than talking?" — Set the norm first: nobody shares their own grades or support plans. Take two or three answers.

Watch for

Misconception: Students decide Dec is not trying. **Listen for:** "He just needs to focus." **Then:** Ask what the story says Dec can do. Write "explains the circuit out loud" on the board.

Support

- Read What happened aloud while students follow along.
- Sketch a simple circuit on the board: battery, switch, LED.

Heat check

■■□ **Medium.** Students may link Dec's struggle to their own diagnosis or a classmate's.

Cool-down: Restate the norm: we talk about Dec and the worksheet only. Nobody shares grades, diagnoses or support plans.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 4 minutes.

Learning goal A learning goal is the knowledge or skill that a task is meant to show.

En español: meta de aprendizaje

In this case: The practice brief names one goal: explain how a simple circuit works. It does not list speed or reading six dense paragraphs.

Evaluation An evaluation is a school's formal process for learning about a student's needs, using more than one measure.

En español: evaluación

In this case: Dec's practice sheet is not an evaluation. It is one observation the crew can describe to a teacher.

Eligibility Eligibility is meeting the requirements for a particular service or program.

En español: elegibilidad

In this case: A practice sheet cannot show whether Dec is eligible for special education. Under IDEA, no single measure can be the only basis for that decision.

Who is involved

Dec

Theater crew, working on the circuit sheet

"I can show you where the current goes. Then I get halfway through the written question and lose my place."

Anika

Studying the circuit with Dec

"I kept pointing at the page and saying "it's right there." I never looked at how the question was written."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Write your first guess now. You will come back to it at the end." — Keep first guesses private unless a student wants to share.

Watch for

Misconception: Students think "evaluation" means any test. **Listen for:** "The worksheet was his evaluation." **Then:** Reread the definition. An evaluation is a formal school process, not a practice sheet.

Support

- Pair students who share a language to explain each term.
- Frame: "A learning goal is ___. In this case, the goal is ___."
- **Cognates:** evaluation (evaluación), eligibility (elegibilidad), circuit (circuito), diagram (diagrama), observation (observación), format (formato), instructions (instrucciones), diagnosis (diagnóstico).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, why do you think Dec gets stuck on the worksheet?

My first guess is ___, because ___.

My first guess is that the sheet tests reading more than circuits, because Dec can explain the circuit out loud.

Notes

This page continues page 24. The notes for both pages are on the sheet for page 24.

Reading passage

One score, two explanations

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Learning goal**: A learning goal is the knowledge or skill that a task is meant to show.
- **Evaluation**: An evaluation is a school's formal process for learning about a student's needs, using more than one measure.
- **Eligibility**: Eligibility is meeting the requirements for a particular service or program.
- **Context**: Context is the information around an event or a quote that you need to understand what it means.

The story: What the study table shows

Twenty minutes before rehearsal, the study table looks like a small workshop. Anika, a high school junior who helps build theater sets, and Dec, a senior who pulls the curtain at every show, are wiring a light circuit for a school set. Dec can narrate the path of the current without hesitating: out of the battery, through the switch and the LED, and back. The written practice sheet stops him. It asks students to read six dense paragraphs, use one small diagram and answer four questions in complete sentences. Partway through, Dec loses track of which line the question wants him to follow.

Each friend responds according to habit. Anika, who likes to solve a problem herself, suggests running the timed sheet again. Later she notices her own mistake. She kept pointing at the answer instead of at how the question was built. When she redraws the circuit at a larger size, Dec traces it correctly from start to finish. Mari, who is dyslexic and moves between print and audiobooks, does not claim to know what is happening for Dec. She asks him to explain it to her first, then compare that with the worksheet.

Dec sets the terms. He wants help with this assignment, and he wants his friends to describe what happened rather than announce what is wrong with him. Your role is to read the goal line before anyone decides what Dec knows.

Stop and think. Anika wants to avoid doing the thinking for Dec. How can a clearer format still test the learning goal?

Pacing

Reading: about 5 min (723 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: What the study table shows":** Anika wants to avoid doing the thinking for Dec. How can a clearer format still test the learning goal?
2. **After "Measuring the goal, not the format":** The notes record what happened but not why. Why is it important to keep those two things separate?
3. **After "The limits of a study session":** IDEA forbids using a single measure as the only basis for eligibility. What risk is that rule designed to prevent?

Measuring the goal, not the format

Case 1 taught a habit that transfers directly: go back to the original source. Here that source is the practice brief. Its goal is to "explain how a simple circuit works." It sets no time limit. A **learning goal** is the knowledge or skill that a task is meant to show, and naming it changes the question. The issue is no longer whether Dec can finish the sheet. It is whether the sheet measures the goal or something next to it, such as reading dense text under pressure.

The evidence is uneven, and that is useful. The study-table notes record two observations on the same afternoon. Spoken, with a larger sketch, Dec's explanation was correct. Written, he skipped a line and answered a different question. Neither observation explains why. Case 1's term **context** applies here. A written answer is real evidence, but like a cropped clip it shows one frame of a larger picture.

Anika's revised plan is modest. She wants one clear diagram and one instruction at a time, followed by Dec explaining why the circuit works. She does not want to do the thinking for him. That last condition matters. A new format is only a fair test if it still requires Dec to show the learning goal.

> **Stop and think.** The notes record what happened but not why. Why is it important to keep those two things separate?

The limits of a study session

Schools have a formal process for questions the crew cannot answer. An **evaluation** is a school's formal process for learning about a student's needs, using more than one measure. **Eligibility** is meeting the requirements for a particular service or program. The federal IDEA regulations require a public school to use a variety of assessment tools and forbid using any single measure as the sole basis for an eligibility decision (U.S. Department of Education, IDEA regulations, 34 CFR 300.304). As the law turned fifty, K-12 Dive traced where IDEA, evaluations and individualized education programs came from (K-12 Dive, December 3, 2025).

The same logic appears in design and in civil rights guidance. CAST's guidelines encourage giving learners more than one way to take in information and show what they know (CAST, Universal Design for Learning Guidelines 3.0, 2024). A systematic review and meta-analysis examined how well that approach works in practice (Almeqdad et al., Cogent Education, May 29, 2023). The Department of Justice says testing accommodations should let a test measure skill rather than disability (ADA.gov, February 28, 2020).

Professional ethics adds a privacy boundary. The NEA code says educators "shall not disclose information about students obtained in the course of professional service" without a compelling professional purpose or a legal requirement (National Education Association, Code of Ethics, 1975). Friends are not bound by that code, but the crew follows its spirit. Dec decides what Ms. R hears, and a study session stays a study session.

This page continues page 26. The notes for both pages are on the sheet for page 26.

The limits of a study session, continued

The skill you practiced here, checking what a task is meant to measure, returns in later cases. You will ask it of a pay statement, a sample ballot and a school budget.

Stop and think. IDEA forbids using a single measure as the only basis for eligibility. What risk is that rule designed to prevent?

Sources

Real source | U.S. Department of Education | No date listed
IDEA regulations, 34 CFR § 300.304 (evaluation procedures)

Real source | K-12 Dive | December 3, 2025
IDEA at 50: How the landmark law changed education

Real source | CAST | 2024
Universal Design for Learning Guidelines 3.0

Real source | Cogent Education (Almeqdad et al.) | May 29, 2023
The effectiveness of universal design for learning: A systematic review of the literature and meta-analysis

Real source | ADA.gov (U.S. Department of Justice) | February 28, 2020
ADA Requirements: Testing Accommodations

Real source | National Education Association (NEA) | 1975
Code of Ethics of the Education Profession

Notes

This page continues page 26. The notes for both pages are on the sheet for page 26.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 6 minutes.

Evidence A | Practice brief, handed out Monday

The assignment

Goal: Explain how a simple circuit works. Read the six paragraphs below before you answer. Use the diagram to trace the path of the current from the battery through the switch and the LED and back. Answer questions 1—4 in complete sentences.

Look closely: Which skill does the goal line name, and which does it leave out?

What it shows

One goal, explaining a circuit, but the page also demands reading six dense paragraphs.

What it leaves out

How it is scored, and whether the reading load is part of what it means to test.

Evidence B | Study-table notes, Wednesday 3:40 p.m.

Dec's explanation

Out loud, with the larger sketch: traced the whole path, battery to switch to LED and back. Correct. Written sheet: skipped a line in the instructions and answered a different question from the one asked. Dec: the layout is hard to follow.

Look closely: What did Dec get right out loud that the sheet did not record?

What it shows

A second observation: correct out loud, off track on paper, with Dec's own account.

What it leaves out

Whether other students lose their place too, and what Dec wants to happen next.

Pacing

Full chapter: 6 min.

Short on time: 3 min. Students read both documents and skip the boxes.

Say this

"Put your finger on the goal line in Evidence A. Now find what Dec did out loud in Evidence B." — Ask students to compare the two before anyone explains why.

Watch for

Misconception: Students read the notes as proof of a disability. **Listen for:** "So he has a learning disability." **Then:** Ask what the notes record: two observations and Dec's own words. They do not record a cause.

Support

- Give Evidence A with the goal line enlarged and the paragraphs numbered.
- Read Evidence B aloud.
- **Cognates:** evaluation (evaluación), eligibility (elegibilidad), circuit (circuito), diagram (diagrama), observation (observación), format (formato), instructions (instrucciones), diagnosis (diagnóstico).

Stretch

- Ask which parts of Evidence A a teacher could change without changing the goal line.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

Whether Dec wants formal support at all, how the sheet is scored, whether other students lose their place in the same layout, and what the teacher meant the six paragraphs to test.

Notes

This page continues page 29. The notes for both pages are on the sheet for page 29.

Key idea: learning goals

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 8 minutes.

Dec's written answer and his spoken explanation give the crew different information. A **learning goal** is the knowledge or skill that a task is meant to show. The practice brief names one goal: explain how a simple circuit works. It does not list speed, and it does not list reading six dense paragraphs. So the next question is what the sheet was meant to measure and what got in the way.

CAST's Universal Design for Learning Guidelines encourage giving learners more than one way to take in information and show what they know. For Dec, a larger diagram is a practice option to test. It is not a diagnosis, and it does not change an official test. Ask Dec what helped, and check that he can still explain the circuit.

An **evaluation** is a school's formal process for learning about a student's needs, using more than one measure. Under IDEA, a federal law, a public school must use varied tools in an evaluation. No single measure can be the only basis for deciding **eligibility**. Eligibility is meeting the requirements for a particular service or program. A study session is not an evaluation, so Dec decides whether to ask his school how that process starts.

Professional standards

Real source | Council for Exceptional Children (CEC)

CEC Ethical Principles and Practice Standards: Special Education Standards for Professional Practice: Teaching and Assessment

"Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured"

In plain words: Special educators who follow CEC's standards use assessments that measure the skill the task is meant to measure.

Question: The goal is explaining a circuit. Which parts of the sheet test something else, like reading six dense paragraphs?

Pacing

Full chapter: 8 min.

Short on time: 5 min. Read only the third paragraph of the key idea.

Say this

"A learning goal names what a task should show. What does this sheet show besides the goal?" — Wait for "reading the paragraphs."

"The CEC standard asks for assessments that measure what they are meant to measure. Does this sheet?" — Take a thumbs vote, then ask for evidence.

Watch for

Misconception: Students treat the CEC code or IDEA as rules for every quiz. **Listen for:** "It's illegal to give that worksheet." **Then:** Say: "IDEA's rule covers formal evaluations. The CEC code guides special educators. Neither makes this sheet illegal."

Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

Stretch

- Read the second CEC card. Ask how the crew can make sure Dec, not Anika, decides what his message says.

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

Besides its goal, the sheet measures ___, which means ___.

Besides its goal, the sheet measures reading six dense paragraphs and keeping track of instructions. So a wrong answer may not show a gap in circuit knowledge.

In the news

Real source | Education Week | October 13, 2025

Does Extended Time on Tests Actually Help Students With ADHD?

Asks the case's question in real life: does a test accommodation help students show what they actually know?

Real source | K-12 Dive | December 3, 2025

IDEA at 50: How the landmark law changed education

Explains where IDEA, evaluations and IEPs came from and why schools must plan around each student's needs.

Notes

This page continues page 31. The notes for both pages are on the sheet for page 31.

Sort the evidence

On your own Read each decision in the diagram. Write who decides it in each blank box. About 6 minutes.

Sort who can decide each question. Which decision belongs to the teacher, which to a formal school process, and which only to Dec?

Try a clearer practice format for the circuit goal	Start a formal IDEA evaluation or a Section 504 conversation
Who decides The teacher, who sets the practice format and the learning goal	**Who decides** The school's evaluation process, with a parent or guardian for a student under 18
Under which rule	**Under which rule** IDEA evaluation rule: varied tools, no single measure as the sole basis
Who lives with it Dec, who decides what to share and whether to ask	**Who lives with it**
Your way in	**Your way in** A counselor or special-education coordinator explains how a request starts

Pacing

Full chapter: 6 min.

Short on time: skip this page. Skip this page. The chain diagram replaces it.

Say this

"Each decision in the diagram has a different decider. Which decision belongs only to Dec?" — Model the teacher row together.

Watch for

Misconception: Students give the friends a decider role. **Listen for:** "Anika and Mari should ask for the IEP." **Then:** Point to the diagram. The school's process decides evaluations, and Dec decides what he shares.

Support

- Let students write T (teacher), S (school process) or D (Dec) before writing sentences.

Heat check

Medium. The missing-perspective question can lead students to talk about their own support plans.

Cool-down: Keep it about Dec and Ms. R. Restate the norm, then return to what the diagram says each person decides.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

Other students who use the same sheet. I would ask whether they also lose their place in this layout, without asking anyone about grades.

Notes

This page continues page 33. The notes for both pages are on the sheet for page 33.

Practice: choose a response

On your own Choose what the crew should try and explain why. Then fix the two marked lines. About 4 minutes.

What should the crew try at the study table?

- [ ] **A** Run the same timed sheet again so Dec gets more practice.
- [x] **B** Let Dec explain with a larger diagram, then compare his reasoning with the sheet.
- [ ] **C** Tell Dec he probably needs an IEP.

Why I chose it

B. Only B changes the format while it keeps the learning goal, so the crew learns what the sheet measures. C claims an eligibility decision no study session can make.

Improve a draft

A student's first draft

Hi Ms. R, Dec failed the circuit sheet again and we think the test is unfair to him. He obviously knows the material because he explained it to us perfectly. At the study table he went through the whole thing out loud with no mistakes. (1) We think he might have a learning disability and should get an IEP so he can get extra time. My cousin has one and it helped her a lot. (2) Can you give him an easier version? We really think this would help him pass. Thanks, Anika and Mari.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

He traced the circuit aloud but skipped a line on paper. We can't say why.

Rewrite phrase 2

Could the same four questions be tried with a larger diagram?

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Dec has twenty minutes before rehearsal. What should the crew try right now?" — Take a vote before any discussion.

Watch for

Misconception: Students choose C because it sounds caring. **Listen for:** "He needs help, so tell him about an IEP." **Then:** Ask who can decide eligibility. Only the school's evaluation process can.

Heat check

Medium. Option C can prompt stories about classmates' IEPs.

Cool-down: Say that no student's plan is discussed here. Ask what the evidence shows about Dec, then go back to the options.

Answer key

A revised version: Hi Ms. R, I'm working on the circuit practice sheet. The goal says we should explain how a simple circuit works. When I talked it through with a larger diagram, I could trace the whole route. On the written sheet, I lost my place in the paragraphs and answered a different question. Could we talk about how the sheet checks the goal and what support options might help me show my reasoning? I can bring both attempts. Anika and Mari helped me write this, and I asked them to. Thanks, Dec

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 6 minutes.

Concept application: explain how IDEA shows federalism at work. Congress attaches conditions to federal education funds, the Department of Education writes regulations like the evaluation rule, and states and districts carry it out.

Use: IDEA evaluation rule (34 CFR § 300.304), a short explainer on categorical grants and mandates, and the case.

You'll make: Concept-application response (three parts, about 300 words)

Time: 40 minutes

1. Fill in the chain diagram from Congress to Dec's classroom.
2. Answer part A: explain how conditions on federal funds connect Congress to states and districts.
3. Answer part B: explain how the Department of Education writes rules like the evaluation rule.
4. Answer part C: apply both ideas to Dec's classroom.
5. Keep legal conclusions about Dec out of every part.
6. Write all three parts, about 300 words in total, on the Your draft page.

Prefer typing? Scan to open the online workspace.

Congress

Passes IDEA and attaches conditions to federal funds.

Department of Education

Writes regulations, such as the evaluation rule.

State and district

Carry out the rules and set local procedures.

Dec's classroom

A practice sheet. No evaluation has started.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Fill in the chain diagram together on the board.

Say this

"Follow the rule from Congress to Dec's worksheet. Who touches it at each step?" — Draw the chain on the board: Congress, Department of Education, state, district, classroom.

Watch for

Misconception: Students think Congress wrote the evaluation rule. **Listen for:** "Congress says you need more than one test." **Then:** Ask who wrote 34 CFR § 300.304. The Department of Education wrote it as a regulation.

Standards

AP United States Government and Politics: Unit 1: Foundations of American Democracy; Unit 2: Interactions Among Branches of Government; Concept Application.

C3 Framework: D2.Civ.13.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Describes the federal—state relationship accurately
- Explains rule-making by an executive agency
- Applies both ideas to Dec's situation
- Avoids legal conclusions about Dec

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Part A: federalism and federal funds

IDEA shows federalism through conditions on federal money. Congress passed IDEA and attached conditions to federal education funds. States and districts that accept the money carry out the law's requirements. This is a categorical grant, because the money must be used for a specific purpose. The conditions work like a mandate that comes with the money.

Part B: rule-making by an agency

Congress passed the law, and the Department of Education, an executive agency, wrote regulations to carry it out. The evaluation rule, 34 CFR § 300.304, is one of them. It says a public agency must use a variety of assessment tools. It may not use any single measure as the sole basis for deciding whether a child has a disability. That level of detail comes from bureaucratic rule-making.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"Part C is where most responses slip. Apply the concepts to the classroom without deciding anything about Dec." — Read one strong Part C aloud if time allows.

Watch for

Misconception: Part C concludes that Dec is eligible. **Listen for:** "So Dec should get an IEP." **Then:** Point to the success criteria: no legal conclusions about Dec.

Answer key

What to notice in the sample:

1. Names the course concept and defines it accurately.
2. Explains the agency's role, not only the law's.
3. Applies the concepts without a legal conclusion about Dec.

Your draft, continued

Part C: applying both ideas to Dec's classroom

In Dec's classroom, the chain has not been used. His practice sheet is not an IDEA evaluation, so the evaluation rule does not apply to it. If Dec and a parent asked the school about support, the district would follow its own procedures under the federal rule. Local staff would have discretion in how they carry it out. Nothing in the case shows whether Dec has a disability, so this response draws no conclusion about him.

Notes

This page continues page 37. The notes for both pages are on the sheet for page 37.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 5 minutes.

Do you describe the federal—state relationship accurately?	☑ Yes	☐ No
Do you explain rule-making by an executive agency?	☑ Yes	☐ No
Do you apply both ideas to Dec's situation?	☑ Yes	☐ No
Did you avoid legal conclusions about Dec?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Mentions only the score.	☐ Describes Dec's explanation vaguely.	☐ Cites the goal and two specific observations.	☐ Uses observations and notes what they cannot show.
Reasoning	☐ Concludes Dec has a disability or the test is illegal.	☐ Suggests easier content without linking to the goal.	☐ Connects a possible format barrier to the learning goal.	☐ Distinguishes classroom support from IDEA evaluation accurately.
Audience & purpose	☐ Message speaks for Dec without his input.	☐ Mentions Dec but ignores his voice.	☐ Written in Dec's voice with his permission.	☐ Respects Dec's control and gives the teacher a clear next step.

Pacing

Full chapter: 5 min.

Short on time: skip this page. Score the responses yourself.

Say this

"Would Dec agree to your work as written? Mark your level honestly. Then make one change." — Circulate and ask for one removed guess or one added observation.

Watch for

Misconception: Students make surface edits only. **Listen for:** "I fixed the spelling." **Then:** Point to the Revision row. Ask students to replace one diagnosis with an observation.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked for an accurate description of the concept and a clear link to the scenario, in the style of the Concept Application question, with no legal conclusions about Dec.

Proficient looks like:

- **Evidence:** Cites the goal and two specific observations.
- **Reasoning:** Connects a possible format barrier to the learning goal.
- **Audience & purpose:** Written in Dec's voice with his permission.
- **Revision:** Replaces the diagnosis with an observation.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Removes one problem line.	☐ Replaces the diagnosis with an observation.	☐ Explains how each change protects Dec's privacy and agency.

One change I made after feedback

I changed ___ because ___.

I changed "Dec qualifies under IDEA" to "nothing in the case shows whether Dec has a disability," because a practice sheet is not an evaluation.

Notes

This page continues page 39. The notes for both pages are on the sheet for page 39.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 6 minutes.

1. **Is the practice sheet checking circuit understanding, reading speed or both?**

Officially it checks circuit understanding, and speed is not listed. In practice, the layout also measures sustained reading and tracking of instructions, so one score mixes two skills.

2. **How would you know a new format shows Dec's learning more clearly instead of giving away the answer?**

Compare both formats against the goal line. If both still require an explanation of how the circuit works, the change removes a barrier, not the task.

3. **What does the IDEA evaluation rule cover, and why does a study session fall outside it?**

It covers IDEA evaluations: varied tools, and no single measure as the only basis for eligibility. A study session is not an evaluation, so the rule does not apply to it.

My take

My claim: ___.

The sheet mixes its stated goal with a reading load, so one score cannot show what Dec knows.

The best evidence is ___, because ___.

The brief's goal line, because it names only the circuit and lists no time limit.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Use question 3 as an exit ticket.

Say this

"Answer with a detail from the brief or the notes, not a story about someone you know." — Post the question numbers and call on one student per question.

Stretch

- Design a universal design version of a real quiz from another class. Keep its learning goal the same.
- Going further: Write down your first guess about why Dec got stuck. Then compare the two observations in the evidence, and write what changed your mind.
- Going further: Design two practice sheets that keep the same learning goal: explaining how a simple circuit works. Ask a classmate which one makes the goal easier to show.
- Going further: Find the IDEA evaluation rule in its federal source, 34 CFR § 300.304. Quote the part about using more than one measure, and name where it comes from.
- Going further: Find your school's handbook or web page on learning support. Write one question you want answered, without naming a classmate. Then ask a counselor how students or parents start a request.
- Research how your state describes the timeline for an initial evaluation after a parent consents
- Design a UDL version of a real quiz from another class

My take, continued

Someone who disagrees might say ___.

Every test involves reading, so the layout is a fair part of the task.

The limit of the evidence is ___.

Two observations at one study table cannot show why Dec loses his place.

I would change my mind if ___.

Dec lost track the same way with numbered steps and a larger diagram.

Notes

This page continues page 41.

Heat check

■■□ **Question 3: Medium.** Students may bring up their own IEP or 504 plan, or a classmate's.

Cool-down: Restate the norm: nobody shares their own or anyone else's support plans. Then return to what the rule says.

Talk about this case at home

Case 2: Does the worksheet show what Dec knows?

In this case, a student can explain a light circuit out loud but gets lost on a crowded worksheet. Your student compared the worksheet's goal with notes from a study session and thought about what the worksheet really measures.

Questions to talk about

1. Can one test show everything a person knows? Why or why not?
2. What makes the directions on a worksheet or a form easy to follow?
3. Who at a school can students ask about help with schoolwork?

See the case online.

Nobody needs to share personal stories or private information to talk about this case.

Pacing

At home: this page takes no class time.

Say this

"Take this page home or read it with someone you trust." — Nobody needs to share a personal story to complete it.

Case 4: Who gets a say when a shared room changes?

Overview

Students read a short story about the Common Room, where a nonprofit board is considering paid evening rentals. The rentals would help close a $200 weekly budget gap. Students read the board agenda, a budget note and listening notes from evening users, then map who might miss the meeting. They write a note or a spoken comment with a budget question and an access question.

Before this case

Students should already be able to:

- explain pluralism and the role of interest groups
- explain Madison's argument about factions in Federalist No. 10
- write a defensible claim with evidence

Objectives

Students will be able to:

- write a defensible claim about individual comment and organized groups
- use Federalist No. 10 accurately
- distinguish the nonprofit board from a government body
- respond to an opposing view

Materials

- This chapter, one copy per student

Materials, continued

- A Federalist No. 10 paraphrase card
- The In the news section on library Sundays, as a government example
- Lined paper for the 40-minute essay

The task in this edition

Task: Argument essay: which is more effective at influencing a decision-making body, individual public comment or organized groups? Use the Common Room board as your local example.

Students make: Argument essay, 40 minutes

Fit: partial. Interest groups, pluralism and Federalist No. 10 are core Unit 1 and Unit 5 content, but a nonprofit board is not a government body, so the case can only illustrate participation; the essay's evidence must come from government.

Pacing

Opener (page 44): 4 min. Short on time: 2 min. Summarize What happened in one minute.

Key terms (pages 45 and 46): 4 min. Short on time: skip.

Look at the evidence (page 50): 6 min. Short on time: 3 min. Students read the agenda and skip the boxes.

Look at the evidence (page 51): 4 min. Short on time: skip.

Pacing, continued

Key idea (pages 52 and 53): 8 min. Short on time: 3 min. Read the In the news section only.

Sort the evidence (page 54): 5 min. Short on time: skip.

Practice (page 55): 5 min. Short on time: skip.

Your task (pages 56 and 57): 8 min. Short on time: 2 min. Students write only the claim.

Your draft (page 58): 40 min. Short on time: 40 min.

Check your work (pages 59 and 60): 6 min. Short on time: skip. Score the essays yourself.

Questions to discuss (pages 61 and 62): 8 min. Short on time: skip.

Talk about this case at home (page 63): at home.

Periods: full chapter 98 minutes; one period 50 minutes.

Standards

Unit 5: Political Participation The course unit on voting, political parties, interest groups, elections and the media. In this case: Interest groups, public comment and influence on decision-makers.

Unit 1: Foundations of American Democracy The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Federalist No. 10 on factions.

Case 4 plan, continued

Standards, continued

Argumentation Skill category 5: develop an argument in essay form. In this case: Students write an argument essay using a foundational document.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate each option's intended and unintended outcomes.

D2.Civ.9.9-12 Use fitting deliberative processes in different settings. In this case: Students use a deliberative process to weigh options before recommending one.

Codes of ethics

- **ASPA Code of Ethics:** 5. Fully Inform and Advise.
- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **ALA Code of Ethics:** Principle 1 (of 9)

Heat map

■□□ **Opener (page 44):** Low
■□□ **Key terms (pages 45 and 46):** Low
■□□ **Look at the evidence (page 50):** Low
■□□ **Look at the evidence (page 51):** Low
■□□ **Key idea (pages 52 and 53):** Low
■■□ **Sort the evidence (page 54):** Medium
■□□ **Practice (page 55):** Low

Heat map, continued

■□□ **Check your work (pages 59 and 60):** Low

Try it at your school

Find the room where your community's decisions happen.

- With a trusted adult, look up an upcoming library board, school committee or rec-center meeting agenda
- Identify which body decides and whether the item is for discussion or a vote
- Write one question about who uses the space and when
- Check whether written comments are accepted if you can't attend

Who to ask: Library staff, a rec-center manager, the school board clerk or a student council advisor

Safety: Go to public meetings with a trusted adult. Check whether comments and names become part of the public record before submitting.

Sources

- New York City Council, "NYC Council, Library Leaders, and New Yorkers Celebrate Library Budget Restorations to Restore Full Service, as Branches Reopen and Reinstate Services on Sunday for First Time in Months," July 14, 2024

Sources, continued

- NYC Mayor's Office, "Mayor Adams Celebrates $58.3 Million Investment in City's Three Library Systems," July 1, 2024
- NY1, "Public libraries over the next two weeks to begin closing on Sundays," November 17, 2023
- PIX11 News, "Last Sunday service held at Brooklyn Public Library," December 17, 2023
- Carol Bacchi, "What's the problem represented to be?," No date listed
- NYC.gov, Brooklyn Community Board 13, "About community boards," No date listed
- Design Council, "The Double Diamond," No date listed

Case 4: Who gets a say when a shared room changes?

The Common Room's board is weighing paid rentals on two free evenings, so the crew prepares a comment before the meeting.

On your own Read What happened. Underline who decides and what the board is considering. About 4 minutes.

Your role: You're the one who checks the budget figures before the crew speaks to the board. **New skill:** Weigh the trade-offs of each option.

Mari shows Sami a printed schedule.

What happened

It is the Friday after the crew's first screening, and the board meeting is coming up. A small neighborhood nonprofit runs the Common Room alongside the bookshop. The nonprofit's board is considering paid rentals on two evenings a week to help cover staffing. No vote has happened yet.

Mari, 19, works the bookshop counter and closes the shop. She knows that "just keep it free" does not pay the evening staff. Sami runs a print workshop in the room after her afternoon shift. It is one of the few step-free rooms nearby.

Caio, 24, runs the crew's Tuesday film night. Tuesday is one of the evenings Option B would rent out. Mateo already has a headline for a petition. The crew agrees the room matters, but they do not agree on the best schedule.

Your question: Which option should the crew support, and what should they ask the board?

Pacing

Full chapter: 4 min.

Short on time: 2 min. Summarize What happened in one minute.

Say this

"A room you use might lose two free evenings. What would you want to know before you speak up?" — Take three answers and write them as questions.

Watch for

Misconception: Students assume the change is already decided. **Listen for:** "They're taking our nights away." **Then:** Point to the story: no vote has happened. Write "proposal" on the board.

Support

- Read What happened aloud while students follow along.
- Draw the Common Room's week on the board and mark Tuesday and Thursday.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 4 minutes.

Proposal A proposal is a change that someone suggests and that has not been approved yet.

En español: propuesta

In this case: Option B is a proposal on the board's agenda. No vote has been taken, so it is not a decision yet.

Trade-off A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

En español: compensación entre opciones

In this case: Paid rentals help close the $200 weekly gap but take away free evenings Sami and Dec use.

Decision-maker A decision-maker is the person or group with the power to make a particular choice.

En español: quien toma la decisión

In this case: The nonprofit board decides, not a city community board and not the crew.

Who is involved

Mari

Closes the bookshop, then stays for zine night

"I'm the one they pay to lock up, and I'm also one of the people using this room after. I can't pretend either half away."

Sami

Runs a print workshop in the room

"We keep deciding what the evening people need. Has anyone asked them yet?"

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Write your first guess now. You will come back to it at the end." — Keep first guesses private unless a student wants to share.

Watch for

Misconception: Students think a proposal is a decision. **Listen for:** "The board decided to rent it out." **Then:** Reread the definition. A proposal has not been approved yet.

Support

- Pair students who share a language to explain each term.
- Frame: "A trade-off here is ___. The cost is ___."
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think the crew should ask the board for?

My first guess is ___, because ___.

My first guess is renting two evenings, because the room needs to pay its evening staff.

Notes

This page continues page 45. The notes for both pages are on the sheet for page 45.

Reading passage

What is the problem represented to be?

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Proposal**: A proposal is a change that someone suggests and that has not been approved yet.
- **Trade-off**: A trade-off is a choice where getting one benefit means accepting a cost or giving something up.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.
- **Framing**: Framing is choosing which parts of a situation a message brings forward.

The story: The meeting nobody can attend

The Common Room's board meets Wednesday at 6:30 p.m. The small nonprofit that runs the room alongside the bookshop is weighing paid evening rentals to help cover staffing. The agenda item is marked "for discussion," and no vote has been taken. By Friday, the crew's group chat has split along predictable lines. Mateo, who likes turning "we should" into a plan, has drafted a petition headline. Others are less sure a petition is the right tool.

Mari holds both sides of the problem in one job. She is paid to lock up the bookshop and then stays for zine night with her friends. She wants the free time protected, but she knows the bookshop has costs, and she proposes asking which hours earn money and testing a different arrangement. Sami raises a procedural objection. The crew keeps speaking for evening users without asking them. For her own part, she wants three things from the meeting: the actual proposal, a way to give input without speaking on the spot and a clear answer about what that input can change.

Caio, 24, runs the crew's Tuesday film night, one of the evenings Option B would rent out. Dec rehearses on Thursdays. The proposed meeting time overlaps several people's shifts. The people most affected by the decision are among those least able to attend it.

Stop and think. Sami wants to know what her input can change. Why does that question matter before anyone speaks?

Pacing

Reading: about 5 min (741 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The meeting nobody can attend":** Sami wants to know what her input can change. Why does that question matter before anyone speaks?
2. **After "Reading an agenda like an analyst":** Apply Bacchi's question to Option C. What does it assume the problem is?
3. **After "Decision-makers and public participation":** A petition to keep the room free is also a frame. What does it bring forward, and what does it leave out?

Reading an agenda like an analyst

The documents lay out the choice. Option A keeps the current free evenings and leaves the funding gap. Option B replaces Tuesday and Thursday evenings with paid rentals. Option C pilots one rental evening for six weeks while seeking additional funding. Each is a **proposal**, a change that someone suggests and that has not been approved yet. The budget note puts evening staffing and utilities at $600 a week against $400 in grants and donations. Each rental is projected to add $120 after costs, so two would cover the $200 gap and one would leave $80. The note adds a caution the headline would never carry: demand is uncertain.

A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Every option has one. Option A protects the evenings and leaves the deficit. Option B closes the deficit on paper and ends two free nights. Option C limits the loss and leaves a smaller gap. It also leaves open what the board will do if the pilot falls short.

The policy scholar Carol Bacchi offers a sharper tool. Her approach asks what a proposed solution assumes the problem is (Carol Bacchi, "What's the problem represented to be?", November 1, 2017). Option B represents the problem as a $200 gap and treats two free evenings as the price. That representation is a form of **framing**, the Case 1 idea of choosing which parts of a situation a message brings forward. It brings the budget forward and pushes Sami, Dec, Mari and Caio into the background. Bacchi's question applies to the crew's own preferences too. A petition to "keep it free" represents the problem as a threat to free space and leaves the staffing cost out of view.

Stop and think. Apply Bacchi's question to Option C. What does it assume the problem is?

Decision-makers and public participation

A **decision-maker** is the person or group with the power to make a particular choice. The board controls its own schedule, so a strong comment names the proposal, explains one effect with evidence and asks for something the board can decide. Public agencies follow different rules. New York's community boards, for example, have advisory authority (NYC.gov, Brooklyn Community Board 13, no date listed).

New York's libraries show how funding decisions reach ordinary schedules. City budget cuts ended Sunday hours at every branch that still had them, and Brooklyn's last Sunday was December 17, 2023 (NY1, November 17, 2023). Restored funding, part of a $58.3 million investment, brought Sunday service back starting July 14, 2024 (NYC Mayor's Office, July 1, 2024). Council members thanked residents who called and wrote (New York City Council, July 14, 2024).

Professional codes speak to the board's side of the table. The American Society for Public Administration asks public servants to "inform the public and encourage active engagement in governance" (ASPA Code of Ethics, 2013). The crew's plan puts that into practice.

This page continues page 47. The notes for both pages are on the sheet for page 47.

Decision-makers and public participation, continued

It sends the board a joint question that leaves room for disagreement. Mari checks the figures, Sami proposes a way to send written feedback and Mateo rewrites the petition as a request the board can answer. Your role is to check the budget figures before the crew speaks to the board.

Stop and think. A petition to keep the room free is also a frame. What does it bring forward, and what does it leave out?

Sources

Real source | Carol Bacchi | November 1, 2017
What's the problem represented to be?

Real source | NYC.gov, Brooklyn Community Board 13 | No date listed
About community boards

Real source | NY1 | November 17, 2023
Public libraries over the next two weeks to begin closing on Sundays

Real source | NYC Mayor's Office | July 1, 2024
Mayor Adams Celebrates $58.3 Million Investment in City's Three Library Systems

Real source | New York City Council | July 14, 2024
NYC Council, Library Leaders, and New Yorkers Celebrate Library Budget Restorations to Restore Full Service, as Branches Reopen and Reinstate Services on Sunday for First Time in Months

Real source | American Society for Public Administration (ASPA) | 2013
ASPA Code of Ethics

Notes

This page continues page 47. The notes for both pages are on the sheet for page 47.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 6 minutes.

Evidence A | Board agenda, Wednesday 6:30 p.m. meeting

The proposal

Evening rentals, for discussion. Option A: keep the current free evenings; the funding gap remains. Option B: replace Tuesday and Thursday evenings with paid rentals. Option C: pilot one rental evening for six weeks while seeking additional funding. No vote has been taken.

Look closely: Is this a vote or a discussion? Which words tell you?

What it shows

A proposal stage: three options, each with a cost, and no vote.

What it leaves out

Who uses each evening, and the board's plan if the pilot falls short.

Evidence B | Weekly budget note for the board

The budget note

Evening staffing and utilities: $600. Current grants and donations: $400. Each paid rental is projected to add $120 after its extra costs. Two bookings would add $240; one would add $120. Demand is uncertain.

Look closely: Which number is a guess, and what could change it?

What it shows

A $200 gap, and a $120 per-rental projection the note calls uncertain.

What it leaves out

The basis for the projection, and any other way to close the gap.

Pacing

Full chapter: 6 min.

Short on time: 3 min. Students read the agenda and skip the boxes.

Say this

"Put your finger on the word "projected" in the budget note. What does it tell you about the $120?" — Wait for "it's a guess."

Watch for

Misconception: Students treat $120 per rental as guaranteed. **Listen for:** "Two rentals means $240, done." **Then:** Point to "Demand is uncertain." Ask what happens with one booking, or none.

Support

- Provide a calculator and work $600 − $400 = $200 together.
- Read one option at a time aloud.
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

Stretch

- Ask students to work out the gap with zero, one and two rentals, and say which result is a guess.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Listening notes from evening users

The missing voices

Sami works afternoons. Dec rehearses on Thursdays. Mari closes the shop. A nearby resident worries about late noise. The proposed meeting time overlaps with several shifts.

Look closely: Whose voice is missing from these four notes?

What it shows

Four stakeholders, including a neighbor, and a meeting time that excludes some.

What it leaves out

Users not in the notes, and how their input would reach the board.

What is still missing from the evidence?

Who uses the room on other evenings, whether the $120 projection rests on any past bookings, what the board will do if the pilot underperforms, and the views of evening users who were not in the listening notes.

Notes

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Put your finger on the word "projected" in the budget note. What does it tell you about the $120?" — Wait for "it's a guess."

Watch for

Misconception: Students treat $120 per rental as guaranteed. **Listen for:** "Two rentals means $240, done." **Then:** Point to "Demand is uncertain." Ask what happens with one booking, or none.

Support

- Provide a calculator and work $600 − $400 = $200 together.
- Read one option at a time aloud.
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

Stretch

- Ask students to work out the gap with zero, one and two rentals, and say which result is a guess.

Heat check

■□□ **Low.**

Key idea: trade-offs

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 8 minutes.

The board is weighing a **proposal** about the free evenings. A proposal is a change that someone suggests and that has not been approved yet. Option B would help close the $200 weekly gap, but it would end the free Tuesday and Thursday evenings. A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Every option on the agenda has one, including the one you prefer.

Carol Bacchi's policy-analysis approach asks what a proposed solution assumes the problem is. Option B treats the $200 gap as the problem and two free evenings as the price. That leaves two questions open: who loses those evenings, and what happens if bookings come in lower than projected? Ask the same questions about your own favorite option.

A **decision-maker** is the person or group with the power to make a particular choice. Here, the nonprofit's board controls its own schedule. A community board or a city agency would follow other rules. A strong comment names the proposal, explains one effect with evidence and asks for a decision the board can make. The board can still choose an option the crew did not ask for.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 5. Fully Inform and Advise

"Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members"

In plain words: ASPA members agree to give decision-makers, such as board members, accurate and complete information.

Question: The budget note projects $120 more per rental. What should it also tell the board about how certain that is?

Your answer

The note should also say ___, because ___.

The note should also say what the $120 projection is based on. It should add that demand is uncertain, because a board may treat an estimate as a promise.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Read the In the news section only.

Say this

"A trade-off means gaining one benefit costs something else. What does each option cost, and who pays?" — Build a three-column chart: A, B, C.

"The ASPA code asks for accurate, complete information for decision-makers. What is missing from the budget note?" — Wait for the basis of the $120.

Watch for

Misconception: Students treat the ASPA code as a law. **Listen for:** "The board has to follow ASPA." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The ASPA code is not a law."

Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

Stretch

- Read the second ASPA card. Ask how the board could hear from evening users who cannot attend.

Heat check

■□□ **Low.**

In the news

Real source | Education Week | February 6, 2023

Letting Students Decide Where Money Should Go: How One District Did It

A real district let students propose and vote on how shared school spaces and money would change.

Real source | First Alert 4 (KMOV) | June 4, 2026

St. Louis shuts down streets to cars, hands them over to neighbors

A city pilot that changes a shared space for a trial run, so neighbors can test trade-offs before anything is permanent.

Notes

This page continues page 52. The notes for both pages are on the sheet for page 52.

Sort the evidence

On your own Follow each option to its consequences. Mark the consequences that depend on a projection. About 5 minutes.

Follow each option to its consequences. Which consequences depend on a projection, and who carries the cost if it misses?

Option B: paid rentals replace Tuesday and Thursday evenings

A projected $240 would cover the $200 gap if both evenings book

Who is affected

Check: What happens if bookings fall short of the projection?

Option C: one rental evening piloted for six weeks

A projected $80 gap remains while the board seeks funding and reviews the pilot

Who is affected

Check: What happens if bookings fall short of the projection?

Dec loses Thursday rehearsals and Mari's late evenings stop being usable

Who is affected

Evening users, including people who cannot attend the meeting

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

People who cannot attend the Wednesday 6:30 p.m. meeting. I would ask how they could give written input.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Follow Option B to the end of its chain. Which consequence depends on a guess?" — Model the Option B row together.

Watch for

Misconception: Students list only money consequences. **Listen for:** "B makes $240." **Then:** Ask who is affected at the end of the chain. Point to Dec on Thursdays.

Support

- Let students write $ (money) or P (people) next to each consequence before writing sentences.

Heat check

Medium. The missing-perspective question can lead to talk about access needs or money at home.

Cool-down: Keep it about the people in the case. No student needs to describe their own schedule or budget.

Practice: choose a response

On your own Choose what the crew should ask for first and explain why. Then fix the two marked lines. About 5 minutes.

What should the crew ask the board for first?

- ☐ **A** Post that the board is taking away the free nights.
- ☑ **B** Ask for the budget assumptions, who uses each evening and a way to comment without attending.
- ☐ **C** Support whichever option brings in the most money.

Why I chose it

B. It asks the decision-maker for information it can supply and a way to comment. A misstates the process, and C ignores access.

Improve a draft

A student's first draft

(1) The board should not take away our free nights. The Common Room is important to the community and a lot of people use it. I have been coming here for movie nights since it opened and it's one of the only places we can all hang out without paying. Renting it out just shows (2) the board cares more about money than people. Sami and Dec would lose their spot and that is not fair. Please keep it free for everyone. Thank you for listening.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

Option B, which the board has not voted on, would rent two free evenings.

Rewrite phrase 2

The board faces a $200 weekly gap, and rentals are one way to close it.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"The meeting is Wednesday. What should the crew ask for first?" — Vote first.

Watch for

Misconception: Students choose A because it feels urgent. **Listen for:** "We have to warn everyone." **Then:** Ask whether the board has voted. It has not, so A misstates the facts.

Heat check

■□□ **Low.**

Answer key

A revised version: I use the Common Room on weeknights, and I'm commenting on the rental options. Option B would replace both Tuesday and Thursday free evenings. Sami meets clients after her print-shop shift, and Dec rehearses Thursdays, so losing both nights hits people with the least flexible schedules. I understand the $200 weekly gap is real. Option C's one-night pilot could cut it to about $80 if bookings hold. I'm asking the board to choose the pilot, collect written input from evening users who can't attend, and review the results with them after six weeks.

Other notes on the draft:

- "Sami and Dec would lose their spot" Good affected perspectives. Say which evenings and why they matter.
- "Please keep it free for everyone" Clear position, but the board needs a plan for the gap. What could it do?

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

Argument essay: which is more effective at influencing a decision-making body, individual public comment or organized groups? Use the Common Room board as your local example.

Use: Case plus Federalist No. 10 excerpt on factions.

You'll make: Argument essay, 40 minutes

Time: 50 minutes

1. Write a claim: which influences a decision-making body more, individual comment or organized groups?
2. Paraphrase Madison's argument about factions in Federalist No. 10.
3. Choose a government example as your main evidence, such as library Sundays.
4. Explain in one sentence why the Common Room board is not a government body.
5. Write an opposing view and your response to it.
6. Write the essay on lined paper in 40 minutes.

Prefer typing? Scan to open the online workspace.

My claim

Organized groups influence decision-making bodies more than individual comments, because they combine many voices into one clear request.

Federalist No. 10 in my own words

Madison argued that a large republic makes it harder for one faction to control the government, because it holds many different interests.

Pacing

Full chapter: 8 min.

Short on time: 2 min. Students write only the claim.

Say this

"The Common Room board is not a government body. Where would the same kind of fight happen in government?" — Take examples, then point to library Sundays in the In the news section.

Watch for

Misconception: Students treat the nonprofit board as a government body. **Listen for:** "The board is part of the city." **Then:** Point to the story: a small neighborhood nonprofit runs the room.

Support

- Argument outline
- Federalist 10 paraphrase card
- Vocabulary: interest group, pluralism, faction
- Frame: "Although ___, organized groups ___ because ___."

Stretch

- Distinguish a nonprofit board from a government body, and explain whether Madison's argument about factions still applies.

Your task, continued

My government example

People who wanted library Sundays back called and wrote to the City Council, and Sundays returned after the July 2024 budget.

Why the board is not a government body

It is a small nonprofit's board that controls its own room.

An opposing view, and my response

Someone might say one strong personal comment can sway a board. But a single comment is easier to set aside than a request many people share.

Notes

This page continues page 56.

Standards

Unit 5: Political Participation — The course unit on voting, political parties, interest groups, elections and the media. In this case: Interest groups, public comment and influence on decision-makers.

Unit 1: Foundations of American Democracy — The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Federalist No. 10 on factions.

Argumentation — Skill category 5: develop an argument in essay form. In this case: Students write an argument essay using a foundational document.

D2.Civ.13.9-12 — Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate each option's intended and unintended outcomes.

D2.Civ.9.9-12 — Use fitting deliberative processes in different settings. In this case: Students use a deliberative process to weigh options before recommending one.

Answer key

A strong response:

- Defensible claim
- Uses Federalist 10 accurately
- Uses the case as evidence
- Responds to an opposing view

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 40 minutes.

Your opening paragraph

Organized groups influence decision-making bodies more than individual comments do, because they combine many voices into one clear request. Pluralism expects groups to compete for influence. In Federalist No. 10, Madison argued that a large republic makes it harder for one faction to control the government. Organized groups work within that design by building a shared request that officials cannot easily ignore.

Your evidence paragraph

New York's library Sundays give one real example of public pressure on a government body. City budget cuts announced in November 2023 ended Sunday service at every branch that still opened on Sundays. People who wanted Sundays back called and wrote to the City Council, which negotiates the budget with the mayor. The budget adopted for July 2024 restored $58.3 million. One outcome cannot prove that organized pressure always works, but it shows where a request has to go. The Common Room board is different, because it is a small nonprofit's board, not a government body.

Pacing

Full chapter: 40 min.

Short on time: 40 min.

Say this

"Your evidence has to come from government. Use the case in one sentence, as a contrast." — Call time at 30 minutes for the rebuttal.

Watch for

Misconception: The essay claims the library outcome proves the thesis. **Listen for:** "This proves groups always win." **Then:** Point to the In the news section. One outcome does not show that speaking up always works.

Answer key

What to notice in the sample:

1. Uses the foundational document accurately.
2. Limits the claim to what the evidence shows.
3. Distinguishes the case from government, as the challenge asks.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 6 minutes.

Is your claim defensible?	☑ Yes	☐ No
Do you use Federalist No. 10 accurately?	☑ Yes	☐ No
Is a government example your main evidence?	☑ Yes	☐ No
Do you respond to an opposing view?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No figures or perspectives.	☐ Mentions money or people vaguely.	☐ Uses one figure and one affected perspective accurately.	☐ Uses figures conditionally and names an uncertainty.
Reasoning	☐ Assigns bad motives to the board.	☐ States a preference without addressing the gap.	☐ Recommends an option and addresses the gap.	☐ Weighs trade-offs across options and explains the choice.
Audience & purpose	☐ Speaks to the wrong decision -maker.	☐ Addresses the board but asks for nothing specific.	☐ Makes a request the board can act on.	☐ Requests a process that includes people who can't attend.
Revision	☐ No change.	☐ Tone edits only.	☐ Replaces a motive claim with evidence.	☐ Adds a figure, a perspective and a follow-up request.

Pacing

Full chapter: 6 min.

Short on time: skip this page. Score the essays yourself.

Say this

"Could a board member act on your request tomorrow? Mark your level, then make one change." — Ask for one figure stated as a projection.

Watch for

Misconception: Students state the $120 as certain. **Listen for:** "The pilot will bring in $120." **Then:** Point to the Evidence row. Add "is projected to."

Heat check

■□□ **Low.**

Answer key

How to assess: Practice feedback follows the published Argument Essay expectations for a defensible claim, foundational-document evidence, reasoning and rebuttal.

Proficient looks like:

- **Evidence:** Uses one figure and one affected perspective accurately.
- **Reasoning:** Recommends an option and addresses the gap.
- **Audience & purpose:** Makes a request the board can act on.
- **Revision:** Replaces a motive claim with evidence.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I stopped calling the Common Room board a government, because it is a nonprofit's board that controls its own room.

Notes

This page continues page 59. The notes for both pages are on the sheet for page 59.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 8 minutes.

1. **Option B treats the $200 gap as the problem. What does that way of stating the problem leave out?**

It treats access as a cost to cut, not as part of the problem. It also hides the risk that bookings fall short of $120 each.

2. **Mari is paid to close the shop and also uses the room at night. How does that shape what she asks for?**

Her two roles make her weigh the costs, so she asks for tested options and written costs, not a simple yes or no.

3. **How is the Common Room's board different from the City Council that helped restore library Sundays?**

The board governs one small nonprofit's room. The City Council negotiates the city budget with the mayor, which is how the $58.3 million was restored.

My take

My claim: ___.

The board should pilot Option C and review it with evening users after six weeks.

The best evidence is ___, because ___.

The listening notes, because they show whose evenings each option changes.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Answer with a detail from the agenda, the budget note or the listening notes." — Post the question numbers and call on one student per question.

Stretch

- Model what happens if only four of six pilot rentals are booked.
- Going further: Choose one option on the agenda. Write what it assumes the problem is and what it leaves out.
- Going further: Map who is affected by the change, including people who cannot attend the meeting. Then write an invitation that says what is still open to input.
- Going further: Make an annotated options sheet that compares Options A, B and C. Test it with a neighbor, and revise any part that confuses them.
- Going further: With a trusted adult, look up an upcoming library board, school committee or recreation center meeting agenda. Find out whether the item is for discussion or a vote, and whether written comments are accepted.
- Research the difference between a nonprofit board and a public community board in your area

Heat check

■□□ **Question 1: Low.**

My take, continued

Someone who disagrees might say ___.

A pilot only delays a hard decision.

The limit of the evidence is ___.

No document shows what the $120 projection is based on.

I would change my mind if ___.

The board found funding that closes the gap without rentals.

Notes

This page continues page 61. The notes for both pages are on the sheet for page 61.

Talk about this case at home

Case 4: Who gets a say when a shared room changes?

In this case, a community room's board is weighing whether to rent out two free evenings to cover its costs. Your student used a budget note and notes from evening users to write a comment the board could act on.

See the case online.

Questions to talk about

1. Who decides the hours at a public library or community center?
2. What should a group know before it asks a board for a change?
3. How can people give input if they cannot attend a meeting?

Nobody needs to share personal stories or private information to talk about this case.

Pacing

At home: this page takes no class time.

Say this

"Take this page home or read it with someone you trust." — Nobody needs to share a personal story to complete it.

Case 5: Why is my deposit smaller than what I earned?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a short story in which Gia's bank deposit is smaller than she expected after 18 hours of café shifts. They read her pay statement and shift log, label gross pay, FICA, withholding and net pay, and find out why three hours are missing. They then write a private question to payroll about any line they cannot explain.

Before this case

Students should already be able to:

- read a line or bar chart and describe a change over time
- describe the main ideas of liberal, conservative and libertarian ideologies
- draw a conclusion that stays within the data

Objectives

Students will be able to:

- describe a trend in Social Security data accurately
- draw a conclusion the data supports
- explain how three ideological perspectives might respond, without caricature
- connect the trend to the FICA lines on Gia's statement

Materials

- This chapter, one copy per student
- Evidence A
- One chart from the Social Security Trustees Report, chosen by you
- An ideology comparison chart

The task in this edition

Task: Quantitative analysis plus ideology: use a chart from the Social Security Trustees Report (teacher-selected) to describe a trend, then explain how liberal, conservative and libertarian perspectives might respond to that trend.

Students make: Quantitative analysis response plus one ideology paragraph (about 400 words)

Fit: partial. Social Security financing and ideological views on social programs are genuine Unit 4 content, and a Trustees Report chart supports Quantitative Analysis practice, but the case contributes only the paycheck hook; the political substance comes from the outside data.

Pacing

Opener (page 64): 4 min. Short on time: 2 min. Summarize What happened in one minute.

Key terms (pages 65 and 66): 4 min. Short on time: skip.

Pacing, continued

Look at the evidence (pages 70 and 71): 5 min. Short on time: 3 min. Students fill in the Evidence A boxes only.

Key idea (pages 72 and 73): 5 min. Short on time: skip.

Sort the evidence (page 74): 4 min. Short on time: skip.

Practice (page 75): 3 min. Short on time: skip.

Your task (page 76): 12 min. Short on time: 12 min.

Your draft (page 77): 20 min. Short on time: 20 min.

Check your work (pages 78 and 79): 5 min. Short on time: 3 min. Students answer the Check your work questions. Give practice feedback yourself.

Questions to discuss (pages 80 and 81): 8 min. Short on time: 5 min. Use question 2 only.

Talk about this case at home (page 82): at home.

Periods: full chapter 70 minutes; one period 45 minutes.

Case 5 plan, continued

Standards

Unit 4: American Political Ideologies and Beliefs The course unit on how Americans form political beliefs and how ideologies shape views on policy. In this case: Ideologies and views on the government's role in social programs.

Data Analysis Skill category 3: analyze and interpret numbers shown in tables, charts, graphs, maps and infographics. In this case: Students describe a trend in Social Security data.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students connect payroll taxes to social insurance.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate Social Security and Medicare funding in terms of intended outcomes.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use wage laws to address pay errors.

Codes of ethics

- **PayrollOrg Code of Ethics:** Item 2
- **PayrollOrg Code of Ethics:** Item 5

Codes of ethics, continued

- **IABC Code of Ethics for Professional Communicators:** "I communicate accurate information"

Heat map

■□□ **Opener (page 64):** Low

■□□ **Key terms (pages 65 and 66):** Low

■□□ **Look at the evidence (pages 70 and 71):** Low

■□□ **Key idea (pages 72 and 73):** Low

■□□ **Sort the evidence (page 74):** Low

■■□ **Practice (page 75):** Medium

■■□ **Your task (page 76):** Medium

■□□ **Check your work (pages 78 and 79):** Low

Try it at your school

Know how to read your first pay statement.

- Before a first job, ask how and when you'll be paid and where to see your pay statement
- Keep your own log of hours and shifts
- Look up your state's minimum wage on its labor department site
- Bring pay questions to a supervisor or payroll, in writing

Who to ask: School counselor or career office, a work-permit issuing officer if your state uses them, your supervisor or payroll office

Try it at your school, continued

Safety: Never post pay statements, Social Security numbers or bank details online. Workers under 18 have limits on hours and jobs; ask a trusted adult to help check them.

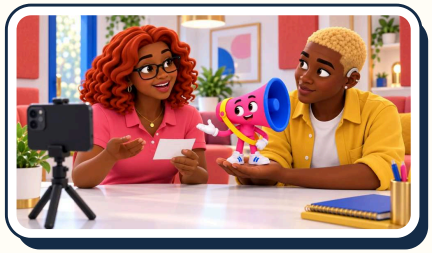
Sources

- Internal Revenue Service, "Understanding Taxes: gross pay and net pay," No date listed
- Internal Revenue Service, "Understanding employment taxes," No date listed
- Internal Revenue Service, "Tax Withholding Estimator," No date listed
- TBS, "Rachel Gets Her First Paycheck from Central Perk," No date listed

Case 5: Why is my deposit smaller than what I earned?

Gia's bank deposit is smaller than the pay she worked out, so she reads her pay statement line by line before asking payroll.

On your own Read What happened and underline the two hour totals that do not match. About 4 minutes.



Gia holds a small card and talks beside a phone on a tripod. Jordy holds Voz, one of the crew's companions, on an open hand.

Your role: You're the one who adds up Gia's hours before she writes to payroll. **New skill:** Read a pay statement line by line.

What happened

It is Thursday evening, and it is payday for Gia. She works café shifts around her college classes. She checks her bank account and sees a deposit that is smaller than the pay she worked out. Gia keeps a shift log in her notes app. The log says 18 hours, but her pay statement says 15.

Jordy works event shifts, and their deposit looks different too. Jordy's shifts fall on different dates and hours, so their pay cannot explain Gia's. Jordy asks Gia to name the line that worries her instead of posting her whole statement.

Gia's pay statement lists her hours, her hourly rate and four tax lines. She expected the lines for Social Security and Medicare. She does not understand the line for federal income tax. Before she writes to payroll, she wants to know what her own records show.

Your question: Why is Gia's deposit smaller than her own count, and what should she ask payroll?

Pacing

Full chapter: 4 min.

Short on time: 2 min. Summarize What happened in one minute.

Say this

"Gia counted 18 hours. Her statement says 15. What are three reasons that could happen?" — List guesses on the board and keep them for the sort page.

Watch for

Misconception: Students assume payroll cheated Gia. **Listen for:** "They're ripping her off." **Then:** Ask which document would prove an error. Write "Check the dates first" on the board.

Support

- Read What happened aloud while students follow along.
- Write 18 and 15 side by side on the board.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 4 minutes.

Gross pay Gross pay is the money you earn before any taxes or other deductions are taken out.

En español: salario bruto

In this case: Gia's statement pays 15 hours at $17.00 an hour, so her gross pay is $255.00.

Net pay Net pay is the money left after taxes and other deductions, often called take-home pay.

En español: salario neto

In this case: The $220.99 that reached Gia's bank account is her net pay, not the amount she earned.

FICA FICA is the federal payroll tax that funds Social Security and Medicare.

En español: FICA (Seguro Social y Medicare)

In this case: On Gia's statement, FICA appears as two lines: Social Security tax, $15.81, and Medicare tax, $3.70.

Withholding Withholding is money an employer takes out of each paycheck to pay taxes or other costs for the worker.

En español: retención

In this case: Federal income tax withheld, $8.40, is a separate line from FICA. The IRS says its amount depends partly on the W-4.

Who is involved

Gia
Works café shifts and keeps her own shift log

"My notes say 18 hours. The statement says 15. I counted twice, so where did three hours go?"

Jordy
Works event shifts on different dates

"Mine is event work. Different dates, different hours. My deposit can't tell Gia anything about hers."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Which number did Gia see in her bank account, gross pay or net pay?" — Wait for "net pay." Then ask what her gross pay was.

Watch for

Misconception: Students treat FICA and federal income tax as the same tax. **Listen for:** "FICA is just the income tax." **Then:** FICA is two lines, Social Security and Medicare. Federal income tax is a third line.

Support

- Pair students who share a language to explain each term in their own words.
- Draw gross pay at the top and net pay at the bottom, with deductions between them.
- **Cognates:** deduction (deducción), net (neto), total (total), calculate (calcular), period (período), federal (federal), confirm (confirmar), error (error).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, why do you think Gia's deposit is smaller than she expected?

My first guess is ___, because ___.

My first guess is that taxes explain the whole gap, because every paycheck has deductions.

Notes

This page continues page 65. The notes for both pages are on the sheet for page 65.

Reading passage

Reading the document behind the deposit

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Gross pay**: Gross pay is the money you earn before any taxes or other deductions are taken out.
- **Net pay**: Net pay is the money left after taxes and other deductions, often called take-home pay.
- **FICA**: FICA is the federal payroll tax that funds Social Security and Medicare.
- **Withholding**: Withholding is money an employer takes out of each paycheck to pay taxes or other costs for the worker.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.

The story: Eighteen hours or fifteen

Gia works café shifts around her college classes, and like many students with jobs, she checks her pay the way most people check the weather: quickly, on her phone, expecting nothing unusual. On this Thursday, the deposit is smaller than the number in her head. She does not guess. She opens the shift log she keeps in her notes app. Five shifts, 18 hours. Then she opens her pay statement. Fifteen hours.

She posts in the group chat that her deposit is much lower than expected. Jordy, who works event shifts, notices their own deposit looks different too, and then immediately sees why that comparison is useless. Their shifts fall on different dates and hours. Two deposits cannot explain each other. Jordy's next message sets a boundary that protects them both. Gia should not post her whole statement. She should name the line that worries her. Jordy also does not want Gia mentioning their pay to her payroll office. It proves nothing about Gia's pay and puts Jordy's pay in front of Gia's payroll office.

Your role is to add up Gia's hours before she writes to payroll. That sounds simple. It is also the step most people skip.

Stop and think. Why does Jordy not want Gia to mention Jordy's pay in her message?

A statement is an argument you can check

Gia's working theory is that payroll shorted her.

Pacing

Reading: about 5 min (702 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Eighteen hours or fifteen":** Why does Jordy not want Gia to mention Jordy's pay in her message?
2. **After "A statement is an argument you can check":** What is the difference between a likely answer and a confirmed one, and why does Gia still write to payroll?
3. **After "The system behind the lines":** Why can one paycheck not show how much federal income tax a worker will owe for the year?

A statement is an argument you can check, continued

That is a **claim**, a statement that something is true that can be checked with evidence. Case 1 taught you to test a claim against the original source, and Case 4 taught you to read dollar figures carefully, as Mari did with the board's budget note. A pay statement combines both skills. It is the employer's account of how it got from your work to your deposit, and each line can be checked.

The statement covers the pay period ending Friday the 12th, paid the following Thursday. It lists 15 hours at $17.00, for $255.00 in **gross pay**, the money you earn before any taxes or other deductions are taken out. Gia's log explains the difference in hours. Her shifts on the 8th, 10th, 11th and 12th total 15 hours. Her 3-hour Saturday shift on the 13th fell after the period closed. The likely answer is that those hours will appear on the next statement. A likely answer is not a confirmed one, so Gia still plans to ask.

The rest of the gap is taxes. Social Security tax of $15.81 and Medicare tax of $3.70 together form **FICA**, the federal payroll tax that funds Social Security and Medicare. Federal income tax withheld, $8.40, is a separate line, as is state and local income tax, $6.10. **Withholding** is money an employer takes out of each paycheck to pay taxes or other costs for the worker. The total left, $220.99, is Gia's **net pay**, the money left after taxes and other deductions, often called take-home pay.

Stop and think. What is the difference between a likely answer and a confirmed one, and why does Gia still write to payroll?

The system behind the lines

The IRS explains that the federal taxes an employer withholds include income tax, Social Security and Medicare. It says income-tax withholding depends partly on the worker's Form W-4 (Internal Revenue Service, updated May 1, 2026). Federal income tax taken from each paycheck counts toward what a worker owes for the whole year, so one paycheck cannot show that yearly total. The IRS Tax Withholding Estimator is the official tool for checking whether withholding is on track (Internal Revenue Service, updated June 27, 2026). The IRS has also written directly to teens starting a first job, explaining withholding and the W-4 (IRS Tax Tip 2019-62, May 20, 2019).

FICA can feel abstract until you ask what it funds. The Peter G. Peterson Foundation explains where the Social Security and Medicare money taken from a paycheck goes (Peter G. Peterson Foundation, May 26, 2026). NPR's The Indicator devoted an episode to the Social Security portion and why it comes out of nearly every check (NPR, June 6, 2018).

Gross pay has its own rules. Many states set a minimum wage above the federal one, and 19 states raised theirs in January 2026 (Money, January 1, 2026). Payroll professionals hold themselves to a standard, too. The PayrollOrg code asks members "to strive for perfect compliance, accuracy, and timeliness of all payroll activities" (PayrollOrg Code of Ethics, no date listed).

This page continues page 67. The notes for both pages are on the sheet for page 67.

The system behind the lines, continued

A worker who can read the statement is the best check on that promise.

Stop and think. Why can one paycheck not show how much federal income tax a worker will owe for the year?

Sources

Real source | Internal Revenue Service | May 1, 2026
Understanding employment taxes

Real source | Internal Revenue Service | June 27, 2026
Tax Withholding Estimator

Real source | Internal Revenue Service | May 20, 2019
It's summertime... and these tips can help make livin' easy for teens with jobs (IRS Tax Tip 2019-62)

Real source | Peter G. Peterson Foundation | May 26, 2026
Payroll Taxes: What Are They and What Do They Fund?

Real source | NPR, The Indicator from Planet Money | June 6, 2018
Social Insecurity

Real source | Money | January 1, 2026
Minimum-Wage Workers in These 19 States Just Got a Raise

Real source | PayrollOrg | No date listed
PayrollOrg Code of Ethics

Notes

This page continues page 67. The notes for both pages are on the sheet for page 67.

Look at the evidence

On your own Read the pay statement and the shift log, and fill in both boxes for each one. About 5 minutes.

Evidence A | Pay statement

Gia's pay statement

Pay period ending Friday the 12th, paid the following Thursday. Hours: 15.00 at $17.00. Gross pay: $255.00. Social Security tax: $15.81. Medicare tax: $3.70. Federal income tax withheld: $8.40. State and local income tax withheld: $6.10. Net pay: $220.99.

Look closely: Which line shows gross pay? Which two lines together make up FICA?

What it shows

15 × $17.00 = $255.00 checks out. FICA is two lines, apart from income tax.

What it leaves out

Any shift after the 12th, and how the $8.40 federal line was figured.

Evidence B | Notes app

Gia's shift log for the last two weeks

Mon the 8th: 4 hrs. Wed the 10th: 4 hrs. Thu the 11th: 3 hrs. Fri the 12th: 4 hrs. Sat the 13th: 3 hrs. My total: 18 hrs.

Look closely: Which shift falls outside the pay period? Add the hours inside it.

What it shows

Her log matches the statement once the 3-hour Saturday shift is set aside.

What it leaves out

Whether payroll logged the Saturday hours, and which statement will pay them.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students fill in the Evidence A boxes only.

Say this

"Put your finger on the date the pay period ends. Now find each shift in the log that comes after it." — Wait for Saturday the 13th.

Watch for

Misconception: Students expect all 18 hours on this statement. **Listen for:** "She worked 18 hours, so she gets paid for 18." **Then:** Ask which dates the pay period covers. Only 15 of the 18 hours fall inside it.

Support

- Give each document on its own half-page with the dates enlarged.
- Offer calculators and model 15 × $17.00 = $255.00.
- **Cognates:** deduction (deducción), net (neto), total (total), calculate (calcular), period (período), federal (federal), confirm (confirmar), error (error).

Stretch

- Ask which two lines make up FICA, and why the statement lists federal income tax on its own line.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

Whether the Saturday shift will appear on the next statement, what Gia entered on her W-4, whether any other deductions such as benefits apply to her job, and the minimum wage where she works.

Notes

This page continues page 70. The notes for both pages are on the sheet for page 70.

Key idea: gross pay and net pay

On your own Read the key idea and the code of ethics, then answer the question in the box. About 5 minutes.

A bank deposit shows how much money arrived, but the pay statement shows how the employer figured it. **Gross pay** is the money you earn before any taxes or other deductions are taken out. For an hourly worker, gross pay is the hours worked times the hourly rate, plus any other earnings. **Net pay** is the money left after taxes and other deductions, often called take-home pay. Gia's deposit is her net pay.

Deductions are the lines between those two totals. **FICA** is the federal payroll tax that funds Social Security and Medicare. On Gia's statement, FICA appears as two lines: Social Security tax and Medicare tax. **Withholding** is money an employer takes out of each paycheck to pay taxes or other costs for the worker. Federal income-tax withholding is a separate line from FICA, and the IRS says its amount depends partly on the worker's Form W-4.

A statement can also list other deductions, such as benefit contributions, so read each line's name before you decide it is income tax. The federal income tax taken from each paycheck counts toward the tax a worker owes for the whole year. One paycheck cannot show what that yearly total will be. This explanation covers employees in the United States. Self-employed workers follow a different tax process.

Professional standards

Real source | PayrollOrg

PayrollOrg Code of Ethics: Item 2

"To strive for perfect compliance, accuracy, and timeliness of all payroll activities."

In plain words: Payroll professionals who belong to PayrollOrg aim to pay people correctly and on time.

Question: Gia worked Saturday the 13th, after the pay period ended. What should payroll confirm about when she gets paid?

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"PayrollOrg members aim for accuracy and timeliness. Which part of Gia's question is about timeliness?" — Wait for the Saturday shift.

Watch for

Misconception: Students treat the PayrollOrg code as a law. **Listen for:** "Payroll could get sued for breaking the code." **Then:** Say: "The code binds PayrollOrg members. Tax and wage laws are separate."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Read PayrollOrg Item 5 on confidentiality. Ask why Jordy wants Gia to name one line instead of posting her statement.

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

Payroll should confirm ___. Item 2 matters here because ___.

Payroll should confirm which pay period the 3-hour Saturday shift belongs to. Item 2 matters here because it asks for accuracy and timeliness, and this shift tests both.

In the news

Real source | **Two Cents, PBS (YouTube) | April 10, 2019**

How Do Your Tax Dollars Get Spent?

Starts with a first paycheck that's smaller than expected and explains FICA and income tax withholding.

Real source | **NPR, The Indicator from Planet Money | June 6, 2018**

Social Insecurity

A short episode on the Social Security part of FICA and why it comes out of nearly every paycheck.

Notes

This page continues page 72. The notes for both pages are on the sheet for page 72.

Sort the evidence

On your own Compare each piece of evidence with each claim and write supports, challenges or neither in each box. About 4 minutes.

Before calling it an error, sort the evidence. Which facts explain the smaller deposit, and which question is still worth asking payroll?

Evidence	**Claim 1** Payroll shorted Gia's pay.	**Claim 2** The missing 3 hours belong on the next statement.
1 Shift log shows 18 hours; the statement shows 15	Supports	Neither
2 The period ended Friday the 12th; the 3-hour shift was Saturday the 13th	Challenges	Supports
3 Gross pay of $255.00 matches 15 × $17.00	Challenges	Neither
4 FICA and withholding lines account for the gap between gross and net	Challenges	Neither

Still open

- Will the Saturday shift actually appear next time? Ask payroll.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The payroll office is missing, and so is Gia's W-4. I would ask how her W-4 affects the $8.40 line and when the Saturday hours will be paid.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Which facts explain the smaller deposit, and which question is still open for payroll?" — Model the first row together.

Watch for

Misconception: Students mark the shift log as proof that payroll shorted Gia. **Listen for:** "The log proves she was cheated." **Then:** On its own, the log supports that claim. The pay-period date challenges it.

Support

- Let students write S or C in each box before they write sentences.

Heat check

Low.

Practice: choose a response

On your own Choose what Gia should do first and explain why, then fix the two marked lines. About 3 minutes.

Gia's deposit is smaller than the pay she worked out. What should she do first?

- [ ] **A** Compare her deposit with Jordy's.
- [x] **B** Check her hours and the pay period, then read each line of her statement.
- [ ] **C** Treat the whole gap as taxes and let it go.

Why I chose it

B. Only Gia's own records can separate timing from deductions. A compares workers with different shifts, and C treats part of the gap as all of it.

Improve a draft

A student's first draft

Hi, my paycheck is wrong. (1) I worked way more hours than what I got paid for and also a lot of money was taken out for taxes which doesn't seem right. I've been working really hard and picking up extra shifts so this is really frustrating. My friend Jordy works similar hours and got more than me. Can you fix it? (2) My account number is 4471-xxxx if you need it. Please let me know as soon as possible because I have bills. Thanks, Gia

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

My log shows 18 hours, the statement 15. My Saturday shift may fall after the cutoff.

Rewrite phrase 2

I can bring my shift log with dates and times to the office if that would help.

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Gia just saw the deposit. What should she do first?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students choose comparing deposits with Jordy. **Listen for:** "Just ask Jordy what they got." **Then:** Ask what Jordy's deposit could prove about Gia's hours. Jordy works different dates.

Support

- Read the three options aloud before students choose.

Heat check

■■□ **Medium.** Students may start comparing their own pay or their family's income.

Cool-down: Say: "We use only Gia's and Jordy's numbers today." Return to the statement.

Answer key

A revised version: Hi, I'm checking my pay statement for the period that ended Friday the 12th. My shift log shows 18 hours, and the statement shows 15. I think my Saturday shift on the 13th may fall after the cutoff. Can you confirm whether those 3 hours will appear on my next statement? I also want to understand the federal income-tax withholding line. Is it based on the W-4 I filled out when I started? I can bring my shift log with dates and times to the office if that would help. Thank you, Gia

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 12 minutes.

Quantitative analysis plus ideology: use a chart from the Social Security Trustees Report (teacher-selected) to describe a trend, then explain how liberal, conservative and libertarian perspectives might respond to that trend.

Use: A Trustees Report chart and the case pay statement.

You'll make: Quantitative analysis response plus one ideology paragraph (about 400 words)

Time: 45 minutes

1. Find the two FICA lines in Evidence A and note their amounts.
2. Record the chart's title, axes, years and source in the planner.
3. Describe the trend in one sentence, using two numbers from the chart.
4. Write one conclusion the data supports.
5. Draft your analysis and one ideology paragraph in the Your draft boxes.
6. Finish the response on lined paper, about 400 words in all.
7. Check your response with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

Gia's FICA lines

Social Security tax $15.81; Medicare tax $3.70

What to record from the chart

Title, both axes, the years covered and the source

How I will describe the trend

I will name what the chart measures, its first and last years, their values and the direction of change.

Pacing

Full chapter: 12 min.

Short on time: 12 min.

Say this

"Before you explain the chart, describe it. What does it measure, and over which years?" — Model the first sentence on the board with your chart.

Watch for

Misconception: Students claim a cause the chart does not show. **Listen for:** "It went up because of..." **Then:** Ask where the chart shows that cause. If it does not, cut the claim.

Heat check

■■□ **Medium.** Ideology work can turn to students' own politics or their families' views.

Cool-down: Say: "We describe each view the way its supporters would. Nobody has to share their own."

Standards

AP United States Government and Politics: Unit 4: American Political Ideologies and Beliefs; Data Analysis; Concept Application.

C3 Framework: D2.Civ.13.9-12; D2.Civ.12.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Describes the data accurately
- Draws a supported conclusion
- Represents three perspectives fairly
- Connects to Gia's FICA lines

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 20 minutes.

Quantitative analysis

My chart comes from the Social Security Trustees Report. I state what it measures, the years it covers and the values at the start and the end. Then I describe the direction of change in one sentence. My conclusion stays within those years and does not claim a cause the chart does not show. The link to Gia is direct: her $15.81 Social Security line is one worker's share of the payroll tax that funds the program.

Ideology paragraph

Liberal, conservative and libertarian perspectives might read the same trend differently. A liberal perspective often supports a larger government role in social programs, so it might stress protecting benefits. A conservative perspective often favors limiting government growth, so it might stress controlling costs. A libertarian perspective favors minimal government, so it might stress individual choice about saving. Each view accepts the data. They differ on the government's role.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"Would a supporter of each view recognize your description of it?" — Partners check one perspective each.

Watch for

Misconception: Perspectives become caricatures. **Listen for:** "Conservatives want to cut every program." **Then:** Ask for the view's main reason, stated the way a supporter would state it.

Answer key

What to notice in the sample:

1. Keeps the conclusion within the data.
2. Connects the national data to one pay statement.
3. Describes a view in terms its supporters would use.
4. Separates the data from the values that interpret it.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 5 minutes.

Do you describe the data accurately, with numbers from the chart?	☑ Yes	☐ No
Is your conclusion supported by the data?	☑ Yes	☐ No
Do you represent all three perspectives fairly?	☑ Yes	☐ No
Do you connect the trend to Gia's FICA lines?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No specific numbers.	☐ Mentions hours but no period.	☐ Names hours, period and the line in question.	☐ Cites own records and the statement side by side.
Reasoning	☐ Assumes an error or theft.	☐ Assumes all difference is tax.	☐ Separates hours, deductions and period timing.	☐ Explains which differences are expected and which need checking.
Audience & purpose	☐ Shares private details or demands.	☐ Polite but vague.	☐ Clear question payroll can answer.	☐ Clear, private, and offers the right document.
Revision	☐ No change.	☐ Removes one issue.	☐ Adds period and line, removes private data.	☐ Explains why each change helps payroll respond.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students answer the Check your work questions. Give practice feedback yourself.

Say this

"Mark your level honestly. Then make one change and say why." — Circulate and ask for one added date or one removed private detail.

Watch for

Misconception: Students make surface edits only. **Listen for:** "I fixed the spelling." **Then:** Point to the Revision row. Ask for one added line name or one removed private detail.

Heat check

■□□ **Low.**

Answer key

How to assess: Practice feedback follows the Quantitative Analysis format for describing data, identifying a pattern and drawing a supported conclusion, plus a check that each ideology is represented fairly.

Proficient looks like:

- **Evidence:** Names hours, period and the line in question.
- **Reasoning:** Separates hours, deductions and period timing.
- **Audience & purpose:** Clear question payroll can answer.
- **Revision:** Adds period and line, removes private data.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I cut a sentence that mocked libertarians and wrote the view's main reason instead, because caricature is not analysis.

Notes

This page continues page 78. The notes for both pages are on the sheet for page 78.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 8 minutes.

1 What would Gia's statement need to show for the missing hours to be a payroll mistake?

It would have to pay fewer than the 15 hours worked inside the period. It pays all 15, so the open question is whether the next statement includes the 13th.

2 Why might a new worker think that every missing dollar went to taxes?

The tax lines are real and visible, so they make an easy explanation. A worker who stops there misses the timing issue behind the three hours.

3 Before a first job, what would you want to know about how and when you will be paid?

When each pay period ends and when it is paid, where statements are posted, and who answers payroll questions in writing.

My take

My claim: ___.

My claim: pay-period timing and expected deductions explain the smaller deposit.

The best evidence is ___, because ___.

The best evidence is the statement itself: 15 × $17.00 = $255.00, so the hours and rate match.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Use question 2 only.

Say this

"Answer with a line from the statement or the log, not a guess about payroll." — Post the question numbers and hear one answer per question.

Stretch

- Ask what a new worker should keep in their own records before the first payday, and why.
- Going further: What does a new worker need to know before they feel ready to ask payroll a question? Explain the gap between gross pay and net pay without making taxes the answer to every missing dollar.
- Going further: Write down your first guess about why Gia's deposit was small. Then compare it with the line-by-line explanation. What changed?
- Going further: Record a spoken walkthrough of Gia's statement, and mark up a copy of the statement. Ask someone which version answers their question better.
- Going further: Before a first job, ask how and when you will be paid and where to see your pay statement. Keep your own log of hours and shifts. Look up your state's minimum wage on its labor department website, and bring pay questions to a supervisor or payroll in writing.
- Use the IRS Tax Withholding Estimator's public page to list what information it asks for (no personal data)
- Research your state's minimum wage and pay-statement requirements

My take, continued

Someone who disagrees might say ___.

Someone who disagrees might say expected deductions can still be wrong, so Gia should check them.

The limit of the evidence is ___.

The limit of the evidence is that no document shows Gia's W-4 or when the Saturday shift will be paid.

I would change my mind if ___.

I would change my mind if payroll said the Saturday shift belonged to this pay period.

Notes

This page continues page 80.

Heat check

■■□ **Question 2: Medium.** Students may turn to opinions about taxes, or mention their own pay.

Cool-down: Say: "We're explaining Gia's statement, not debating taxes." Point back to the four tax lines.

Question 3 cool-down: Say: "Answer as any new worker would. Nobody shares their own pay." Return to Gia's questions.

Talk about this case at home

Case 5: Why is my deposit smaller than what I earned?

In this case, Gia's bank deposit is smaller than the pay she expected. Your student read a practice pay statement line by line and explained where the money went.

Questions to talk about

1. What is the difference between gross pay and net pay?
2. Why might a bank deposit be less than the hours worked times the hourly rate?
3. Who at a workplace can answer questions about a pay statement?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Bring this page home, or read it with someone you trust." — Nobody needs to share their own pay or family money matters.

Case 6: What can your family see in your college records?

Content note

This case is about private records. No student should share their own grades, forms, records or family finances, so keep the discussion on Rafa's situation.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read about Rafa, an 18-year-old in his first year of college whose family wants to help pay tuition and asks for his login. They read an access form, a college FERPA notice and summaries of federal guidance, then sort billing access from access to grades. They then write the question Rafa could send the records office and the smallest access that would help his family.

Before this case

Students should already be able to:

- explain the enumerated powers of Congress
- tell a statute from a constitutional provision
- apply a concept to a short scenario

Objectives

Students will be able to:

- explain how Congress attaches conditions to federal funds
- distinguish a statutory privacy right from a constitutional right

Objectives, continued

- apply both ideas to Rafa's records
- explain why a college that accepts no federal funds might not be covered

Materials

- This chapter, one copy per student
- Evidence B and the key idea
- A short explainer on Congress's spending power, chosen by you
- A comparison chart: statutory and constitutional rights

The task in this edition

Task: Concept application: FERPA applies to schools that receive U.S. Department of Education funds. Explain how Congress uses conditions on spending to set privacy rules, and how a statutory privacy right differs from a constitutional one.

Students make: Concept-application response, about 300 words

Pacing

Opener (page 83): 3 min. Short on time: 2 min. Summarize What happened in one minute.

Key terms (pages 84 and 85): 4 min. Short on time: skip.

Pacing, continued

Look at the evidence (pages 89 and 90): 5 min. Short on time: 3 min. Students fill in the Evidence B boxes only.

Key idea (pages 91 and 92): 5 min. Short on time: 2 min. Read the first paragraph of the key idea only.

Sort the evidence (page 93): 5 min. Short on time: skip.

Practice (page 94): 3 min. Short on time: skip.

Your task (page 95): 10 min. Short on time: 10 min.

Your draft (page 96): 18 min. Short on time: 18 min.

Check your work (pages 97 and 98): 4 min. Short on time: 2 min. Students answer the Check your work questions only.

Questions to discuss (pages 99 and 100): 6 min. Short on time: 3 min. Use question 3 only.

Talk about this case at home (page 101): at home.

Periods: full chapter 63 minutes; one period 40 minutes.

Standards

Unit 1: Foundations of American Democracy
The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Federalism and conditions attached to federal funds.

Case 6 plan, continued

Standards, continued

Unit 3: Civil Liberties and Civil Rights The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: Statutory privacy protections compared with constitutional rights.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply the concepts to Rafa's form.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how students use FERPA to control who sees their records.

D3.1.9-12 Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students select the federal FAQ and the school's own notice as authoritative sources.

Codes of ethics

- **AACRAO Ethics and Practice:** Standards of professional practice
- **AACRAO Ethics and Practice:** Principles of professional ethics

Codes of ethics, continued

- **Credo for Ethical Communication:** "We advocate sharing information, opinions, and feelings…" (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 83):** Medium

■□□ **Key terms (pages 84 and 85):** Low

■□□ **Look at the evidence (pages 89 and 90):** Low

■□□ **Key idea (pages 91 and 92):** Low

■■□ **Sort the evidence (page 93):** Medium

■□□ **Practice (page 94):** Low

■□□ **Check your work (pages 97 and 98):** Low

Try it at your school

Find your school's records notice.

- Search your school or district website for its FERPA or "student records" notice
- Find out what counts as directory information and how families can opt out
- Write one question about who can see a record, and ask the front office or counselor
- If you're heading to college, look up its parent-access and authorization forms early

Who to ask: School counselor, registrar or records office, front-office staff

Try it at your school, continued

Safety: Never post screenshots of grades, IDs or forms. Talk with a trusted adult about what to share and with whom.

Sources

- U.S. Department of Education, Student Privacy Policy Office, "What is FERPA?," No date listed
- U.S. Department of Education, Student Privacy Policy Office, "What is an education record?," No date listed
- U.S. Department of Education, Student Privacy Policy Office, "Must postsecondary institutions provide a parent with access to an eligible student's education records?," No date listed
- U.S. Department of Education, Student Privacy Policy Office, "Student privacy questions," No date listed
- American University, AU Central, "FERPA and parent-access guide," No date listed

Case 6: What can your family see in your college records?

Rafa's parents help pay his college bill, and a family-access form asks whether they should also get information about his grades.

On your own Read What happened and underline what Rafa's dad asks for in the family chat. About 3 minutes.

Rafa and Caio sit on a sofa and look at Rafa's phone. Caio explains something with an open hand.

Your role: You're the one who reads each box on the form before Rafa signs. **New skill:** Read a form section by section before you sign.

What happened

Rafa, 18, has just started college, and his parents help pay his tuition bill. He commutes from the next block and helps at his family's shop after class. At the end of August, the college mailed Rafa a family-access form, but he has not opened the envelope yet.

On Sunday night, his parents ask about the form in the family group chat. His dad wants Rafa's login so the family can handle everything. Rafa is glad to share the bill, but he wants to read the rest of the form first.

Caio, an older friend who rents a room on the block, reads the form with Rafa, not for him. The form has separate sections for billing and for grades. Rafa wants to check the billing box. He wants to talk with his family before he decides about grades.

Your question: What will this form let Rafa's parents see, and what should he ask before he signs?

Pacing

Full chapter: 3 min.

Short on time: 2 min. Summarize What happened in one minute.

Say this

"Rafa's dad asks for his login. What is his dad trying to help with?" — Hear two answers. Keep the talk about Rafa's family, not students' own.

Watch for

Misconception: Students assume paying tuition gives parents full access. **Listen for:** "They pay, so they get to see it." **Then:** Write "paying" and "seeing" as two columns. Ask which document connects them.

Support

- Read What happened aloud while students follow along.
- Remind students that nobody shares their own records or family rules.

Heat check

■■□ **Medium.** Students may compare the case with their own family's rules about grades.

Cool-down: Say: "We're working with Rafa's family." Go straight to the form.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 4 minutes.

FERPA FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.

En español: FERPA (Ley de Derechos Educativos y Privacidad de la Familia)

In this case: Rafa is 18 and in college, so under the general rule the FERPA rights to his records are his, not his parents'.

Education record An education record is a record directly about a student that a school or college keeps.

En español: expediente educativo

In this case: Rafa's grades and schedule are education records. Section 2 of his form asks whether his parents may receive information about his grades.

Consent Consent is permission a person gives for something specific, such as sharing a record with a named person.

En español: consentimiento

In this case: Rafa's form asks for consent in two separate sections, one for billing and one for grades. He can say yes to one and no to the other.

Who is involved

Rafa

First-year commuter with a family-access form

"My parents help with the bill. The college mailed this form, and the family chat already wants to know if I signed it. I haven't even opened it."

Caio

Reads the form with Rafa, not for him

"I can sit with Rafa while he asks. Being the older friend doesn't make this my decision."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Which key term tells you whose rights these are?" — Wait for FERPA. Then ask when the rights transfer.

Watch for

Misconception: Students think FERPA protects only children. **Listen for:** "FERPA is for kids." **Then:** Reread the key idea: the rights transfer to the student at 18 or on starting college.

Support

- Pair students who share a language to explain each term in their own words.
- Show a timeline: middle school, high school, 18 or college.
- **Cognates:** consent (consentimiento), privacy (privacidad), authorization (autorización), exception (excepción), information (información), academic (académico), federal (federal), education (educación).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think Rafa's parents are allowed to see?

My first guess is ___, because ___.

My first guess is that the form decides it, because a college would not share grades without a signature.

Notes

This page continues page 84. The notes for both pages are on the sheet for page 84.

Reading passage

Consent, one box at a time

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **FERPA**: FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.
- **Education record**: An education record is a record directly about a student that a school or college keeps.
- **Consent**: Consent is permission a person gives for something specific, such as sharing a record with a named person.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.

The story: Family support and a sealed envelope

Rafa, 18, is in his first weeks of college. He commutes from the next block and works at his family's shop after class. His parents help with tuition, and they want to keep helping. At the end of August, the college mailed him a parent and family access form. He has not opened it.

On Sunday night, his parents bring it up in the family group chat. His mom asks whether the tuition form arrived so they can help with the bill. His dad proposes the simplest route from a parent's point of view: send the login, and the family will take care of everything. Rafa answers that he can share the bill part and wants to read the rest first. His reply is honest and a little uncomfortable. It says yes to one kind of help and asks for time on another.

Caio, 24, the oldest in the crew, rents a room on the block and offers to sit with Rafa while he reads the form. He is careful about the limits of that help. Being the older friend does not make this his decision. When the conversation turns to exceptions in the law, Caio pushes for precision. Which exception, and does it even fit Rafa? Just saying "privacy law" will not answer his dad.

Your role in this case is to read each box on the form before Rafa signs.

Stop and think. Rafa says yes to one kind of help and asks for time on another. Why might that be harder than saying yes to everything?

Pacing

Reading: about 5 min (749 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Family support and a sealed envelope":** Rafa says yes to one kind of help and asks for time on another. Why might that be harder than saying yes to everything?
2. **After "A form is a set of separate decisions":** The notice lists rights and exceptions but not which exceptions this college uses. What should Rafa ask to fill that gap?
3. **After "The federal rule and its exceptions":** Why does Caio insist on naming the exact exception instead of saying "privacy law"?

A form is a set of separate decisions

The new skill in this case builds on Case 5. There, you read a pay statement line by line and matched each line to a record. Here, you read a form section by section and decide each part on its own. Section 1 would let a named person view account statements and make payments. Section 2 would let that person receive information about grades, enrollment and academic standing. Section 3 says the authorization lasts until Rafa changes or withdraws it in writing. The first two sections each carry a separate yes-or-no box.

The college's annual notice adds the legal frame. Students have the right to inspect their education records, to request corrections and to consent to disclosures, except where the law allows disclosure without consent. The notice does not say which exceptions this college uses, and neither document says where Rafa sends a written change.

Two earlier terms sharpen the analysis. A **decision-maker** (Case 4) is the person or group with the power to make a particular choice, and on this form that person is Rafa. A trade-off (also Case 4) exists in each section separately. Sharing billing costs little and gives his parents what they asked for. Sharing grades may strengthen family trust, or it may shift a conversation Rafa would rather have in person first. **Consent** is permission a person gives for something specific, such as sharing a record with a named person. For college records, it is written and specifies which record, to whom and for what purpose. A shared login is the opposite of specific.

Stop and think. The notice lists rights and exceptions but not which exceptions this college uses. What should Rafa ask to fill that gap?

The federal rule and its exceptions

FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records. An **education record** is a record directly about a student that a school or college keeps. Under the general rule, FERPA rights transfer from parents to the student at 18 or when the student enters college at any age, and the law calls that student an "eligible student" (U.S. Department of Education, Student Privacy Policy Office, no date listed). Paying tuition does not, by itself, return those rights to a parent.

The exceptions are real and narrow. A college may disclose records to parents if the student is a dependent for federal tax purposes, and it may disclose in a health or safety emergency. The Department of Education stresses that these disclosures are permitted, not required (U.S. Department of Education, Student Privacy Policy Office, no date listed). That is why the practical step is a question to the records office, not an argument from the law alone. American University's parent-access guide shows how one institution handles it, and it is one university's process, not a national rule (American University, June 30, 2025).

This page continues page 86. The notes for both pages are on the sheet for page 86.

The federal rule and its exceptions, continued

Records management is also a data security problem. A breach at PowerSchool exposed millions of student records (Education Week, January 9, 2025). The Markup has reported on how school software companies gain access to student data, and where FERPA's protections run out (The Markup, January 15, 2022). Registrars' own professional code asks them to "protect the legitimate privacy interests of all individuals" (AACRAO Ethics and Practice, 2010).

Stop and think. Why does Caio insist on naming the exact exception instead of saying "privacy law"?

Sources

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed
What is FERPA?

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed
Must postsecondary institutions provide a parent with access to an eligible student's education records?

Real source | American University, AU Central | June 30, 2025
FERPA and parent-access guide

Real source | Education Week | January 9, 2025
What Schools Should Know About the PowerSchool Data Breach

Real source | The Markup | January 15, 2022
The Big Business of Tracking and Profiling Students

Real source | American Association of Collegiate Registrars and Admissions Officers (AACRAO) | 2010
AACRAO Ethics and Practice

Notes

This page continues page 86. The notes for both pages are on the sheet for page 86.

Look at the evidence

On your own Read the form and the notice, and fill in both boxes for each one. About 5 minutes.

Evidence A | College form

Parent and family access authorization, mailed to Rafa on August 28

Section 1, Billing and payments: allow the person named below to view account statements and make payments. Yes or No. Section 2, Academic records: allow the person named below to receive information about grades, enrollment and academic standing. Yes or No. Section 3: this authorization stays in effect until the student changes or withdraws it in writing.

Look closely: Which section covers billing, and which covers grades? Circle each yes-or-no box.

What it shows

Two separate consents. Section 3 lets Rafa change or withdraw either one in writing.

What it leaves out

The exceptions that allow sharing without consent, and whether any fit Rafa.

Evidence B | College notice

Annual FERPA notice on the registrar's page

Students have the right to inspect their education records, to request corrections and to consent to disclosures, except where the law allows disclosure without consent. Questions go to the Office of the Registrar.

Look closely: Which phrase tells you the law has exceptions? Underline it.

What it shows

The rights sit with the student, and "except where the law allows" signals exceptions.

What it leaves out

Which exceptions apply here, such as tax dependency, and who decides at the registrar.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students fill in the Evidence B boxes only.

Say this

"Put one finger on the billing section and one on the grades section. Could Rafa say yes to one and no to the other?" — Wait for "yes, they are separate."

Watch for

Misconception: Students read the notice as a promise of total privacy. **Listen for:** "So nobody can ever see his grades." **Then:** Point to "except where the law allows disclosure without consent."

Support

- Give each document on its own half-page with the section headings enlarged.
- Read the notice aloud and pause at "except."
- **Cognates:** consent (consentimiento), privacy (privacidad), authorization (autorización), exception (excepción), information (información), academic (académico), federal (federal), education (educación).

Stretch

- Ask what Section 3 lets Rafa do later, and why that matters for the choice he makes today.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

Which exceptions the college uses and whether any fit Rafa, including tax dependency; what help his family wants; and where a written change goes.

Notes

This page continues page 89. The notes for both pages are on the sheet for page 89.

Key idea: education records

On your own Read the key idea and the code of ethics, then answer the question in the box. About 5 minutes.

FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records. It gives parents, and later students, rights over those records. An **education record** is a record directly about a student that a school or college keeps. Grades, transcripts and schedules can be education records, on paper or stored digitally. Under the general rule, the rights transfer to the student at age 18 or when the student starts college, at any age. The law calls that student an "eligible student."

Helping pay tuition does not, by itself, give those rights back to a parent. **Consent** is permission a person gives for something specific, such as sharing a record with a named person. For college records, consent is written and says which record, to whom and for what purpose. Rafa's form asks about billing and about grades in separate sections. He can say yes to one section and no to the other. He can also change his choice later in writing.

FERPA also has exceptions, which are situations in which a college may share records without the student's consent. A college may share records with parents if the student is a dependent for federal tax purposes. It may also share them in a health or safety emergency. The U.S. Department of Education says this sharing is allowed, not required, so Rafa should ask his records office what his college does.

Professional standards

Real source | **American Association of Collegiate Registrars and Admissions Officers (AACRAO)**

AACRAO Ethics and Practice: Standards of professional practice

"Protect the legitimate privacy interests of all individuals and maintain appropriate confidentiality of institutional and student education records"

In plain words: College registrars who belong to AACRAO agree to protect students' privacy and keep education records confidential.

Question: Rafa's form separates billing from grades. What would the registrar need before sharing his grades with his parents?

Pacing

Full chapter: 5 min.

Short on time: 2 min. Read the first paragraph of the key idea only.

Say this

"The AACRAO code asks registrars to protect privacy. What would a registrar need before sharing Rafa's grades?" — Wait for "his consent in Section 2."

Watch for

Misconception: Students treat the AACRAO code as the law. **Listen for:** "The registrar would go to jail." **Then:** Say: "The code binds AACRAO members. FERPA is the federal law on education records."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Use the second AACRAO row. Ask what a clear, complete answer to each of Rafa's three questions would include.

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

The registrar would need ___, unless ___.

The registrar would need Rafa's consent in Section 2, unless a FERPA exception applies, such as tax dependency. Even then, sharing is allowed, not required.

In the news

Real source | U.S. Department of Education (YouTube) | November 7, 2013

Student Privacy 101: FERPA for Parents and Students

The Education Department's own short explainer of FERPA rights and when they move from parents to students.

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed

Must postsecondary institutions provide a parent with access to an eligible student's education records?

Answers the case question directly, including the exception for students claimed as tax dependents.

Notes

This page continues page 91. The notes for both pages are on the sheet for page 91.

Sort the evidence

On your own Fill in the diagram to show who decides each question, which rule applies and who can ask. About 5 minutes.

Who actually decides each question: Rafa, the rule or the college? Mark where paying the bill and seeing grades split into two separate decisions.

Who may see Rafa's grades?	Who may see and pay the tuition bill?
Who decides Rafa, the eligible student, through written consent	**Who decides** Rafa, the eligible student, through written consent
Under which rule FERPA: rights transfer to the student at 18 or on entering college	**Under which rule**
Who lives with it Rafa's family, who help pay tuition	**Who lives with it** Rafa's family, who help pay tuition
Your way in The registrar or records office explains which form and which exceptions apply	**Your way in**

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

His parents' reasons are missing. The chat shows they want to help with the bill, but not why they asked for his login. I would ask what they need to see.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"For each question on the diagram, who decides: Rafa, the rule or the college?" — Model the grades question together.

Watch for

Misconception: Students name the parents as the deciders. **Listen for:** "His parents decide because they pay." **Then:** Point to the diagram: his family can ask, and Rafa decides through written consent.

Support

- Let students label each box Rafa, rule or college before they write sentences.

Heat check

Medium. The missing-perspective question can turn to students' own families.

Cool-down: Keep answers about the characters. No student describes their own family arrangements.

Practice: choose a response

On your own Choose who holds Rafa's rights and explain why, then fix the two marked lines. About 3 minutes.

Rafa is 18 and in college, and his parents help pay his tuition. Under the general FERPA rule, who holds the rights to his education records?

- [x] **A** Rafa does.
- [ ] **B** His parents do, because they help pay the bill.
- [ ] **C** His parents do, until Rafa signs a form that says otherwise.

Why I chose it

A. Under the general rule the rights are Rafa's. B confuses paying with permission, and C reverses the rule: the form is how he shares, not how he gains rights.

Improve a draft

A student's first draft

Rafa, (1) your parents are paying so they can probably see everything, that's how it works at most schools. My parents could always see my grades on the portal in high school. FERPA is a privacy law but it's mostly for kids. (2) Once you're 18 it doesn't really matter anymore. If you want to keep your grades private you should just not give them your password. Honestly just ask your parents what they want to see. They're helping you a lot so it's probably fair for them to know how you're doing.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

Paying tuition doesn't give access to grades. That needs consent in a separate section.

Rewrite phrase 2

At 18 or on starting college, FERPA rights transfer to you, though some exceptions apply.

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Rafa is 18 and in college. Who holds the rights to his records?" — Vote before any discussion.

Watch for

Misconception: Students pick the paying-parents option. **Listen for:** "They're paying, so it's theirs." **Then:** Ask what the form would be for if his parents already held the rights.

Support

- Read the options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Rafa, under the general FERPA rule, the rights to your education records are yours now, because you're 18 and in college. Paying tuition doesn't automatically give your family access to your grades. At schools like the one in the guide, parent access for paying the bill is separate from permission to see academic records. You can decide what to share. Talk with your family about what help you actually want, then ask the records office which form covers that, what it allows and how to change it later. There are exceptions, so ask them which ones your college uses.

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Concept application: FERPA applies to schools that receive U.S. Department of Education funds. Explain how Congress uses conditions on spending to set privacy rules, and how a statutory privacy right differs from a constitutional one.

Use: The FERPA FAQ and a short explainer on Congress's spending power.

You'll make: Concept-application response, about 300 words

Time: 40 minutes

1. Read Evidence B and the key idea. Note who FERPA gives rights to.
2. Explain in the planner how Congress attaches conditions to federal funds.
3. Fill in the chart: statutory right and constitutional right.
4. Apply both ideas to Rafa's records in two or three sentences.
5. Write your response, about 300 words, in the Your draft boxes.
6. Check your response with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

How the spending power sets the rule

Congress attaches conditions to federal education funds. FERPA applies to schools that receive U.S. Department of Education funds.

A statutory right

Created by a law Congress passed, like FERPA. Congress can amend it.

A constitutional right

Comes from the Constitution itself, not from a law Congress passed.

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Why would a college follow FERPA at all? What does it get in exchange?" — Wait for "federal funds."

Watch for

Misconception: Students call FERPA a constitutional right. **Listen for:** "It's in the Bill of Rights." **Then:** Ask who wrote FERPA and how it could be changed.

Support

- Comparison chart: statutory vs. constitutional rights
- Vocabulary: enumerated powers, conditions on grants
- Vocabulary: enumerated powers, conditions on grants, statute.

Standards

AP United States Government and Politics: Unit 1: Foundations of American Democracy; Unit 3: Civil Liberties and Civil Rights; Concept Application.

C3 Framework: D2.Civ.12.9-12; D3.1.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Explains the spending-power mechanism accurately
- Distinguishes statute from Constitution
- Applies both ideas to Rafa
- Uses correct terms

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 18 minutes.

Part A: the spending power

Congress used its spending power to set FERPA's rules: the law applies to schools that receive U.S. Department of Education funds. A college that accepts the money accepts the conditions, including rules about who may see education records.

Part B: statute and Constitution

FERPA is a statute, so Rafa's right to control his records comes from a law Congress passed, not from the Constitution. Congress could amend it. Its exceptions, such as sharing with parents of a tax dependent, are part of the same law.

Part C: apply to Rafa

Rafa's college posts an annual FERPA notice, which suggests it follows FERPA, so the rights to his records are his. A private college that accepts no federal funds might not be covered, so a student there would need to check its own rules.

Pacing

Full chapter: 18 min.

Short on time: 18 min.

Say this

"Apply each concept to Rafa in one sentence before you explain it." — Check Part C first; it shows whether the concepts landed.

Watch for

Misconception: Applications restate the definition without Rafa. **Listen for:** "The spending power lets Congress spend money." **Then:** Ask what the spending power changes for Rafa's grades.

Answer key

What to notice in the sample:

1. Explains the spending-power mechanism.
2. Draws the statute and Constitution distinction.
3. Applies the concept with evidence from the case.
4. Answers the challenge without overstating.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 4 minutes.

Do you explain the spending-power mechanism accurately?	☑ Yes	☐ No
Do you distinguish a statute from the Constitution?	☑ Yes	☐ No
Do you apply both ideas to Rafa?	☑ Yes	☐ No
Do you use correct terms?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No source cited.	☐ Refers to "privacy law" generally.	☐ Cites the transfer rule and the separate-access guide.	☐ Cites both and notes that exceptions exist.
Reasoning	☐ States the rule backwards.	☐ Gets the transfer right but merges billing and grades.	☐ Separates paying from permission correctly.	☐ Explains why least access is a reasonable choice.
Audience & purpose	☐ Tells Rafa what to do.	☐ Gives advice without a next step.	☐ Leaves the decision with Rafa and names the records office.	☐ Respects Rafa's family relationship while protecting his choice.
Revision	☐ No change.	☐ Fixes one fact.	☐ Fixes the rule and adds a next step.	☐ Explains why each correction matters for Rafa's decision.

Pacing

Full chapter: 4 min.

Short on time: 2 min. Students answer the Check your work questions only.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one corrected rule or one added question for the records office.

Watch for

Misconception: Students leave an absolute claim in place. **Listen for:** "Parents can never see grades." **Then:** Point to the Evidence row. Ask them to add that exceptions exist.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked for an accurate description of the concept and a clear application to Rafa, in the style of the Concept Application question.

Proficient looks like:

- **Evidence:** Cites the transfer rule and the separate-access guide.
- **Reasoning:** Separates paying from permission correctly.
- **Audience & purpose:** Leaves the decision with Rafa and names the records office.
- **Revision:** Fixes the rule and adds a next step.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I changed my claim that FERPA is a constitutional right, because FERPA is a statute that Congress passed using its spending power.

Notes

This page continues page 97. The notes for both pages are on the sheet for page 97.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 6 minutes.

1 **What is the smallest amount of access that would give Rafa the help he wants from his family?**

Section 1 alone. His family asked to help with the bill, and billing access covers that. Grades can wait until they talk.

2 **Why might Rafa want to talk with his family before he checks the box for grades?**

The form separates billing from grades, but his family may not know that. Talking first lets him explain the difference before he decides.

3 **Someone says, "Parents can never see college records." How would you revise that claim after reading this case?**

Parents generally need an eligible student's consent. The law allows, but does not require, sharing with parents of a tax dependent or in a health or safety emergency.

My take

My claim: ___.

My claim: the smallest access that still helps is billing only, with grades left for a family talk.

The best evidence is ___, because ___.

The best evidence is Section 3, because it lets Rafa change his choice later in writing.

Pacing

Full chapter: 6 min.

Short on time: 3 min. Use question 3 only.

Say this

"Answer with a detail from the form or the notice, not from your own family." — Post the question numbers and hear one answer per question.

Stretch

- Ask what Rafa could share with his family in a conversation, without signing any form.
- Going further: Compare FERPA's general rule with American University's parent-access process. Which parts come from the federal law, and which come from one university's forms?
- Going further: What might a student and a family member who pays the bill each misunderstand about access? Write wording that makes the separate permissions clear without promising total secrecy.
- Going further: Draw two permission guides for a sample student: a flowchart and a short conversation. Test both with a reader who does not know this case.
- Going further: Search your school or district website for its FERPA or "student records" notice. Then write one question about who can see a record, and ask the front office or a counselor. If you are heading to college, look up its parent-access and authorization forms early.
- Find your own school's FERPA notice and summarize what it says about directory information and opting out
- Compare FERPA with your state's student-privacy law, if it has one

My take, continued

Someone who disagrees might say ___.

Someone who disagrees might say a paying family has a fair claim to see results.

The limit of the evidence is ___.

The limit of the evidence is that we don't know which exceptions Rafa's college uses.

I would change my mind if ___.

I would change my mind if his family claims him as a tax dependent and the college shares on that basis.

Notes

This page continues page 99.

Heat check

■■□ **Question 2: Medium.** Students may describe their own family's rules about grades or money.

Cool-down: Say: "We're talking about Rafa's family, not ours." Return to what the chat shows his family asked for.

Talk about this case at home

Case 6: What can your family see in your college records?

In this case, Rafa's parents help pay his college bill, and a form asks if they should also see his grades. Your student read the form and a federal privacy rule, then explained how paying the bill differs from seeing grades.

See the case online.

Questions to talk about

1. Under the general rule, when do students start to control who sees their school records?
2. Why might a college form keep paying a bill separate from seeing grades?
3. Who at a college could answer a question about records?

Nobody needs to share personal stories or private information to talk about this case.

Pacing

At home: this page takes no class time.

Say this

"Bring this page home, or read it with someone you trust." — Nobody needs to share their own records or family arrangements.

Case 7: Did one complaint get the novel banned?

Overview

Students read a short story in which a group chat claims that one parent's complaint got a novel "banned" from Anika's school library. They compare the claim with the district's reconsideration notice, the committee input form and the ALA's example procedure. They map where the novel is in the review. They then write input to the review committee that is tied to the selection criteria.

Before this case

Students should already be able to:

- summarize a Supreme Court case's facts, holding and reasoning
- explain what a plurality opinion is
- apply precedent to a new situation without predicting an outcome

Objectives

Students will be able to:

- identify the First Amendment question Tinker and Pico share
- describe Pico accurately, including its plurality
- explain the differences in facts and reasoning
- apply both cases carefully to the novel under review

Materials

- This chapter, one copy per student
- Evidence A
- The U.S. Courts summary of Tinker v. Des Moines and an Oyez summary of Island Trees School District v. Pico
- A SCOTUS comparison template

The task in this edition

Task: SCOTUS comparison: compare Tinker v. Des Moines (1969) with Island Trees School District v. Pico (1982). Explain the shared First Amendment issue in schools, the differences in facts, and why Pico's lack of a majority opinion matters.

Students make: SCOTUS comparison response, about 350 words

Pacing

Opener (page 102): 3 min. Short on time: 2 min. Summarize What happened in one minute.

Key terms (pages 103 and 104): 4 min. Short on time: skip.

Look at the evidence (pages 108 and 109): 5 min. Short on time: 3 min. Students fill in the Evidence A boxes only.

Key idea (pages 110 and 111): 5 min. Short on time: 2 min. Read the third key-idea paragraph only.

Pacing, continued

Sort the evidence (page 112): 5 min. Short on time: skip.

Practice (page 113): 3 min. Short on time: skip.

Your task (pages 114 and 115): 10 min. Short on time: 10 min.

Your draft (pages 116 and 117): 18 min. Short on time: 18 min.

Check your work (pages 118 and 119): 4 min. Short on time: 2 min. Students answer the Check your work questions only.

Questions to discuss (pages 120 and 121): 6 min. Short on time: 3 min. Use question 3 only.

Talk about this case at home (page 122): at home.

Periods: full chapter 63 minutes; one period 40 minutes.

Standards

Unit 3: Civil Liberties and Civil Rights The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: First Amendment questions in public schools.

SCOTUS Application Skill category 2: apply Supreme Court decisions to new situations. In this case: Students compare Tinker v. Des Moines (a required case) with Island Trees v. Pico.

Case 7 plan, continued

Standards, continued

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply the comparison carefully.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal perspectives shape views on constitutional rights.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how people use and challenge policies about school materials.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing input for a review.

Codes of ethics

- **ALA Code of Ethics:** Principle 2 (of 9)
- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 2
- **Credo for Ethical Communication:** "We strive to understand and respect other communicators' intent..." (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 102):** Medium

■□□ **Key terms (pages 103 and 104):** Low

■□□ **Look at the evidence (pages 108 and 109):** Low

■■□ **Key idea (pages 110 and 111):** Medium

■■□ **Sort the evidence (page 112):** Medium

■□□ **Practice (page 113):** Low

■□□ **Check your work (pages 118 and 119):** Low

Try it at your school

Find your library's reconsideration policy.

- Ask your school librarian how book challenges are handled
- Find the written policy on the district website
- Learn whether students can give input during a review
- If a review is happening, read the whole book before commenting

Who to ask: School librarian or media specialist, public library staff, school board clerk

Safety: Don't post names of people who filed a challenge or who spoke at a meeting. Disagree with ideas, not individuals.

Sources

- Penguin, "Matilda by Roald Dahl: authorized extract," No date listed
- American Library Association, "Selection and Reconsideration Policy Toolkit: formal reconsideration," No date listed
- American Library Association, "Selection and Reconsideration Policy Toolkit: selection criteria," No date listed

Case 7: Did one complaint get the novel banned?

A group chat says one parent's complaint got a novel banned, so Mari and Gia check what the school library's notice says.

On your own Read What happened and underline the word in the group chat that may go too far. About 3 minutes.

Your role: You're the one who reads the library notice before anyone replies "banned." **New skill:** Find what stage a process has reached.

Gia, Mari and Sami talk around a table on a rooftop terrace at sunset.

What happened

On Thursday night, a message about a novel in the library at Anika's high school appears in a group chat. The message says one parent complained, so the novel is now banned and gone from the library. Gia replies that this is censorship.

On Friday, the school library posts a notice about the novel. Mari reads it and compares it with the group chat. Gia deletes her first reply, because she had not read the notice or the novel.

Mari works the counter at the neighborhood bookshop. She switches between print and audio, and she is halfway through the novel on audio. Gia is planning a discussion at the bookshop. First, both of them want to know what stage the library's process has reached.

Your question: Is the novel really banned, and what can people who care about it do next?

Pacing

Full chapter: 3 min.

Short on time: 2 min. Summarize What happened in one minute.

Say this

"The chat says "banned." What would you need to see before you repeat that word?" — List answers on the board: stage, policy, who decides.

Watch for

Misconception: Students treat a complaint as a removal. **Listen for:** "One complaint and it's gone." **Then:** Ask which document would show the book is gone. Write "Check the stage" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

Medium. Book challenges can bring up students' political or religious views.

Cool-down: Say: "Today we check what happened, not who is right about the book."

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 4 minutes.

Challenge A challenge is a formal request to remove or restrict a book or other library material.

En español: impugnación

In this case: A parent's request about a novel at Anika's school started a review. The novel stays available while the committee reads it.

Reconsideration policy A reconsideration policy is a library's written process for reviewing a challenge to a book.

En español: política de reconsideración

In this case: The library's notice follows district policy: a committee review, the selection criteria, written input by the 15th and an appeal.

Selection criteria Selection criteria are the written standards a library uses to decide which materials to include.

En español: criterios de selección

In this case: The committee judges the whole novel against the district's selection criteria. The input form asks which criteria your comment addresses.

Who is involved

Mari

Works the bookshop counter

"The chat says the book is gone from the library. The notice says it stays available during the review. Those can't both be true."

Gia

Planning a book discussion at the bookshop

"I called it censorship before I'd read the notice. Now I'm planning a discussion at the bookshop, so I'd better get this right."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Which key term names what the parent did, and which names what the committee will use?" — Wait for "challenge" and "selection criteria."

Watch for

Misconception: Students hear "challenge" as "ban." **Listen for:** "A challenge means they took it." **Then:** Reread the key idea: a challenge starts a review. On its own, it does not remove a book.

Support

- Pair students who share a language to explain each term in their own words.
- Show the process as a flowchart: request, review, decision, appeal.
- **Cognates:** reconsideration (reconsideración), criteria (criterios), committee (comité), decision (decisión), appeal (apelación), process (proceso), novel (novela), district (distrito), censorship (censura).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think happened to the novel?

My first guess is ___, because ___.

My first guess is that the school removed the book quickly, because the chat reports it as already banned.

Notes

This page continues page 103. The notes for both pages are on the sheet for page 103.

Reading passage

Where is the book in the process?

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Challenge**: A challenge is a formal request to remove or restrict a book or other library material.
- **Reconsideration policy**: A reconsideration policy is a library's written process for reviewing a challenge to a book.
- **Selection criteria**: Selection criteria are the written standards a library uses to decide which materials to include.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Correction**: A correction is a public statement that replaces wrong information with accurate information.

The story: Two messages, two days

On Thursday night, a claim about a novel in the library at Anika's high school moves through a group chat. One parent complained, it says, so the novel has been banned and removed. Gia answers with the certainty of someone who cares about the freedom to read: "censorship, full stop." The reply fits her values. It does not fit the evidence, because there is no evidence in the chat yet.

The evidence arrives Friday, when the school library posts a notice. Mari, who works the bookshop counter, reads it against the chat. She is dyslexic and moves between print and audiobooks, and she is halfway through this novel on audio. She points out the contradiction plainly. The chat says the book is gone. The notice says it remains available during the review. Both cannot be true.

Gia deletes her first reply. She had not read the notice or the book. She is now organizing a discussion at the bookshop and wants it to be useful, which means getting people to the input form before the 15th with something to say. She also sets a boundary that many online arguments skip. Nobody goes after the parent who asked for the review, because that parent used the process too.

Your role is to read the library notice before anyone replies "banned."

Stop and think. The chat collapsed a complaint, a temporary change and a final decision into one word. Why is that collapse so common?

Pacing

Reading: about 5 min (723 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Two messages, two days":** The chat collapsed a complaint, a temporary change and a final decision into one word. Why is that collapse so common?
2. **After "Stages, not verdicts":** What should a careful correction leave out, given what the notice does not say?
3. **After "Professional guidance, state law and the courts":** How can someone oppose removing a book and still respect the parent who filed the challenge?

Stages, not verdicts

The new skill in this case is finding what stage a process has reached. It depends on two earlier ones. From Case 1, you go to the original source, here the library's notice. From Case 3, you know that a **correction** replaces wrong information with accurate information where people saw the mistake.

The notice describes a sequence. A request for reconsideration has been received. The title remains available during the review. A committee will read the full work and evaluate it against the district's selection criteria. Written input is due by the 15th. The committee's decision may be appealed. A **challenge** is a formal request to remove or restrict a book or other library material. It opens that sequence, but it does not end it. A **reconsideration policy** is a library's written process for reviewing a challenge to a book, and **selection criteria** are the written standards a library uses to decide which materials to include.

With the sequence in view, the chat's **claim** can be judged precisely. It collapses three different events into one: a complaint, a possible temporary change and a final decision. Only the first has happened. The notice also has gaps. It does not name the novel, list the committee members or quote the criteria, so a careful reply should not fill those in.

Mari's approach to the input form shows how to join the process rather than just comment on it. The form asks whether you have read the entire work and which criteria your input addresses, with a 300-word limit. She is finishing the book first. Her experience with books like this explains why she cares, but it is not the policy, so she plans to connect the two.

Stop and think. What should a careful correction leave out, given what the notice does not say?

Professional guidance, state law and the courts

The American Library Association recommends that libraries adopt a formal reconsideration policy, and its model process has a committee read the whole work (American Library Association, updated January 2018). Its separate guidance on selection criteria explains how libraries evaluate resources (American Library Association, updated January 2018). That guidance is professional advice. Districts adopt their own policies, and states write their own laws. Colorado legislators advanced a bill to require clear reconsideration policies (Chalkbeat Colorado, February 10, 2025). In Tennessee, reporters found that a revised state law changed the review steps and that some books quietly left shelves (Chalkbeat Tennessee, September 17, 2024).

The constitutional question remains unsettled. A law-firm analysis explains that the Fifth Circuit treated public library book removals as government speech, creating a split with the Eighth Circuit (Cahill Gordon and Reindel, September 22, 2025). The answer to whether a removal is legal can depend on where you live.

This page continues page 105. The notes for both pages are on the sheet for page 105.

Professional guidance, state law and the courts, continued

Professional codes sit on both sides of Gia's evolving view. The ALA code says, "We uphold the principles of intellectual freedom and resist all efforts to censor library resources" (ALA Code of Ethics, 2021). The NCA credo asks communicators to "understand and respect other communicators' intent before evaluating and responding to their messages" (NCA Credo for Ethical Communication, 2024). Holding both is the discipline this case asks for.

Stop and think. How can someone oppose removing a book and still respect the parent who filed the challenge?

Sources

Real source | American Library Association | January 2018
Selection and Reconsideration Policy Toolkit: formal reconsideration

Real source | American Library Association | January 2018
Selection and Reconsideration Policy Toolkit: selection criteria

Real source | Chalkbeat Colorado | February 10, 2025
Colorado bill to curb school library book challenges clears first legislative hurdle

Real source | Chalkbeat Tennessee | September 17, 2024
Under stricter Tennessee law, some school library books quietly disappear

Real source | Cahill Gordon & Reindel LLP (law-firm client alert) | September 22, 2025
Fifth Circuit Holds That Government Speech Doctrine Applies to Public Library Book Removals, Creating Circuit Split With Eighth Circuit

Real source | American Library Association (ALA) | 2021
ALA Code of Ethics

Real source | National Communication Association (NCA) | 2024
Credo for Ethical Communication

This page continues page 105. The notes for both pages are on the sheet for page 105.

Look at the evidence

On your own Read the notice and the input form, and fill in both boxes for each one. About 5 minutes.

Evidence A | Library notice

Reconsideration notice, posted Friday by the school library

A request for reconsideration has been received for one title in the library collection. Under district policy, the title remains available during the review. A review committee will read the full work and evaluate it against the district's selection criteria. Written input may be submitted by the 15th. The committee's decision may be appealed.

Look closely: Which sentence tells you where the book is right now? Underline it.

What it shows

A request, not a decision: a committee reads the full work and judges it by criteria.

What it leaves out

The criteria themselves, the committee's members and what the request objects to.

Evidence B | Input form

Review committee input form, due the 15th

Name and role (student, parent, staff or community member). Have you read the entire work? Yes or No. Which selection criteria does your input address? Comments, 300 words maximum.

Look closely: Who can send input? What does the form ask before your comments?

What it shows

Input is capped at 300 words, and the form asks which criteria it addresses.

What it leaves out

How comments count in the decision, and the full list of criteria.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students fill in the Evidence A boxes only.

Say this

"Find the sentence that says where the book is now. Read it aloud." — Wait for "the title remains available during the review."

Watch for

Misconception: Students treat a review as a ban in slow motion. **Listen for:** "They're reviewing it, so it's basically banned." **Then:** Ask what the notice says comes after the review: a decision, then a possible appeal.

Support

- Give each document on its own half-page with the key sentence enlarged.
- Offer the notice as a read-aloud.
- **Cognates:** reconsideration (reconsideración), criteria (criterios), committee (comité), decision (decisión), appeal (apelación), process (proceso), novel (novela), district (distrito), censorship (censura).

Stretch

- Ask why the form asks whether you read the entire work, and what that suggests about the criteria.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

Which novel is under review and what the request says, who sits on the review committee, what the district's selection criteria say in full, and what state law, if any, adds to the district policy.

Notes

This page continues page 108. The notes for both pages are on the sheet for page 108.

Key idea: book challenges

On your own Read the key idea and the code of ethics, then answer the question in the box. About 5 minutes.

A **challenge** is a formal request to remove or restrict a book or other library material. A challenge starts a review. On its own, it does not remove a book. A complaint, a temporary change and a final decision can happen at different times. Check which stage a process has reached before you repeat a claim.

A **reconsideration policy** is a library's written process for reviewing a challenge to a book. The American Library Association (ALA) recommends that libraries adopt one, and its example has a committee read the whole work. **Selection criteria** are the written standards a library uses to decide which materials to include. ALA's guidance is a professional recommendation, not a law. Each district's adopted policy and the applicable law govern its own process.

Whether removing a book breaks the law is a harder question. Federal courts disagree about how the First Amendment applies when a library removes a book. The answer can depend on where you live. Right now, the notice at Anika's school describes a review, and the novel is still available.

Professional standards

Real source | American Library Association (ALA)

ALA Code of Ethics: Principle 2 (of 9)

"We uphold the principles of intellectual freedom and resist all efforts to censor library resources."

In plain words: Library workers who follow the ALA code support people's freedom to read and oppose censorship of library materials.

Question: The district notice says the title stays available during review. Does that match the group chat's claim that it's "gone"?

Your answer

The notice says ___, so ___.

The notice says "the title remains available during the review," so the chat skips from a request to a removal that has not happened.

Pacing

Full chapter: 5 min.

Short on time: 2 min. Read the third key-idea paragraph only.

Say this

"ALA's code says to resist efforts to censor library resources. Does keeping the book available during review fit that?" — Wait for evidence from the notice.

Watch for

Misconception: Students treat the ALA code as a law. **Listen for:** "The school is breaking the ALA law." **Then:** Say: "ALA's code is a framework for library workers. District policy and the applicable law govern the process."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Use the NEA row. Ask how reading the whole work tests whether a reason to remove a book is reasonable.

Heat check

Medium. The word "censorship" can start a debate about real books or groups.

Cool-down: Keep the talk on this notice. Ask what the notice says, not which side is right.

In the news

Real source | Chalkbeat Colorado | February 10, 2025

Colorado bill to curb school library book challenges clears first legislative hurdle

A state debated requiring clear reconsideration policies, showing a challenge is a process, not an instant ban.

Real source | Chalkbeat Tennessee | September 17, 2024

Under stricter Tennessee law, some school library books quietly disappear

A state law changed the review steps, so you have to check which rules and stage actually applied.

Notes

This page continues page 110. The notes for both pages are on the sheet for page 110.

Sort the evidence

On your own Fill in the diagram to show who decides at each stage, which rules apply and where input goes. About 5 minutes.

Replace "banned" with the real chain of decisions. Who decides at each stage, which rules bind them, and where can a student's input land?

Keep, restrict or remove the novel after review

Who decides

The school review committee, which reads the whole work and votes

District-level appeal and, finally, the school board

Under which rule

District reconsideration policy and selection criteria

State law and unsettled First Amendment case law (Pico had no majority opinion)

Who lives with it

Your way in

Written input on the committee form by the 15th

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The committee's view is missing. I would ask how it will weigh written input against the selection criteria, and who decides an appeal.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Replace "banned" with the real chain of decisions. Who decides first?" — Model the first decider together: the review committee.

Watch for

Misconception: Students name the parent as the decider. **Listen for:** "The parent decided." **Then:** Point to the diagram: the parent can ask, the committee decides and the board hears appeals.

Support

- Let students write D, R or A (decider, rule, affected) before they write sentences.

Heat check

Medium. The missing-perspective question can invite personal reasons a book matters.

Cool-down: No student has to share why a book matters to them. Answer about the characters.

Practice: choose a response

On your own Choose what to check first and explain why, then fix the two marked lines. About 3 minutes.

A group chat says, "One parent complained, so that novel is banned." What should you check first?

- [x] **A** Find the library's policy and where the review stands.
- [ ] **B** Ask everyone in the chat whether they like the book.
- [ ] **C** Read the passage people are upset about, then decide.

Why I chose it

A. Only the policy and the notice can show the stage. B confuses popularity with a decision, and C skips the whole-work standard.

Improve a draft

A student's first draft

This is so messed up. One parent complains and (1) now the whole school can't read the book?? That's literally censorship and it's illegal because of the First Amendment. (2) Whoever complained is a terrible person and should mind their own business. Everyone should go to the board meeting and yell at them until they put it back. Books like this are the only ones some of us actually finish. I read part of it last year and it was actually really good. I'm so done with this school honestly.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

The novel stays available while the committee judges the whole work.

Rewrite phrase 2

The parent used the policy. Our input should answer the criteria, not the person.

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"The chat says one parent got the novel banned. What do you check first?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students choose to read the disputed passage and decide. **Listen for:** "Just read the bad part." **Then:** Point to the notice: the committee reads the full work.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Update on the novel: it isn't banned. A parent filed a reconsideration request, which starts a review under the district's policy. The book stays on the shelf while a committee reviews the whole work against the selection criteria, and there's an appeal step after the decision. If you care about it, you can send written input to the committee by the 15th; the librarian has the form. Tie it to the criteria and your own reading, and please don't go after the parent who asked. People are allowed to use the process too.

Other notes on the draft:

- "it's illegal because of the First Amendment" The law here is unsettled and varies. Don't claim a verdict.

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

SCOTUS comparison: compare Tinker v. Des Moines (1969) with Island Trees School District v. Pico (1982). Explain the shared First Amendment issue in schools, the differences in facts, and why Pico's lack of a majority opinion matters.

Use: U.S. Courts Tinker summary and an Oyez summary of Pico.

You'll make: SCOTUS comparison response, about 350 words

Time: 40 minutes

1. Read the Tinker and Pico summaries, and note the facts of each case.
2. Write the First Amendment question the two cases share.
3. List one difference in facts and one in reasoning.
4. Explain why Pico's lack of a majority opinion matters.
5. Apply both cases to the novel in Evidence A without predicting an outcome.
6. Write Parts A, B and C in the Your draft boxes, about 350 words in all.

Prefer typing? Scan to open the online workspace.

The shared question

How does the First Amendment apply to students in public schools?

One difference in facts

Tinker: students wore black armbands and were suspended. Pico: books were removed from a school library.

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Tinker is about what students say. Pico is about what students can read. What question do they share?" — Write the shared question on the board.

Watch for

Misconception: Students treat Pico as settled precedent. **Listen for:** "Pico says schools can't remove books." **Then:** Ask how many justices joined the main opinion. A plurality is not a majority.

Support

- SCOTUS comparison template
- Vocabulary: plurality opinion, precedent
- Vocabulary: plurality opinion, precedent.

Stretch

- Apply both to the novel under review at Anika's school without predicting a legal outcome.

Standards

AP United States Government and Politics: Unit 3: Civil Liberties and Civil Rights; SCOTUS Application; Concept Application.

C3 Framework: D2.Civ.10.9-12; D2.Civ.12.9-12; D4.8.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Why no majority matters

With no majority opinion, Pico set no clear rule, so courts still disagree about how it applies.

Notes

This page continues page 114.

Answer key

A strong response:

- Identifies the shared First Amendment question
- Describes Pico accurately, including the plurality
- Explains differences in facts and reasoning
- Careful application

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 18 minutes.

Part A: the shared question

Tinker v. Des Moines (1969) and Island Trees School District v. Pico (1982) both ask how the First Amendment applies to students in public schools.

Part B: facts and reasoning

In Tinker, students wore black armbands to protest the Vietnam War and were suspended. The Court recognized student expression rights in public schools. Pico concerned books removed from a school library. A plurality limited removals based only on disliking ideas, but no opinion won a majority.

Part C: apply to the novel

Because Pico had no majority opinion, courts still disagree about how it applies, and the answer can depend on where you live. At Anika's school, the novel has not been removed. It remains available during a review. Tinker and Pico frame the question, but neither predicts what

Pacing

Full chapter: 18 min.

Short on time: 18 min.

Say this

"Apply the cases to the novel as it stands today. Has the book been removed?" — Check Part C first; it shows whether the application is careful.

Watch for

Misconception: Applications predict a ruling. **Listen for:** "A court would force them to keep it." **Then:** Point to the success criteria: apply without predicting an outcome.

Answer key

What to notice in the sample:

1. Names the shared constitutional question.
2. Describes Pico accurately, including the plurality.
3. Applies the cases to the actual stage.
4. Applies carefully without predicting an outcome.

Your draft, continued

Part C: apply to the novel, continued

the committee or a court would decide.

Notes

This page continues page 116. The notes for both pages are on the sheet for page 116.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 4 minutes.

Do you identify the shared First Amendment question?	☑ Yes	☐ No
Do you describe Pico accurately, including the plurality?	☑ Yes	☐ No
Do you explain differences in facts and reasoning?	☑ Yes	☐ No
Do you apply both cases carefully, without predicting an outcome?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Repeats "banned."	☐ Mentions a complaint without stage.	☐ States the current stage from the policy.	☐ States stage, next steps and input route.
Reasoning	☐ Declares a legal verdict.	☐ Treats outrage as the argument.	☐ Separates complaint, review and decision.	☐ Connects input to criteria and notes legal uncertainty.
Audience & purpose	☐ Attacks people.	☐ Rallies without direction.	☐ Gives a useful participation route.	☐ Invites participation while respecting other readers and the parent.
Revision	☐ No change.	☐ Tone only.	☐ Corrects the stage and removes attacks.	☐ Explains how each change helps the chat act accurately.

Pacing

Full chapter: 4 min.

Short on time: 2 min. Students answer the Check your work questions only.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one corrected stage or one removed attack.

Watch for

Misconception: Students keep a legal verdict in their reply. **Listen for:** "It's illegal, period." **Then:** Point to the Reasoning row: the law here is unsettled and varies.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the SCOTUS Comparison question for the shared constitutional question, an accurate account of Pico including the plurality and a careful application.

Proficient looks like:

- **Evidence:** States the current stage from the policy.
- **Reasoning:** Separates complaint, review and decision.
- **Audience & purpose:** Gives a useful participation route.
- **Revision:** Corrects the stage and removes attacks.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I cut my claim that Pico makes removal illegal, because no opinion won a majority and courts still disagree.

Notes

This page continues page 118. The notes for both pages are on the sheet for page 118.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 6 minutes.

1 **Whose reading experience is missing from the crew's discussion of the novel?**

Readers at Anika's school are missing, including the family that filed the request. Mari and Gia are discussing a book neither of them has finished.

2 **Gia says nobody should go after the parent who asked for the review. Why might that matter for her bookshop discussion?**

Gia wants a discussion that helps people write input tied to the criteria. Attacking the parent adds a target but no reason the committee can weigh.

3 **How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?**

"Review" names a process, "restriction" a partial limit and "ban" a final removal. Only "review" matches the notice.

My take

My claim: ___.

My claim: the chat skipped three stages, so a reply should name the stage and the deadline.

The best evidence is ___, because ___.

The best evidence is the notice, because it describes a review, criteria, input and an appeal.

Pacing

Full chapter: 6 min.

Short on time: 3 min. Use question 3 only.

Say this

"Answer with a detail from the notice or the form, not a feeling about the parent." — Post the question numbers and hear one answer per question.

Stretch

- Ask how Gia's bookshop invitation could name the book, the stage and the deadline without naming the parent.
- Going further: Find the institution, its written policy and the decision process before you make a claim about rights. Which of the three does the district notice tell you about?
- Going further: What problem does a proposed restriction on a book claim to solve? Which readers' experiences or other options are missing from that proposal?
- Going further: Design a library notice that explains where a book review stands, and write a short guide for interviewing a librarian. Test whether a student can name the next document to ask for.
- Going further: Ask your school librarian how book challenges are handled. Find the written policy on the district website, and learn whether students can give input during a review. If a review is happening, read the whole book before you comment.
- Find your district's reconsideration policy and summarize its stages
- Research how your state's laws about school library materials have changed recently

My take, continued

Someone who disagrees might say ___.

Someone who disagrees might say a review can discourage reading while it runs.

The limit of the evidence is ___.

The limit of the evidence is that we don't know the criteria or what the request says.

I would change my mind if ___.

I would change my mind if the district's policy allowed removal during a review.

Notes

This page continues page 120.

Heat check

■■□ **Question 1: Medium.** Students may feel pressed to share why a book matters to them personally.

Cool-down: Say: "Answer about the characters, not yourself." Nobody has to share a personal reason.

Question 2 cool-down: Say: "We discuss the request, not the person." Return to what the notice says.

Talk about this case at home

Case 7: Did one complaint get the novel banned?

In this case, a group chat claims one parent's complaint got a novel banned from a school library. Your student compared that claim with the library's notice and learned how a book review works.

Questions to talk about

1. What is the difference between a book being reviewed and a book being removed?
2. Where could someone find out how a library decides which books to keep?
3. How can people disagree about a book without attacking each other?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Bring this page home, or read it with someone you trust." — Nobody needs to share their views on any real book.

Case 8: Is it a recommendation or an ad?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a short story in which a publisher sends Gia a free novel to review. Her video tags the publisher but never says the copy was free. They compare the publisher's email, the video script and Caio's edit notes with the FTC's disclosure guidance for social media. They then rewrite the video's opening and caption so that a viewer watching with the sound off learns about the free copy.

Before this case

Students should already be able to:

- explain how Congress passes a law
- define an independent regulatory agency
- apply a political concept to a new scenario

Objectives

Students will be able to:

- explain how an independent regulatory agency shapes behavior through guidance and enforcement
- distinguish agency guidance from a statute passed by Congress
- describe the disclosure part of Citizens United v. FEC accurately
- apply both ideas to Gia's review

Materials

- This chapter, one copy per student
- Evidence A and B
- The FTC's Disclosures 101 page and a short explainer on independent agencies
- Chain diagram: Congress, the FTC Act, the FTC, its guides and creators

The task in this edition

Task: Concept application: the FTC is an independent regulatory agency. Explain how it uses guidance and enforcement to shape influencer disclosure, and how that differs from Congress passing a law.

Students make: Concept-application response, about 350 words

Fit: partial. The FTC's role as an independent regulatory agency using guidance and enforcement is genuine Unit 2 content, and the disclosure holding in Citizens United v. FEC is a required-case link, but a book review is commercial rather than political speech, so the connection needs careful framing.

Pacing

Opener (page 123): 4 min. Short on time: 3 min. Students read What happened on their own.

Key terms (pages 124 and 125): 4 min. Short on time: skip.

Pacing, continued

Look at the evidence (page 129): 7 min. Short on time: 5 min. Read both documents aloud; students fill in only the What it shows boxes.

Key idea (pages 130 and 131): 8 min. Short on time: 5 min. Read the first FTC row. Skip In the news.

Sort the evidence (page 132): 5 min. Short on time: skip.

Practice (page 133): 5 min. Short on time: skip.

Your task (pages 134 and 135): 10 min. Short on time: 9 min. Fill in the chain diagram together on the board.

Your draft (pages 136 and 137): 20 min. Short on time: 20 min.

Check your work (pages 138 and 139): 6 min. Short on time: 3 min. Students answer the four questions only.

Questions to discuss (pages 140 and 141): 8 min. Short on time: skip.

Talk about this case at home (page 142): at home.

Periods: full chapter 77 minutes; one period 45 minutes.

Case 8 plan, continued

Standards

Unit 2: Interactions Among Branches of Government The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: Independent regulatory agencies and delegated authority.

Unit 3: Civil Liberties and Civil Rights The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: Free speech and disclosure; Citizens United v. FEC (a required case) upheld disclosure requirements.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply agency concepts to a creator's post.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique relationships among creators, platforms, brands and regulators.

D3.2.9-12 Judge a source's credibility by looking at how experts value it. In this case: Students evaluate the credibility of a recommendation given its source relationship.

Codes of ethics

- **FTC Endorsement Guides (16 CFR Part 255):** § 255.5 Disclosure of material connections
- **FTC Endorsement Guides (16 CFR Part 255):** § 255.0 Purpose and definitions, paragraph (f)
- **PRSA Code of Ethics:** Free Flow of Information

Heat map

■□□ **Opener (page 123):** Low

■□□ **Key terms (pages 124 and 125):** Low

■□□ **Look at the evidence (page 129):** Low

■□□ **Key idea (pages 130 and 131):** Low

■□□ **Sort the evidence (page 132):** Low

■□□ **Practice (page 133):** Low

■□□ **Your task (pages 134 and 135):** Low

■□□ **Your draft (pages 136 and 137):** Low

■□□ **Check your work (pages 138 and 139):** Low

Try it at your school

Check the relationship before you trust the review.

- Next time you see a recommendation, look for a disclosure in the video itself
- If you post reviews, practice a clear spoken line like "They sent me this for free"

Try it at your school, continued

- Share a disclosure checklist with a school media club
- Don't accuse real creators; practice on your own sample posts

Who to ask: School media or journalism advisor, a librarian, a digital citizenship teacher

Safety: Don't share personal information to get free products. Talk with a trusted adult before accepting any brand deal.

Sources

- TikTok Newsroom, "BookTok and publishing," September 2022
- Federal Trade Commission, "Disclosures 101 for Social Media Influencers," No date listed
- Federal Trade Commission, "FTC's Endorsement Guides: What People Are Asking," No date listed
- Federal Trade Commission, "FTC explanatory video," No date listed

Case 8: Is it a recommendation or an ad?

Gia loves a novel that a publisher sent her for free, and her video review does not mention the free copy yet.

On your own Read What happened. Underline what the publisher sent Gia and what it asked for. About 4 minutes.

Gia, Caio and Mari set up a camera in a bright studio.

Your role: You're the viewer with the sound off who checks the first three seconds. **New skill:** Spot and disclose a material connection.

What happened

At 1:30 p.m. on Saturday, Caio finishes editing Gia's short video review of a new novel. Gia made the review for BookTok, where people recommend books on TikTok. She stayed up until 2 a.m. to finish the novel, and she loves it.

Two weeks ago, the book's publisher emailed Gia. The publicity team offered her a free copy of its spring novel for review. The email said she did not have to post, but it asked for a tag if she did. In the first cut, Gia never says the book was free. The only sign of the publisher is a tag in the caption below the video.

Caio wants to watch the cut the way a stranger would, on a phone with the sound off. He wants to know whether the first three seconds say the book was free. Gia wants to keep her honest opinion in the video. She also wants viewers to know how she got the book.

Your question: Do Gia's viewers need to know the book was free, and how should she tell them?

Pacing

Full chapter: 4 min.

Short on time: 3 min. Students read What happened on their own.

Say this

"Gia stayed up until 2 a.m. finishing this book. Does it matter how she got it?" — Take three answers. Do not settle it yet.

Watch for

Misconception: Students decide a free copy makes the review a lie. **Listen for:** "She only likes it because it was free." **Then:** Ask what the evidence says about her opinion. Nothing shows it is false; the free copy is context.

Support

- Read What happened aloud while students follow along.
- Explain BookTok in one sentence: people on TikTok recommending books.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 4 minutes.

Material connection A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.

En español: conexión material

In this case: The publisher sent Gia a free copy of its spring novel for review. That free copy is a material connection.

Disclosure A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

En español: divulgación

In this case: Gia's first cut has no disclosure. The tag in the caption names the publisher but never says the book was free.

Endorsement An endorsement is a message that shares someone's opinion or experience of a product to promote it.

En español: respaldo

In this case: Gia's video review promotes the novel with her own opinion: she stayed up until 2 a.m. to finish it.

Who is involved

Gia
Made the video review

"I stayed up till 2 a.m. finishing it. That part's real. The publisher sending it free is also real, and right now it's nowhere in the video."

Caio
Editing Gia's video

"The publisher's email literally says 'free copy for review.' That's the sentence. It's just not in the video yet."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Which key term names the free copy? Which one names what Gia still has to add?" — Wait for material connection, then disclosure.

Watch for

Misconception: Students hear "material" as physical stuff, like paper. **Listen for:** "The material is the book." **Then:** Reread the definition: a material connection is a relationship with a brand, such as a free product.

Support

- Pair students who share a language to explain each term in their own words.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, does Gia need to tell viewers the book was free?

My first guess is ___, because ___.

My first guess is that she should mention it, but the tag in the caption probably covers it.

Notes

This page continues page 124. The notes for both pages are on the sheet for page 124.

Reading passage

Honest opinion, hidden relationship

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Material connection**: A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.
- **Disclosure**: A disclosure is a clear statement that tells people about a relationship or fact they would want to know.
- **Endorsement**: An endorsement is a message that shares someone's opinion or experience of a product to promote it.
- **Framing**: Framing is choosing which parts of a situation a message brings forward.

The story: The edit that is almost done

Gia's review is sincere. She stayed up until 2 a.m. finishing the novel, and her video for BookTok, TikTok's book-recommending community, captures that. Caio, who edits video and has a habit of checking before posting anything that involves someone else, finishes the cut at 1:30 p.m. on Saturday. Gia is ready to publish.

Caio asks for one more pass, done the way most viewers would watch: once, on a phone, with the sound off. He is looking at the first three seconds. The question he wants answered is whether a stranger could tell that the book was free.

It was. Two weeks earlier, the publisher's publicity team emailed Gia to offer a free copy of its spring novel for review. The email said there was no obligation to post but asked for a tag if she did. The first cut opens with Gia saying she literally could not put the book down. There is no on-screen text, and the only trace of the publisher is "@publisher #booktok" in the caption below the video.

Gia's first defense is the tag. Caio's edit notes reply in four words: tag equals brand name, not relationship. Your role in this case is to be the viewer with the sound off who checks the first three seconds.

Stop and think. Why does the case insist that the free copy does not make Gia's opinion false?

Pacing

Reading: about 5 min (743 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The edit that is almost done":** Why does the case insist that the free copy does not make Gia's opinion false?
2. **After "Separating the opinion from the relationship":** Apply the FTC's "clear and conspicuous" definition to the caption tag. Does the tag meet it?
3. **After "Rules, enforcement and evidence":** Who should make sure disclosures are clear: creators, brands or platforms?

Separating the opinion from the relationship

Three terms keep the analysis clean. An **endorsement** is a message that shares someone's opinion or experience of a product to promote it. A **material connection** is a relationship with a brand, like payment or a free product, that viewers might not expect. A **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Gia's review is an honest endorsement with an undisclosed material connection. The connection does not make her opinion false. It changes what a viewer needs to know to weigh it.

This is a framing problem, in the Case 1 sense of **framing**: choosing which parts of a situation a message brings forward. The first cut brings forward enthusiasm and leaves the relationship in a caption that many viewers never open. Caio's fix reorders the frame without deleting anything true. The video opens with a three-second line, "Quick heads-up, the publisher sent me this free," spoken and on screen, followed by Gia's hook.

The case also asks what a disclosure does not do. Gia had considered calling the novel the best book of the year and then asks herself, out of the ones she happened to read? She replaces the superlative with what she can support: two nights, could not put it down. A disclosure answers how she got the book. It does not make every claim in a review accurate.

Finally, the case tests the fix on an audience. Caio will show the cut to someone who did not help make it and ask whether the book was free. If they hesitate, the disclosure is not clear yet. A comment on another creator's review shows the cost of late discovery: "wait was this sponsored?? kind of feels like an ad now." The comment is about someone else, and nobody knows whether that review was sponsored, which is the point.

Stop and think. Apply the FTC's "clear and conspicuous" definition to the caption tag. Does the tag meet it?

Rules, enforcement and evidence

The Federal Trade Commission's Endorsement Guides explain how federal law against deceptive practices applies to endorsements. The current text says material connections "can include monetary payment or the provision of free or discounted products … to an endorser, regardless of whether the advertiser requires an endorsement in return" (16 CFR Part 255, as revised 2023). The same guides define "clear and conspicuous" as "difficult to miss (i.e., easily noticeable) and easily understandable by ordinary consumers." FTC staff guidance for video says the disclosure belongs in the video itself, ideally both spoken and on screen (Federal Trade Commission, updated December 3, 2024).

Enforcement has followed. In November 2023, the FTC warned two trade associations and a dozen influencers about posts promoting aspartame or sugar, stressing that disclosures belong in the video, not a caption (Federal Trade Commission, November 14, 2023).

This page continues page 126. The notes for both pages are on the sheet for page 126.

Rules, enforcement and evidence, continued

Trade coverage noted that sponsors share responsibility for clear disclosures (Food Dive, November 27, 2023).

Research on adolescents supports the rule's purpose. A study of 3,149 high school students in Taiwan found that full sponsorship disclosure helped teens recognize a post as an ad (Lin et al., PLOS One, May 27, 2026). Earlier work examined whether disclosures help younger and older teens notice when an influencer is paid (van Reijmersdal and van Dam, Journal of Youth and Adolescence, January 18, 2020).

Stop and think. Who should make sure disclosures are clear: creators, brands or platforms?

Sources

Real source | Federal Trade Commission (FTC) | 2023
FTC Endorsement Guides (16 CFR Part 255)

Real source | Federal Trade Commission | December 3, 2024
Disclosures 101 for Social Media Influencers

Real source | Federal Trade Commission | November 14, 2023
FTC Warns Two Trade Associations and a Dozen Influencers About Social Media Posts Promoting Consumption of Aspartame or Sugar

Real source | Food Dive | November 27, 2023
FTC crackdown could change influencer marketing for food and beverages

Real source | PLOS One (Lin et al.) | May 27, 2026
Effects of social media sponsorship disclosure on adolescents' advertising literacy and purchase intention

Real source | Journal of Youth and Adolescence (van Reijmersdal & van Dam) | January 18, 2020
How Age and Disclosures of Sponsored Influencer Videos Affect Adolescents' Knowledge of Persuasion and Persuasion

This page continues page 126. The notes for both pages are on the sheet for page 126.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 7 minutes.

Evidence A | Email

The publisher's email

"Hi Gia, we love your book reviews! We'd be glad to send you a free copy of our spring novel for review. There's no obligation to post, but if you do, we'd appreciate a tag. Best, the publicity team"

Look closely: What did the publisher give, and what did it ask for?

What it shows

A free product with "no obligation to post," and a request for a tag.

What it leaves out

Any other relationship between Gia and the publisher.

Evidence B | Video script and caption

Gia's first cut

Spoken: "You guys, I have to tell you about this book because I literally could not put it down!" On-screen text: none. Caption below the video: "@publisher #booktok

Look closely: Where in this video would a viewer learn about the free copy?

What it shows

A sincere endorsement. The only link to the publisher is a caption tag.

What it leaves out

The free copy. Nothing spoken or on screen names it.

What is still missing from the evidence?

Any other relationship with the publisher, what label the platform would show, how many viewers watch on mute, and what supports her strongest claims.

Pacing

Full chapter: 7 min.

Short on time: 5 min. Read both documents aloud; students fill in only the What it shows boxes.

Say this

"Put your finger on the start of Gia's script. Where does it say the book was free?" — Wait for "nowhere." Then find the tag in the caption.

Watch for

Misconception: Students count the caption tag as a disclosure. **Listen for:** "She tagged them, so it's disclosed." **Then:** Ask what the tag tells a viewer. It names the publisher; it never says the book was free.

Support

- Give each document on its own half-page, with the email's key sentence enlarged.
- Read Caio's notes aloud. Explain that 0:00—0:03 means the first three seconds.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

Stretch

- Ask why Caio tests the video on mute, and which viewers a spoken-only disclosure would miss.

Heat check

■□□ **Low.**

Key idea: material connections

On your own Read the key idea and the FTC guide. Then answer the question in the box. About 8 minutes.

An **endorsement** is a message that shares someone's opinion or experience of a product to promote it. Gia's video review is an endorsement, and her opinion in it is honest. A **material connection** is a relationship with a brand, like payment or a free product, that viewers might not expect. The free copy from the publisher is a material connection. Knowing about it gives viewers context, but it does not prove that Gia's opinion is false.

The Federal Trade Commission (FTC) is a federal agency. Its Endorsement Guides explain how a federal law against deceptive practices applies to endorsements. A **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. For a video, the FTC says the disclosure belongs in the video itself, ideally both spoken and on screen. A tag in the caption only names the brand, and it sits below the video.

A disclosure answers one question: how did Gia get the book? Viewers can still ask what supports her claims about the book itself. A clear disclosure does not make every claim in a review accurate. Do not accuse a real creator of hiding a sponsorship based on a guess.

Professional standards

Real source | Law or regulation | Federal Trade Commission (FTC)

FTC Endorsement Guides (16 CFR Part 255): § 255.5 Disclosure of material connections

"They can include monetary payment or the provision of free or discounted products ... to an endorser, regardless of whether the advertiser requires an endorsement in return."

In plain words: The FTC says a free product can be a connection that reviewers must clearly disclose, even if the brand asked for nothing in return.

Question: The publisher's email says there is "no obligation to post." Does that change whether Gia has a connection to disclose?

Pacing

Full chapter: 8 min.

Short on time: 5 min. Read the first FTC row. Skip In the news.

Say this

"The FTC counts free products even when the brand requires no review. What does that mean for Gia?" — Wait for: the email's "no obligation" does not change the connection.

Watch for

Misconception: Students treat the PRSA code and the FTC guides as the same kind of rule. **Listen for:** "Gia broke the PRSA code." **Then:** Say: "The PRSA code binds PRSA members. The FTC guides explain a federal law that reaches endorsers like Gia."

Support

- Read the quotation aloud. Point out the label: Law or regulation, not a code of ethics.

Stretch

- Use the second FTC row: where in the first three seconds would a viewer on mute learn the book was free?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

The FTC text says ___, so ___.

The FTC text says free products count "regardless of whether the advertiser requires an endorsement in return," so Gia has a connection.

In the news

Real source | NBC News | November 15, 2023

Influencers warned by FTC over 'inadequate' disclosures of artificial sweetener promotions

Real creators were warned for not clearly saying they were paid, the exact question this case asks.

Real source | ABC News | November 6, 2019

Popular YouTuber chimes in on federal product disclosure guide for influencers

A creator reacts to the FTC's disclosure rules, showing how the guidance lands for people who actually post.

Notes

This page continues page 130. The notes for both pages are on the sheet for page 130.

Sort the evidence

On your own Follow each choice to its results. Then write whose view is missing. About 5 minutes.

Follow both choices forward. Which consequences can Gia control, which depend on viewers, and what test tells her the disclosure worked?

Post the first cut with only a brand tag in the caption

Sound-off viewers never learn the book was free

Who is affected

Viewers deciding whether to buy or borrow the book

Disclose aloud and on screen in the first seconds

Viewers weigh the recommendation knowing the relationship

Who is affected

Viewers deciding whether to buy or borrow the book

Some viewers may discount the review as an ad

Who is affected

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The platform's. I would ask what label the platform itself would show, and whether a viewer on mute would see it.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Follow each choice forward. Which results can Gia control, and which depend on viewers?" — Model the first chain together.

Watch for

Misconception: Students read "some viewers may discount the review" as a reason not to disclose. **Listen for:** "Then she shouldn't say it." **Then:** Ask what happens when viewers find out later. Follow the chain that starts with the tag only.

Support

- Let students write the letter of each result on the arrows before they write sentences.

Heat check

Low.

Practice: choose a response

On your own Choose the change that makes the relationship clearest. Then fix the two marked phrases. About 5 minutes.

Gia loves the novel the publisher sent her for free. Which change to her video makes the relationship clearest to viewers?

- ☐ **A** Tag the publisher in the caption.
- ☑ **B** Say and show at the start of the video that the publisher sent her the book for free.
- ☐ **C** Leave the video as it is, since the email said there was no obligation to post.

Why I chose it

B. A names a brand, not a relationship, and C treats "no obligation" as no connection. Only B reaches a viewer on mute.

Improve a draft

A student's first draft

Okay you guys, I have to tell you about this book because I literally could not put it down!! ❶ #ad #booktok @publisher. The characters are so real and the ending destroyed me. I stayed up until 2 a.m. finishing it and then just sat there staring at the wall. Everyone needs to read this, trust me, ❷ it's the best book of the year and you won't regret it. Link is in my bio, go get it before everyone else does!

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

Hashtags in a caption are easy to miss. Say and show the free copy at 0:00.

Rewrite phrase 2

Keep only what she knows: "I could not put this down."

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Gia loves the book, and it was free. Which change makes that clearest?" — Take a vote before any discussion.

Watch for

Misconception: Students choose C because the email said there was no obligation. **Listen for:** "They didn't make her post, so it's fine." **Then:** Reread the FTC quotation. A free product counts even when no post is required.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: On screen and said aloud: "Quick heads-up: the publisher sent me this book for free to review." Then: "Okay, you guys, I could not put this down. The two sisters felt real to me, and the ending caught me completely off guard. If you like slow-burn family stories, this one's for you. If you need a fast plot, maybe not. I finished it in two nights." Caption: "Publisher sent me a free copy for review. #ad #booktok." The disclosure is in the first three seconds, readable without sound, and the claim is about my own reading.

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 10 minutes.

Concept application: the FTC is an independent regulatory agency. Explain how it uses guidance and enforcement to shape influencer disclosure, and how that differs from Congress passing a law.

Use: FTC Disclosures 101 and a short explainer on independent agencies.

You'll make: Concept-application response, about 350 words

Time: 45 minutes

1. Fill in the chain: Congress, the FTC Act, the FTC, its guides, then creators like Gia.
2. Explain in one sentence how guidance differs from a statute.
3. Name one enforcement step the FTC took, using the In the news sources.
4. Write part A: describe the FTC's role as an independent regulatory agency.
5. Write part B: apply guidance and enforcement to Gia's review.
6. Write part C: explain why the disclosure part of Citizens United v. FEC survived.
7. Write about 350 words in all. Continue on paper if you need more room.

Prefer typing? Scan to open the online workspace.

The chain from Congress to Gia

Congress passed the FTC Act, which bans deceptive practices. The FTC applies it through its Endorsement Guides. Creators like Gia follow the guides.

Pacing

Full chapter: 10 min.

Short on time: 9 min. Fill in the chain diagram together on the board.

Say this

"Who wrote the rule Gia follows: Congress, the FTC or the publisher?" — Draw the chain on the board as students answer.

Watch for

Misconception: Students say the FTC passed the law. **Listen for:** "The FTC made it illegal." **Then:** Point to the chain. Congress passed the FTC Act; the FTC applies it through guidance and enforcement.

Support

- Chain diagram: Congress, then the FTC Act, the FTC, its guides and creators
- Vocabulary: independent regulatory agency, delegated authority, rule-making

Stretch

- Connect to Citizens United v. FEC (a required case), which struck down limits on independent corporate political spending but upheld disclosure requirements for political ads. Explain why disclosure survived.

Heat check

■□□ **Low.**

Your task, continued

Guidance and statute

Congress passes a statute. Guidance explains how an agency will apply it.

One enforcement step

In November 2023, the FTC warned a dozen influencers about their disclosures.

Notes

This page continues page 134.

Standards

Unit 2: Interactions Among Branches of Government — The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: Independent regulatory agencies and delegated authority.

Unit 3: Civil Liberties and Civil Rights — The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: Free speech and disclosure; Citizens United v. FEC (a required case) upheld disclosure requirements.

Concept Application — Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply agency concepts to a creator's post.

D2.Civ.6.9-12 — Critique the relationships among governments, civil society and markets. In this case: Students critique relationships among creators, platforms, brands and regulators.

D3.2.9-12 — Judge a source's credibility by looking at how experts value it. In this case: Students evaluate the credibility of a recommendation given its source relationship.

Answer key

A strong response:

- Explains the agency's role accurately
- Distinguishes guidance from statute
- Accurately describes the disclosure part of Citizens United
- Applies to Gia's review

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Part A: the FTC's role

The Federal Trade Commission is an independent regulatory agency. Congress passed the FTC Act, which bans deceptive practices, and the FTC applies that law. It does so partly through guidance. Its Endorsement Guides explain how the law applies to reviews and social media posts.

Part B: guidance and enforcement in Gia's case

The guides say a free product can be a material connection, even when the brand requires nothing in return. So Gia's free copy should be disclosed in the video itself, not only in a caption tag. Guidance shapes her choice before she posts. Enforcement shapes behavior after posts go up: in November 2023, the FTC warned a dozen influencers about their disclosures. This differs from Congress passing a law. The agency did not create a new statute; it explained and applied the one Congress already passed.

Part C: Citizens United and disclosure

In Citizens United v. FEC, a required case, the Court struck down limits on independent corporate political spending but upheld disclosure requirements for political ads. Disclosure survived because it adds information for the audience without limiting how much anyone

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"Citizens United is about political ads, and Gia's review is about a novel. Say that plainly in part C." — This route is a partial fit, so the analogy has to be labeled.

Watch for

Misconception: Students say Citizens United struck down disclosure. **Listen for:** "The Court said you don't have to disclose." **Then:** Separate the two parts: spending limits fell; disclosure requirements were upheld.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Names the agency's role accurately.
2. Distinguishes guidance from legislation.
3. Describes the disclosure part of Citizens United accurately.
4. Labels the connection carefully, because the route is a partial fit.

Your draft, continued

Part C: Citizens United and disclosure, continued

can say. A book review is commercial speech, not political speech, so the link to Gia is an analogy.

Notes

This page continues page 136. The notes for both pages are on the sheet for page 136.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 6 minutes.

Do you describe the FTC's role as an independent regulatory agency accurately?	☑ Yes	☐ No
Do you distinguish agency guidance from a statute?	☑ Yes	☐ No
Do you describe the disclosure part of Citizens United accurately?	☑ Yes	☐ No
Do you apply the concepts to Gia's review?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No disclosure or claim support.	☐ Tag only.	☐ Names the relationship clearly.	☐ Names the relationship and supports the product claim.
Reasoning	☐ Treats opinion as a substitute for disclosure.	☐ Discloses but can't explain why.	☐ Explains why placement and clarity matter.	☐ Distinguishes opinion, relationship and product claim.
Audience & purpose	☐ Ignores viewers.	☐ Assumes viewers read captions.	☐ Works for sound-off viewers.	☐ Works across channels with consistent wording.
Revision	☐ No change.	☐ Adds a hashtag.	☐ Adds spoken and on-screen disclosure.	☐ Explains each placement choice for different viewers.

Pacing

Full chapter: 6 min.

Short on time: 3 min. Students answer the four questions only.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one moved disclosure or one cut claim.

Watch for

Misconception: Students add a hashtag and call it done. **Listen for:** "I added #ad." **Then:** Point to the Revision row: a hashtag alone is the second level. Ask where a viewer on mute would see it.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the Concept Application question for an accurate account of the agency's role, the guidance-versus-statute distinction and a correct description of the Citizens United disclosure holding.

Proficient looks like:

- **Evidence:** Names the relationship clearly.
- **Reasoning:** Explains why placement and clarity matter.
- **Audience & purpose:** Works for sound-off viewers.
- **Revision:** Adds spoken and on-screen disclosure.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I rewrote a sentence that said the FTC passed a law, because Congress passes statutes and the FTC applies them.

Notes

This page continues page 138. The notes for both pages are on the sheet for page 138.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 8 minutes.

1 **Would knowing the book was free change how much you trust Gia's review? Why or why not?**

It lowers trust only if she hides it. Said up front, the free copy is context. Found later, as in the viewer comment, it looks like concealment.

2 **Some viewers may treat a review with a disclosure as just an ad. How could Gia keep their trust?**

By separating the relationship from the claim. An early disclosure plus claims she can support, like finishing it in two nights, answers both questions viewers have.

3 **Who should make sure disclosures are clear: creators, brands or platforms?**

Mostly creators, because they control what viewers see first. The FTC guides apply to endorsers and advertisers, so brands share the duty.

My take

My claim: ___.

Gia should disclose the free copy at 0:00, spoken and on screen, and cut claims she cannot support.

The best evidence is ___, because ___.

The FTC text, because it counts a free product even when no post is required.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Answer with a detail from the evidence, not with a real creator you follow." — Post the question numbers and take one answer per question.

Stretch

- Ask what a disclosure checklist for a school media club would include, and who would check it.
- Going further: What does a viewer need to know about how Gia got the book? Plan one way to check that viewers understood the disclosure. A view count cannot tell you that.
- Going further: Design two versions of a sponsored post, with the disclosure in a different place in each. Keep the relationship equally clear in both versions.
- Going further: Find the line in the evidence that shows the book was free. Before you call any real post sponsored, look for that kind of evidence. Do not accuse a real creator based on a guess.
- Going further: The next time you see a recommendation, look for a disclosure in the video itself. Talk with a trusted adult before you accept any brand deal. If you post reviews, practice a clear spoken line, such as "They sent me this for free."
- Analyze three real posts from brands' own accounts (not individual creators) for disclosure
- Compare FTC guidance with another country's advertising standards body

My take, continued

Someone who disagrees might say ___.

A disclosure makes an honest review look like an ad.

The limit of the evidence is ___.

No document shows how many of her viewers watch on mute.

I would change my mind if ___.

The publisher had not sent the book for free.

Notes

This page continues page 140.

Heat check

■■□ **Question 2: Medium.** Students may name real creators they believe hide sponsorships.

Cool-down: Say: “We are talking about Gia, not real creators.” Return to the viewer comment, which is about a creator.

Talk about this case at home

Case 8: Is it a recommendation or an ad?

In this case, a publisher sends Gia a free novel, and her video review does not say the book was free. Your student read the email and the video script, then rewrote the opening so viewers learn about the free copy.

Questions to talk about

1. How can you tell when a video review is also an ad?
2. Where in a video would you look for a note that a product was free?
3. Why might a review still be honest if the reviewer got the product for free?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

“Take this page home or read it with someone you trust.” — Nobody needs to share a personal story to complete it.

Case 9: What is on your ballot, and where do you check?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Dec, who turns 18 in October, looks past the headline race on his sample ballot. He finds a school board race, a city council race and a transit bond. They compare the ballot with a creator's voter guide that mixes facts with picks, and they read Vote.gov's guidance for people 18 and under. They then write a personal checklist of official sources for registration, deadlines and their own sample ballot.

Before this case

Students should already be able to:

- explain what a district is and why lines are redrawn
- summarize a Supreme Court case's facts and holding
- compare two cases on the same principle

Objectives

Students will be able to:

- compare Baker v. Carr with Reynolds v. Sims
- explain how each case shaped the one person, one vote principle

Objectives, continued

- explain why district lines help decide which contests appear on a ballot
- connect the Twenty-Sixth Amendment to the expansion of the electorate

Materials

- This chapter, one copy per student
- Evidence A, the sample ballot
- Oyez summaries of Baker v. Carr and Reynolds v. Sims
- A SCOTUS comparison template

The task in this edition

Task: SCOTUS comparison: compare Baker v. Carr (1962) with Reynolds v. Sims (1964). Explain how each shaped the "one person, one vote" principle and why district lines help determine which contests appear on a person's ballot.

Students make: SCOTUS comparison response, about 350 words

Pacing

Opener (page 143): 4 min. Short on time: 2 min. Summarize What happened in one minute.

Key terms (pages 144 and 145): 4 min. Short on time: skip.

Pacing, continued

Look at the evidence (page 149): 5 min. Short on time: 3 min. Read the sample ballot aloud; point out District 3 and Ward 5.

Key idea (pages 150 and 151): 8 min. Short on time: 3 min. Read the key idea's paragraph on jurisdiction only.

Sort the evidence (pages 152 and 153): 6 min. Short on time: skip.

Practice (page 154): 5 min. Short on time: skip.

Your task (pages 155 and 156): 10 min. Short on time: 10 min.

Your draft (pages 157 and 158): 18 min. Short on time: 18 min.

Check your work (pages 159 and 160): 6 min. Short on time: 4 min. Students answer the four questions only.

Questions to discuss (pages 161 and 162): 8 min. Short on time: skip.

Talk about this case at home (page 163): at home.

Periods: full chapter 74 minutes; one period 40 minutes.

Standards

Unit 5: Political Participation The course unit on voting, political parties, interest groups, elections and the media. In this case: Voting rights, expansion of suffrage and voter turnout.

Case 9 plan, continued

Standards, continued

Unit 2: Interactions Among Branches of Government The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: Redistricting and representation.

SCOTUS Application Skill category 2: apply Supreme Court decisions to new situations. In this case: Students compare Baker v. Carr (a required case) with Reynolds v. Sims.

D2.Civ.1.9-12 Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. In this case: Students distinguish the powers of local, state and national offices on the ballot.

D2.Civ.2.9-12 Analyze the role of citizens in the U.S. political system, including how participation has changed over time. In this case: Students analyze the role of voters and changes in who can vote over time.

D3.1.9-12 Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students select official election sources by authority.

Codes of ethics

- **SPJ Code of Ethics:** Seek Truth and Report It
- **RTDNA Code of Ethics:** Opening statement (before the guiding principles)

Codes of ethics, continued

- **Credo for Ethical Communication:** "We advocate sharing information, opinions, and feelings..." (one of nine unnumbered principles)

Heat map

■□□ **Opener (page 143):** Low

■□□ **Key terms (pages 144 and 145):** Low

■□□ **Look at the evidence (page 149):** Low

■□□ **Key idea (pages 150 and 151):** Low

■■□ **Sort the evidence (pages 152 and 153):** Medium

■□□ **Practice (page 154):** Low

■■□ **Your task (pages 155 and 156):** Medium

■■□ **Your draft (pages 157 and 158):** Medium

■□□ **Check your work (pages 159 and 160):** Low

Try it at your school

Find your official election information.

- With a trusted adult, visit vote.gov and choose your state or territory
- Check eligibility, preregistration and registration rules for your age
- Find a sample ballot for your address and circle one local office
- Learn what that office does before researching candidates

Try it at your school, continued

Who to ask: Your county or local election office, a civics teacher, a school librarian

Safety: Never share your address, birthdate or voter information in group chats. Use official government sites (.gov) for registration.

Sources

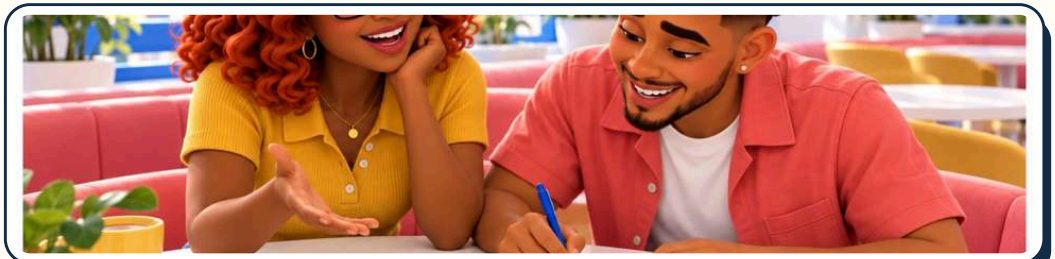
- Vote.gov, "Your state or territory's voting information," No date listed
- Vote.gov, "Preparing to vote: age 18 and under," No date listed
- USAGov, "Sample ballots and voter guides," No date listed
- National Constitution Center, "The 26th Amendment of the U.S. Constitution," No date listed

Case 9: What is on your ballot, and where do you check?

Dec turns 18 before the election on November 3, 2026, and his feed covers only one race on his ballot.

On your own Read What happened. Underline the contests Mateo finds below the big race. About 4 minutes.

Your role: You're the one who finds Dec's official sample ballot before anyone tells him how to vote.
New skill: Check an official source for your own area.



Mateo and Gia work in a notebook at a café table.

What happened

It is Sunday at the library desk. Dec turns 18 in October, before the general election on November 3, 2026. His feed is full of posts about one big race. Mateo and Gia are helping him find out what else is on his ballot.

They look at a sample ballot for the November election. The front shows the big race from Dec's feed. The second page has more: a school board race, a city council seat and Measure T, a transit bond. Mateo notices that nobody is posting about Measure T.

A creator's voter guide is also going around. It says registration closes "the 14th," but it never names a state. It also tells people how to vote on the school board race and Measure T. Gia is writing a reminder for the group chat.

Mateo has his own problem. He may still be registered at his mom's address in New Bedford, Massachusetts. Dec says he does not need anyone to pick for him. He needs to know what is on his ballot and whether he is registered in time.

Your question: What is on Dec's ballot, and where should he check his own information?

Pacing

Full chapter: 4 min.

Short on time: 2 min. Summarize What happened in one minute.

Say this

"Dec's feed is full of one race. What else do you think is on his ballot?" — List guesses on the board. Keep them for the sample ballot.

Watch for

Misconception: Students think a ballot holds only the big national races. **Listen for:** "It's just president or Congress." **Then:** Point to the second page of the sample ballot in the story: school board, city council, Measure T.

Support

- Read What happened aloud while students follow along.
- Explain that a measure is a question voters decide directly, like Measure T.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 4 minutes.

Sample ballot A sample ballot is a preview of the contests and measures that will appear on your ballot.

En español: boleta de muestra

In this case: Dec's sample ballot lists a school board race, a city council seat and Measure T below the big race from his feed.

Voter guide A voter guide is a document that explains or recommends choices in an election.

En español: guía para votantes

In this case: A creator's voter guide mixes one deadline with two picks: "vote Candidate B" and "Measure T: yes, obviously."

Registration Registration is signing up with your election office so that you are on the list of people who can vote.

En español: inscripción electoral

In this case: Dec turns 18 in October and needs to know whether he is registered in time. The guide's deadline names no state.

Jurisdiction A jurisdiction is the place or area where a particular government or rule has authority.

En español: jurisdicción

In this case: Mateo may still be registered in New Bedford, Massachusetts. A different place can mean a different ballot and a different deadline.

Who is involved

Mateo
Helping Dec read the sample ballot

"Dec's feed is all the big race. Then you flip the sample ballot: school board, city council, a transit bond. Nobody's posting about Measure T."

Gia
Writing the group-chat reminder

"The creator's guide says 'registration closes the 14th.' Whose 14th? It doesn't even say which state."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Which key term explains why Mateo's ballot might not match Dec's?" — Wait for jurisdiction.

Watch for

Misconception: Students treat a voter guide and a sample ballot as the same document. **Listen for:** "The guide is the ballot." **Then:** Ask which one lists the contests for an address and which one tells you how to vote.

Support

- Pair students who share a language to explain each term in their own words.
- Many election offices publish Spanish materials. Show where to find them.
- **Cognates:** election (elección), candidate (candidato), jurisdiction (jurisdicción), official (oficial), district (distrito), amendment (enmienda), constitution (constitución), vote (voto).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think is on Dec's ballot?

My first guess is ___, because ___.

My first guess is the big race plus a few local offices, but I would not know which ones without his address.

Notes

This page continues page 144. The notes for both pages are on the sheet for page 144.

Reading passage

Down the ballot and back to the source

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 6 minutes.

Words to know

- **Sample ballot**: A sample ballot is a preview of the contests and measures that will appear on your ballot.
- **Voter guide**: A voter guide is a document that explains or recommends choices in an election.
- **Registration**: Registration is signing up with your election office so that you are on the list of people who can vote.
- **Jurisdiction**: A jurisdiction is the place or area where a particular government or rule has authority.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Material connection**: A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.

The story: One race in the feed, five on the ballot

Dec, a high school senior who drums on weekends and helps build theater sets, turns 18 in October. The general election is November 3, 2026. His social feed treats it as a single contest, one big race covered from every angle. On Sunday, at the library desk, Mateo and Gia help him find out what the feed leaves out.

The sample ballot for November is organized by level of government. Federal: U.S. Representative. State: State Senator and a Superior Court judge up for retention. Local: two seats on the Board of Education in District 3 and a City Council seat in Ward 5. And one measure: Measure T, a transit improvements bond. Mateo notices that the lower half of the ballot has almost no online presence. Nobody is posting about Measure T.

What is circulating instead is a creator's voter guide. It promises "all you need for November," announces that registration closes "the 14th" and tells readers to vote for Candidate B for school board and "yes, obviously" on Measure T. Dec's response sets the terms for the case. He does not need anyone picking for him. He needs to know what is on his ballot and whether he is registered in time.

Mateo has a problem of his own. He moved from New Bedford, Massachusetts, for college and may still be registered at his mom's address there. Different state, different ballot, different deadline. Your role is to find Dec's official sample ballot before anyone tells him how to vote.

Pacing

Reading: about 6 min (757 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: One race in the feed, five on the ballot":** Why does the lower half of a ballot get so little attention online?
2. **After "Separating information from advocacy":** The guide's picks are not labeled as advocacy. How would labeling them change how Dec reads the guide?
3. **After "The constitutional floor and the state rules":** Anika is 16. How can she take part in this election before she can vote?

Stop and think. Why does the lower half of a ballot get so little attention online?

Separating information from advocacy

A **sample ballot** is a preview of the contests and measures that will appear on your ballot. A **voter guide** is a document that explains or recommends choices in an election. The distinction matters because the two serve different purposes. The sample ballot tells you what you will decide. A guide tells you what someone thinks you should decide, and sometimes also what the choices mean.

The new skill here builds on two earlier ones. From Case 1, you go to the original source and treat each statement as a **claim** that can be checked. The guide's deadline is a claim with no jurisdiction attached, so it cannot be verified and should not be repeated. From Case 8, you ask about a **material connection**, a relationship with a brand, like payment or a free product, that viewers might not expect. Here, the guide leaves out who wrote and who funds it. That missing information does not make its picks wrong. It does mean they should be read as advocacy from an unnamed source.

A **jurisdiction** is the place or area where a particular government or rule has authority. Your address determines which contests appear on your ballot, which is why Mateo cannot assume his ballot matches Dec's. Jurisdiction also shapes research. A school board and a city council have different powers, so a voter who cares about buses should learn which body runs them before comparing candidates. Mateo starts Measure T with two questions: what it would pay for, and who runs the buses.

Registration is signing up with your election office so that you are on the list of people who can vote. Because rules and deadlines vary by state, Gia's group-chat reminder deliberately contains no deadline. It sends everyone to Vote.gov for their own registration and sample ballot, and it asks people not to post their addresses.

Stop and think. The guide's picks are not labeled as advocacy. How would labeling them change how Dec reads the guide?

The constitutional floor and the state rules

The Twenty-Sixth Amendment protects the right of citizens 18 and older to vote (National Constitution Center, no date listed). The National WWII Museum traces its origins to the wartime argument that people old enough to fight were old enough to vote (The National WWII Museum, October 27, 2020). Above that floor, states set the details. Most allow preregistration before 18, and some let 17-year-olds vote in primaries if they will be 18 by the general election (Ballotpedia News, September 26, 2025). NPR has reported on state efforts to raise youth registration, including preregistration (NPR, August 6, 2023).

Turnout data show both engagement and variation. CIRCLE estimates that about 47 percent of 18- to 29-year-olds voted in 2024, with large differences by state (CIRCLE, April 14, 2025).

This page continues page 146. The notes for both pages are on the sheet for page 146.

The constitutional floor and the state rules, continued

Journalism codes draw the same line the case draws. The SPJ code tells journalists to "label advocacy and commentary" (SPJ Code of Ethics, September 6, 2014). The RTDNA code says journalism "empowers viewers, listeners and readers to make more informed decisions for themselves; it does not tell people what to believe or how to feel" (RTDNA Code of Ethics, June 11, 2015). A nonpartisan guide for Dec should meet that second standard.

Stop and think. Anika is 16. How can she take part in this election before she can vote?

Sources

Real source | Vote.gov | No date listed
Your state or territory's voting information

Real source | National Constitution Center | No date listed
The 26th Amendment of the U.S. Constitution

Real source | The National WWII Museum | October 27, 2020
"Old Enough to Fight, Old Enough to Vote": The WWII Roots of the 26th Amendment

Real source | Ballotpedia News | September 26, 2025
Most states allow teenagers to pre-register to vote before turning 18, and some let them vote in primaries

Real source | NPR | August 6, 2023
Some states are trying to boost youth voter registration. Here's what they're doing

Real source | CIRCLE (Tufts University) | April 14, 2025
New Data: Nearly Half of Youth Voted in 2024

Real source | Society of Professional Journalists (SPJ) | 2014
SPJ Code of Ethics

Real source | Radio Television Digital News Association (RTDNA) | 2015
RTDNA Code of Ethics

This page continues page 146. The notes for both pages are on the sheet for page 146.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 5 minutes.

Evidence A | Sample ballot

Sample ballot for the November general election

Federal: U.S. Representative. State: State Senator; Superior Court judge (retention). Local: Board of Education, District 3 (vote for two); City Council, Ward 5. Measures: Measure T, transit improvements bond.

Look closely: Which contests sit below the big race, and which one touches Dec's school?

What it shows

A layered ballot: federal, state and local contests and one bond measure.

What it leaves out

The address it covers and what each office is responsible for.

What is still missing from the evidence?

Dec's state, status and deadline, his own sample ballot, what each local office controls where he lives, and who wrote and funds the guide.

Notes

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read the sample ballot aloud; point out District 3 and Ward 5.

Say this

"Put one finger on a line you could check and one on a line that tells you how to vote." — Use two highlighter colors if you have them.

Watch for

Misconception: Students treat the guide's picks as facts because the guide sounds sure. **Listen for:** "It says obviously, so it's true." **Then:** Ask what source could prove "Measure T: yes." None can; it is a pick.

Support

- Give each document on its own half-page.
- Read the sample ballot aloud, one level of government at a time.
- **Cognates:** election (elección), candidate (candidato), jurisdiction (jurisdicción), official (oficial), district (distrito), amendment (enmienda), constitution (constitución), vote (voto).

Stretch

- Ask why Gia's reminder leaves out a deadline on purpose, and what each reader has to do instead.

Heat check

■□□ **Low.**

Key idea: sample ballots

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 8 minutes.

A **sample ballot** is a preview of the contests and measures that will appear on your ballot. A measure is a question that voters decide directly, such as Measure T. A **voter guide** is a document that explains or recommends choices in an election. The two have different purposes. Start with the ballot for your address, and then check a guide's facts apart from its picks.

Your address decides which contests appear on your ballot. A **jurisdiction** is the place or area where a particular government or rule has authority. A friend two districts over may see different local races. A school board and a city council have different jobs, so each one makes different decisions. Before you research candidates, find out which office has power over the issue you care about.

Registration is signing up with your election office so that you are on the list of people who can vote. Rules and deadlines vary by state, so do not copy a friend's deadline. The Twenty-Sixth Amendment protects the right to vote for citizens 18 and older. Most states let people preregister before they turn 18. Several states let 17-year-olds vote in a primary if they will be 18 by the general election.

Professional standards

Real source | **Society of Professional Journalists (SPJ)**

SPJ Code of Ethics: Seek Truth and Report It

"Label advocacy and commentary."

In plain words: Journalists who follow the SPJ code mark opinions and recommendations so readers can tell them apart from facts.

Question: The creator's guide mixes a registration deadline with "vote Candidate B." Which lines are checkable facts, and which are picks?

Your answer

The checkable fact is ___; the picks are ___.

The checkable fact is the deadline, but it names no state. The picks are the school board and Measure T lines, and nothing labels them as opinion.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Read the key idea's paragraph on jurisdiction only.

Say this

"The SPJ code says to label advocacy. Which lines in the creator's guide are advocacy?" — Wait for the two picks.

Watch for

Misconception: Students treat the SPJ code as a law that creators must follow. **Listen for:** "The creator broke the rules." **Then:** Say: "SPJ's code binds no one by law. It shows how journalists label opinion."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Use the RTDNA row: what would a guide that helps Dec decide include about the school board race?

Heat check

■□□ **Low.**

In the news

Real source | NPR | August 6, 2023

Some states are trying to boost youth voter registration. Here's what they're doing

Explains preregistration and other state steps that let teens sign up before they turn 18.

Real source | Ballotpedia News | September 26, 2025

Most states allow teenagers to pre-register to vote before turning 18, and some let them vote in primaries

Rules differ by state, so where you live decides when you can register and what you vote on.

Notes

This page continues page 150. The notes for both pages are on the sheet for page 150.

Sort the evidence

On your own Match each of Dec's questions to the rule or office that answers it. Then write whose view is missing. About 6 minutes.

Separate the two questions Dec has: what is on his ballot, and can he vote. Which rules and offices answer each, and which source should he check first?

Which contests and measures appear on Dec's ballot	Whether Dec can register and vote in November
Who decides His address and district lines, drawn through redistricting	**Who decides**
Under which rule	**Under which rule** Twenty-Sixth Amendment: the vote at 18 cannot be denied on account of age State rules on preregistration, deadlines and 17-year-old primary voting
Who lives with it	**Who lives with it**
Your way in Vote.gov, which links to his state or local election office	**Your way in** Vote.gov, which links to his state or local election office

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Dec has two questions. Which rule or office answers each one?" — Model the registration question together.

Watch for

Misconception: Students think the Twenty-Sixth Amendment sets every voting rule. **Listen for:** "The Constitution says when you register." **Then:** The amendment protects the vote at 18. States set registration rules and deadlines.

Support

- Let students draw the arrows before they write sentences.

Heat check

Medium. The missing-perspective question can turn to students' own eligibility.

Cool-down: Keep answers about Dec and his friends. No student shares their own or a family member's eligibility.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The school board's. I would ask what the board decides, so Dec can judge the race before he researches candidates.

Notes

This page continues page 152. The notes for both pages are on the sheet for page 152.

Practice: choose a response

On your own Choose what you would do with a friend's sample ballot. Then fix the two marked phrases. About 5 minutes.

You live at a new address. A friend sends their sample ballot and says, "Just use this one." What should you do?

- [ ] **A** Use it, because you and your friend live in the same state.
- [x] **B** Check your registration and find the official sample ballot for your address.
- [ ] **C** Use a creator's voter guide instead, since it covers the whole election.

Why I chose it

B. Jurisdiction decides the ballot, so A can miss local contests, and C puts picks before facts. B checks the address, the election and the deadlines.

Improve a draft

A student's first draft

Guys the election is coming up and it's a big one!! (1) Registration closes on the 14th so do it now. Here's the voter guide I use, it tells you exactly who to vote for so you don't have to research. Also (2) drop your addresses and I'll check if you're registered for you. Only the big race really matters anyway, the rest is small stuff. My cousin in another state said the same deadline works for her too, so just use mine. Let's go vote!!

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

That is my state's deadline. Yours may differ, so check vote.gov.

Rewrite phrase 2

Share the official lookup link instead, so nobody posts an address.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"A friend sends their sample ballot and says, "Just use this one." What do you do?" — Take a vote before any discussion.

Watch for

Misconception: Students choose A because the friend lives in the same state. **Listen for:** "Same state, same ballot." **Then:** Point to the key idea: a friend two districts over may see different local races.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Election reminder: registration deadlines and voting options depend on your state, so check yours at vote.gov, which links to your state's election office. You can also look up your sample ballot for your own address there. It shows everything you'll vote on, including school board and local measures, not just the big race. If you use a voter guide, check the facts it gives and remember its picks are someone's opinion. Under 18? Many states let you preregister, and some let 17-year-olds vote in primaries. Check your state's rules. No need to share your address here.

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 10 minutes.

SCOTUS comparison: compare Baker v. Carr (1962) with Reynolds v. Sims (1964). Explain how each shaped the "one person, one vote" principle and why district lines help determine which contests appear on a person's ballot.

Use: Oyez summaries of both cases and the case's sample ballot.

You'll make: SCOTUS comparison response, about 350 words

Time: 40 minutes

1. Read the Oyez summaries of Baker v. Carr and Reynolds v. Sims.
2. Fill in the comparison template: facts, holding and principle for each case.
3. Write part A: explain the holding in Baker v. Carr.
4. Write part B: explain how Reynolds v. Sims applied one person, one vote.
5. Write part C: explain why district lines help decide the contests on Dec's ballot.
6. Write about 350 words in all. Continue on paper if you need more room.

Prefer typing? Scan to open the online workspace.

Baker v. Carr (1962)

The Court treated apportionment as justiciable, so courts could hear challenges to how districts were drawn.

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"One case opened the door to courts, and one set a rule. Which did which?" — Fill in the template on the board as students answer.

Watch for

Misconception: Students credit Baker v. Carr with the equal-population rule. **Listen for:** "Baker said districts have to be equal." **Then:** Point to the template: Baker is about whether courts can hear the case; Reynolds sets the rule.

Support

- SCOTUS comparison template
- Vocabulary: justiciable, apportionment, redistricting
- Check each holding against the Oyez summaries before class.

Stretch

- Connect to the Twenty-Sixth Amendment and explain how it expanded the electorate.

Heat check

Medium. Students may add picks for candidates or measures they support.

Cool-down: Remind students the product is nonpartisan. Replace any pick with where to check the facts.

Your task, continued

Reynolds v. Sims (1964)

The Court applied one person, one vote to state legislative districts, so districts must be close in population.

How the cases connect

Baker let courts hear district cases; Reynolds set the population rule they would apply.

Why district lines shape a ballot

District lines decide which districts Dec lives in, so they decide contests like District 3 and Ward 5.

Notes

This page continues page 155.

Standards

AP United States Government and Politics: Unit 5: Political Participation; Unit 2: Interactions Among Branches of Government; SCOTUS Application.

C3 Framework: D2.Civ.1.9-12; D2.Civ.2.9-12; D3.1.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Accurate facts and holdings
- Explains the relationship between the cases
- Connects to ballots and districts
- Nonpartisan

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 18 minutes.

Part A: Baker v. Carr

In Baker v. Carr (1962), a required case, the Supreme Court treated apportionment as a justiciable question. That meant federal courts could hear a claim that district lines were drawn unfairly. The case did not set a population rule itself.

Part B: Reynolds v. Sims

In Reynolds v. Sims (1964), the Court applied the one person, one vote principle to state legislative districts. Districts had to be close in population, so each person's vote carried similar weight. Baker made cases like this possible, and Reynolds set the rule courts would apply to them.

Part C: district lines, Dec's ballot and the Twenty-Sixth Amendment

District lines help decide which contests appear on a person's ballot. Dec's sample ballot lists a Board of Education seat for District 3 and a City Council seat for Ward 5. A neighbor across a district line would see different local contests. The Twenty-Sixth Amendment, the 1971 amendment that set the voting age at 18, expanded the electorate in

Pacing

Full chapter: 18 min.

Short on time: 18 min.

Say this

"Now bring it back to Dec's ballot. Which contests exist because of district lines?" — Wait for District 3 and Ward 5.

Watch for

Misconception: Part C says district lines decide who wins. **Listen for:** "Lines decide the election." **Then:** Lines decide which contests a voter sees. Voters decide who wins.

Heat check

Medium. Students may add picks for candidates or measures they support.

Cool-down: Remind students the product is nonpartisan. Replace any pick with where to check the facts.

Answer key

What to notice in the sample:

1. States Baker's holding in the course's own terms.
2. Explains the relationship between the two cases.
3. Applies districting to the ballot in the case.
4. Connects the Twenty-Sixth Amendment, the challenge in this task.

Your draft, continued

Part C: district lines, Dec's ballot and the Twenty-Sixth Amendment, continued

another way. It is why Dec, who turns 18 in October, can vote in November if he is registered.

Notes

This page continues page 157. The notes for both pages are on the sheet for page 157.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 6 minutes.

Do you state each holding accurately?	☑ Yes	☐ No
Do you explain how the two cases relate?	☑ Yes	☐ No
Do you connect district lines to the contests on a ballot?	☑ Yes	☐ No
Is your response nonpartisan?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Copies one person's deadlines.	☐ Mentions official sources vaguely.	☐ Points to official sources for each person's state.	☐ Points to official sources and explains why rules differ.
Reasoning	☐ Treats a guide as the ballot.	☐ Mentions the ballot but not local contests.	☐ Separates ballot, guide and registration.	☐ Explains why local offices matter to the audience.
Audience & purpose	☐ Collects private info.	☐ Generic hype.	☐ Useful, private, nonpartisan.	☐ Includes people not yet eligible.
Revision	☐ No change.	☐ Adds a link.	☐ Replaces copied deadlines with official routes.	☐ Explains how each change helps friends in different situations.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Students answer the four questions only.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one official source added or one pick removed.

Watch for

Misconception: Students keep a copied deadline. **Listen for:** "Registration closes the 14th." **Then:** Point to the Evidence row. Replace the date with the official place to check it.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the SCOTUS Comparison question for accurate facts and holdings, the relationship between the cases and a nonpartisan application.

Proficient looks like:

- **Evidence:** Points to official sources for each person's state.
- **Reasoning:** Separates ballot, guide and registration.
- **Audience & purpose:** Useful, private, nonpartisan.
- **Revision:** Replaces copied deadlines with official routes.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I moved the population rule from part A to part B, because Reynolds set it, not Baker.

Notes

This page continues page 159. The notes for both pages are on the sheet for page 159.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 8 minutes.

1 **Which contest on the sample ballot could affect Dec's school or his bus?**

The school board race and Measure T. A voter guide that covered only the big race would skip both.

2 **Mateo may still be registered in New Bedford. Why might his ballot differ from Dec's?**

Jurisdiction follows the registration address. A New Bedford registration puts Mateo in a different state, with different contests and deadlines.

3 **Anika is 16. How can she be part of this election before she can vote?**

Preregistration, if her state allows it, and learning what the board decides. She can also help friends find official information without sharing anyone's address.

4 **When could a voter guide that recommends choices help a first-time voter?**

When it names its author and labels its picks as advocacy. Then a first-time voter can use it as one view, after checking the ballot and deadlines.

My take

My claim: ___.

A nonpartisan guide for Dec should send him to official sources and keep facts apart from picks.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Answer with a detail from the evidence, not a candidate or party you like." — Post the question numbers and take one answer per question.

Stretch

- Ask what one local office on the ballot decides, and how a student could learn that before researching candidates.
- Going further: Which election office covers your address? Find it through Vote.gov. If you live away from home for school, write one question asking that office which address and rules apply to you.
- Going further: Plan an election reminder for your own group chat. Who might a group chat miss? Link to an official source so nobody has to trust a screenshot.
- Going further: Record a one-minute audio guide that tells listeners how to find their own sample ballot. Then write the same steps as a checklist. Check that both lead to the same official page.
- Going further: With a trusted adult, go to Vote.gov and choose your state or territory. Check the registration rules for your age, then find the sample ballot for your address. Never share your address or birthdate in a group chat.
- Find your county's sample ballot for the next election
- Research the history of the Twenty-Sixth Amendment

My take, continued

The best evidence is ___, because ___.

The creator's guide, because its one fact names no state and its picks carry no label.

Someone who disagrees might say ___.

Picks help first-time voters who have no time to research.

The limit of the evidence is ___.

No document tells us Dec's state, so we cannot give him a deadline.

I would change my mind if ___.

Dec had asked for recommendations instead of information.

Notes

This page continues page 161.

Heat check

■■□ **Question 3: Medium.** Some students cannot vote for reasons other than age, and may feel singled out.

Cool-down: Keep answers about Anika. No student shares their own or a family member's eligibility.

Question 4 cool-down: Say: "We are not discussing any real candidate or party." Return to the creator's guide in Evidence B.

Talk about this case at home

Case 9: What is on your ballot, and where do you check?

In this case, a teen about to turn 18 finds local races on his ballot that his feed never mentions. Your student compared a sample ballot with a voter guide, then wrote a guide that points to official sources without telling anyone how to vote.

See the case online.

Questions to talk about

1. What offices appear on a local ballot, besides the big races?
2. Where can someone find official information about registering to vote?
3. How can you tell a fact in a voter guide from a recommendation?

Nobody needs to share personal stories or private information to talk about this case.

Pacing

At home: this page takes no class time.

Say this

“Take this page home or read it with someone you trust.” — Nobody needs to share their own voting information or anyone else’s.

Case 10: Whose job is it to fix the blocked route?

Content note

This case involves disability access on a city route. No student should share their own disability or health information, so keep the discussion on Sami's trip.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which construction blocks the curb ramp on Sami's route to a city workshop, and the detour points to stairs. They examine the sign, the route map and the workshop flyer. They use the Department of Justice's Title II guide to see which part of the ADA applies. They then audit the whole trip and write a message to the city's ADA coordinator.

Before this case

Students should already be able to:

- describe how power is divided between the national government and the states
- explain what a federal mandate is
- apply a course concept to a new scenario

Objectives

Students will be able to:

- describe the ADA as civil rights legislation and identify Title II

Objectives, continued

- explain why the ADA is cited as an example of a federal mandate on state and local governments
- apply both ideas to the blocked route in the case
- explain the tension between federal requirements and local budgets without excusing the barrier

Materials

- This chapter, one copy per student
- Evidence A and B
- The Department of Justice page on the ADA and city governments, and a short explainer on mandates you select
- A chain diagram: Congress, the Department of Justice, the city, the sidewalk

The task in this edition

Task: Concept application: the ADA (1990) is civil rights legislation, and it is often cited as an example of a federal mandate on state and local governments. Explain both ideas and apply them to the blocked route.

Students make: Concept-application response, about 300 words

Pacing

Opener (page 164): 4 min. Short on time: 2 min. Summarize What happened in one minute.

Key terms (pages 165 and 166): 4 min. Short on time: skip.

Look at the evidence (pages 170 and 171): 6 min. Short on time: 4 min. Read the sign and the route map aloud; skip the boxes.

Key idea (pages 172 and 173): 8 min. Short on time: 5 min. Read the first paragraph of the key idea only.

Sort the evidence (page 174): 5 min. Short on time: skip.

Practice (page 175): 5 min. Short on time: skip.

Your task (page 176): 8 min. Short on time: 7 min. Fill in the chain diagram together on the board.

Your draft (page 177): 20 min. Short on time: 20 min.

Check your work (pages 178 and 179): 6 min. Short on time: 2 min. Students answer the four questions only.

Questions to discuss (pages 180 and 181): 8 min. Short on time: skip.

Talk about this case at home (page 182): at home.

Periods: full chapter 74 minutes; one period 40 minutes.

Case 10 plan, continued

Standards

Unit 1: Foundations of American Democracy The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Federalism and federal mandates on local governments.

Unit 3: Civil Liberties and Civil Rights The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: Civil rights legislation protecting people with disabilities.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply the concepts to the blocked route.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how people use the ADA to address local access issues.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate intended and unintended outcomes of a construction detour.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.

Codes of ethics, continued

- **NPPA Code of Ethics for Visual Journalists:** Code of Ethics, standard 3
- **ABA Model Rules of Professional Conduct:** Rule 3.1 Meritorious Claims and Contentions

Heat map

■■□ **Opener (page 164):** Medium

■□□ **Key terms (pages 165 and 166):** Low

■□□ **Look at the evidence (pages 170 and 171):** Low

■□□ **Key idea (pages 172 and 173):** Low

■■□ **Sort the evidence (page 174):** Medium

■■□ **Practice (page 175):** Medium

■□□ **Your task (page 176):** Low

■□□ **Your draft (page 177):** Low

■□□ **Check your work (pages 178 and 179):** Low

Try it at your school

Find your city's ADA contact.

- With a trusted adult, search your city's website for "ADA coordinator" or "accessibility"
- Save how to report a blocked sidewalk or curb ramp (often 311 or a public works page)
- If you notice a barrier, note the location, date and time

Try it at your school, continued

- Ask the person affected what they want before reporting on their behalf

Who to ask: City ADA coordinator, 311 or public works, school transportation office for school routes

Safety: Don't film or post people with disabilities without clear permission. Stay out of construction zones.

Sources

- HISTORY, "When the 'Capitol Crawl' Dramatized the Need for Americans with Disabilities Act," July 24, 2020
- Minnesota Governor's Council on Developmental Disabilities, "The Capitol Crawl," No date listed
- U.S. Department of Justice, "The ADA and City Governments," No date listed

Case 10: Whose job is it to fix the blocked route?

A construction detour sends Sami toward stairs on her way to a city workshop, and her bus comes in 12 minutes.

On your own Read What happened. Underline where the detour sign points. About 4 minutes.

Your role: You're the one who writes down the corner, the time and the sign before Mateo posts. **New skill:** Report a problem to the office responsible.

Sami, Jordy and Mateo plan with picture cards on a whiteboard.

What happened

It is Tuesday, 4:05 p.m., at the corner of Elm Street and 4th Avenue. Sami is on her way to a free community workshop run by the city's parks department. It starts at 5. Sami uses a manual wheelchair, and her bus comes in 12 minutes. Mateo is with her.

The curb ramp on the northeast corner is blocked by construction fencing. A sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR." Its arrow points to a path that begins with a flight of stairs. That detour does not work for Sami.

Mateo already has the sign on video, and his first idea is to post it. Sami asks whether the video gets her on the bus. It does not, so Mateo puts the camera down. He checks the other corners for a ramp while Sami looks up the next bus stop.

Later, they want to report the corner to the city. Mateo wonders whether the city is breaking the Americans with Disabilities Act (ADA). First, they need to know what one video can show and which office is responsible.

Your question: Whose job is it to fix the blocked route, and what should Sami and Mateo tell the city?

Pacing

Full chapter: 4 min.

Short on time: 2 min. Summarize What happened in one minute.

Say this

"Sami has 12 minutes. What does she need right now, and what can wait?" — Make two columns on the board: now and later.

Watch for

Misconception: Students decide the city broke the law. **Listen for:** "That's illegal." **Then:** Ask what one corner at 4:05 can show. Write "We need more facts" under later.

Support

- Read What happened aloud while students follow along.
- Show the route map in Evidence B before you read.

Heat check

■■□ **Medium.** Students may share their own or a family member's disability.

Cool-down: Thank the student and return to Sami's trip. No one needs to share health information.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 4 minutes.

Program access Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.

En español: acceso a los programas

In this case: The city runs the workshop. Program access asks whether Sami can reach and join the workshop, not only whether one ramp is open.

Barrier A barrier is something that blocks or limits a person from taking part.

En español: barrera

In this case: Fencing blocks the curb ramp at Elm Street and 4th Avenue, and the detour points to stairs. The flyer gives no way to request access.

ADA coordinator An ADA coordinator is the staff member a government names to handle disability access questions and complaints.

En español: coordinador de la ADA

In this case: Mateo plans to send the city's ADA coordinator the corner, the time, the sign and one question, if Sami agrees.

Who is involved

Sami

Trying to catch her bus to the workshop

"The sign says detour. The detour starts with stairs. So, no. Twelve minutes."

Mateo

Filmed the detour sign

"I had the sign on video before I even thought about it. Sami asked if that gets her on the bus. Fair. Camera down."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Which key term explains why the whole trip matters, not only the ramp?" — Wait for program access.

Watch for

Misconception: Students think program access means every door needs a ramp. **Listen for:** "Every building needs a ramp." **Then:** Reread the key idea: the program as a whole must be accessible. A city can move a service to an accessible place.

Support

- Pair students who share a language to explain each term in their own words.
- Spanish words from the case: ruta, barrera, rampa, desvío.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, whose job do you think it is to fix Sami's route?

My first guess is ___, because ___.

My first guess is the city, because the sidewalk and the workshop both belong to the city.

Notes

This page continues page 165. The notes for both pages are on the sheet for page 165.

Reading passage

A barrier, a bus and the right office

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 6 minutes.

Words to know

- **Program access**: Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.
- **Barrier**: A barrier is something that blocks or limits a person from taking part.
- **ADA coordinator**: An ADA coordinator is the staff member a government names to handle disability access questions and complaints.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Jurisdiction**: A jurisdiction is the place or area where a particular government or rule has authority.

The story: The next twelve minutes

Sami studies design and photographs things most people walk past. She also uses a manual wheelchair and wants access planned before an event, not offered as an apology afterward. At 4:05 p.m. on a Tuesday, at the corner of Elm Street and 4th Avenue, she is on her way to a free parks department workshop that starts at 5. Her bus comes in 12 minutes.

The northeast curb ramp is fenced off for construction. The posted detour, "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR," points to a path that begins with stairs. Sami says it without drama. The sign says detour, the detour starts with stairs, so no.

Mateo is with Sami, and his reflex is a filmmaker's. He has the sign on video before he has thought about what the video is for. When he offers to post it, Sami asks whether that gets her on the bus. It does not. Mateo puts the camera down and checks the other corners for a ramp while Sami looks up the next stop. The order of priorities is the first lesson of the case. The person facing the barrier decides what the moment needs and what gets said about her. The report can wait an hour.

Your role is to write down the corner, the time and the sign before anyone posts, so that the later report rests on a clean record.

Stop and think. Why does the case put Sami's bus ahead of Mateo's video?

Pacing

Reading: about 6 min (769 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The next twelve minutes":** Why does the case put Sami's bus ahead of Mateo's video?
2. **After "Evidence, barriers and program access":** Program access applies to the program as a whole. How does that change what a report should ask?
3. **After "The law's origins and its limits":** What is the difference between recording a barrier and making Sami the content?

Evidence, barriers and program access

Mateo's next question is whether the city is violating the Americans with Disabilities Act. That is a **claim**, a statement that something is true that can be checked with evidence, and Case 1 taught you to match a claim to what the evidence can support. Mateo draws the limit himself. His video shows one fenced ramp and one sign at 4:05. It cannot show whether another way around exists, so he cannot call the whole route illegal.

The route map widens the frame. Sami's trip has five stages: home to the corner, the northeast ramp, the bus stop, the ride to the parks department building and the workshop entrance and room. The last stage has not been checked. The flyer adds a different kind of gap. It invites everyone, lists a front desk number and says nothing about accessible entrances or how to request access.

A **barrier** is something that blocks or limits a person from taking part. The fenced ramp is a physical barrier. The flyer's silence may be an informational one. **Program access** is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. The standard applies to the program, not to each building separately. It generally does not require every older building to be accessible, and a city can relocate a service to an accessible place. Existing buildings and new construction have different requirements. Access still covers the whole visit: finding the information, getting there, going in, taking part and leaving.

The last question is who can fix it. Case 9's term **jurisdiction**, the place or area where a particular government or rule has authority, points to the city, which both runs the workshop and manages the street. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. Mateo's planned report is short: the corner, the time, the sign and one question. Is there an accessible detour, and how long will the ramp be blocked? It goes out only if Sami agrees.

> **Stop and think.** Program access applies to the program as a whole. How does that change what a report should ask?

The law's origins and its limits

The Justice Department's guide for cities explains that Title II of the ADA covers state and local programs, including keeping curb ramps usable during street work (U.S. Department of Justice, updated February 24, 2020). The law's history explains its focus on steps and routes. On March 12, 1990, activists climbed the Capitol steps to show what stairs do to access, and the ADA was signed that July (HISTORY, July 24, 2020). Minnesota's disability council notes that the protest involved ADAPT, which began as Americans Disabled for Accessible Public Transit (Minnesota Governor's Council on Developmental Disabilities, March 1, 2015).

This page continues page 167. The notes for both pages are on the sheet for page 167.

The law's origins and its limits, continued

Enforcement is uneven. In New York, a North Bronx subway station is set to get elevators nearly a decade after an ADA lawsuit (THE CITY, October 3, 2025). Federal auditors found gaps in checking whether paratransit services for disabled riders actually work (GAO, November 15, 2012).

Professional codes speak to both people at the corner. The ASPA code asks public servants to "respect and assist all persons in their dealings with public organizations" (ASPA Code of Ethics, 2013). The NPPA code asks visual journalists to "be complete and provide context when photographing or recording subjects" (NPPA Code of Ethics, no date listed).

Stop and think. What is the difference between recording a barrier and making Sami the content?

Sources

Real source | U.S. Department of Justice | February 24, 2020
The ADA and City Governments

Real source | HISTORY | July 24, 2020
When the 'Capitol Crawl' Dramatized the Need for Americans with Disabilities Act

Real source | Minnesota Governor's Council on Developmental Disabilities | March 1, 2015
The Capitol Crawl

Real source | THE CITY | October 3, 2025
North Bronx Subway Station to Get Elevators, Nearly a Decade After ADA Lawsuit

Real source | U.S. Government Accountability Office | November 15, 2012
ADA Paratransit Services: Demand Has Increased, but Little Is Known About Compliance (GAO-13-17)

Real source | American Society for Public Administration (ASPA) | 2013
ASPA Code of Ethics

Real source | National Press Photographers Association (NPPA) | No date listed
NPPA Code of Ethics for Visual Journalists

This page continues page 167. The notes for both pages are on the sheet for page 167.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 6 minutes.

Evidence A | Construction sign

The detour sign

The sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR." Its arrow points to a path that begins with a flight of stairs. The sign went up on Monday. Mateo recorded it on Tuesday at 4:05 p.m.

Look closely: Where does the arrow point? Who could not use that path?

What it shows	What it leaves out
The only posted detour starts with stairs. It went up Monday.	Whether another accessible route exists, and how long the closure will last.

Evidence B | Route map

Sami and Mateo's route map

1. Home to the corner of Elm Street and 4th Avenue: sidewalk clear. 2. Northeast curb ramp: blocked by construction fencing. 3. Bus stop: next bus in 12 minutes. 4. Bus to the parks department building. 5. Workshop entrance and room: not yet checked.

Look closely: Which stage is blocked, and which stage has nobody checked?

What it shows	What it leaves out
Access as a whole trip: one blocked stage and one unchecked stage.	Stage 5, the workshop entrance and room, which nobody has checked yet.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read the sign and the route map aloud; skip the boxes.

Say this

"Find the stage on the route map that nobody has checked. Why does it matter?" — Wait for stage 5, the workshop entrance and room.

Watch for

Misconception: Students treat the video as proof about the whole route. **Listen for:** "The video proves the city is breaking the law." **Then:** Ask which stage the video shows. It shows stage 2, at one time.

Support

- Give each document on its own half-page.
- Provide a printed route map with the five stages labeled.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

Stretch

- Ask which barrier on the trip is about information, not concrete, and which document shows it.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

Whether an accessible detour exists, how long the closure lasts, whether the workshop entrance and room are accessible, and who the ADA coordinator is.

Notes

This page continues page 170. The notes for both pages are on the sheet for page 170.

Key idea: program access

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 8 minutes.

Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. The U.S. Department of Justice explains that Title II of the ADA covers state and local government programs and services. Program access generally does not require every older building to be accessible. For example, a city can relocate a service to an accessible place. Existing buildings and new construction have different requirements.

Access covers the whole visit: finding the information, getting there, going in, taking part and leaving. A **barrier** is something that blocks or limits a person from taking part. Sami meets one barrier at the curb ramp. The workshop flyer could be another, because it gives no way to request access. The Justice Department's guide for cities also covers curb ramps during street work.

One video of one corner cannot show whether a city is following the law. It can show what happened, where and when. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. That office can say whether an accessible detour exists. Before you report a barrier someone else faces, ask them what they want said.

Professional standards

Real source | **American Society for Public Administration (ASPA)**

ASPA Code of Ethics: 3. Promote democratic participation

"respect and assist all persons in their dealings with public organizations"

In plain words: ASPA members in public service agree to help every person use public programs and services.

Question: The parks flyer says "All welcome!" with no access information. What should it add so Sami can request access?

Your answer

The flyer should add ___, so that ___.

The flyer should add a contact for access requests and information about the entrance, so that Sami can plan the whole trip before she leaves.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Read the first paragraph of the key idea only.

Say this

"The ASPA code asks public servants to assist all persons. What would that look like on this flyer?" — Accept any addition that tells Sami how to request access.

Watch for

Misconception: Students treat the ASPA code as a law. **Listen for:** "The city broke the ASPA rule." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. Here, the ADA is the law."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.
- Draw two boxes: Title II for city programs and sidewalks, Title III for private businesses.

Stretch

- Use the NPPA row: which stages of Sami's route does Mateo's photo leave out?

Heat check

■□□ **Low.**

In the news

Real source | HISTORY | July 24, 2020

When the 'Capitol Crawl' Dramatized the Need for Americans with Disabilities Act

A throwback to March 12, 1990, when activists climbed the Capitol steps to show what stairs do to access. The ADA was signed that July.

Real source | THE CITY | October 3, 2025

North Bronx Subway Station to Get Elevators, Nearly a Decade After ADA Lawsuit

A lawsuit pushed a transit agency to add elevators, showing how the ADA makes access a public duty.

Notes

This page continues page 172. The notes for both pages are on the sheet for page 172.

Sort the evidence

On your own Mark whether each piece of evidence supports or narrows each claim. Then write whose view is missing. About 5 minutes.

Sort what the evidence supports. Which claim can you make today, which one needs more facts, and who can supply them?

Evidence	**Claim 1** The city is breaking the ADA.	**Claim 2** On Tuesday, the posted detour did not work for a wheelchair user.
1 Photo: the northeast curb ramp blocked by fencing on Tuesday at 4:05 p.m.	Narrows	Supports
2 Detour sign points to a path that starts with stairs	Neither	Supports
3 DOJ: Title II requires program access, not every facility to be accessible	Narrows	Neither

Still open

- Is there another accessible route to the bus and the workshop? Ask the ADA coordinator.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The parks department's. I would ask how people request access to the workshop and whether the entrance and room are accessible.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Which claim can you make today, and which one needs more facts?" — Model the photo row together.

Watch for

Misconception: Students mark the photo as supporting "The city is breaking the ADA." **Listen for:** "The photo proves it." **Then:** The photo supports the Tuesday claim and narrows the violation claim. Ask who could supply the missing facts.

Support

- Let students write S (supports) or N (narrows) in each box before writing sentences.

Heat check

Medium. The missing-perspective question can turn to students' own access needs.

Cool-down: Keep answers about Sami, the city and the flyer. No student speaks for a group or shares health information.

Practice: choose a response

On your own Choose what Mateo should do and explain why. Then fix the two marked phrases. About 5 minutes.

Mateo wants people to know about the blocked corner. What should he do?

- [ ] **A** Post the video with a caption saying the city is breaking the ADA.
- [x] **B** Send the ADA coordinator the corner, the time, the detour sign and one question, if Sami agrees.
- [ ] **C** Skip the report if Sami finds another bus stop that works today.

Why I chose it

B. A claims more than one video can show and uses Sami without asking. C solves today but leaves the detour in place. B asks the office that can answer.

Improve a draft

A student's first draft

(1) The city is breaking the ADA. There is construction blocking the ramp and a wheelchair user I know couldn't get to the bus. We were standing there for like ten minutes trying to figure out another way and the sign just pointed to stairs. My friend almost missed her workshop because of it. This is discrimination and completely illegal. Nobody even cares about this. You need to (2) fix every ramp in the neighborhood right away or we will post the photos everywhere.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

We saw one blocked ramp and a detour sign that points to stairs.

Rewrite phrase 2

Could you tell us whether an accessible detour exists and how it is marked?

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Mateo has the video. What should he do with it?" — Vote before discussing.

Watch for

Misconception: Students choose A because posting gets attention. **Listen for:** "Post it, then they'll fix it." **Then:** Ask whether Sami agreed. Point to her line: "Me, ask first."

Support

- Read the three options aloud before students choose.

Heat check

Medium. Students may bring up real viral videos of disabled people.

Cool-down: Keep it about Mateo's video. Ask what Sami wants.

Answer key

A revised version: Hello, I'm writing about the construction at the corner of Elm Street and 4th Avenue, by the bus stop. On Tuesday at about 4 p.m., the curb ramp on the northeast corner was blocked, and the detour sign pointed to a route with stairs. My friend, who uses a wheelchair and agreed to be mentioned, could not reach the bus stop that way. Could you tell us whether there is an accessible detour during construction, how it's marked and how long the ramp will be blocked? We'd also like to know how to report this if it happens again. Thank you.

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

Concept application: the ADA (1990) is civil rights legislation, and it is often cited as an example of a federal mandate on state and local governments. Explain both ideas and apply them to the blocked route.

Use: DOJ's ADA and city governments page and a short explainer on mandates.

You'll make: Concept-application response, about 300 words

Time: 40 minutes

1. Read the first paragraph of the key idea, the Department of Justice summary.
2. Fill in the chain: Congress, the Department of Justice, the city, the sidewalk.
3. Write part A: describe the ADA as civil rights legislation.
4. Write part B: explain why the ADA is cited as a federal mandate.
5. Write part C: apply both ideas to the blocked curb ramp.
6. Write about 300 words in all. Continue on paper if you need more room.

Prefer typing? Scan to open the online workspace.

Congress

Passed the ADA, which was signed in July 1990.

Department of Justice

Explains what Title II requires of cities.

The city

Runs the workshop and maintains the sidewalk.

The sidewalk

The curb ramp at Elm Street and 4th Avenue is blocked.

Pacing

Full chapter: 8 min.

Short on time: 7 min. Fill in the chain diagram together on the board.

Say this

"Trace the chain. Who set the rule, who explains it and who carries it out?" — Draw the chain on the board as students answer.

Watch for

Misconception: Students think the federal government fixes city sidewalks. **Listen for:** "The federal government should fix the ramp." **Then:** Congress set the rule. The city runs the program and the sidewalk, so the city carries it out.

Heat check

■□□ **Low.**

Standards

AP United States Government and Politics: Unit 1: Foundations of American Democracy; Unit 3: Civil Liberties and Civil Rights; Concept Application.

C3 Framework: D2.Civ.12.9-12; D2.Civ.13.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Accurately describes Title II
- Explains mandates and federalism
- Applies to the case
- Balanced reasoning

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Part A: civil rights legislation

The Americans with Disabilities Act of 1990 is civil rights legislation. It sets rules so that people with disabilities can take part in public life. Title II covers state and local government programs and services, such as a city parks department workshop.

Part B: a federal mandate

The ADA is often cited as an example of a federal mandate. Congress set requirements that state and local governments must meet, and the Department of Justice explains them. Under Title II, a city's programs as a whole must be accessible. A mandate can strain a local budget, because the city must meet the requirement whether or not it planned for the cost.

Part C: the blocked route

Sami's route shows both ideas. The curb ramp at Elm Street and 4th Avenue was blocked for construction, and the detour sign pointed to stairs. As civil rights legislation, the ADA asks whether Sami can reach the city's workshop. As a mandate, it puts the duty on the city, not on Congress. A construction budget is a real limit, but a cost does not remove the requirement. One video cannot show a violation, so the next step is a question to the city's ADA coordinator.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"A cost can explain a problem. Does it excuse it?" — Every part C names the budget tension and the barrier.

Watch for

Misconception: Part C declares a violation. **Listen for:** "The city violated the ADA." **Then:** Ask what one video can show. Turn the claim into the question the city must answer.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Describes Title II accurately.
2. Explains a mandate in terms of federalism.
3. Applies the concept to the case.
4. Names the budget tension without excusing the barrier.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 6 minutes.

Do you describe Title II accurately?	☑ Yes	☐ No
Do you explain what a federal mandate is and how it relates to federalism?	☑ Yes	☐ No
Do you apply both ideas to the blocked route?	☑ Yes	☐ No
Is your reasoning balanced, without excusing the barrier?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No location or time.	☐ General description.	☐ Specific location, time and observation.	☐ Specific observation plus what remains unknown.
Reasoning	☐ Declares a violation.	☐ Mixes observation and conclusion.	☐ Separates observation from legal question.	☐ Connects observation to program access and asks the right office.
Audience & purpose	☐ Threatening or vague.	☐ Polite but no clear request.	☐ Specific, answerable request to the right office.	☐ Request plus how to report future issues.
Revision	☐ No change.	☐ Tone only.	☐ Adds specifics and removes the legal conclusion.	☐ Explains how each change helps the city act and respects Sami.

Pacing

Full chapter: 6 min.

Short on time: 2 min. Students answer the four questions only.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one added detail or one removed legal conclusion.

Watch for

Misconception: Students keep a sentence that declares a violation. **Listen for:** "The city is clearly violating the ADA." **Then:** Point to the Reasoning row. Replace the sentence with a question for the coordinator.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the Concept Application question for accurate description, a clear explanation of federalism and a balanced application to the route.

Proficient looks like:

- **Evidence:** Specific location, time and observation.
- **Reasoning:** Separates observation from legal question.
- **Audience & purpose:** Specific, answerable request to the right office.
- **Revision:** Adds specifics and removes the legal conclusion.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I replaced “the city violated the ADA” with the question the city must answer, because one video cannot show a violation.

Notes

This page continues page 178. The notes for both pages are on the sheet for page 178.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 8 minutes.

1 **Which barrier on Sami's trip would a photo miss?**

The unchecked workshop entrance and the flyer with no access information. Both sit outside the frame, and the flyer is a barrier in information, not concrete.

2 **What is the difference between recording a barrier and making Sami the content?**

Recording documents the barrier for the office that can act. Making Sami the content puts her in public view without consent, and she said, "Me, ask first."

3 **Construction is temporary, but the detour affects people now. What should a city do to keep routes usable during repairs?**

Plan an accessible detour as part of the construction, mark it on the sign and post a contact. The cost is time and money at each work site.

My take

My claim: ___.

The city is responsible for the route to its own program, so the report should go to its ADA coordinator.

The best evidence is ___, because ___.

The route map, because it shows access as a whole trip and marks what nobody has checked.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Answer with a detail from the evidence, not a story about someone you know." — Post the question numbers and take one answer per question.

Stretch

- With an adult, find your city's ADA coordinator page and summarize how it takes complaints.
- Going further: Write a first description of Sami's trip. Then check one stage you skipped, such as the workshop entrance. Rewrite your description and note what changed.
- Going further: Suppose someone says the fix is to install a ramp. What problem does that fix assume? List two barriers from Sami's trip that a new ramp would not remove.
- Going further: Make a route guide for Sami's trip in two forms, such as a map and a numbered list. Check that each form works without color or a picture.
- Going further: With a trusted adult, search your city's website for "ADA coordinator" or "accessibility" pages. Save how to report a blocked sidewalk or curb ramp, often through 311 or a public works page. Ask the person affected before you report for them, and stay out of construction zones.
- Find your city's ADA coordinator page and summarize its complaint process
- Research how your city communicates construction detours

My take, continued

Someone who disagrees might say ___.

Whoever put up the fence should fix it, not the city.

The limit of the evidence is ___.

No document shows whether an accessible detour exists.

I would change my mind if ___.

The city showed that an accessible detour was marked and working that day.

Notes

This page continues page 180.

Heat check

■■□ **Question 2: Medium.** Students may bring up online videos of disabled people or share their own experiences.

Cool-down: Keep the talk on Sami and Mateo. No one shares health or disability information. Reread Sami's line: "Me, ask first."

Talk about this case at home

Case 10: Whose job is it to fix the blocked route?

In this case, construction blocks a curb ramp on a young woman's route to a city workshop, and the detour points to stairs. Your student studied what one video can show, then wrote a question for the city office responsible for access.

Questions to talk about

1. Who in our town takes care of sidewalks and curb ramps?
2. What details make a report to the city easy to act on?
3. Why should you ask someone before you post a video of them?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Take this page home or read it with someone you trust." — Nobody needs to share health or disability information to complete it.

Case 11: Why are Jordy and Gia paid different rates?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Jordy and Gia work the same Saturday event. Jordy is paid $16.50 an hour, and Gia is paid $18.00. They compare the pay statements and the crew schedule, which lists Gia as shift lead, with federal pages on pay discrimination and on discussing wages. They then draft Jordy's message to the supervisor asking how the rates were set.

Before this case

Students should already be able to:

- explain how Congress passes laws and executive agencies carry them out
- define civil rights and protected classes
- write a concept-application response in parts

Objectives

Students will be able to:

- describe the Equal Pay Act (1963) and Title VII (1964) accurately
- explain the EEOC's role as an enforcement agency
- apply both laws to Jordy's question without declaring a violation

Objectives, continued

- explain which facts would matter before any finding, and why deadlines apply

Materials

- This chapter, one copy per student
- The EEOC Pay Discrimination page
- A short Civil Rights Act explainer chosen by the educator
- A diagram: Congress, the EEOC, employers

The task in this edition

Task: Concept application: explain how the Equal Pay Act (1963) and Title VII (1964) extended civil rights into the workplace, and how the EEOC enforces them. Apply the concepts to Jordy's question.

Students make: Concept-application response, about 300 words

Pacing

Opener (page 183): 3 min. Short on time: 3 min.

Key terms (pages 184 and 185): 4 min. Short on time: skip.

Look at the evidence (page 189): 5 min. Short on time: 3 min. Read Evidence A and B aloud. Skip the boxes.

Look at the evidence (page 190): 3 min. Short on time: skip.

Pacing, continued

Key idea (pages 191 and 192): 8 min. Short on time: 6 min. Skip In the news.

Sort the evidence (page 193): 4 min. Short on time: skip.

Practice (page 194): 4 min. Short on time: skip.

Your task (page 195): 8 min. Short on time: 8 min.

Your draft (page 196): 20 min. Short on time: 20 min.

Check your work (pages 197 and 198): 5 min. Short on time: skip. Check each part yourself in the style of the Concept Application question.

Questions to discuss (pages 199 and 200): 6 min. Short on time: skip.

Talk about this case at home (page 201): at home.

Periods: full chapter 70 minutes; one period 40 minutes.

Standards

Unit 3: Civil Liberties and Civil Rights The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: Civil rights legislation in employment.

Case 11 plan, continued

Standards, continued

Unit 2: Interactions Among Branches of Government The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: EEOC as an enforcement agency.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply the concepts to Jordy's question.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use equal-pay laws to address pay issues.

D2.Civ.14.9-12 Analyze past, present and emerging ways of changing society, promoting the common good and protecting rights. In this case: Students analyze historical and contemporary means of protecting rights at work.

D2.His.1.9-12 Evaluate how events were shaped by their time and place and by the wider historical context. In this case: Students evaluate how the U.S. women's soccer team's choice of comparison (contract structure and totals, or pay rates) shaped the 2020 ruling and the 2022 settlement.

Codes of ethics

- **SHRM Code of Ethics:** Fairness and Justice

Codes of ethics, continued

- **SHRM Code of Ethics:** Use of Information
- **IABC Code of Ethics for Professional Communicators:** "I protect confidential information"

Heat map

■■□ **Opener (page 183):** Medium

■□□ **Key terms (pages 184 and 185):** Low

■□□ **Look at the evidence (page 189):** Low

■□□ **Look at the evidence (page 190):** Low

■□□ **Key idea (pages 191 and 192):** Low

■□□ **Sort the evidence (page 193):** Low

■■□ **Practice (page 194):** Medium

■□□ **Your task (page 195):** Low

■□□ **Check your work (pages 197 and 198):** Low

Try it at your school

Know how pay decisions are made where you work.

- Ask for your pay rate and how it's set in writing when you start a job
- Keep your own record of hours and duties
- Talk with a trusted adult or counselor if something seems off
- Look up your state labor department's pay-equity page

Try it at your school, continued

Who to ask: Supervisor or HR, school counselor, state labor department, the EEOC's public information line

Safety: Don't share coworkers' pay information without their permission. Deadlines apply to formal complaints, so ask a qualified adviser early if you think there's a legal issue.

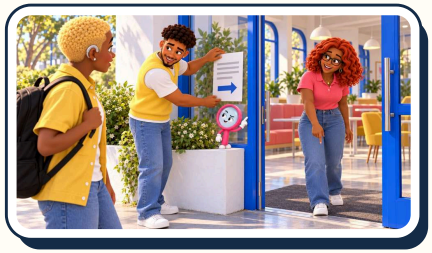
Sources

- NPR, "The U.S. national women's soccer team wins $24 million in equal pay settlement," February 22, 2022
- NPR, "Federal Judge Dismisses U.S. Women's Soccer Team's Equal Pay Claim," May 2, 2020
- U.S. Equal Employment Opportunity Commission (EEOC), "Pay Discrimination," No date listed
- National Labor Relations Board (NLRB), "Your Right to Discuss Wages," No date listed

Case 11: Why are Jordy and Gia paid different rates?

Jordy and Gia worked the same Saturday event, but Gia's pay rate is $1.50 an hour higher, and Jordy wants to know why.

On your own Read What happened. Underline the two pay rates and the job title on the schedule. About 3 minutes.



Mateo attaches an arrival notice at the Common Room entrance. Gia points to the doorway, and Jordy checks what a visitor will see.

Your role: You're the one who lines up both shifts side by side before Jordy writes to Dana. **New skill:** Compare two cases on the same terms.

What happened

Jordy and Gia work event shifts for the same company. They both worked a Saturday event from 3 to 11 p.m. Both helped with setup and closing, and Jordy also ran the caption and audio check.

They were paid the following Friday. On Sunday afternoon, Jordy and Gia compare pay statements. Jordy's lists eight hours at $16.50 an hour. Gia's lists $18.00 an hour for the same event.

The crew schedule lists Gia as "shift lead," but it does not say what that job includes. That day, Gia opened up and handled one guest issue. She does not know if that explains the $1.50 difference. Gia is fine with Jordy knowing her rate. But she does not want her statement posted.

Jordy wants to ask Dana, the supervisor, how rates are set. Jordy will not post anything before Dana answers.

Your question: Why is Gia paid more than Jordy for the same event, and how should Jordy ask about it?

Pacing

Full chapter: 3 min.

Short on time: 3 min.

Say this

"Two friends, same event, same hours, different pay. What is your first reaction?" — Hear three answers. Write them on the board without judging them.

Watch for

Misconception: Students decide the gap proves discrimination. **Listen for:** "That's illegal." **Then:** Ask what else could explain $1.50. Add "shift lead" to the board.

Support

- Read What happened aloud. Pause after each pay rate so students can underline it.

Heat check

Medium. Students may connect the gap to Jordy's identity or share a family member's pay.

Cool-down: Say: "We only know what the documents show." Nobody needs to share their own pay or a family member's.

Key terms

On your own Read each key term and its example. Then write your first guess about the pay difference. About 4 minutes.

Compensation Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

En español: compensación

In this case: Jordy's statement shows eight hours at $16.50 an hour, and Gia's shows $18.00. The statements show the rates but not how they were set.

Equal Pay Act The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.

En español: Ley de Igualdad Salarial

In this case: The Equal Pay Act covers pay differences based on sex, not every difference. Different job duties, such as a real shift-lead role, can be a lawful reason.

Title VII Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.

En español: Título VII

In this case: Title VII covers pay decisions based on race, color, religion, sex or national origin. No document shows how Jordy's rate was set.

Who is involved

Jordy
Worked setup through close

"Three to eleven, setup to close, and I ran the caption and audio check. $16.50 an hour. Gia's says $18.00."

Gia
Listed as shift lead

"I only found out I make more because Jordy showed me theirs. The schedule calls me shift lead. Nobody told me what that pays for."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Compensation is more than the hourly rate. What else could count?" — Listen for overtime, bonuses and benefits.

Watch for

Misconception: Students think the Equal Pay Act covers every pay difference. **Listen for:** "Any pay gap breaks the Equal Pay Act." **Then:** Reread the definition. The law is about men and women doing substantially equal work.

Support

- Preteach "rate" and "gross pay" with Jordy's statement: 8 hours × $16.50 = $132.00.
- **Cognates:** compensation (compensación), discrimination (discriminación), supervisor (supervisor), evidence (evidencia), criteria (criterios), difference (diferencia), information (información), private (privado), legitimate (legítimo).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, why do you think Gia is paid more than Jordy?

My first guess is ___, because ___.

My first guess is that the company treats them unfairly, because they worked the same hours at the same event.

Notes

This page continues page 184. The notes for both pages are on the sheet for page 184.

Reading passage

A pay gap is a question, not a finding

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Compensation**: Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.
- **Equal Pay Act**: The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.
- **Title VII**: Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.
- **Gross pay**: Gross pay is the money you earn before any taxes or other deductions are taken out.

The story: Two statements on a Sunday

Jordy is Black, nonbinary and hard of hearing, studies part time and works event shifts. Gia studies communication and works café shifts, and she also picks up event work for the same company as Jordy. On Saturday, they both worked a 3 to 11 p.m. event. The crew schedule shows the division of labor. Everyone did setup from 3 to 5 and closing from 10 to 11. Jordy ran the caption and audio check. Gia is listed as "shift lead," with no description of what that means.

On Sunday, Jordy shares a pay statement with Gia: eight hours at $16.50. Gia's says $18.00. Her first reaction is a guess, that the difference must be the shift lead title. Her second is honesty. She opened up and handled one guest issue, and she does not know whether that is why she is paid $1.50 more. Gia only found out because Jordy showed her.

The friends agree on the facts and on a boundary. Gia is fine with Jordy knowing her rate but does not want her statement posted. Jordy will not post anything before asking Dana, the supervisor, how rates are set. Asked whether this is discrimination, Gia says she does not know yet. Maybe shift lead pays more. Ask Dana what it covers first.

Your role is to line up both shifts side by side before Jordy writes to Dana.

Stop and think. Gia's first guess and her honest answer differ. Why is the honest answer more useful to Jordy?

Pacing

Reading: about 5 min (722 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Two statements on a Sunday":** Gia's first guess and her honest answer differ. Why is the honest answer more useful to Jordy?
2. **After "Comparing on the same terms":** The judge and the players disagreed about what to compare. How would each approach apply to Jordy and Gia?
3. **After "The legal frame and the soccer comparison":** Why does the case treat Jordy's choice to wait for Dana as belonging to Jordy alone?

Comparing on the same terms

The skill in this case is comparing two situations on the same terms before calling a difference unfair. It builds on Case 5, where you read a pay statement line by line. Jordy's statement shows 8.0 hours at $16.50 and **gross pay** of $132.00, the money earned before any taxes or other deductions are taken out.

A fair comparison lists every dimension the evidence covers. Hours, setup and closing are identical. Jordy had a technical duty, the caption and audio check. Gia had a title and two tasks attached to it. The documents leave three things unknown: what "shift lead" formally includes, whether it carries a set rate and how rates are set in general. **Compensation** is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime. A job title, extra duties or more experience can lawfully explain a difference. So can a mistake. The comparison does not reveal which.

That is why the case turns on a question rather than a verdict. Case 10's skill, reporting to the office responsible, points to Dana, who sets rates. Jordy's message can state the observation, list what Jordy knows for sure and ask what shift lead includes and how rates are set. It does not need to name Gia's rate. Jordy keeps the next decision too. If the answer does not make sense, Jordy decides what to do.

Stop and think. The judge and the players disagreed about what to compare. How would each approach apply to Jordy and Gia?

The legal frame and the soccer comparison

Two federal laws limit the reasons employers can use to set pay. The **Equal Pay Act** is a federal law from 1963 that requires equal pay for men and women who do equal work. **Title VII** is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin. The EEOC enforces both. Its youth pages list the kinds of compensation the laws cover and the ban on retaliation (EEOC, no date listed). The NLRB adds that most private-sector workers may discuss pay with coworkers, with or without a union (NLRB, no date listed). That right does not make Gia's statement Jordy's to share.

The U.S. women's national soccer team's case shows how much depends on the comparison. In 2020, a federal judge dismissed their equal pay claim, pointing to differences in contract structure (NPR, May 2, 2020). The players appealed, arguing that he had not compared rates of pay. In February 2022, they settled for $24 million with a promise of equal pay rates (NPR, February 22, 2022), and the new terms were later written into signed contracts (PBS NewsHour, September 6, 2022). The settlement was an agreement between the parties, not a court finding.

Policy is moving toward more visible pay. New salary transparency laws put pay ranges in job ads, which makes differences easier to notice and ask about (NPR, January 3, 2023). HR professionals have their own standard.

This page continues page 186. The notes for both pages are on the sheet for page 186.

The legal frame and the soccer comparison, continued

The SHRM code asks members to "foster fair, consistent and equitable treatment for all" (SHRM Code of Ethics, April 24, 2023).

Stop and think. Why does the case treat Jordy's choice to wait for Dana as belonging to Jordy alone?

Sources

Real source | U.S. Equal Employment Opportunity Commission (EEOC) | No date listed
Pay Discrimination

Real source | National Labor Relations Board (NLRB) | No date listed
Your Right to Discuss Wages

Real source | NPR | May 2, 2020
Federal Judge Dismisses U.S. Women's Soccer Team's Equal Pay Claim

Real source | NPR | February 22, 2022
The U.S. national women's soccer team wins $24 million in equal pay settlement

Real source | PBS NewsHour (Associated Press) | September 6, 2022
U.S. men's and women's soccer teams formally sign equal pay agreements

Real source | NPR | January 3, 2023
The impact that new salary transparency laws could have

Real source | Society for Human Resource Management (SHRM) | 2023
SHRM Code of Ethics

Notes

This page continues page 186. The notes for both pages are on the sheet for page 186.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 5 minutes.

Evidence A | **Pay statement**

Jordy's pay statement

Event crew, Saturday. Hours: 8.0 at $16.50. Gross pay for the event: $132.00.

Look closely: Multiply the hours by the rate. Does it match the gross pay?

What it shows

Jordy's own record: 8.0 hours at $16.50, and $132.00 gross, which adds up.

What it leaves out

The criteria behind the rate, and any comparison with other crew members.

Evidence B | **Work schedule**

The crew schedule

Saturday event, 3:00—11:00 p.m. Crew: Gia (shift lead), Jordy and two other crew members. Setup, 3:00—5:00: all crew. Caption and audio check: Jordy. Closing, 10:00—11:00: all crew.

Look closely: Circle "shift lead." Does the schedule say what that job includes?

What it shows

A title difference (shift lead) and shared duties (setup, closing) at one event.

What it leaves out

A job description for shift lead, and any written link between title and pay.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read Evidence A and B aloud. Skip the boxes.

Say this

"Put your finger on "shift lead." What would you need to know about that title?" — Wait for "what the job includes" and "whether it pays more."

Watch for

Misconception: Students treat Gia's pay statement as Jordy's to share. **Listen for:** "Jordy can show everyone Gia's statement." **Then:** Point to Evidence C. Gia agreed to let Jordy know her rate, not to post her statement.

Support

- Give students a four-column table: duties, hours, title, rate.
- Read the text messages aloud with two voices.
- **Cognates:** compensation (compensación), discrimination (discriminación), supervisor (supervisor), evidence (evidencia), criteria (criterios), difference (diferencia), information (información), private (privado), legitimate (legítimo).

Stretch

- Ask which duty on the schedule belongs only to Jordy, and whether it could matter as much as shift lead.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Text messages

Jordy and Gia compare notes

Sunday, 1:15 p.m.

Gia: I'm fine with you knowing my rate. I just don't want my statement posted anywhere.

Jordy: Got it. Did you do anything different as shift lead?

Gia: I opened up and handled one guest issue. Honestly, I don't know if that's why. Let's ask Dana.

Look closely: What does Gia agree to share, and what does she ask Jordy not to do?

What it shows

Consent with limits: Jordy may know Gia's rate, but her statement stays unposted.

What it leaves out

Whether one opening and one guest issue explain the rate, and what Dana may see.

What is still missing from the evidence?

What the shift-lead role officially involves and how rates are set, whether Gia's higher rate reflects experience or other criteria, how other crew members are paid, and whether the company has any written pay policy.

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Put your finger on "shift lead." What would you need to know about that title?" — Wait for "what the job includes" and "whether it pays more."

Watch for

Misconception: Students treat Gia's pay statement as Jordy's to share. **Listen for:** "Jordy can show everyone Gia's statement." **Then:** Point to Evidence C. Gia agreed to let Jordy know her rate, not to post her statement.

Support

- Give students a four-column table: duties, hours, title, rate.
- Read the text messages aloud with two voices.
- **Cognates:** compensation (compensación), discrimination (discriminación), supervisor (supervisor), evidence (evidencia), criteria (criterios), difference (diferencia), information (información), private (privado), legitimate (legítimo).

Stretch

- Ask which duty on the schedule belongs only to Jordy, and whether it could matter as much as shift lead.

Heat check

■□□ **Low.**

Key idea: equal pay

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 8 minutes.

Before you can say why Jordy is paid less, you need to know what each job included. **Compensation** is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime. A job title, extra duties or more experience can explain a pay difference. So can a mistake. The pay statements show the rates, but they do not show how the rates were set.

Federal laws limit the reasons an employer can use to set pay. The **Equal Pay Act** is a federal law from 1963 that requires equal pay for men and women who do equal work. **Title VII** is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin. Both laws apply to covered employers, and the Equal Employment Opportunity Commission (EEOC) enforces them. A legitimate reason, such as different job duties, can lawfully explain a pay difference.

Talking about pay is protected too. The National Labor Relations Board (NLRB) says most private-sector workers have a right to discuss pay with coworkers. That right holds with or without a union. It does not make Gia's pay statement Jordy's to share. Jordy can ask Dana how rates are set without naming Gia's rate.

Professional standards

Real source | Society for Human Resource Management (SHRM)

SHRM Code of Ethics: Fairness and Justice

"Develop, administer, and advocate policies and procedures that foster fair, consistent and equitable treatment for all."

In plain words: HR professionals who belong to SHRM agree to use workplace policies that treat workers fairly and consistently.

Question: The schedule lists Gia as shift lead. What written policy would show whether that title explains the higher rate?

Your answer

The policy would need to state ___, so that ___.

The policy would need to state the shift-lead duties, how someone qualifies and each role's rate, so that one rule applies to the whole crew.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Skip In the news.

Say this

"The Equal Pay Act and Title VII limit the reasons for a pay gap. Which reason could be lawful here?" — Wait for "different job duties."

"The SHRM code asks for fair, consistent policies. What written policy would help Jordy?" — Accept "a job description" or "a pay chart."

Watch for

Misconception: Students treat the SHRM code as a law. **Listen for:** "The company broke the SHRM code, so it's illegal." **Then:** Say: "SHRM's code binds its members, who are HR professionals. The laws here are the Equal Pay Act and Title VII."

Support

- Read the code quotation aloud. Point out its label: a quotation from a real source.

Stretch

- Use the second SHRM card: what should a complete answer from Dana include?

Heat check

■□□ **Low.**

In the news

Real source | NPR | February 22, 2022

The U.S. national women's soccer team wins $24 million in equal pay settlement

A real ‘same work, different pay’ dispute that ended in a settlement and a promise of equal rates.

Real source | NPR | May 2, 2020

Federal Judge Dismisses U.S. Women’s Soccer Team’s Equal Pay Claim

Why the claim was first dismissed: the judge compared how the contracts were structured. What you compare shapes the answer.

Notes

This page continues page 191. The notes for both pages are on the sheet for page 191.

Sort the evidence

On your own Line up the accounts in the diagram. Then name one view that is missing. About 4 minutes.

Line up the accounts. Where do they agree, where do they differ, and which difference could be a legitimate factor? What would you need to find out before calling it unfair?

Account 1

Jordy's record: 8 hours, setup, caption and audio check, closing, $16.50

Account 2

Gia's account: same hours, setup and closing, opened up and handled one guest issue, $18.00

Account 3

The schedule: Gia listed as shift lead, with no description of the role

Where they agree

Both worked the same event, the same hours, and setup and closing.

Where they differ

Title and rate: shift lead at $18.00 versus crew at $16.50

Check: Ask the supervisor how rates are set and what the shift-lead role requires

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The two other crew members on the schedule are missing. Their rates could show the usual crew rate, but they choose whether to share.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Line up Jordy's record, Gia's account and the schedule. Where do they agree?" — Model the first link together: both worked setup and closing.

Watch for

Misconception: Students mark the title as proof that the pay is fair. **Listen for:** "She's shift lead, so it's fine." **Then:** Ask what the schedule says shift lead includes. It says nothing. The title leaves the question open.

Support

- Let students write A (agrees), D (differs) or ? (leaves open) before writing sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose what Jordy should do first and explain why. Then fix the two marked lines. About 4 minutes.

Jordy's statement shows $16.50 an hour. Gia's shows $18.00 for the same Saturday event, and the schedule lists her as "shift lead." What should Jordy do first?

- ☐ **A** Tell the rest of the crew that Gia is paid more for the same work.
- ☑ **B** Compare what each of them did, find out what "shift lead" means and ask Dana how rates are set.
- ☐ **C** Let it go, because an employer can set any pay rate it chooses.

Why I chose it

B. A treats an unexplained difference as a finding and exposes Gia's pay. C assumes employers face no limits, which the EEOC and NLRB pages contradict. B gathers the facts first.

Improve a draft

A student's first draft

Hi, I found out Gia makes more than me and we did the exact same work so (1) this is discrimination. I know it's because of who I am. I want the same rate as her starting now or I'm going to post about it everywhere so people know how this company treats workers. (2) I have her pay stub as proof. I've worked here longer than some people and I always show up on time. Let me know by tomorrow. Jordy

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

I noticed a difference in rates, and I would like to understand the criteria.

Rewrite phrase 2

My statement shows $16.50 an hour. Another worker on my shift was paid a higher rate.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Jordy has just seen Gia's rate. What should Jordy do first?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students choose C because employers can pay what they want. **Listen for:** "It's their company, they decide." **Then:** Ask what the key idea says. Employers set rates, but federal laws limit the reasons.

Support

- Read the options aloud before students choose.

Heat check

Medium. Students may share their own pay or a boss's treatment.

Cool-down: Return to Jordy: "What does Jordy know for sure?" No one needs to describe their own job.

Answer key

A revised version: Hi Dana, I have a question about my pay rate for the Saturday event. I worked setup and closing, from 3 to 11 p.m., and ran the caption and audio check. My statement shows $16.50 an hour. I understand another worker on the same shift was paid a higher rate. Could you explain how rates are set for event crew, including what the shift-lead role involves and how someone qualifies? If there are criteria I haven't met, I'd like to know what they are. I'd appreciate a reply this week. Thanks, Jordy

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

Concept application: explain how the Equal Pay Act (1963) and Title VII (1964) extended civil rights into the workplace, and how the EEOC enforces them. Apply the concepts to Jordy's question.

Use: EEOC youth pay-discrimination page and a short Civil Rights Act explainer.

You'll make: Concept-application response, about 300 words

Time: 40 minutes

1. Fill in the timeline with the Equal Pay Act (1963) and Title VII (1964).
2. Label the diagram: what Congress did, what the EEOC does and what employers must do.
3. Write part A: describe what each law protects.
4. Write part B: explain how the EEOC enforces these laws.
5. Write part C: apply the laws to Jordy's question without declaring a violation.
6. Write about 300 words in all. Start on the Your draft page.

Prefer typing? Scan to open the online workspace.

1963

Equal Pay Act: equal pay for substantially equal work.

1964

Title VII: bans job discrimination, including in pay.

Congress, the EEOC, employers

Congress passed the laws. The EEOC enforces them. Covered employers must follow them when they set pay.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

"Congress wrote these laws in 1963 and 1964. Who makes sure employers follow them?" — Wait for the EEOC, an executive agency. Draw the diagram on the board.

Watch for

Misconception: Students say the EEOC makes the laws. **Listen for:** "The EEOC passed the Equal Pay Act." **Then:** Return to the diagram. Congress legislates, and the EEOC enforces.

Heat check

■□□ **Low.**

Standards

AP United States Government and Politics: Unit 3: Civil Liberties and Civil Rights; Unit 2: Interactions Among Branches of Government; Concept Application.

C3 Framework: D2.Civ.12.9-12; D2.Civ.14.9-12; D2.His.1.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Accurate description of both laws
- Explains EEOC's role
- Applies without declaring a violation
- Correct terms

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Part A: the two laws

The Equal Pay Act of 1963 requires equal pay for men and women doing substantially equal work. Title VII of the Civil Rights Act of 1964 bans job discrimination, including in pay, based on race, color, religion, sex or national origin. Together they extended civil rights into the workplace.

Part B: the EEOC's role

Congress wrote the laws, and the Equal Employment Opportunity Commission (EEOC), an executive agency, enforces them at covered employers. The EEOC explains the laws to the public. Workers can file complaints with it, and deadlines apply.

Part C: apply the laws to Jordy

Jordy's $16.50 rate and Gia's $18.00 rate show a difference, not a violation. The schedule lists Gia as shift lead, and different job duties can lawfully explain a pay difference. Before any finding, the facts that would matter are what shift lead involves, how rates are set and whether a protected trait played a role. Jordy should ask Dana first. Deadlines apply to formal complaints, so Jordy should ask a qualified adviser early if a legal issue appears.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"In part C, apply the laws to Jordy's question without deciding the case." — Ask students to underline their application sentence.

Watch for

Misconception: Part C declares a violation. **Listen for:** "Jordy's employer violated Title VII." **Then:** Ask which fact proves the reason. Rewrite the sentence as what would need to be shown.

Answer key

What to notice in the sample:

1. Connects both laws to Unit 3 civil rights.
2. Names the EEOC's place in the executive branch.
3. Applies the laws without declaring a violation.
4. Answers the challenge about deadlines.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 5 minutes.

Does part A describe both laws accurately?	☑ Yes	☐ No
Does part B explain the EEOC's role as an enforcement agency?	☑ Yes	☐ No
Does part C apply the laws without declaring a violation?	☑ Yes	☐ No
Do you use terms such as protected class and enforcement correctly?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on assumption.	☐ Mentions the gap only.	☐ Cites duties, hours and rate.	☐ Cites records and acknowledges what isn't known.
Reasoning	☐ Declares discrimination.	☐ Assumes the reason.	☐ Asks for criteria before concluding.	☐ Identifies possible legitimate factors to test.
Audience & purpose	☐ Threatens or exposes coworkers.	☐ Polite but vague.	☐ Specific question to the right person.	☐ Specific question that protects coworkers' privacy.
Revision	☐ No change.	☐ Tone only.	☐ Replaces conclusion with a question.	☐ Explains how changes protect Jordy and get an answer.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Check each part yourself in the style of the Concept Application question.

Say this

"Read your message as Dana. Could you answer it in one reply?" — Partners swap and underline the question.

Watch for

Misconception: Students revise tone only. **Listen for:** "I made it nicer." **Then:** Point to the Revision row. Ask them to replace a conclusion with a question.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the Concept Application question for accurate description of both laws, the EEOC's role and an application that declares no violation.

Proficient looks like:

- **Evidence:** Cites duties, hours and rate.
- **Reasoning:** Asks for criteria before concluding.
- **Audience & purpose:** Specific question to the right person.
- **Revision:** Replaces conclusion with a question.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I replaced my claim that the company broke Title VII with the facts that would matter, because the case shows a difference, not a violation.

Notes

This page continues page 197. The notes for both pages are on the sheet for page 197.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 6 minutes.

1. **What information could explain the $1.50 difference, and what might challenge that explanation?**

Lead duties or more experience could be a legitimate factor, and a mistake is possible too. The explanation weakens if shift lead has no written duties, or if other crew earn more without the title.

2. **Whose choice is it to make Jordy's pay public, and why?**

It is Jordy's choice, because the NLRB says most private-sector workers may discuss their own pay. Gia agreed to share her rate with Jordy, not to have her statement posted.

3. **What answer from Dana would satisfy Jordy, and what answer would not?**

An answer that names specific criteria and applies them to both roles. An answer that cites "experience" with no detail, or refuses to explain, leaves Jordy's question open.

4. **In the soccer case, the judge looked at contract structures, and the players wanted him to compare rates of pay. Why does that choice matter?**

The comparison shapes the answer. Contract structure and totals can make pay look fair while rates differ. The settlement did not decide which comparison was right.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Answer with a detail from a document, not a guess about the company." — Hear one answer per question, then ask who disagrees.

Stretch

- Draft the pay-policy page the company could share: each role, its duties, its rate and how to qualify.
- Going further: Read the EEOC page on pay discrimination. Which law could apply to Jordy's question? Which facts would you need before saying the law was broken?
- Going further: What might make it hard for a worker like Jordy to ask about pay? Write one sentence that names Jordy's concern without claiming more than Jordy knows.
- Going further: Draw a timeline of the evidence, from the posted schedule to Jordy's question for Dana. Mark each open question on it. Then compare it with your message: which one makes the open questions easier to follow?
- Going further: When you start a job, ask for your pay rate and how it is set, in writing. Keep your own record of hours and duties. If something seems off, talk with a trusted adult or a school counselor.
- Find your state labor department's page on pay equity
- Research the EEOC's filing deadlines and how they vary by state

My take

My claim: ___.

Jordy should ask Dana for the criteria behind both rates and keep Gia's statement out of it.

The best evidence is ___, because ___.

The schedule, because it shows a title difference but no duties, so the title may or may not explain the gap.

Someone who disagrees might say ___.

Asking first delays a formal complaint, and deadlines apply to formal complaints.

The limit of the evidence is ___.

We have one statement and one schedule. We don't know the other crew members' rates or any pay policy.

I would change my mind if ___.

Dana could not name any criteria, or a written policy showed shift lead pays the same as crew.

Notes

This page continues page 199.

Heat check

Question 1: Medium. Students may guess that Jordy's race or gender explains the gap, or bring up a family member's pay.

Cool-down: Ask which document shows the reason. None does. Sort the ideas into "could be lawful," "could be unlawful" and "need facts."

Talk about this case at home

Case 11: Why are Jordy and Gia paid different rates?

In this case, two friends who worked the same event find out one is paid $1.50 more an hour. Your student compared their records and wrote a respectful message asking a supervisor how pay rates are set.

Questions to talk about

1. What questions could someone ask about pay when starting a new job?
2. Why might a person want to keep their pay private?
3. What makes a question to a boss sound respectful?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

“Bring this page home or read it with someone you trust.” — Nobody needs to share their own pay or a family member’s pay.

Case 12: When can a school limit what students say?

Content note

The news sources include 2026 student walkouts against federal immigration enforcement, which grew after federal agents fatally shot two people in Minneapolis. Preview them, and keep discussion on the legal questions in Anika's case.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read about Anika, a high school junior whose poster asks students to wear blue Thursday to keep the library open at lunch. They compare her poster, a posting policy and a group chat about a walkout with a summary of Tinker v. Des Moines (1969). They then compare the fact patterns and write two questions for a school contact about the posting policy.

Before this case

Students should already be able to:

- identify the constitutional question in a Supreme Court case
- summarize a holding in one sentence
- write the three parts of a SCOTUS comparison response

Objectives

Students will be able to:

Objectives, continued

- identify the First Amendment question that Tinker and Mahanoy share
- describe the Mahanoy facts and holding accurately
- explain why an off-campus post and an in-school armband led the Court to weigh the school's interest differently
- apply the reasoning to Anika's wear-blue plan without giving legal advice

Materials

- This chapter, one copy per student
- The U.S. Courts Tinker summary
- An Oyez or U.S. Courts summary of Mahanoy
- A SCOTUS comparison template

The task in this edition

Task: SCOTUS comparison: compare Tinker v. Des Moines (1969) with Mahanoy Area School District v. B.L. (2021). Explain the similarity in the constitutional question, how the facts differ, and how the reasoning would apply to Anika's wear-blue plan.

Students make: SCOTUS comparison response (three parts, about 350 words)

Pacing

Opener (page 202): 3 min. Short on time: 3 min.

Pacing, continued

Key terms (pages 203 and 204): 3 min. Short on time: skip.

Look at the evidence (page 208): 5 min. Short on time: 3 min. Read Evidence A and B aloud. Skip the boxes.

Look at the evidence (page 209): 3 min. Short on time: skip.

Key idea (pages 210 and 211): 8 min. Short on time: 6 min. Skip the code of ethics.

Sort the evidence (page 212): 4 min. Short on time: skip.

Practice (page 213): 4 min. Short on time: skip.

Your task (page 214): 8 min. Short on time: 8 min.

Your draft (page 215): 20 min. Short on time: 20 min.

Check your work (pages 216 and 217): 5 min. Short on time: skip. Check each part yourself in the style of the SCOTUS Comparison question.

Questions to discuss (pages 218 and 219): 6 min. Short on time: skip.

Talk about this case at home (page 220): at home.

Periods: full chapter 69 minutes; one period 40 minutes.

Case 12 plan, continued

Standards

Unit 3: Civil Liberties and Civil Rights The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: First Amendment rights of public-school students.

SCOTUS Application Skill category 2: apply Supreme Court decisions to new situations. In this case: Students compare Tinker v. Des Moines (a required case) with Mahanoy (2021).

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply the reasoning to a new fact pattern.

D2.Civ.4.9-12 Explain how the U.S. Constitution sets up a government whose powers and limits have changed and are still debated. In this case: Students explain how constitutional limits on government are still contested in schools.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze the role of personal perspective in applying constitutional rights.

D3.4.9-12 Refine claims and counterclaims for precision and significance, noting the strengths and limits of each. In this case: Students refine claims and counterclaims about how the precedent applies.

Codes of ethics

- **ABA Model Rules of Professional Conduct:** Rule 2.1 Advisor
- **PRSA Code of Ethics:** Disclosure of Information
- **AIGA Standards of Professional Practice:** The designer's responsibility to the public

Heat map

■■□ **Opener (page 202):** Medium

■□□ **Key terms (pages 203 and 204):** Low

■□□ **Look at the evidence (page 208):** Low

■□□ **Look at the evidence (page 209):** Low

■■□ **Key idea (pages 210 and 211):** Medium

■□□ **Sort the evidence (page 212):** Low

■■□ **Practice (page 213):** Medium

■□□ **Your task (page 214):** Low

■□□ **Check your work (pages 216 and 217):** Low

Try it at your school

Read your school's expression policy before you print.

- Find your student handbook's section on posting, dress or expression
- Write down which spaces allow student posters and whether approval is needed
- Make student-made materials clearly student-made, with no school logo

Try it at your school, continued

- Bring questions to student council or an advisor before planning an action

Who to ask: Student council advisor, a civics or government teacher, an assistant principal

Safety: Don't pressure classmates to join a protest or skip class. Talk with a trusted adult before any action that could lead to discipline.

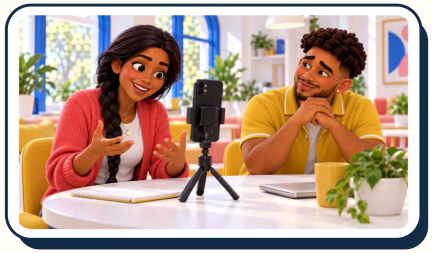
Sources

- U.S. Courts, "Facts and Case Summary: Tinker v. Des Moines," No date listed
- U.S. Courts, "Fictional Scenario: Tinker v. Des Moines," No date listed
- Legal Information Institute, Cornell Law School, "Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)," 1969

Case 12: When can a school limit what students say?

Anika's poster asks her school to keep the library open at lunch, and now someone in her group chat suggests a walkout.

On your own Read What happened. Underline each plan: the poster, wearing blue and the walkout. About 3 minutes.



Anika records a voice memo while Mateo listens beside a phone on a small tripod.

Your role: You're the one who compares Tinker with each action before anyone says "can't touch us."
New skill: Apply a precedent by comparing fact patterns.

What happened

Anika is a junior at a public high school. She wants the school library to stay open at lunch. On Tuesday afternoon, she prints a poster that says "KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday."

Mateo did the photo and layout. He put a photo of the school's sign and logo across the top. The poster does not name Anika or any student group. The student handbook says posters need approval from the main office and the name of the student or group responsible.

On Wednesday night, someone in the group chat suggests a walkout if the school takes the poster down. The message says a 1969 Supreme Court case, Tinker v. Des Moines, means the school "can't touch us." Anika never suggested a walkout.

Your question: How far does Tinker cover the poster, the wear-blue plan and the walkout, and what facts are missing?

Pacing

Full chapter: 3 min.

Short on time: 3 min.

Say this

"There are three plans in this story. Can you name all three?" — Listen for the poster, wearing blue and the walkout. List them on the board.

Watch for

Misconception: Students treat the walkout as Anika's plan. **Listen for:** "Anika wants everyone to walk out." **Then:** Reread the last paragraph. Someone in the chat suggested the walkout. Anika never did.

Support

- Read What happened aloud. Pause after each plan so students can underline it.

Heat check

Medium. Students may bring up walkouts or discipline at their own school.

Cool-down: Say: "Today we're looking at Anika's school." Keep examples to the case, and do not ask who took part in a walkout.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 3 minutes.

Precedent A precedent is an earlier court decision that judges use as a guide in similar later cases.

En español: precedente

In this case: Tinker v. Des Moines (1969) guides Anika's case only as far as the facts match: quiet expression at a public school.

Fact pattern A fact pattern is the specific set of facts in a situation that a rule is applied to.

En español: conjunto de hechos

In this case: Anika lists each plan's action, place, timing and rule: the poster on a school board, wearing blue on Thursday and leaving class.

Substantial disruption Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities.

En español: alteración sustancial

In this case: Wearing blue on Thursday is quiet, like the armbands. Leaving class is conduct under the attendance rule, which Tinker does not settle.

Who is involved

Anika
Made the poster

"My poster says keep the library open at lunch, and wear blue Thursday. Now the chat says we walk out. I never said walk out."

Mateo
Did the photo and layout

"I put the school sign across the top because it looked good. Now it reads like the school is announcing it. It isn't."

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"A precedent is an earlier decision. What makes it fit a new case?" — Wait for "similar facts."

Watch for

Misconception: Students think a precedent decides every later case. **Listen for:** "Tinker already decided this." **Then:** Reread the definition: it guides cases with similar facts. Ask which facts match.

Support

- Point out a false cognate: library means biblioteca, not librería.
- **Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, can the school do anything about the poster or the walkout?

My first guess is ___, because ___.

My first guess is that the school can remove the poster, because it breaks the posting rule.

Notes

This page continues page 203. The notes for both pages are on the sheet for page 203.

Reading passage

Reasoning from precedent

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Precedent**: A precedent is an earlier court decision that judges use as a guide in similar later cases.
- **Fact pattern**: A fact pattern is the specific set of facts in a situation that a rule is applied to.
- **Substantial disruption**: Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Framing**: Framing is choosing which parts of a situation a message brings forward.

The story: Three actions, one slogan

Anika is a junior at a public high school who helps with theater sets and likes solving a problem herself before anyone jumps in. The problem she wants solved now is small and concrete. She wants the school library open at lunch. On Tuesday at 3:15 p.m., she prints a poster: "KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday." Mateo designed it and, for visual impact, put a photo of the school's sign and logo across the top. The poster names no student or group.

On Wednesday at 9:02 p.m., the group chat escalates. Someone writes, "If they take the poster down we walk out Thursday. Tinker says they can't touch us." Another person asks whether the plan is to wear blue and walk out. Anika answers that she never asked anyone to leave class.

Then both friends look at their own part. Anika checks page 14 of the handbook. Students may post on the boards outside the cafeteria and the library if the main office approves and the material shows the responsible student's or group's name. Her poster has no name, and she says that part is on her. Mateo realizes his photo changed the poster's apparent author. With the school's sign on top, it reads like an official announcement. Before reprinting, he plans to get office approval, add Anika's name or her group's and leave off the logo.

Your role is to compare Tinker with each action before anyone says "can't touch us."

Stop and think. Why does a precedent's reach depend on how closely the facts match?

Pacing

Reading: about 5 min (744 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Three actions, one slogan":** Why does a precedent's reach depend on how closely the facts match?
2. **After "From precedent to fact pattern":** Build a fact pattern for the walkout. Which fact moves it furthest from Tinker?
3. **After "Courts, classrooms and current events":** Mateo's logo did not state anything false. Why can it still mislead?

From precedent to fact pattern

A **precedent** is an earlier court decision that judges use as a guide in similar later cases. The chat's precedent is Tinker v. Des Moines (1969). Public-school students wore black armbands to protest the Vietnam War. They were suspended, and the Supreme Court ruled for them. **Substantial disruption** is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities. The Court held that a mere fear of disruption was not enough.

Precedent works by analogy, so its reach depends on how closely a new situation matches. A **fact pattern** is the specific set of facts in a situation that a rule is applied to. The skill here extends Case 11, where you compared two jobs on the same terms. Build a fact pattern for each action and set it beside Tinker's. The wear-blue plan is silent, symbolic and done while attending class, which closely tracks the armbands. The walkout involves leaving class, so a separate attendance rule governs the conduct regardless of the message. The poster raises a question Tinker does not reach. With the school's logo and no student name, it may look like school speech, and schools have more control over speech that appears to come from the school.

Case 1's vocabulary sharpens the analysis. "Tinker says they can't touch us" is a **claim** that stretches a narrow holding into a blanket immunity. The logo is **framing**, choosing which parts of a situation a message brings forward, and it brings the institution forward as the speaker. Mateo's redesign corrects the frame.

Stop and think. Build a fact pattern for the walkout. Which fact moves it furthest from Tinker?

Courts, classrooms and current events

The Tinker majority wrote that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (Legal Information Institute, 1969). The federal judiciary's own teaching materials pair that holding with a walkout scenario, separating the message from the act of leaving class and noting the usual attendance consequences (U.S. Courts, no date listed).

The Court revisited student expression in Mahanoy Area School District v. B. L., the case of a cheerleader's off-campus Snapchat post. The 8 to 1 decision protected the student but said schools may still regulate some off-campus speech, such as threats (Supreme Court of the United States, June 23, 2021). Analysts noted how one changed fact pattern changed the answer (EdSurge, June 23, 2021).

Recent walkouts show the attendance question in practice. In early 2026, students in Indiana and other states walked out to protest federal immigration enforcement. Some Indianapolis-area schools treated it as an unexcused absence, and one high school issued one-day suspensions (Chalkbeat Indiana, February 11, 2026). An Indiana public media guide separated speech rights, attendance rules and discipline in the same way this case does (WFYI, February 1, 2026).

This page continues page 205. The notes for both pages are on the sheet for page 205.

Courts, classrooms and current events, continued

Designers carry a related duty. The AIGA standards ask designers to "represent messages in a clear manner" and to avoid "false, misleading and deceptive promotion" (AIGA Standards of Professional Practice, no date listed). Mateo's logo was not a lie, but it misled about the speaker.

Stop and think. Mateo's logo did not state anything false. Why can it still mislead?

Sources

Real source | Legal Information Institute, Cornell Law School | 1969
Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)

Real source | U.S. Courts | No date listed
Fictional Scenario: Tinker v. Des Moines

Real source | Supreme Court of the United States | June 23, 2021
Mahanoy Area School District v. B. L. (opinion)

Real source | EdSurge | June 23, 2021
In a Win for Student Speech, Supreme Court Rules in Favor of the 'Snapchat Cheerleader'

Real source | Chalkbeat Indiana | February 11, 2026
How schools in Marion County responded to anti-ICE student protests

Real source | WFYI Indianapolis Public Media | February 1, 2026
A guide to your rights at Indiana protests, in the streets, and at school

Real source | AIGA, the professional association for design | No date listed
AIGA Standards of Professional Practice

Notes

This page continues page 205. The notes for both pages are on the sheet for page 205.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 5 minutes.

Evidence A | **Poster**

Anika's poster, first version

Printed Tuesday, 3:15 p.m. The poster reads "KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday." A photo of the school's sign and logo runs across the top. No student name or group appears anywhere on the poster.

Look closely: Cover the logo photo with your hand. Who seems to be speaking now?

What it shows

A student message framed by the school's own sign and logo, with no byline.

What it leaves out

Whether the office approved it, and whether anyone at school has objected.

Evidence B | **Handbook policy**

Student handbook, page 14

Students may post materials on the student bulletin boards outside the cafeteria and the library. Materials must be approved by the main office and must show the name of the student or group responsible.

Look closely: Underline the two requirements for every poster.

What it shows

A rule about place and approval: two boards, office approval, a named sponsor.

What it leaves out

The penalty for breaking it, and what the attendance policy says about walkouts.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read Evidence A and B aloud. Skip the boxes.

Say this

"The handbook names two requirements for every poster. Which one is missing from Anika's poster?" — Wait for "the name of the student or group responsible."

Watch for

Misconception: Students say the handbook bans the poster's message. **Listen for:** "The school can't allow a poster about the library." **Then:** Point to Evidence B. The rule covers where posters go, approval and a name. It says nothing about topics.

Support

- Give each document on its own half-page.
- Read the chat messages aloud and name who is speaking in each.
- **Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

Stretch

- Ask what the walkout message assumes about Tinker, and which document would test that assumption.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Group chat

The walkout message

Wednesday, 9:02 p.m.

First message: “If they take the poster down we walk out Thursday. Tinker says they can’t touch us.

Reply: “Wait, wear blue AND walk out??

Look closely: Which part is a message, and which part is leaving class?

What it shows

A claim that Tinker bars any response, and a reply that mixes two plans.

What it leaves out

The attendance policy, and whether the school has done anything to the poster.

What is still missing from the evidence?

The attendance policy on leaving class is missing. So is whether the office approved the first version, whether the school has objected and what process comes before discipline.

Notes

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

“The handbook names two requirements for every poster. Which one is missing from Anika’s poster?” — Wait for “the name of the student or group responsible.”

Watch for

Misconception: Students say the handbook bans the poster’s message. **Listen for:** “The school can’t allow a poster about the library.” **Then:** Point to Evidence B. The rule covers where posters go, approval and a name. It says nothing about topics.

Support

- Give each document on its own half-page.
- Read the chat messages aloud and name who is speaking in each.
- **Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

Stretch

- Ask what the walkout message assumes about Tinker, and which document would test that assumption.

Heat check

■□□ **Low.**

Key idea: precedent

On your own Read the key idea and the Professional standards card. Then answer the question in the box. About 8 minutes.

A **precedent** is an earlier court decision that judges use as a guide in similar later cases. In Tinker v. Des Moines (1969), public-school students wore black armbands to protest the Vietnam War. The school suspended them, and the Supreme Court ruled for the students. The Court wrote that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." It also said a mere fear of disruption was not enough to limit their expression.

A precedent guides a new case only as far as the facts match. **Substantial disruption** is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities. Wearing blue on Thursday is quiet, like the armbands. A walkout is different, because students leave class. The school's attendance rule covers that conduct, and Tinker does not settle it.

The poster raises another question. It shows the school's sign and logo but no student name, so it may look like the school is speaking. Schools have more control over speech that looks like it comes from the school. A **fact pattern** is the specific set of facts in a situation that a rule is applied to. Write a fact pattern for each action before you decide whether Tinker fits it.

Professional standards

Adapted from a real source | **American Bar Association (ABA), Center for Professional Responsibility**

ABA Model Rules of Professional Conduct: Rule 2.1 Advisor

Summary: Summary, not a quotation: in representing a client, a lawyer must use independent professional judgment and give candid advice. A lawyer may refer to moral, economic, social and political factors as well as the law.

In plain words: Lawyers must give their clients honest, independent advice, even when the client would rather hear something else.

Question: The chat says "Tinker says they can't touch us." What would candid advice say about the walkout and attendance policy?

Pacing

Full chapter: 8 min.

Short on time: 6 min. Skip the code of ethics.

Say this

"Tinker protected quiet armbands. Which of the three plans looks most like that?" — Wait for the wear-blue plan.

"Rule 2.1 asks lawyers for candid advice. What would candid advice tell the group chat?" — Accept "Tinker doesn't cover leaving class."

Watch for

Misconception: Students read "schoolhouse gate" as meaning schools can never limit speech. **Listen for:** "Students can say anything at school." **Then:** Read the next idea aloud: a school may limit speech that would substantially disrupt school.

Support

- Read the two In the news cards aloud. Both are about Mahanoy, a 2021 case about a student's off-campus post.

Stretch

- Use the PRSA card: who would a reader think is behind the first poster?

Heat check

Medium. The In the news cards cover a cheerleader punished for an off-campus Snapchat post. Students may bring up their own posts.

Cool-down: Keep to what the Court decided. Nobody needs to describe their own posts or discipline.

Professional standards, continued

Your answer

Candid advice would say ___, even though ___.

Candid advice would say Tinker protects quiet expression, not leaving class, even though the chat wants to hear that the school "can't touch us."

In the news

Real source | PBS NewsHour | April 28, 2021

Student free speech makes it to the Supreme Court in former high school cheerleader's case

Explains the Snapchat case the Court used to ask when a school can punish off-campus student speech.

Real source | PBS NewsHour (Associated Press) | June 23, 2021

Supreme Court rules in favor of cheerleader who published critical social media post in First Amendment case

The 8-1 ruling protected the student but said schools may still act on some off-campus speech, like threats.

Notes

This page continues page 210. The notes for both pages are on the sheet for page 210.

Sort the evidence

On your own Link each piece of evidence to the claim it supports or challenges. Then name one missing view. About 4 minutes.

Test the slogan against the facts. Which evidence supports each claim, which challenges it, and which fact would you still need?

Evidence	**Claim 1** Tinker means nobody can face consequences for walking out.	**Claim 2** The **wear-blue** plan closely matches Tinker's facts.	**Claim 3** The poster should carry a student byline instead of the school logo.
1 Tinker's facts: silent armbands, no substantial disruption, a public school	Narrows	Supports	Neither
2 A walkout means leaving class, which falls under the attendance rule	Challenges	Neither	Neither
3 The logo photo makes the poster look like school-sponsored speech	Neither	Neither	Supports

Still open

- What does the attendance policy say, and what process follows?

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The person who suggested the walkout is missing. I would ask what a walkout adds to the poster, and whether they read the attendance policy.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Test the slogan. Which evidence narrows "Tinker means nobody can face consequences"?" — Model the first link together: Tinker's facts narrow the claim.

Watch for

Misconception: Students say the logo does not matter. **Listen for:** "It's just a picture." **Then:** Ask who a stranger would think made the poster. That question is about who is speaking.

Support

- Let students write S, C or N (supports, challenges, narrows) before writing sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose the best reply to the group chat and explain why. Then fix the two marked lines. About 4 minutes.

Someone in Anika's group chat says, "Tinker means nobody can get in trouble for walking out of class." How should you respond?

- ☐ **A** Agree, because Tinker protected students who protested at school.
- ☐ **B** Disagree, because schools can make any rule they want about student speech.
- ☑ **C** Say that the message and leaving class are separate questions, then check the attendance rule.

Why I chose it

C. A and B each turn Tinker into a slogan. C treats the message and the walkout as separate fact patterns and names the rule that governs the second one.

Improve a draft

A student's first draft

No, the school can't take it down because of Tinker v. Des Moines. In that case (1) the Supreme Court said students have free speech at school. The poster is just saying the library should stay open at lunch which is not hurting anybody. We even used a nice photo of the school sign so it looks professional. The principal would be breaking the law if he took it down. This is America and students have rights. Everyone should wear blue Thursday and (2) walk out if they try.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

Tinker protects speech unless it substantially disrupts school or invades others' rights.

Rewrite phrase 2

Wear blue Thursday. A walkout is a separate question under the attendance rule.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Someone says Tinker means nobody gets in trouble. What do you reply?" — Vote first, then discuss.

Watch for

Misconception: Students pick B: schools set the rules. **Listen for:** "Schools can do whatever they want." **Then:** Point to the schoolhouse-gate sentence.

Support

- Read the options aloud.

Heat check

■■□ **Medium.** Talk may turn to real protests at school.

Cool-down: Ask which fact in Anika's case decides it. Keep real students' names out.

Answer key

A revised version: Tinker v. Des Moines (1969) says public-school students keep free-speech rights at school, unless their expression would substantially disrupt school or invade others' rights. Anika's message, keep the library open at lunch, and the plan to wear blue Thursday are quiet and look a lot like the armbands in Tinker. But two facts matter. The poster uses a school-logo photo, so it may look like an official announcement, which schools can regulate more. And walking out of class is conduct under an attendance rule, a different question. I'd remove the logo and ask the office which posting policy applies.

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

SCOTUS comparison: compare Tinker v. Des Moines (1969) with Mahanoy Area School District v. B.L. (2021). Explain the similarity in the constitutional question, how the facts differ, and how the reasoning would apply to Anika's wear-blue plan.

Use: U.S. Courts Tinker summary and an Oyez or U.S. Courts summary of Mahanoy.

You'll make: SCOTUS comparison response (three parts, about 350 words)

Time: 40 minutes

1. Fill in the template for Tinker: facts, holding and reasoning.
2. Fill in the template for Mahanoy: facts, holding and reasoning.
3. Write part A: the constitutional question the two cases share.
4. Write part B: how the facts differ, and why the Court weighed the school's interest differently.
5. Write part C: apply the reasoning to Anika's wear-blue plan.
6. Write about 350 words in all. Start on the Your draft page.

Prefer typing? Scan to open the online workspace.

Tinker (1969)

Students wore black armbands at a public school. The Court ruled for them: a fear of disruption was not enough.

Mahanoy (2021)

A cheerleader's critical off-campus Snapchat post. The Court ruled 8—1 for the student, but schools may still act on threats.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

"Same question, different place. What changes when the speech happens off campus?" — Draw two circles on the board: inside school and off campus.

Watch for

Misconception: Students say Mahanoy protects all online speech. **Listen for:** "Schools can't touch anything you post." **Then:** Point to the limit: schools may still act on some off-campus speech, such as threats.

Heat check

■□□ **Low.**

Standards

AP United States Government and Politics: Unit 3: Civil Liberties and Civil Rights; SCOTUS Application; Concept Application.

C3 Framework: D2.Civ.4.9-12; D2.Civ.10.9-12; D3.4.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Identifies the shared First Amendment question
- Describes the Mahanoy facts and holding accurately
- Explains how the reasoning differs
- Applies it to the case without giving legal advice

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Part A: the shared question

Both cases ask when a public school may limit a student's speech without violating the First Amendment.

Part B: how the facts differ

In Tinker, students wore armbands inside school, and the Court ruled that a mere fear of disruption was not enough to limit them. In Mahanoy, a cheerleader's critical post was made off campus, on Snapchat. The Court ruled 8—1 for the student but said schools may still act on some off-campus speech, such as threats. Off campus, the school's interest carried less weight, though it did not disappear.

Part C: apply to the wear-blue plan

Anika's wear-blue plan happens inside school, like the armbands, so Tinker is the closer comparison. The plan is quiet, and nothing in the evidence shows a disruption. Under Tinker's reasoning, the school would need more than a fear of disruption to stop it. Mahanoy would matter only if students took the message off campus, such as in a post from home. This analysis does not predict what a court would decide.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"Part C applies the reasoning. It does not decide Anika's case." — Ask students to underline their application sentence.

Watch for

Misconception: Part C restates Tinker instead of applying it. **Listen for:** "Tinker says students have rights." **Then:** Ask which fact in Anika's plan matches a fact in Tinker. Name both.

Answer key

What to notice in the sample:

1. Names the shared constitutional question.
2. Describes the Mahanoy holding with its limit.
3. Explains why the Court weighed the school's interest differently.
4. Applies the reasoning without giving legal advice.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 5 minutes.

Does part A name the shared First Amendment question?	☑ Yes	☐ No
Does part B describe the Mahanoy facts and holding accurately?	☑ Yes	☐ No
Does part B explain why the Court weighed the school's interest differently?	☑ Yes	☐ No
Does part C apply the reasoning without giving legal advice?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No case facts.	☐ Names Tinker without its rule.	☐ States Tinker's facts and substantial -disruption test.	☐ Adds a second precedent or the walkout exercise accurately.
Reasoning	☐ Treats a slogan as the answer.	☐ Applies Tinker to everything.	☐ Compares facts and separates speech from conduct.	☐ Varies facts to show where the precedent stops fitting.
Audience & purpose	☐ Tells others to break rules.	☐ Argues for one side only.	☐ Recommends a clear next question for the school.	☐ Balances effective expression with respect for process.
Revision	☐ No change.	☐ Softens tone only.	☐ Adds the rule's limit and removes a legal conclusion.	☐ Explains how each edit makes the argument more precise.

Pacing

Full chapter: 5 min.

Short on time: skip this page. Check each part yourself in the style of the SCOTUS Comparison question.

Say this

"Find the sentence where you separate the message from leaving class." — If it is missing, that is the revision.

Watch for

Misconception: Students soften the tone and call it revision. **Listen for:** "I made it sound nicer." **Then:** Point to the Revision row: add the rule's limit or remove a legal conclusion.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the SCOTUS Comparison question: the shared constitutional question, accurate facts and holding, and a reasoned application to the case.

Proficient looks like:

- **Evidence:** States Tinker's facts and substantial-disruption test.
- **Reasoning:** Compares facts and separates speech from conduct.
- **Audience & purpose:** Recommends a clear next question for the school.
- **Revision:** Adds the rule's limit and removes a legal conclusion.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I added the limit on threats to my summary of Mahanoy, because the Court said schools may still act on some off-campus speech.

Notes

This page continues page 216. The notes for both pages are on the sheet for page 216.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 6 minutes.

1 **Which changed fact would make Tinker a weaker comparison for the wear-blue plan?**

A private school, since Tinker limits public schools. Or evidence of a substantial disruption, since Tinker's protection depends on its absence.

2 **Why might it matter whether a poster looks like it comes from the school?**

Speech that looks school-sponsored gives the school more control (Hazelwood, 1988), so the logo could weaken Tinker's protection. It also misleads readers about who made it.

3 **If the poster had Anika's name and no school logo, what would change?**

The poster would read as Anika's own expression, closer to Tinker than to school-sponsored speech. It would still need office approval, and the walkout question would not change.

My take

My claim: ___.

Tinker fits the wear-blue plan, the poster needs a byline, and the walkout is a separate conduct question.

The best evidence is ___, because ___.

Tinker's rule, because it protects expression unless it would substantially disrupt school.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Change one fact at a time. Say which fact you changed before you answer." — Hear one answer per question.

Stretch

- Rewrite the walkout message so it says only what the chat knows for sure.
- Going further: Read the U.S. Courts summary of Tinker. List two facts from Tinker and two facts from Anika's situation. Which difference matters most, and why?
- Going further: Write two headlines about the same walkout, one using the words "a protest" and one using "leaving class" instead. What does each headline make readers think the dispute is about?
- Going further: Write a short dialogue in which Anika explains to a friend why Tinker fits the wear-blue plan better than the walkout. Ask a reader to explain the difference back to you.
- Going further: Find the section of your student handbook on posting, dress or expression. Write down which spaces allow student posters and whether you need approval. Bring questions to a student council advisor before you plan any action.
- Read about Bethel v. Fraser (1986) and Morse v. Frederick (2007) and add them to the comparison
- Find your district's student expression or posting policy and compare it with Tinker

My take, continued

Someone who disagrees might say ___.

The logo makes the poster school speech, so the school can remove it.

The limit of the evidence is ___.

We don't know the attendance policy or whether the school has objected to the poster yet.

I would change my mind if ___.

The school removed the wear-blue poster because of its message, not the posting rule.

Notes

This page continues page 218.

Heat check

■□□ **Question 1: Low.**

Talk about this case at home

Case 12: When can a school limit what students say?

In this case, a student's poster asks her school to keep the library open at lunch, and someone in a group chat suggests a walkout. Your student compared a 1969 Supreme Court case with each plan and wrote a short analysis.

See the case online.

Questions to talk about

1. What rules do schools often have about posters or flyers?
2. Why might a school treat wearing a color differently from leaving class?
3. How can a reader tell who made a poster?

Nobody needs to share personal stories or private information to talk about this case.

Pacing

At home: this page takes no class time.

Say this

"Bring this page home or read it with someone you trust." — Nobody needs to share their own views about protests or school discipline.

Case 13: Can the crew cut waste before it reaches the bin?

Overview

Students read a story in which Dec's box of replacement parts arrives half full of packaging. The crew's "recyclable" cups turn out to be on the city's not-accepted list. They place items from the supply list on EPA's waste hierarchy and check them against the city's accepted-materials list. They then fill in an event materials sheet and propose one change with a way to measure it.

Before this case

Students should already be able to:

- define federalism and give an example
- explain how executive agencies carry out policy
- write a concept-application response in parts

Objectives

Students will be able to:

- explain how federal, state and local governments divide responsibility for waste
- explain policy implementation using the EPA and a city collection program
- apply the division of roles to one type of cup
- explain why the same cup might be recyclable in one city and not another

Materials

- This chapter, one copy per student

Materials, continued

- The EPA waste hierarchy page
- A short explainer on federal, state and local roles, chosen by the educator
- A federalism diagram

The task in this edition

Task: Concept application: explain how waste policy shows federalism. EPA sets national frameworks, states regulate, and cities run collection. Apply this to the crew's cups.

Students make: Concept-application response, about 300 words

Fit: partial. Federalism and policy implementation are genuine Unit 1 and Unit 2 content, and waste policy shows national, state and local roles, but the EPA hierarchy is guidance rather than law and the case concerns a club's cups, so it is a modest illustration.

Pacing

Opener (page 221): 3 min. Short on time: 3 min.

Key terms (pages 222 and 223): 3 min. Short on time: skip.

Look at the evidence (page 227): 5 min. Short on time: 3 min. Read Evidence A aloud. Skip Evidence B.

Look at the evidence (page 228): 3 min. Short on time: 3 min.

Pacing, continued

Key idea (pages 229 and 230): 8 min. Short on time: 3 min. Read the first and third paragraphs of the key idea only.

Sort the evidence (pages 231 and 232): 4 min. Short on time: skip.

Practice (page 233): 4 min. Short on time: skip.

Your task (page 234): 8 min. Short on time: 8 min.

Your draft (page 235): 20 min. Short on time: 20 min.

Check your work (pages 236 and 237): 5 min. Short on time: skip. Check each part yourself in the style of the Concept Application question.

Questions to discuss (pages 238 and 239): 6 min. Short on time: skip.

Talk about this case at home (page 240): at home.

Periods: full chapter 69 minutes; one period 40 minutes.

Standards

Unit 1: Foundations of American Democracy
The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Federalism in environmental policy.

Case 13 plan, continued

Standards, continued

Unit 2: Interactions Among Branches of Government The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: Executive agencies and policy implementation.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply the concepts to local collection.

D4.6.9-12 Use one or more disciplines to understand the causes of local, regional and global problems and the challenges of addressing them. In this case: Students use disciplinary lenses to understand a local waste problem.

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students assess options for individual and collective action on waste.

Codes of ethics

- **FTC Green Guides (16 CFR Part 260):** § 260.12 Recyclable claims
- **AIGA Standards of Professional Practice:** The designer's responsibility to society and the environment

Codes of ethics, continued

- **IABC Code of Ethics for Professional Communicators:** "I do not guarantee results"

Heat map

■□□ **Opener (page 221):** Low

■□□ **Key terms (pages 222 and 223):** Low

■□□ **Look at the evidence (page 227):** Low

■□□ **Look at the evidence (page 228):** Low

■■□ **Key idea (pages 229 and 230):** Medium

■□□ **Sort the evidence (pages 231 and 232):** Low

■■□ **Practice (page 233):** Medium

■□□ **Your task (page 234):** Low

■□□ **Check your work (pages 236 and 237):** Low

Try it at your school

Change one thing before the next event.

- Pick one repeated item at a school event: cups, flyers, plates
- Count how many were used last time
- Check your city's recycling list and propose one reduction or reuse option
- Count again after the event and share results with the organizers

Try it at your school, continued

Who to ask: Student council, custodial or facilities staff, a science teacher, your city's sanitation or recycling office

Safety: Don't sort through trash with your hands; unsafe items can be hidden. Make sure changes don't leave out people who need disposable items.

Sources

- NPR, "Starbucks To Eliminate Plastic Straws In Its Stores By 2020," July 9, 2018
- NPR, "Why People With Disabilities Want Bans On Plastic Straws To Be More Flexible," July 11, 2018
- U.S. Environmental Protection Agency (EPA), "Sustainable Materials Management: Non-Hazardous Materials and Waste Management Hierarchy," No date listed

Case 13: Can the crew cut waste before it reaches the bin?

The last Common Room screening used about 120 cups the city won't recycle, and a box of parts arrived half full of packaging.

On your own Read What happened. Underline the number of cups and what the city list says about them. About 3 minutes.

Anika, Dec and Sami react to a round of their tabletop game.

Your role: You're the one who counts the cups before and after the change. **New skill:** Count a starting point before you claim a change works.

What happened

It is Tuesday in the theater shop. Dec opens a box of replacement parts. Three separate orders of small LED connectors and switches, placed over one week, arrived together. About half of the box is plastic air pillows and foam.

The supply list from last Friday's screening at the Common Room shows a second problem. The crew used about 120 single-use cups. The cups are plastic-lined paper and labeled "recyclable." But the city's recycling list does not take plastic-lined paper cups.

Dec wants to fix how they order parts before anyone redoes the recycling sign. Anika tracks the parts and the budget. She agrees with Dec, but she wants numbers before anyone says a change saves money. Some people need a disposable cup or a straw, so any plan has to work for them too.

Your question: What could the crew change before the next screening, and how would they know it worked?

Pacing

Full chapter: 3 min.

Short on time: 3 min.

Say this

"The cups say "recyclable." Where do you think they went after the screening?" — Hear guesses. Do not reveal the city list yet.

Watch for

Misconception: Students think the label decides where the cups go. **Listen for:** "They said recyclable, so they got recycled." **Then:** Ask who decides what a city recycles. Promise to check the city list in the evidence.

Support

- Read What happened aloud. Show a paper cup if you have one.

Heat check

Low.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 3 minutes.

Source reduction Source reduction is preventing waste before it is created, for example by buying less packaging.

En español: reducción en la fuente

In this case: Dec wants to combine the parts orders so less packaging arrives in the first place.

Reuse Reuse is using an item again instead of throwing it away after one use.

En español: reutilización

In this case: Borrowing washable cups from the bookshop is reuse. Washing uses water and someone's time.

Local acceptance Local acceptance is the list of materials that your own city's recycling or compost program actually takes.

En español: materiales aceptados en tu ciudad

In this case: The cups say "recyclable," but the crew's city does not accept plastic-lined paper cups.

Who is involved

Dec
Opened the parts order

"Three orders of tiny connectors in one week. One big box, and half of it's packaging."

Anika
Tracks the parts and the budget

"I'm in. But if anyone says it saves money, I want the numbers. Right now we have one box and a guess."

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Source reduction happens before the waste exists. Which item in the story could the crew stop buying?" — Listen for the packaging and the cups.

Watch for

Misconception: Students treat reuse and recycling as the same. **Listen for:** "Reusing is recycling." **Then:** Reuse means using the same item again, like a washable cup. Recycling depends on what the city list accepts.

Support

- Use picture cards: a washable cup, a paper cup and a recycling bin.
- **Cognates:** reduction (reducción), recycle (reciclar), plastic (plástico), material (material), accessible (accesible), alternative (alternativa), container (contenedor), quantity (cantidad).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what is the best way for the crew to cut waste?

My first guess is ___, because ___.

My first guess is to switch to compostable cups, because they sound better than plastic-lined ones.

Notes

This page continues page 222. The notes for both pages are on the sheet for page 222.

Reading passage

A claim as small as the evidence

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Source reduction**: Source reduction is preventing waste before it is created, for example by buying less packaging.
- **Reuse**: Reuse is using an item again instead of throwing it away after one use.
- **Local acceptance**: Local acceptance is the list of materials that your own city's recycling or compost program actually takes.
- **Proposal**: A proposal is a change that someone suggests and that has not been approved yet.
- **Trade-off**: A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

The story: Following waste upstream

Dec is a high school senior who drums, builds sets and is considering an electrical apprenticeship. He tends to follow a problem into the small places where it starts. On Tuesday, that place is the theater shop. Three orders of LED connectors and switches, placed separately over one week, have arrived together in one box. About half the box is plastic air pillows and foam.

Anika, a junior who tracks the crew's parts and budget, brings the second data point. The supply list from last Friday's screening at the Common Room shows about 120 single-use cups, plastic-lined paper and labeled "recyclable." The same list includes 80 paper plates, 150 printed flyers and 40 paper straws given out on request. The crew's first instinct might be a better recycling sign. Dec wants to start earlier, at the order form. Order parts together rather than each time one breaks, and ask the supplier about packaging.

Anika agrees and sets a standard. Nobody gets to say a change saves money without numbers, and right now the evidence is one box and a guess. She also sets a boundary. Some people need a disposable cup or a straw, so a plan that works only for most people does not work.

Your role is to count the cups before and after the change.

Stop and think. Why is a claim about one counted screening more trustworthy than a claim about "saving money"?

Pacing

Reading: about 5 min (717 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Following waste upstream":** Why is a claim about one counted screening more trustworthy than a claim about "saving money"?
2. **After "Hierarchy, labels and baselines":** How does the Green Guides standard apply to the crew's cups?
3. **After "Evidence from agencies, reporters and schools":** How does "add more bins" define the problem differently from "order less packaging"?

Hierarchy, labels and baselines

Source reduction is preventing waste before it is created, for example by buying less packaging. **Reuse** is using an item again instead of throwing it away after one use. Both sit upstream of the bin. Dec's combined orders are source reduction, and borrowing the bookshop's washable cups is reuse.

The cup label raises a verification problem that Case 9 prepared you for. There, you learned to check the official source for your own area rather than a general claim. Here, the official source is the city's recycling list. It accepts metal cans, glass bottles and jars, rigid plastic bottles and containers and flattened cardboard. It excludes plastic-lined paper cups, plastic bags and film, foam and items labeled compostable. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. By that standard, the crew's "recyclable" cups are trash, and a switch to compostable cups would be too.

The new skill is counting a starting point before claiming a change works. The baseline is about 120 cups from one screening. The intervention is washable cups at the next one. The measurement includes cups used and left over, plus the costs reuse adds, water and someone's washing time. Case 4 supplies the frame for presenting the result. The plan is a **proposal**, a change that someone suggests and that has not been approved yet, and every option is a **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Anika's rule keeps the eventual claim honest. Whatever the crew reports should be as small as one counted screening.

Stop and think. How does the Green Guides standard apply to the crew's cups?

Evidence from agencies, reporters and schools

The EPA's materials management hierarchy ranks source reduction and reuse first, followed by recycling and composting, energy recovery, and treatment and disposal. It also notes that no single approach suits every material or situation (EPA, updated December 19, 2025). For food, the EPA's Wasted Food Scale likewise ranks prevention above composting or recycling (EPA, updated September 16, 2026). An NPR investigation reported that less than 10 percent of plastic has ever been recycled (NPR, September 11, 2020).

Labels are regulated for a reason. The FTC's Green Guides say a product or package "should not be marketed as recyclable unless it can be collected, separated, or otherwise recovered from the waste stream through an established recycling program" (16 CFR Part 260, 2012).

Access belongs in the same analysis. When Starbucks announced its straw phase-out in 2018, it said a sippable lid could mean a billion fewer straws a year (NPR, July 9, 2018). Two days later, NPR reported that some people with disabilities need flexible plastic straws and that advocates saw little awareness of the exemption in Seattle's ban (NPR, July 11, 2018). Schools offer models that measure first.

This page continues page 224. The notes for both pages are on the sheet for page 224.

Evidence from agencies, reporters and schools, continued

New Jersey schools have used waste audits, share tables and reusable trays to cut waste before it reaches the bin (New Jersey School Boards Association, October 15, 2025). Each of those programs starts the way Anika does, by counting what is thrown away now.

Stop and think. How does "add more bins" define the problem differently from "order less packaging"?

Sources

Real source | U.S. Environmental Protection Agency (EPA) | December 19, 2025
Sustainable Materials Management: Non-Hazardous Materials and Waste Management Hierarchy

Real source | U.S. Environmental Protection Agency | September 16, 2026
Wasted Food Scale

Real source | NPR | September 11, 2020
How Big Oil Misled The Public Into Believing Plastic Would Be Recycled

Real source | Federal Trade Commission (FTC) | 2012
FTC Green Guides (16 CFR Part 260)

Real source | NPR | July 9, 2018
Starbucks To Eliminate Plastic Straws In Its Stores By 2020

Real source | NPR | July 11, 2018
Why People With Disabilities Want Bans On Plastic Straws To Be More Flexible

Real source | New Jersey School Boards Association | October 15, 2025
How New Jersey Schools Are Tackling Food Waste—One Tray at a Time

Notes

This page continues page 224. The notes for both pages are on the sheet for page 224.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 5 minutes.

Evidence A | **Supply list**

Screening supply list, last Friday

Single-use cups (plastic-lined paper, labeled “recyclable”): about 120. Paper plates: 80. Printed flyers: 150. Paper straws, on request: 40. Folding chairs: borrowed from the bookshop.

Look closely: Which item did the crew use the most? Could it be reused?

What it shows

A baseline: about 120 cups, 80 plates, 150 flyers, 40 straws; chairs were borrowed.

What it leaves out

Where each item ended up, and what each item cost.

Evidence B | **Delivery**

The parts order

Delivered Tuesday to the theater shop. Three separate orders of small LED connectors and switches, placed over one week, arrived together. They came in one full box, about half of it plastic air pillows and foam around tiny parts.

Look closely: How many orders came in this one box? Why does that matter?

What it shows

Waste made upstream: three orders in a week, one box, about half air pillows and foam.

What it leaves out

Whether the supplier would ship less packaging for a combined order.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read Evidence A aloud. Skip Evidence B.

Say this

“Put the supply list next to the city list. Which item appears on both?” — Wait for the plastic-lined paper cups.

Watch for

Misconception: Students say the cup label is a lie. **Listen for:** “The label is fake.” **Then:** Ask what the city list tells us: this city does not accept them. Other places are not in the evidence.

Support

- Give each document on its own half-page.
- Read the city list aloud, pausing after “Not accepted.”
- **Cognates:** reduction (reducción), recycle (reciclar), plastic (plástico), material (material), accessible (accesible), alternative (alternativa), container (contenedor), quantity (cantidad).

Stretch

- Ask which document shows waste made before the event and which shows what happens after it.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Sanitation guide

City recycling list

Accepted in recycling: metal cans, glass bottles and jars, rigid plastic bottles and containers, flattened cardboard. Not accepted: plastic-lined paper cups, plastic bags and film, foam, items labeled compostable.

Look closely: Find the plastic-lined paper cups. Which list are they on?

What it shows

Local acceptance beats the label: the "recyclable" cups are on the not-accepted list.

What it leaves out

Where rejected items go, and whether a neighboring city accepts them.

What is still missing from the evidence?

The evidence leaves out how many cups reuse would replace and what washing costs in water and volunteer time. It also leaves out where the city's trash goes after pickup.

Notes

Pacing

Full chapter: 3 min.

Short on time: 3 min.

Say this

"Put the supply list next to the city list. Which item appears on both?" — Wait for the plastic-lined paper cups.

Watch for

Misconception: Students say the cup label is a lie. **Listen for:** "The label is fake." **Then:** Ask what the city list tells us: this city does not accept them. Other places are not in the evidence.

Support

- Give each document on its own half-page.
- Read the city list aloud, pausing after "Not accepted."
- **Cognates:** reduction (reducción), recycle (reciclar), plastic (plástico), material (material), accessible (accesible), alternative (alternativa), container (contenedor), quantity (cantidad).

Stretch

- Ask which document shows waste made before the event and which shows what happens after it.

Heat check

■□□ **Low.**

Key idea: source reduction

On your own Read the key idea and the Professional standards card. Then answer the question in the box. About 8 minutes.

Source reduction is preventing waste before it is created, for example by buying less packaging. The Environmental Protection Agency (EPA) ranks ways to handle waste. Source reduction and reuse come first. Recycling and composting come next, then energy recovery, then treatment and disposal. The EPA also notes that no single approach fits every item or situation.

Reuse is using an item again instead of throwing it away after one use. Borrowing washable cups from the bookshop is one example. Reuse has costs too. Washing takes water and someone's time, so a fair comparison counts those costs along with the cups.

A "recyclable" label does not tell you where an item will go. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. The crew's cups say "recyclable," but their city's list does not take plastic-lined paper cups. The list does not take items labeled compostable either. So the crew has to check the list before choosing any new cup.

Professional standards

Real source | Law or regulation | Federal Trade Commission (FTC)

FTC Green Guides (16 CFR Part 260): § 260.12 Recyclable claims

"A product or package should not be marketed as recyclable unless it can be collected, separated, or otherwise recovered from the waste stream through an established recycling program"

In plain words: FTC guidance says a company should call a product recyclable only when recycling programs can collect and process it.

Question: The crew's city rejects plastic-lined paper cups. What else must you know before saying the "recyclable" label breaks the guide?

Your answer

I would need to know ___, because the guide ___.

I would need to know whether established programs collect these cups and who put the label on them, because the guide is written for marketers.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Read the first and third paragraphs of the key idea only.

Say this

"The EPA ranks source reduction and reuse first. Where on that list is Dec trying to act?" — Wait for "source reduction."

"This card is FTC guidance, not an ethics code. Who does it apply to?" — Marketers who call a product recyclable.

Watch for

Misconception: Students treat the EPA ranking as a rule for every item. **Listen for:** "Reuse is always better." **Then:** Reread the key idea: no single approach fits every item. Washing has costs too.

Support

- Draw the ranking as a staircase, with source reduction and reuse on the top step.

Stretch

- Use the AIGA card: what could the next parts order change before anything reaches the shop?

Heat check

Medium. The straw story raises disability access, and students may describe their own needs or others'.

Cool-down: Keep the talk to the NPR report. No one needs to say what they or anyone they know needs.

In the news

Real source | NPR | July 9, 2018

Starbucks To Eliminate Plastic Straws In Its Stores By 2020

A throwback to a company cutting waste at the counter, before anything reached a bin.

Real source | NPR | September 11, 2020

How Big Oil Misled The Public Into Believing Plastic Would Be Recycled

Investigation finding less than 10% of plastic has ever been recycled, which is why reduction comes first.

Notes

This page continues page 229. The notes for both pages are on the sheet for page 229.

Sort the evidence

On your own Follow each choice to its consequences in the diagram. Then name one view that is missing. About 4 minutes.

Follow each choice to its consequences, including new costs. Which consequence would you measure first, and what would count as success?

Keep buying "recyclable" single-use cups	**Borrow washable cups and run a wash station**	**Combine parts orders into one shipment**
About 120 cups go to the trash because the city does not accept them **Who is affected** The city collection service and the neighborhoods near where waste ends up	Fewer cups in the trash, if people use the washable ones **Who is affected** **Check:** Count cups and bags after the next event and compare with last time	Less packaging arrives before anything reaches a bin **Who is affected** **Check:** Count cups and bags after the next event and compare with last time
	New costs: water, washing time and volunteers **Who is affected** **Check:** Count cups and bags after the next event and compare with last time	

Notes

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Follow the washable-cup choice. What new costs appear?" — Model the first chain together.

Watch for

Misconception: Students list only benefits for the washable cups. **Listen for:** "Washable cups are just better." **Then:** Point to the new-costs box: water, washing time and volunteers.

Support

- Let students draw arrows before writing labels.

Heat check

■□□ **Low.**

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

Guests who need disposable cups or straws are missing. I would ask them privately what works, because a plan that forgets them can fail.

Notes

This page continues page 231. The notes for both pages are on the sheet for page 231.

Practice: choose a response

On your own Choose the plan the crew should try and explain why. Then fix the two marked lines. About 4 minutes.

The last screening used about 120 single-use cups, and the city's recycling list does not take that type. Which plan should the crew try for the next screening?

- [x] **A** Compare a washable-cup option, washing time, cost, access and the city list, then test one change.
- [ ] **B** Buy a different cup labeled "recyclable" and put up a clearer recycling sign.
- [ ] **C** Stop offering disposable cups and straws, and ask everyone to bring their own.

Why I chose it

A. B trusts a label the city list already contradicts, and C turns one goal into a rule that ignores access. A weighs those limits before testing one change.

Improve a draft

A student's first draft

We should make the screening zero waste. Everyone should bring their own cup and we'll (1) ban all plastic. We can also put up posters that say "save the planet" so people remember to recycle. Recycling is the best thing you can do for the environment. This will be easy and (2) it will save money too. Last screening there were cups everywhere and the bins were overflowing by the end of the night. People will love it once they get used to it. Let's start next week!

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

We will test washable cups and keep single-use cups and flexible straws on request.

Rewrite phrase 2

We will compare cup counts and washing costs after the event before we claim any savings.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"You are planning the next screening. Which plan would you try first?" — Vote before any discussion.

Watch for

Misconception: Students choose C because a ban cuts the most waste. **Listen for:** "Just ban them all." **Then:** Ask who at the screening might need a disposable cup or a straw. Point to the straw story.

Support

- Read the three options aloud before students choose.

Heat check

Medium. Talk about bans can turn to who "really" needs a straw.

Cool-down: Say: "Nobody has to prove a need." Keep the focus on how the plan offers items on request.

Answer key

A revised version: For the next screening, we propose one change: cups. Last time we used about 120 single-use cups, and our city's recycling list doesn't accept that type. We'll borrow 60 washable cups from the bookshop, keep 40 compostable cups for anyone who needs one, and ask Rafa and Jordy to run a quick wash station. Flexible straws and single-use cups stay available on request. We'll count cups used and leftover supplies after the event and compare with last time before deciding whether to keep the change. We're not claiming it saves money yet.

AP Gov

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

Concept application: explain how waste policy shows federalism. EPA sets national frameworks, states regulate, and cities run collection. Apply this to the crew's cups.

Use: EPA hierarchy page and a short explainer on federal, state and local roles.

You'll make: Concept-application response, about 300 words

Time: 40 minutes

1. Label the federalism diagram: what the EPA does, what states do and what cities do.
2. Write part A: describe the division of roles in waste policy.
3. Write part B: explain how a city carries out waste policy.
4. Write part C: apply the roles to the crew's cups.
5. Write about 300 words in all. Start on the Your draft page.

Prefer typing? Scan to open the online workspace.

Federal: EPA

Sets national frameworks, such as the waste hierarchy, which is guidance.

State

Regulates waste within the state.

City

Runs collection and decides what its recycling program accepts.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

"Who decided that these cups can't go in the crew's recycling: the EPA, the state or the city?" — Wait for "the city." Then draw the three levels.

Watch for

Misconception: Students say the EPA decides what each city recycles. **Listen for:** "The EPA says these cups aren't recyclable." **Then:** Point to Evidence C: the city publishes its own list. The EPA hierarchy is guidance.

Support

- Federalism diagram

Heat check

Low.

Standards

AP United States Government and Politics: Unit 1: Foundations of American Democracy; Unit 2: Interactions Among Branches of Government; Concept Application.

C3 Framework: D4.6.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Accurate division of roles
- Explains implementation
- Applies to the cups
- Correct terms

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Part A: the division of roles

Waste policy shows federalism. The EPA sets national frameworks, such as its hierarchy that ranks source reduction and reuse first. States regulate waste within their borders, and cities run collection.

Part B: implementation

Implementation happens mostly at the local level. A city decides which items its recycling program accepts and publishes that list. In the case, the city accepts cans, glass, rigid plastic containers and cardboard, but not plastic-lined paper cups.

Part C: apply to the cups

The crew's cups are labeled "recyclable," but their city's list does not accept plastic-lined paper cups. Because cities run their own collection programs, the same cup might be accepted in one city and rejected in another. The EPA's hierarchy is guidance, not a rule for each city, so it cannot settle where the cups go. The crew has to follow its own city's list.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"Part C should explain why a cup can be accepted in one city and rejected in another." — Look for the word "because" in every part C.

Watch for

Misconception: Answers overstate the case's fit. **Listen for:** "This proves federalism doesn't work." **Then:** Keep it modest. The cups show how roles divide. They prove nothing about the whole system.

Answer key

What to notice in the sample:

1. Names the concept before applying it.
2. Explains implementation with the city's role.
3. Answers the route's challenge.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 5 minutes.

Does part A describe the federal, state and local roles accurately?	☑ Yes	☐ No
Does part B explain implementation?	☑ Yes	☐ No
Does part C apply the roles to the cups correctly?	☑ Yes	☐ No
Do you use terms such as regulation and policy implementation correctly?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No data.	☐ General claims about recycling.	☐ Uses quantities and local rules.	☐ Uses quantities, local rules and a before/after plan.
Reasoning	☐ Treats one fix as solving everything.	☐ Ignores trade-offs.	☐ Applies the hierarchy and names a trade-off.	☐ Weighs trade-offs including access and cost with a measurement boundary.
Audience & purpose	☐ Commands people.	☐ Relies on slogans.	☐ Specific change organizers can do.	☐ Specific, inclusive change with roles assigned.
Revision	☐ No change.	☐ Wording only.	☐ Narrows to a measurable change.	☐ Explains how narrowing makes success testable.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Check each part yourself in the style of the Concept Application question.

Say this

“Find the sentence that says what you will count. Is there a number in it?” — If not, that is the revision.

Watch for

Misconception: Proposals still promise savings. **Listen for:** “It will definitely save money.” **Then:** Ask what the crew has counted so far. Replace the promise with the count.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the Concept Application question for an accurate division of roles, an explanation of implementation and a correct application to the cups.

Proficient looks like:

- **Evidence:** Uses quantities and local rules.
- **Reasoning:** Applies the hierarchy and names a trade-off.
- **Audience & purpose:** Specific change organizers can do.
- **Revision:** Narrows to a measurable change.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I stopped saying the EPA bans these cups and wrote that the city's list does not accept them, because the EPA hierarchy is guidance.

Notes

This page continues page 236. The notes for both pages are on the sheet for page 236.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 6 minutes.

1. **Could a change that reduces waste create an access problem for someone, and how would you find out?**

Yes. The straw stories show that a waste rule can leave out people with disabilities, and that an exemption helps only if people know about it. The crew could offer items on request and say so.

2. **How does "add more bins" define the problem differently from "order less packaging"?**

More bins assume the waste is unavoidable and needs better sorting, but the city would still reject the cups. Less packaging places the problem at the order form, where source reduction happens.

3. **What would the crew need to count before saying a change saves money?**

A before-and-after count of cups, the cost of borrowing and washing, and a stated boundary. Without a boundary, a savings claim can hide costs nobody counted.

My take

My claim: ___.

The crew should try one reuse change, keep disposables on request and report only what it counted.

The best evidence is ___, because ___.

The city list, because it shows a label cannot tell you what the local program accepts.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Use a number or a document in every answer." — Hear one answer per question, then ask for a different view.

Stretch

- Design the count sheet for the next screening: items, numbers before and after, and new costs.
- Going further: Compare two plans for the theater shop: order all the parts at once, or keep ordering when a part breaks. What problem does each plan solve? What new problem could each one create?
- Going further: List who would have to change a routine if the crew switched to washable cups. Write a two-sentence note to them. Say what the crew will count to show whether the change worked.
- Going further: Write two event plans for the next screening and a small test for each. After the tests, explain which plan you would improve and which you would drop.
- Going further: Pick one item that appears at many school events, such as cups, flyers or plates. Count how many were used last time, and check your city's recycling list. Do not sort through trash with your hands.
- Find your city's recycling rules and compare with a neighboring city
- Research where your area's trash goes after pickup

My take, continued

Someone who disagrees might say ___.

Combining parts orders would cut more waste than changing cups.

The limit of the evidence is ___.

We have one supply list and one box. We don't know washing costs or where the city's trash goes.

I would change my mind if ___.

A count showed that washable cups added more cost than the cups they replaced.

Notes

This page continues page 238.

Heat check

■■□ **Question 1: Medium.** Students may describe their own disabilities or those of people they know.

Cool-down: Keep the talk to the case and the straw story. No one needs to say what they or anyone they know needs.

Talk about this case at home

Case 13: Can the crew cut waste before it reaches the bin?

In this case, a group of friends learns that the cups from their movie night can't be recycled in their city. Your student planned one change to cut waste before the next event and a way to count whether it worked.

Questions to talk about

1. How could someone find out what their city or town recycles?
2. What is one item people often throw away after a party or event?
3. Why might a rule to cut waste need an exception for some people?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Bring this page home or read it with someone you trust." — Nobody needs to share personal needs or health information.

Case 14: Does giving credit let the crew use the song?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Caio's film recap uses a sampled track and a six-second TikTok clip. Mateo wants to post it tonight with a credit in the caption. They separate attribution, permission and fair use, then apply the U.S. Copyright Office's four fair-use factors to the crew's planned use. They then complete a rights log and propose a licensed or original alternative.

Before this case

Students should already be able to:

- define an enumerated power
- explain how a statute differs from a court decision
- answer a question in labeled parts

Objectives

Students will be able to:

- describe the Copyright Clause as an enumerated power of Congress
- explain how Congress and the courts built fair use on that power
- explain how "limited times" and fair use balance creators and the public
- apply the concept to the crew's film

Materials

- This chapter, one copy per student
- The text of Article I, Section 8, printed or on screen
- The U.S. Copyright Office fair-use page
- The enumerated-powers chart on the task page

The task in this edition

Task: Concept application: the Constitution gives Congress power "to promote the Progress of Science and useful Arts" by securing to authors exclusive rights for limited times (Article I, Section 8). Explain this enumerated power and how Congress and courts shaped fair use.

Students make: Concept-application response, about 300 words

Fit: partial. The Copyright Clause is a genuine example of an enumerated power (Unit 1), but copyright doctrine is not course content and the case is about a student film, so it works only as a brief illustration of enumerated powers.

Pacing

Opener (page 241): 4 min. Short on time: 3 min. Read What happened aloud.

Key terms (pages 242 and 243): 4 min. Short on time: skip.

Pacing, continued

Look at the evidence (page 247): 6 min. Short on time: 4 min. Students fill in the boxes for Evidence A only.

Look at the evidence (page 248): 3 min. Short on time: skip.

Key idea (pages 249 and 250): 8 min. Short on time: 5 min. Read the second paragraph of the key idea only.

Sort the evidence (page 251): 6 min. Short on time: skip.

Practice (pages 252 and 253): 5 min. Short on time: skip.

Your task (page 254): 10 min. Short on time: 10 min.

Your draft (page 255): 18 min. Short on time: 16 min. Students write Parts A and B in class and finish Part C at home.

Check your work (pages 256 and 257): 5 min. Short on time: skip. Collect responses and check them yourself.

Questions to discuss (pages 258 and 259): 8 min. Short on time: 2 min. Use question 3 as a one-minute exit ticket.

Talk about this case at home (page 260): at home.

Periods: full chapter 77 minutes; one period 40 minutes.

Case 14 plan, continued

Standards

Unit 1: Foundations of American Democracy The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Enumerated powers in the Constitution.

Unit 2: Interactions Among Branches of Government The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: Congress and courts shaping a statutory doctrine.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply the Copyright Clause to the case.

D2.Civ.3.9-12 Analyze how constitutions, laws, treaties and international agreements affect national and international order. In this case: Students analyze the impact of copyright law on creative communities.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how creators use and challenge copyright rules.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal interest in a project shapes how people read the rules.

Codes of ethics

- **AIGA Standards of Professional Practice:** The designer's responsibility to other designers
- **RTDNA Code of Ethics:** Independence and transparency
- **PRSA Code of Ethics:** Competition

Heat map

■□□ **Opener (page 241):** Low

■□□ **Key terms (pages 242 and 243):** Low

■□□ **Look at the evidence (page 247):** Low

■□□ **Look at the evidence (page 248):** Low

■□□ **Key idea (pages 249 and 250):** Low

■□□ **Sort the evidence (page 251):** Low

■□□ **Practice (pages 252 and 253):** Low

■□□ **Check your work (pages 256 and 257):** Low

Try it at your school

Start a rights log for your next project.

- List every outside clip, image, sound and quote before you edit
- Record the source and the license or permission for each
- Use your school's licensed media or openly licensed libraries when you can
- Ask your media teacher or librarian about uses you're unsure of

Try it at your school, continued

Who to ask: School librarian or media specialist, a media or film teacher, a college library's copyright help page

Safety: Don't share other people's creative work as your own. If you get a takedown notice, talk with a trusted adult before responding.

Sources

- NPR, "TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift," February 1, 2024
- U.S. Copyright Office, "Fair Use Index," No date listed

Case 14: Does giving credit let the crew use the song?

Mateo wants to post the crew's film tonight and credit the song's artist, but Caio wants to check the license first.

On your own Read What happened and underline the two pieces of the film that the crew did not make. About 4 minutes.

Caio, Mateo and Rafa laugh as they look at photos on a small digital camera.

Your role: You're the one who fills in the rights log before the film goes up. **New skill:** Check permission, not just credit.

What happened

It is Friday night, and Caio, 24, is editing the crew's festival film. The film is a short recap made from crew footage and interviews. At 9:40 p.m., he saves a rough cut. For 20 seconds, a released song plays under the setup montage. Caio pitched the song up slightly, and the song sets the mood for the whole scene.

The cut borrows one more piece. From 1:40 to 1:46, it shows a six-second clip downloaded from a TikTok post. That post used Stitch, TikTok's remix tool. The crew did not make the song or the clip.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" He wants the film online tonight. Caio asks what the credit gets them, and Mateo does not have an answer. Caio wants to check the license before they post.

Your question: Does a credit give the crew permission to use the song, and what should they do before they post?

Pacing

Full chapter: 4 min.

Short on time: 3 min. Read What happened aloud.

Say this

"Mateo wants to post tonight with a credit in the caption. Is that enough?" — Hold a quick thumbs-up or thumbs-down vote. Do not settle it yet.

Watch for

Misconception: Students treat credit as permission. **Listen for:** "They gave credit, so it's fine." **Then:** Ask what question a credit answers. Write "Who made it?" and "Who said yes?" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 4 minutes.

Attribution Attribution is naming the person who made a work, such as a song, a photo or a video.

En español: atribución

In this case: Mateo's plan, "We'll credit them in the caption," would name the artist. It answers who made the song, not whether the crew may use it.

License A license is permission from a rights holder to use a work under specific terms.

En español: licencia

In this case: The rights log says "permission unknown" for both borrowed pieces. A license from each owner would fill in that column.

Fair use Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.

En español: uso justo

In this case: The crew would weigh the four factors for 20 seconds of a released song used as background mood. No number of seconds settles it.

Who is involved

Caio

Editing the crew's festival film

"Twenty seconds of that song carries the whole montage. That's exactly why I can't just borrow it and hope."

Mateo

Wanted the film online tonight

"I really texted 'we'll credit them, post tonight?' Then Caio asked what the credit gets us. I didn't have an answer."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Write your first guess now. You will check it against the evidence later." — First guesses stay private unless a student wants to share.

Watch for

Misconception: Students hear "fair use" as any use that seems fair. **Listen for:** "It's fair because they aren't making money." **Then:** Point to "judged case by case on four factors." Everyday fairness does not decide it.

Support

- Draw three boxes: credit, permission, fair use. Students add one detail from the case to each box.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, do you think a credit in the caption lets the crew use the song?

My first guess is ___, because ___.

My first guess is that it depends on the license, because naming an artist does not show that the owner agreed.

Notes

This page continues page 242. The notes for both pages are on the sheet for page 242.

Reading passage

Four factors and a rights log

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Attribution**: Attribution is naming the person who made a work, such as a song, a photo or a video.
- **License**: A license is permission from a rights holder to use a work under specific terms.
- **Fair use**: Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.
- **Disclosure**: A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

The story: Post tonight, or check first?

At 9:40 on a Friday night, Caio, 24, saves a rough cut of the crew's festival film. The recap mixes crew footage and interviews, and one choice makes it work. From 0:18 to 0:38, a released song, pitched up slightly, plays under the setup montage. A second borrowed element sits later in the timeline. From 1:40 to 1:46, the cut includes six seconds downloaded from a TikTok post that used Stitch, the app's remix tool. Neither piece belongs to the crew.

Mateo, who likes turning "we should" into a plan, wants the film online that night. At 10:02 p.m., he proposes a solution that feels responsible: credit the artists in the caption and post. Caio's answer is a single question. What does the credit get them? Mateo admits he does not know.

By the next day, Mateo has worked out why his instinct was wrong. He remembers when Universal Music Group's deal with TikTok ran out and videos went silent. Nobody had forgotten to credit Taylor Swift. He also rethinks the clip. He had figured Stitch covered it, but Stitch is for TikTok, and this is a festival film.

Your role is to fill in the rights log before the film goes up.

Stop and think. Mateo's first plan felt responsible. What did it get right, and what did it miss?

Pacing

Reading: about 5 min (705 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Post tonight, or check first?":** Mateo's first plan felt responsible. What did it get right, and what did it miss?
2. **After "Separating attribution, license and fair use":** Apply the four fair-use factors to the six-second TikTok clip. Which factor is hardest to judge?
3. **After "Licensing, courts and professional norms":** Why might a platform's license for a clip not follow the clip to a festival screening?

Separating attribution, license and fair use

Attribution is naming the person who made a work, such as a song, a photo or a video. A **license** is permission from a rights holder to use a work under specific terms. The two answer different questions, “Who made this?” and “Did the owner say yes to this use?” A caption credit supplies the first and not the second. Case 8’s **disclosure**, a clear statement that tells people about a relationship or fact they would want to know, is a useful comparison. Like attribution, disclosure makes a post more honest. Neither one grants rights.

The rights log applies the Case 1 skill of tracing material to its source. For each element, it records who made it, where it came from, the permission or license and the date. Both current rows read “permission unknown.” The log also shows what the crew does not yet know, including what the TikTok creator agreed to when posting.

Without a license, the remaining path is **fair use**, a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. The factors are the purpose of the use, the nature of the original work, the amount used and the effect on the original’s market. The analysis resembles Case 12’s reasoning from precedent: you set the facts of your use against a standard and weigh each factor, rather than looking for a single rule. For the song, the purpose is setting a mood in a recap, the original is a released creative recording, the amount is 20 seconds and the effect on the market is uncertain. Caio’s pitch change does not transform the purpose. No duration is automatically safe, and a short excerpt can weigh heavily if it is the most recognizable part.

Caio’s backup plans take the question off the table: a library track with clear terms, or a drum loop that Dec records and the crew owns. The film goes up Sunday instead of Friday.

Stop and think. Apply the four fair-use factors to the six-second TikTok clip. Which factor is hardest to judge?

Licensing, courts and professional norms

The UMG and TikTok dispute showed how platform licenses work. When the deal expired in February 2024, videos using UMG artists’ songs went silent (NPR, February 1, 2024). Researchers later studied what the roughly three-month blackout meant for creators, artists and the platform (Harvard Business School Working Knowledge, March 5, 2025).

The Supreme Court’s 2023 decision in the Warhol case shows how the purpose factor works. The Court ruled against the Andy Warhol Foundation, finding that Warhol’s version of a photograph was not fair use when it served the same purpose as the original (NPR, May 18, 2023). The Copyright Office publishes a one-page summary of the facts and holding (U.S. Copyright Office, 2023). Its Fair Use Index stresses that fair use is decided case by case and that a use for education is not automatically fair (U.S. Copyright Office, updated July 2026).

This page continues page 244. The notes for both pages are on the sheet for page 244.

Licensing, courts and professional norms, continued

News organizations treat the issue as an ethical one too. The RTDNA code states, “Using someone else’s work without attribution or permission is plagiarism” (RTDNA Code of Ethics, June 11, 2015).

Stop and think. Why might a platform’s license for a clip not follow the clip to a festival screening?

Sources

Real source | NPR | February 1, 2024
TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift

Real source | Harvard Business School Working Knowledge | March 5, 2025
What Happened When TikTok Songs Went Silent for Three Months

Real source | NPR | May 18, 2023
Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Real source | U.S. Copyright Office | 2023
Andy Warhol Found. for the Visual Arts, Inc. v. Goldsmith (Fair Use Index summary)

Real source | U.S. Copyright Office | July 2026
Fair Use Index

Real source | Radio Television Digital News Association (RTDNA) | 2015
RTDNA Code of Ethics

Notes

This page continues page 244. The notes for both pages are on the sheet for page 244.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 6 minutes.

Evidence A | Edit timeline

Caio's rough cut, Friday, 9:40 p.m.

0:00—0:18 crew footage, no music. 0:18—0:38 sampled track, pitched up slightly, under the setup montage. 0:38—1:52 crew footage and interviews. 1:40—1:46 a 6-second clip downloaded from a stitched TikTok post.

Look closely: Which two parts of the cut did the crew not make?

What it shows	What it leaves out
Two borrowed pieces: 20 seconds of a pitched-up song and a stitched TikTok clip.	The owners, any license terms and which part of the song the 20 seconds use.

Evidence B | Group-chat message

Mateo's message, Friday, 10:02 p.m.

We'll credit them in the caption. Post tonight?

Look closely: Which question does the caption answer? Which question does it skip?

What it shows	What it leaves out
Mateo treats a caption credit as enough to post the film tonight.	Any sign that the song's owner gave permission for this use.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Students fill in the boxes for Evidence A only.

Say this

"Put your finger on each row of the rights log. Which column says "unknown"?" — Wait for "permission or license" in both rows.

Watch for

Misconception: Students think the pitch change makes the song the crew's own. **Listen for:** "They changed it, so it's theirs now." **Then:** Ask what the change added. The song is still recognizable, and nobody gave permission.

Support

- Reduce the work to one element, the song, for students who need it.
- Read the timeline aloud and list each borrowed piece on the board.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

Stretch

- Ask why Stitch permission inside TikTok may not cover the same clip in a festival film.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Rights log

Rights log, started Saturday morning

Columns: element, who made it, where it came from, permission or license and date. Row 1: setup-montage music, the recording artist, a streaming download, permission unknown. Row 2: 6-second clip, a TikTok creator, downloaded from TikTok, permission unknown.

Look closely: Which column says "unknown" in both rows?

What it shows

A record of each borrowed piece, its maker and where the crew got it.

What it leaves out

Any license, and what the TikTok creator agreed to when posting.

What is still missing from the evidence?

Whether the track has any license that covers this use, which part of the song the 20 seconds come from, where the film will be shown, and what the TikTok creator agreed to when the clip was posted.

Notes

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Put your finger on each row of the rights log. Which column says "unknown"?" — Wait for "permission or license" in both rows.

Watch for

Misconception: Students think the pitch change makes the song the crew's own. **Listen for:** "They changed it, so it's theirs now." **Then:** Ask what the change added. The song is still recognizable, and nobody gave permission.

Support

- Reduce the work to one element, the song, for students who need it.
- Read the timeline aloud and list each borrowed piece on the board.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

Stretch

- Ask why Stitch permission inside TikTok may not cover the same clip in a festival film.

Heat check

■□□ **Low.**

Key idea: fair use

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 minutes.

Credit and permission answer different questions. **Attribution** is naming the person who made a work, such as a song, a photo or a video. It answers the question "Who made this?" A **license** is permission from a rights holder to use a work under specific terms. It answers another question: "Did the owner say yes to this use?" Mateo's caption would give attribution. It would not give the crew a license.

Without a license, the crew could ask whether the use is fair use. **Fair use** is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. The U.S. Copyright Office names the four factors. They are the purpose of the use, the nature of the original work, the amount used and the effect on the original's market. No number of seconds is automatically safe. Even a short part can count against fair use if it is the most recognizable part of the song.

Platform tools come with their own limits. Stitch lets people remix another person's video inside TikTok. That permission does not automatically cover a downloaded clip in a film shown somewhere else. Using music the crew records, or a track with a clear license, can avoid the fair-use question. Caio's two backup plans follow this idea: a library track with clear terms, or a drum loop that Dec records.

Professional standards

Real source | **AIGA, the professional association for design**

AIGA Standards of Professional Practice: The designer's responsibility to other designers

"A professional designer shall not accept instructions from a client that involve infringement of another person's property rights without permission"

In plain words: Designers who belong to AIGA agree not to use other people's creative work without permission, even when a client asks.

Question: The rights log says "permission unknown" for the track and the TikTok clip. What does Caio need for each row?

Pacing

Full chapter: 8 min.

Short on time: 5 min. Read the second paragraph of the key idea only.

Say this

"Credit answers one question and a license answers another. Which question does each answer?" — Accept "who made it" and "did the owner say yes."

"The AIGA code says not to use someone's work without permission. What would Caio need?" — Wait for "a license for each row."

Watch for

Misconception: Students treat the AIGA code as a law.
Listen for: "The crew could get arrested for breaking it."
Then: Say: "A code of ethics is a standard a profession sets for its members. AIGA's code binds its members, not the crew."

Support

- Read the code quotation aloud. Point out the label: it is a real source, quoted word for word.

Stretch

- Compare the RTDNA line, which calls using work without attribution or permission plagiarism. Why does it name both?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

Caio needs ___, because ___.

Caio needs a license or permission from each owner, with its terms and date, because a credit line fills neither column.

In the news

Real source | CrashCourse (YouTube) | May 7, 2015

Copyright, Exceptions, and Fair Use: Crash Course Intellectual Property #3

Explains why giving credit is not the same as permission, and how fair use is weighed.

Real source | NPR | May 18, 2023

Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Even a famous artist's new version wasn't fair use when it served the same purpose as the original.

Notes

This page continues page 249. The notes for both pages are on the sheet for page 249.

Sort the evidence

On your own Match each piece of evidence to the claim it supports, challenges or narrows. About 6 minutes.

Test the crew's two assumptions against the sources. Which evidence knocks each one down, and what single check could still make the plan work?

Evidence	**Claim 1** Crediting the artist makes the use okay.	**Claim 2** Twenty seconds is short enough to be fair use.
1 Credit names the creator but grants no permission	Challenges	Neither
2 Copyright Office: no formula makes a set amount safe; the heart of a work matters	Neither	Challenges
3 The sample is background mood, not commentary on the song	Neither	Challenges
4 Stitch permission applies inside TikTok, not to a downloaded clip in another film	Narrows	Neither

Still open

- Does any license cover this use? Check before posting.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The owners of the song and the clip. I would ask each one what their terms allow outside TikTok, such as a festival screening.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Which piece of evidence challenges the idea that credit is enough?" — Model the first row together.

Watch for

Misconception: Students mark Stitch permission as proof the clip is fine to use. **Listen for:** "TikTok lets you stitch, so it's allowed." **Then:** Stitch works inside TikTok. It narrows the claim; it does not settle the festival use.

Support

- Let students write S, C or N in each box before they write sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose the plan you would pick and explain why, then fix the two marked lines. About 5 minutes.

Caio's cut uses about 20 seconds of a released song as background mood for the crew's festival film. Mateo texts, "We'll credit them in the caption. Post tonight?" Which plan should the crew choose?

- ☐ **A** Credit the artist in the caption and post tonight.
- ☑ **B** Pause the upload. Check the track's license, and swap in licensed or original music if the license does not cover this use.
- ☐ **C** Cut the song to ten seconds, since short clips are fair use.

Why I chose it

B. A answers only who made the song, and C rests on a myth about seconds. B checks the license and plans licensed or original music if it fails.

Improve a draft

A student's first draft

We're good to post! (1) We only used like 20 seconds of the song and we're putting the artist's name in the caption so they get credit. Plus it's not like we're making money off it, it's just for our page. (2) Everyone uses songs like this on TikTok anyway so it's fine. We even changed the pitch a little so it's basically our own version now, and the whole cut is under two minutes. If they don't like it they can just ask us to take it down.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"It is 10:02 p.m. and Mateo wants to post. Which plan do you choose?" — Hold a vote before any discussion.

Watch for

Misconception: Students choose the ten-second plan. **Listen for:** "Ten seconds is always fair use." **Then:** Ask where the Copyright Office names a safe number of seconds. It names none.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Improve a draft, continued

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

We used 20 seconds for mood, with no commentary. Length alone does not decide fair use.

Rewrite phrase 2

In-app licenses cover in-app sounds, not a downloaded track at a festival.

Notes

This page continues page 252.

Answer key

A revised version: Plan: we're pausing the upload tonight. We used about 20 seconds of the song as background mood, which isn't commentary on the song, and crediting the artist doesn't give us permission. We'll try two options. First, Caio will check whether the track has a license that covers this use. If not, we'll swap in a track from a library with a clear license, or Dec will record a short drum loop we own. We'll keep a rights log with the source, license and date for every clip and sound, then post by Sunday.

Other notes on the draft:

- "putting the artist's name in the caption" Good practice, but credit isn't permission.
- "it's not like we're making money off it" Noncommercial use is one consideration, not an automatic yes.
- "they can just ask us to take it down" That puts the risk on the artist. Check first.

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Concept application: the Constitution gives Congress power "to promote the Progress of Science and useful Arts" by securing to authors exclusive rights for limited times (Article I, Section 8). Explain this enumerated power and how Congress and courts shaped fair use.

Use: Article I, Section 8 text, the Copyright Office fair-use page and the case.

You'll make: Concept-application response, about 300 words

Time: 40 minutes

1. Read the Copyright Clause in Article I, Section 8. Underline the power it gives Congress.
2. Fill in the chart: what Congress does with this power and what courts do.
3. Write Part A: describe the enumerated power in your own words.
4. Write Part B: explain how Congress and the courts shaped fair use.
5. Write Part C: apply the concept to the crew's film.
6. Revise your three parts into a response of about 300 words.

Prefer typing? Scan to open the online workspace.

The clause, word for word

"To promote the Progress of Science"

What Congress does with this power

Passes copyright law that gives authors exclusive rights for limited times.

What courts do

Decide fair-use cases one by one, using four factors.

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Where does Congress get the power to write copyright law at all?" — Wait for Article I, Section 8. Write the clause on the board.

Watch for

Misconception: Students say fair use is written in the Constitution. **Listen for:** "The Constitution says you can use ten seconds." **Then:** Separate the layers: the clause gives the power, the statute sets fair use, courts apply it.

Support

- Enumerated-powers chart
- Vocabulary: enumerated power, statute, judicial interpretation

Standards

AP United States Government and Politics: Unit 1: Foundations of American Democracy; Unit 2: Interactions Among Branches of Government; Concept Application.

C3 Framework: D2.Civ.3.9-12; D2.Civ.12.9-12; D2.Civ.10.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Quotes the clause accurately
- Explains enumerated powers
- Explains the balance
- Applies to the crew's film

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 18 minutes.

Part A: the enumerated power

Article I, Section 8 gives Congress the power "to promote the Progress of Science." It does so by securing to authors exclusive rights for limited times. It is an enumerated power, because the Constitution lists it by name.

Part B: how Congress and the courts shaped fair use

Congress used this power to pass copyright law. Fair use is a statutory doctrine, so it comes from that law. Courts shape it by applying four factors case by case. In 2023, the Supreme Court's Warhol decision showed how courts judge the purpose factor for one specific use.

Part C: the crew's film

Copyright law gives the song's owner exclusive rights for limited times, so the crew needs a license or a fair-use argument. Fair use leaves the public some room, but using the song only for mood probably weighs against it. The crew should check the license before posting.

Pacing

Full chapter: 18 min.

Short on time: 16 min. Students write Parts A and B in class and finish Part C at home.

Say this

"Label each part A, B or C. A reader should find each answer at a glance." — Concept Application answers are scored part by part.

Watch for

Misconception: The brief gives legal advice. **Listen for:** "This is definitely infringement." **Then:** Point to the success list: no legal advice. Replace verdicts with a recommended step.

Answer key

What to notice in the sample:

1. Explains why it counts as an enumerated power.
2. Shows the courts' role beside Congress's.
3. Applies the concept without declaring a legal outcome.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 5 minutes.

Does Part A quote the clause accurately?	☑ Yes	☐ No
Does Part B explain what Congress and the courts each do?	☑ Yes	☐ No
Does Part C apply the concept to the crew's film without declaring a verdict?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on myths.	☐ Cites credit as permission.	☐ Uses the four factors or license terms.	☐ Uses factors, license terms and platform differences.
Reasoning	☐ Assumes any use is fine.	☐ Applies one factor.	☐ Separates credit, permission and fair use.	☐ Weighs factors honestly and chooses a lower-risk path.
Audience & purpose	☐ Ignores the artist.	☐ Considers only the crew.	☐ Considers the artist and the audience.	☐ Balances creative goals with respect for the original creator.
Revision	☐ No change.	☐ Adds a credit.	☐ Replaces myths with a rights plan.	☐ Explains each step and a realistic alternative.

Pacing

Full chapter: 5 min.

Short on time: skip this page. Collect responses and check them yourself.

Say this

"Mark your level in each row. Then make one change and say why." — Circulate and ask for one myth removed or one source added.

Watch for

Misconception: Students add a credit line and call it a revision. **Listen for:** "I added the artist's name." **Then:** Point to the Revision row. Adding a credit is level 2; a rights plan is level 3.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the Concept Application question for an accurate quotation of the clause, a clear account of enumerated powers and a careful application to the film.

Proficient looks like:

- **Evidence:** Uses the four factors or license terms.
- **Reasoning:** Separates credit, permission and fair use.
- **Audience & purpose:** Considers the artist and the audience.
- **Revision:** Replaces myths with a rights plan.

Check your work, continued

One change I made

I changed ___ because ___.

I changed “fair use is in the Constitution” to “it comes from copyright law,” because it is statutory.

Notes

This page continues page 256. The notes for both pages are on the sheet for page 256.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 8 minutes.

1 **Caio pitched the song up slightly. Does changing a song make it a new work? Why or why not?**

Not by itself. The pitch-shifted song stays recognizable and does the same job, setting a mood. The crew adds no commentary on the song.

2 **Mateo says the TikTok clip goes in the rights log as "unknown." What would the crew need to find out to fill in that row?**

The creator, the terms the clip was posted under and whether those terms reach a festival screening. If not, they need written permission or a new clip.

3 **Suppose a student used the same song in a video for class. What changes if that video becomes a public post?**

The audience and the market change. A public post can replace a license the artist might sell, and the platform's terms start to apply.

My take

My claim: ___.

The crew should hold the film until each borrowed piece has a license or is replaced.

The best evidence is ___, because ___.

The rights log, because it records two borrowed pieces and no permission for either.

Pacing

Full chapter: 8 min.

Short on time: 2 min. Use question 3 as a one-minute exit ticket.

Say this

"Answer with a detail from the evidence, not a rule you heard online." — Post the question numbers and collect one answer per question.

My take, continued

Someone who disagrees might say ___.

A short, noncommercial use for mood could pass the four-factor test.

The limit of the evidence is ___.

No document shows the license terms or which part of the song the 20 seconds use.

I would change my mind if ___.

The track's license turned out to cover festival screenings.

Notes

This page continues page 258.

Stretch

- Compare Caio's two backup plans: a library track with clear terms or a drum loop Dec records. What does each need in the rights log?
- Going further: Apply the four fair-use factors to the six-second TikTok clip instead of the song. Which factor is hardest to judge, and why?
- Going further: Sketch two short storyboards of the setup montage: one with the sampled song and one with licensed or original music. Compare what each version makes viewers feel and what each one needs before it can be posted.
- Going further: Choose a sound or clip you have seen reused in several online videos. Trace it back to the earliest post you can find. Write a credit line for it, and note whether that post says anything about permission.
- Going further: Before you edit your next video or slideshow, list every outside clip, image, sound and quote. Record the source and the license or permission for each one. Ask your school librarian or media teacher about any use you are unsure of.
- Compare Creative Commons license types and what each allows
- Research how your school's media policy handles copyrighted material

Heat check

■□□ **Question 1: Low.**

Talk about this case at home

Case 14: Does giving credit let the crew use the song?

In this case, a group of friends wants to post a short film that uses 20 seconds of a released song. Your student compared giving credit with getting permission, then planned what the crew should do before posting.

Questions to talk about

1. What is the difference between giving credit and getting permission?
2. Why might a short part of a song still need permission?
3. Where could a student find music they have permission to use?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

“Share this page at home, or read it with an adult you trust.” — Nobody needs to share a personal story to complete it.

Case 15: Is Rafa's unpaid internship really a job?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which a studio offers Rafa an unpaid summer internship running its inbox. The studio says college credit makes it legal. They read the listing, the studio's reply and Gia's questions, and they apply the seven factors in the Department of Labor's Fact Sheet #71. They then write Rafa's email asking the studio about the learning plan and supervision.

Before this case

Students should already be able to:

- describe the role of the federal bureaucracy
- define discretion and rule-making
- answer a question in labeled parts

Objectives

Students will be able to:

- describe the Department of Labor's role in carrying out the Fair Labor Standards Act
- explain bureaucratic discretion using Fact Sheet #71
- explain how courts also shaped the primary beneficiary test
- apply these concepts to Rafa's offer

Materials

- This chapter, one copy per student
- Fact Sheet #71 from the U.S. Department of Labor
- A short explainer on the federal bureaucracy from your course
- The chart on the task page

The task in this edition

Task: Concept application: Congress passed the Fair Labor Standards Act, and the Department of Labor interprets it through guidance like Fact Sheet 71. Explain bureaucratic discretion and how it affects Rafa's offer.

Students make: Concept-application response, about 300 words

Fit: partial. Agency guidance and bureaucratic discretion are genuine Unit 2 content, and Fact Sheet 71 is real Department of Labor guidance, but the test was shaped largely by courts and the case is an employment question rather than a political one, so it is a narrow illustration.

Pacing

Opener (page 261): 4 min. Short on time: 3 min. Read What happened aloud.

Key terms (pages 262 and 263): 4 min. Short on time: skip.

Pacing, continued

Look at the evidence (page 267): 6 min. Short on time: 4 min. Students fill in the boxes for Evidence A only.

Look at the evidence (page 268): 3 min. Short on time: skip.

Key idea (pages 269 and 270): 8 min. Short on time: 5 min. Read the first two paragraphs of the key idea only.

Sort the evidence (page 271): 6 min. Short on time: skip.

Practice (page 272): 5 min. Short on time: skip.

Your task (page 273): 10 min. Short on time: 10 min.

Your draft (page 274): 18 min. Short on time: 16 min. Students write Parts A and B in class and finish Part C at home.

Check your work (pages 275 and 276): 5 min. Short on time: skip. Collect responses and check them yourself.

Questions to discuss (pages 277 and 278): 8 min. Short on time: 2 min. Use question 3 as a one-minute exit ticket.

Talk about this case at home (page 279): at home.

Periods: full chapter 77 minutes; one period 40 minutes.

Case 15 plan, continued

Standards

Unit 2: Interactions Among Branches of Government The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: The federal bureaucracy, discretion and rule-making.

Unit 4: American Political Ideologies and Beliefs The course unit on how Americans form political beliefs and how ideologies shape views on policy. In this case: Views on government's role in labor markets.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply concepts to Rafa's offer.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use the FLSA to address unpaid work.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate the unintended effects of unpaid internships on who gets opportunities.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique the relationship between labor markets and government rules.

Codes of ethics

- **NACE Principles for Ethical Professional Practice:** 4. Comply with laws
- **ABA Model Rules of Professional Conduct:** Rule 4.1 Truthfulness in Statements to Others
- **ABA Model Rules of Professional Conduct:** Rule 4.3 Dealing with Unrepresented Person

Heat map

■□□ **Opener (page 261):** Low

■□□ **Key terms (pages 262 and 263):** Low

■□□ **Look at the evidence (page 267):** Low

■□□ **Look at the evidence (page 268):** Low

■□□ **Key idea (pages 269 and 270):** Low

■□□ **Sort the evidence (page 271):** Low

■□□ **Practice (page 272):** Low

■□□ **Check your work (pages 275 and 276):** Low

Try it at your school

Ask what the work is before you accept it.

- Before accepting any internship, ask for duties, hours, supervision and pay in writing
- Take the offer to your school counselor or college career center
- Check your state labor department's page on minimum wage and youth work

Try it at your school, continued

- Compare the offer with your other commitments before deciding

Who to ask: School counselor, college career center, work-permit officer where your state uses them, state labor department

Safety: If you're under 18, federal and state rules limit hours and certain jobs. Involve a trusted adult before accepting any work arrangement.

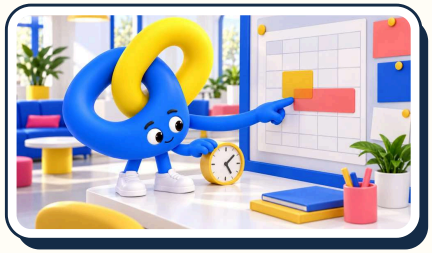
Sources

- U.S. Court of Appeals for the Second Circuit, via Justia, "Glatt v. Fox Searchlight Pictures," 2016
- U.S. Department of Labor, Wage and Hour Division, "Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act," No date listed

Case 15: Is Rafa's unpaid internship really a job?

A studio offers Rafa an unpaid summer internship running its customer inbox and says college credit makes it legal.

On your own Read What happened and underline what Rafa would do all summer. About 4 minutes.



Nexo, one of the crew's companions, points to where a meeting and a work shift overlap on a calendar. Rafa's internship would take time from his shifts at the family shop.

Your role: You're the one who checks each factor of the test before Rafa says yes. **New skill:** Apply a legal test factor by factor.

What happened

Rafa, 18, is a first-year college student who commutes to class and helps at his family's shop. In April, a studio posted a listing on the campus job board for a "Summer Editing Intern." The internship is unpaid. The listing says the intern will run the customer inbox all summer. Rafa reads it twice, looking for the editing.

On Tuesday at 11:20 a.m., the studio answers Rafa's message. The email says college credit makes it "totally legal" not to pay him. It also asks him to start right after finals.

At lunch, Rafa talks it over with Gia, who fits café shifts around her classes. Gia asks whether the studio paid someone to run the inbox last year. Rafa says the studio's assistant ran it. Taking the internship would also cost Rafa paid shifts at the shop. He has not said yes yet.

Your question: Is the internship mainly training for Rafa or unpaid work for the studio, and what should he ask before he decides?

Pacing

Full chapter: 4 min.

Short on time: 3 min. Read What happened aloud.

Say this

"The job title says "Editing Intern." What would you expect to do all summer?" — Collect two or three answers, then read the listing.

Watch for

Misconception: Students trust the job title. **Listen for:** "It says editing, so he'll learn editing." **Then:** Ask them to find "editing" in the list of duties. It appears only in the title.

Support

- Read What happened aloud while students follow along.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 4 minutes.

Primary beneficiary test The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.

En español: prueba del beneficiario principal

In this case: The studio gets its customer inbox answered all summer. Rafa asks what he would learn and who would train him.

Fair Labor Standards Act The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

En español: Ley de Normas Justas de Trabajo

In this case: If Rafa counts as an employee under this law, the studio must pay him at least the minimum wage.

Academic credit Academic credit is credit toward a degree that a school gives for approved work, such as an internship.

En español: créditos académicos

In this case: The studio says credit makes the unpaid role "totally legal." Credit is one factor out of seven.

Who is involved

Rafa
Offered an unpaid summer internship

"The listing says 'Summer Editing Intern.' Then it says I'd run the customer inbox all summer. I read it twice looking for the editing."

Gia
Talking the offer over with Rafa

"I almost said 'take it, it'll look good.' Easy for me to say. I'm not the one giving up a summer."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Write your first guess now. You will check it against the evidence later." — First guesses stay private unless a student wants to share.

Watch for

Misconception: Students think the test asks whether Rafa likes the job. **Listen for:** "He benefits if he enjoys it." **Then:** Reread the term. The test asks who mainly benefits: the intern's learning or the employer's work.

Support

- Give factor cards with an icon and one line each: training, credit, school calendar, length, paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, is Rafa's offer more like training or more like a job?

My first guess is ___, because ___.

My first guess is a job, because running an inbox all summer sounds like regular work.

Notes

This page continues page 262. The notes for both pages are on the sheet for page 262.

Reading passage

Seven factors and a summer

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 6 minutes.

Words to know

- **Primary beneficiary test**: The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.
- **Fair Labor Standards Act**: The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.
- **Academic credit**: Academic credit is credit toward a degree that a school gives for approved work, such as an internship.
- **Compensation**: Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

The story: Totally legal?

Rafa is 18, a first-year college student who commutes and helps at his family's shop. In April, a studio lists a "Summer Editing Intern (unpaid)" position on the campus job board. The copy is upbeat: a fast-paced studio, great exposure to the industry, college credit available. The duties are narrower. The intern will run the customer inbox all summer and help with client files. Rafa reads the listing twice, looking for the editing, and does not find it.

When he writes to ask, the studio's reply on Tuesday at 11:20 a.m. offers a legal conclusion. Since interns get college credit, it says, it is "totally legal" not to pay him. It also asks him to start right after finals.

Rafa does what the crew has learned to do. He checks. On the train, he finds that college credit is one factor among seven. At lunch with Gia, the facts get sharper. Gia asks whether the studio paid someone to do the inbox last year, and Rafa confirms that its assistant did. Gia counts the cost: shifts at the shop, the commute and a summer without pay. She also catches herself. She almost told him to take it because it would look good, and she realizes that is easy to say when she is not the one giving up the summer. When Rafa asks whether she can tell him it is illegal, she says no. She does not know that. She can tell him which questions the studio has not answered yet.

Your role is to check each factor of the test before Rafa says yes.

Pacing

Reading: about 6 min (752 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Totally legal?":** Gia says she cannot tell Rafa the internship is illegal. Why is that the more accurate answer?
2. **After "Reasoning with a multi-factor test":** Which factor has the strongest evidence, and which has none? What does that imbalance mean?
3. **After "The courts, the data and the profession":** If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?

Stop and think. Gia says she cannot tell Rafa the internship is illegal. Why is that the more accurate answer?

Reasoning with a multi-factor test

The **primary beneficiary test** is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee. It asks whether the intern or the employer mainly benefits from an unpaid internship. An intern who is an employee must be paid under the **Fair Labor Standards Act**, a federal law that sets minimum wage and overtime rules for most workers. The seven factors include training, links to coursework or **academic credit**, the academic calendar and the length of the learning period. Academic credit is credit toward a degree that a school gives for approved work, such as an internship. Another factor is whether the intern's work complements paid employees' work or displaces it.

The new skill is applying a legal test factor by factor. It extends Case 12, where you compared fact patterns to a precedent, and Case 11, where you compared two situations on the same terms. Gia's question about last year is a Case 11 comparison. The inbox used to be a paid job. That fact bears directly on displacement.

Laid out factor by factor, the evidence is uneven. Displacement: a paid assistant did this work last year. Academic credit: listed as available, but Rafa's school has not confirmed it. Training and supervision: no information. Calendar and duration: the studio wants him to start after finals and stay all summer, but gives no hours. A careful reader concludes that the studio's claim is unsupported, not that the internship is illegal. The test is flexible, no single factor decides it and the facts that would decide it are missing. The test also has limits. It applies to for-profit employers, and state rules may differ.

Case 11's term **compensation**, all the pay and benefits a worker receives, completes the picture. The offer pays nothing and costs Rafa paid shifts. His email will ask for the missing facts in writing, politely: who trains him, what a normal week looks like, the weekly hours and whether this is the assistant's old job.

Stop and think. Which factor has the strongest evidence, and which has none? What does that imbalance mean?

The courts, the data and the profession

The primary beneficiary test grew out of litigation. Two unpaid interns on the 2010 film Black Swan sued Fox Searchlight. The appeals court opinion lists their tasks, which included answering phones, taking lunch orders, making coffee, photocopying and filing (U.S. Court of Appeals for the Second Circuit, 2016). In 2015, the court held that the question is who is the primary beneficiary, and that is the test the Labor Department uses now (LAist, July 2, 2015; U.S.

This page continues page 264. The notes for both pages are on the sheet for page 264.

The courts, the data and the profession, continued

Department of Labor, Fact Sheet #71, updated January 2018).

The stakes are about access as well as law. PBS NewsHour reported that nearly half of U.S. interns were unpaid in 2022 (PBS NewsHour, August 26, 2023). NACE survey data show inequity in who gets paid internships (National Association of Colleges and Employers, August 8, 2023). NACE's own ethics principles ask members to comply with "local, state, and federal" laws (NACE Principles for Ethical Professional Practice, 2025).

Stop and think. If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?

Sources

Real source | U.S. Court of Appeals for the Second Circuit, via Justia | 2016
Glatt v. Fox Searchlight Pictures

Real source | LAist (AirTalk) | July 2, 2015
Appeals court reverses 'Black Swan' interns' victory over Fox

Real source | U.S. Department of Labor, Wage and Hour Division | January 2018
Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

Real source | PBS NewsHour (YouTube) | August 26, 2023
Why unpaid internships still exist despite hardships for young workers

Real source | National Association of Colleges and Employers | August 8, 2023
The Class of 2023: Inequity Continues to Underpin Internship Participation and Pay Status

Real source | National Association of Colleges and Employers (NACE) | 2025
NACE Principles for Ethical Professional Practice

Notes

This page continues page 264. The notes for both pages are on the sheet for page 264.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 6 minutes.

Evidence A | **Job listing**

Studio listing on the campus job board, April

"Summer Editing Intern (unpaid). Join our fast-paced studio! You'll run the customer inbox all summer, help with client files and get great exposure to the industry. College credit available."

Look closely: Which words describe learning? Which words describe work?

What it shows	What it leaves out
An "editing" title over a duty list led by the inbox, plus credit and "exposure."	Training, supervision, hours and what editing, if any, the intern would do.

Evidence B | **Email**

Studio reply to Rafa, Tuesday, 11:20 a.m.

"Thanks for your interest, Rafa! Since interns get college credit, it's totally legal for us not to pay. We'd love for you to start right after finals."

Look closely: Is credit one factor or the whole test? What does the email skip?

What it shows	What it leaves out
The studio treats one factor, credit, as if it settles the whole test.	The other factors, and whether Rafa's school would grant credit at all.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Students fill in the boxes for Evidence A only.

Say this

"Underline every task in the listing. Now circle the ones where Rafa learns." — Pause and ask what that tells them.

Watch for

Misconception: Students call the studio's email a lie. **Listen for:** "They're lying to him." **Then:** The email makes a claim. Ask which document could test it. Nobody knows what the studio believes.

Support

- Read the listing aloud and offer it on its own half-page.
- Reduce the factors to three: training, credit and paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

Stretch

- Ask which factors the studio's email addresses and which it skips.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Chat

Gia and Rafa, Tuesday lunch

Gia: Didn't they pay someone to do the inbox last year?

Rafa: Yeah, their assistant.

Gia: And it's your summer, not theirs. What about your shifts at the shop?

Look closely: Who ran the customer inbox last year? Was that person paid?

What it shows

The intern would do work a paid assistant did last year: the displacement factor.

What it leaves out

The size of Rafa's cost: how many paid shop shifts he would lose.

What is still missing from the evidence?

What training and supervision the studio actually provides, how many hours a week the role takes, whether Rafa's school will grant credit, and how many paid shifts at the family shop Rafa would give up.

Notes

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Underline every task in the listing. Now circle the ones where Rafa learns." — Pause and ask what that tells them.

Watch for

Misconception: Students call the studio's email a lie. **Listen for:** "They're lying to him." **Then:** The email makes a claim. Ask which document could test it. Nobody knows what the studio believes.

Support

- Read the listing aloud and offer it on its own half-page.
- Reduce the factors to three: training, credit and paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

Stretch

- Ask which factors the studio's email addresses and which it skips.

Heat check

■□□ **Low.**

Key idea: the primary beneficiary test

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 minutes.

A job title does not show how the work is arranged. The **primary beneficiary test** is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee. It asks whether the intern or the employer mainly benefits from an unpaid internship. An intern who counts as an employee must be paid under the **Fair Labor Standards Act**. The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

The Department of Labor's Fact Sheet #71 lists seven factors. They include training, links to coursework or **academic credit**, the school calendar and how long the learning lasts. Academic credit is credit toward a degree that a school gives for approved work, such as an internship. Another factor is whether the intern's work adds to paid employees' work or replaces it. The test is flexible, and no single factor decides it.

So the studio's email does not settle the question. Calling a job an internship does not decide it. Neither does college credit, or an intern agreeing to work for no pay. The test also has limits. It applies to for-profit employers, and state rules may differ. To apply the test, you need facts about the duties, training, supervision and hours.

Professional standards

Real source | National Association of Colleges and Employers (NACE)

NACE Principles for Ethical Professional Practice: 4. Comply with laws

"Comply with laws ... associated with local, state, and federal entities"

In plain words: Career offices and employer recruiters who belong to NACE agree to follow federal, state and local laws.

Question: The campus job board lists the internship. What should the career office ask the studio about the seven DOL factors?

Your answer

Before posting, the career office should ask ___, because ___.

Before posting, the career office should ask how the role meets each factor, because the listing names credit but no training or supervision.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Read the first two paragraphs of the key idea only.

Say this

"The studio says one factor settles the test. What does the key idea say about a single factor?" — Wait for "no single factor decides it."

"The NACE principle asks career offices to follow the law. What should the office ask the studio?" — List answers on the board.

Watch for

Misconception: Students think the NACE principles bind the studio. **Listen for:** "The studio broke the NACE code." **Then:** Say: "NACE's principles guide its members, career offices and employer recruiters. A code of ethics is not a law."

Support

- Read the code quotation aloud. Point out the label: it is a real source, quoted word for word, with a gap marked "...".

Stretch

- Try the ABA Rule 4.1 question: what does Fact Sheet #71 say about whether one factor, credit, decides the test?

Heat check

■□□ **Low.**

In the news

Real source | PBS NewsHour (YouTube) | August 26, 2023

Why unpaid internships still exist despite hardships for young workers

Reports that nearly half of U.S. interns were unpaid in 2022 and who can afford to take those jobs.

Real source | NPR | May 18, 2013

Internships: Low-Paid, Unpaid Or Just Plain Illegal?

Explains when an unpaid internship can break wage law, using the 'Black Swan' intern lawsuit.

Notes

This page continues page 269. The notes for both pages are on the sheet for page 269.

Sort the evidence

On your own Match each piece of evidence to the claim it supports or challenges, and mark what is still unknown. About 6 minutes.

Test the studio's claim against the factor list. Which evidence points toward training, which toward a job, and what is still unknown?

Evidence	**Claim 1** College credit makes the unpaid internship legal.	**Claim 2** The role looks more like a job than training.
1 DOL: credit is one of seven factors, and no single factor decides	Challenges	Neither
2 The listing: Rafa runs the customer inbox all summer	Neither	Supports
3 A paid assistant ran the inbox last year	Neither	Supports
4 The role is openly unpaid and offers credit (factors 1 and 3)	Neither	Challenges

Still open

- Is there a learning plan, and who supervises?

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

Rafa's school. I would ask whether it would grant credit for this role, since the studio's whole argument rests on credit.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Some evidence points toward a job and some toward training. Find one of each." — Model the first row with the listing.

Watch for

Misconception: Students ignore the evidence that points toward an internship. **Listen for:** "Every single fact says it's a job." **Then:** Point to the unpaid label and the credit offer. A fair analysis counts evidence on both sides.

Support

- Let students write S, C or ? in each box before they write sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose what Rafa should do next and explain why, then fix the two marked lines. About 5 minutes.

The studio's unpaid internship has Rafa running its customer inbox all summer, the job a paid assistant did last year. The studio says college credit makes it legal. What should Rafa do next?

- ☐ **A** Accept the studio's answer, since college credit settles the question.
- ☑ **B** Ask for the learning plan, supervision, schedule and how the role relates to paid employees' work.
- ☐ **C** Tell the studio that unpaid internships are against the law.

Why I chose it

B. A lets one factor decide a flexible test, and C claims a rule the test does not contain. B asks for the facts each factor needs.

Improve a draft

A student's first draft

Hi, thanks so much for the offer! I'm really excited about this opportunity and I know it will look great on my résumé. I just wanted to ask ❶ if this is legal since it's unpaid? My friend said unpaid internships aren't allowed. Also how many hours is it? ❷ I can start whenever you need me. I really want to get into editing and this seems like a good way in. Let me know! Thank you again for thinking of me, Rafa

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

Is there a written learning plan, and how much of a normal week is the customer inbox?

Rewrite phrase 2

I'll confirm a start date once I know the hours, the weeks and the supervision.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Rafa has the studio's email open. What should he do next?" — Hold a vote before any discussion.

Watch for

Misconception: Students choose to tell the studio the internship is illegal. **Listen for:** "Unpaid internships are against the law." **Then:** Ask where the evidence says that. The test depends on facts, so ask what facts Rafa needs first.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Hi, thank you for the offer. Before I decide, could you help me understand the arrangement? What would a normal week look like, and how much of it is the customer inbox? Who would supervise and give feedback, and is there a written learning plan? How many hours per week, and for how many weeks? Does the role cover work a paid staff member did before? You mentioned college credit; I'm checking with my school about that. I also work at my family's shop, so I need to know the schedule before committing. Thanks, Rafa

Other notes on the draft:

- "I know it will look great on my résumé" Repeats the listing's pitch. What do you want to learn?

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Concept application: Congress passed the Fair Labor Standards Act, and the Department of Labor interprets it through guidance like Fact Sheet 71. Explain bureaucratic discretion and how it affects Rafa's offer.

Use: DOL Fact Sheet 71 and a short explainer on the federal bureaucracy.

You'll make: Concept-application response, about 300 words

Time: 40 minutes

1. Fill in the chart: Congress, the agency, its guidance and the courts.
2. Write Part A: describe the Department of Labor's role.
3. Write Part B: explain bureaucratic discretion, using Fact Sheet #71.
4. Write Part C: apply both ideas to Rafa's offer.
5. Revise your three parts into a response of about 300 words.

Prefer typing? Scan to open the online workspace.

Congress

Passed the Fair Labor Standards Act.

The agency

The Wage and Hour Division carries it out.

The guidance

Fact Sheet #71: a flexible test with seven factors.

The courts

In 2015, an appeals court asked who is the "primary beneficiary."

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Congress wrote the law. Who decides what it means for an intern at a studio?" — Draw the chart on the board as students answer.

Watch for

Misconception: Students think Fact Sheet #71 is a law Congress passed. **Listen for:** "The fact sheet is the law." **Then:** Separate the layers: the statute, the agency's guidance and the courts.

Support

- Chain diagram: Congress, then the FLSA, the DOL Wage and Hour Division, its guidance and employers

Standards

AP United States Government and Politics: Unit 2: Interactions Among Branches of Government; Unit 4: American Political Ideologies and Beliefs; Concept Application.

C3 Framework: D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.6.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Accurate description of the bureaucracy's role
- Explains discretion
- Applies to Rafa's offer
- Uses correct terms

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 18 minutes.

Part A: the agency's role

Congress passed the Fair Labor Standards Act, which sets the minimum wage and overtime pay for covered employees. The Department of Labor's Wage and Hour Division carries out the law. It explains how the law applies through guidance such as Fact Sheet #71.

Part B: bureaucratic discretion

Discretion is an agency's room to decide how to carry out a law. The Department of Labor uses its discretion to explain the law through a flexible test with seven factors. No single factor decides it. Courts shaped that test too. In 2015, a federal appeals court said the question is who is the "primary beneficiary" of an internship.

Part C: Rafa's offer

Rafa's offer shows why the agency's guidance matters. The studio says credit makes it "totally legal" not to pay. Under the Department's guidance, credit is one factor. The paid-assistant evidence points toward a job, so Rafa should ask about training and supervision before he decides.

Pacing

Full chapter: 18 min.

Short on time: 16 min. Students write Parts A and B in class and finish Part C at home.

Say this

"Label each part. A reader should find your answer to B without reading A." — Concept Application answers are scored part by part.

Watch for

Misconception: The memo decides for Rafa. **Listen for:** "Rafa should turn it down." **Then:** Point to the success list: the memo leaves the choice with Rafa.

Answer key

What to notice in the sample:

1. Defines the concept before applying it.
2. Adds the courts, naming only what the sources support.
3. Applies the guidance to Rafa's offer.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 5 minutes.

Does Part A describe the bureaucracy's role accurately?	☑ Yes ☐ No
Does Part B explain discretion with Fact Sheet #71?	☑ Yes ☐ No
Does Part C apply both ideas to Rafa's offer?	☑ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on rumor.	☐ Mentions pay only.	☐ Asks about several factors.	☐ Asks about factors and notes what the credit claim doesn't settle.
Reasoning	☐ Declares legal or illegal.	☐ Asks for a verdict.	☐ Gathers facts before deciding.	☐ Connects each question to a reason it matters.
Audience & purpose	☐ Gives away leverage or accuses.	☐ Polite but vague.	☐ Specific, respectful questions.	☐ Specific questions plus Rafa's own constraints.
Revision	☐ No change.	☐ Tone only.	☐ Replaces rumor with factor-based questions.	☐ Explains how each question helps Rafa decide.

Pacing

Full chapter: 5 min.

Short on time: skip this page. Collect responses and check them yourself.

Say this

"Mark your level in each row. Then change one question so it asks for a fact." — Circulate and ask which factor each question connects to.

Watch for

Misconception: Students soften the tone but keep the legal question. **Listen for:** "I made it more polite." **Then:** Point to the Revision row. Tone alone is level 2; replace the legal question with factor questions.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the Concept Application question for an accurate account of the bureaucracy's role, a clear explanation of discretion and an application to Rafa's offer.

Proficient looks like:

- **Evidence:** Asks about several factors.
- **Reasoning:** Gathers facts before deciding.
- **Audience & purpose:** Specific, respectful questions.
- **Revision:** Replaces rumor with factor-based questions.

Check your work, continued

One change I made

I changed ___ because ___.

I changed "the Labor Department made the law" to "Congress passed it," because the agency carries it out.

Notes

This page continues page 275. The notes for both pages are on the sheet for page 275.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 8 minutes.

1 **What would count as evidence that the promised training is happening?**

A learning plan tied to coursework, a supervisor's name and a weekly schedule that shows learning time beside inbox work.

2 **Unpaid summers are easier for people who do not need a paycheck. Who might an unpaid internship leave out?**

People who need income, work for family or pay to commute. PBS NewsHour reported that nearly half of U.S. interns were unpaid in 2022.

3 **If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?**

No. The test is flexible, and credit is one factor among seven. The displacement evidence still weighs toward a job, and the training is unknown.

My take

My claim: ___.

Rafa should hold off on a start date until the studio answers questions tied to the factors.

The best evidence is ___, because ___.

The listing, because its main duty is the inbox a paid assistant ran last year.

Pacing

Full chapter: 8 min.

Short on time: 2 min. Use question 3 as a one-minute exit ticket.

Say this

"Answer with a detail from the evidence, not a story about a job you or your family had." — Post the question numbers and collect one answer per question.

Stretch

- Compare what the offer costs Rafa with what it would cost a student who does not need summer pay.
- Going further: Read Fact Sheet #71 from the Department of Labor. For each of the seven factors, mark whether Rafa's offer points toward training, toward a job or is still unknown.
- Going further: Suppose the studio answers, "We'll give college credit." What problem does that solve for the studio? What problem does it leave for Rafa?
- Going further: Make a two-column worksheet that compares what the listing promises with a normal week of duties. Ask a classmate to fill it in, and see which gaps they find.
- Going further: Before you accept any internship, ask for the duties, hours, supervision and pay in writing. Take the offer to your school counselor or college career center. If you are under 18, involve a trusted adult before you agree to any work.
- Look up whether your state has its own internship or minimum-wage rules
- Compare the for-profit test with guidance for volunteering at nonprofits

My take, continued

Someone who disagrees might say ___.

An unpaid role could still open doors that a paid job would not.

The limit of the evidence is ___.

No document shows the training, the hours or whether the school grants credit.

I would change my mind if ___.

The studio shared a learning plan tied to his coursework and a named supervisor.

Notes

This page continues page 277.

Heat check

■■□ **Question 2: Medium.** Students may bring up their own family's money or compare classmates' situations.

Cool-down: Keep answers about groups and about Rafa. Say: "Nobody needs to share their own family's situation."

Talk about this case at home

Case 15: Is Rafa's unpaid internship really a job?

In this case, a college student is offered an unpaid summer internship, and the studio says college credit makes that legal. Your student compared the offer with a federal test and wrote questions to ask before saying yes.

Questions to talk about

1. What questions would you ask before accepting an unpaid internship?
2. How can someone tell whether a role is mostly learning or mostly work?
3. Who can help a student check a job or internship offer?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Share this page at home, or read it with an adult you trust." — Nobody needs to share a personal story to complete it.

Case 16: Who wrote the new building rule?

Content note

This case involves disability access and a request for an exception to a building rule. No student should share their own disability, health information or housing situation, so keep the discussion on Sami's building.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a short story in which an unsigned notice says a building's rear door will be locked at 8 p.m. That step-free door is the only one Sami can use. Students compare the notice with last year's house rules and the entrance plan, and they map how the rule affects different residents. They read HUD's Fair Housing Act overview as a source of questions, then rewrite the notice or write Sami's question to the building manager.

Before this case

Students should already be able to:

- describe how Congress passes and amends a law
- explain the role of an executive agency
- answer a question in labeled parts

Objectives

Students will be able to:

Objectives, continued

- describe the Fair Housing Act and its 1988 amendments accurately
- explain how Congress extends civil rights through legislation
- explain HUD's role in enforcing the law
- apply these concepts to Sami's request without declaring a violation

Materials

- This chapter, one copy per student
- HUD's Fair Housing Act overview
- A timeline of civil rights legislation from your course
- The timeline on the task page

The task in this edition

Task: Concept application: explain how the Fair Housing Act (1968), and its 1988 amendments adding disability and familial status, show Congress extending civil rights through legislation. Apply this to Sami's request.

Students make: Concept-application response, about 300 words

Pacing

Opener (page 280): 4 min. Short on time: 3 min. Read What happened aloud.

Pacing, continued

Key terms (pages 281 and 282): 4 min. Short on time: skip.

Look at the evidence (page 286): 6 min. Short on time: 4 min. Students fill in the boxes for Evidence A only.

Look at the evidence (page 287): 3 min. Short on time: skip.

Key idea (pages 288 and 289): 8 min. Short on time: 5 min. Read the second paragraph of the key idea only.

Sort the evidence (page 290): 6 min. Short on time: skip.

Practice (pages 291 and 292): 5 min. Short on time: skip.

Your task (page 293): 10 min. Short on time: 10 min.

Your draft (page 294): 18 min. Short on time: 16 min. Students write Parts A and B in class and finish Part C at home.

Check your work (pages 295 and 296): 5 min. Short on time: skip. Collect responses and check them yourself.

Questions to discuss (pages 297 and 298): 8 min. Short on time: 2 min. Use question 1 as a one-minute exit ticket.

Talk about this case at home (page 299): at home.

Periods: full chapter 77 minutes; one period 40 minutes.

Case 16 plan, continued

Standards

Unit 3: Civil Liberties and Civil Rights The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: Civil rights legislation, including the Fair Housing Act.

Unit 2: Interactions Among Branches of Government The course unit on Congress, the presidency, the courts and the federal bureaucracy, and how they check one another. In this case: Executive agencies enforcing federal law.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply the concepts to Sami's request.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique the relationship between private landlords, tenants and public housing law.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how residents use fair-housing protections to address rules.

Standards, continued

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate a rule's intended outcome (security) and unintended effects (access).

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students assess options for individual and collective action as residents.

Codes of ethics

- **ABA Model Rules of Professional Conduct:** Rule 3.1 Meritorious Claims and Contentions
- **Credo for Ethical Communication:** "We strive to understand and respect other communicators' intent..." (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 280):** Medium

■□□ **Key terms (pages 281 and 282):** Low

■□□ **Look at the evidence (page 286):** Low

■□□ **Look at the evidence (page 287):** Low

■□□ **Key idea (pages 288 and 289):** Low

■■□ **Sort the evidence (page 290):** Medium

■□□ **Practice (pages 291 and 292):** Low

■□□ **Check your work (pages 295 and 296):** Low

Try it at your school

Ask who wrote the rule before you argue about it.

- When a new rule is posted where you live or at school, write down the date and take a photo
- Look for who issued it and what document it changes
- Ask a trusted adult to help you ask the building manager or office
- Find your city's or county's tenant or housing help page with an adult

Who to ask: A parent or guardian, the building manager, a local tenant or housing help line, a school social worker

Safety: Don't post neighbors' names, unit numbers or private situations online. Let adults handle lease disputes.

Sources

- Gothamist, "Brooklyn Landlord Does An About Face On Facial Recognition Plan," November 21, 2019
- Legal Services NYC, "Brooklyn tenants file legal opposition to landlord's application to install facial recognition entry system in building," May 1, 2019
- U.S. Department of Housing and Urban Development (HUD), "Fair Housing Act overview," No date listed

Case 16: Who wrote the new building rule?

An unsigned notice says the building's only step-free door locks at 8 p.m., and Sami's workshop runs later.

On your own Read What happened and underline the two changes the notice announces. About 4 minutes.

Mari hands a yellow sheet to Sami across a white table while Caio listens. This scene comes from Case 4.

Your role: You're the one who photographs the notice and writes down when and where it was found.
New skill: Find who has the authority to make a rule.

What happened

It is Monday morning in Sami's apartment building. A new notice is posted beside the common-room door. It says the rear door will be locked at 8:00 p.m. every night. It also says the common room is "for resident social use only," with "NO BUSINESS USE" in capital letters. The notice has no name, no date and no contact.

That rear door matters to Sami, who lives in apartment 3B and uses a manual wheelchair. It is the building's only step-free entrance. The front entrance has four steps and no ramp. Sami also runs a workshop in the common room, and it goes past 8 p.m.

Caio reads last year's house rules beside the notice. Those rules let residents reserve the common room for classes and resident-run workshops. The new notice does not say whether it replaces them. Before anyone starts arguing, Sami photographs the notice and writes down when and where she found it.

Your question: Who has the authority behind this notice, and what should Sami ask the building manager?

Pacing

Full chapter: 4 min.

Short on time: 3 min. Read What happened aloud.

Say this

"Suppose this notice appeared by your door tomorrow. What is your first question?" — Write questions on the board. Circle any that ask who wrote it.

Watch for

Misconception: Students assume bold type means the rule is official. **Listen for:** "It's in capital letters, so it's real." **Then:** Ask what would prove who wrote it. Write "issuer, date, contact" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

Medium. Students may share their own disability or housing situation.

Cool-down: Say: "Nobody needs to share their own health or home. We're talking about Sami's building."

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 4 minutes.

Authority Authority is the power a person or group has to make or change a particular rule or decision.

En español: autoridad

In this case: The notice uses bold type and capital letters but names no issuer. Sami has to find out who has the power to make this rule.

Reasonable accommodation A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.

En español: acomodo razonable

In this case: Sami could ask the building for a key fob for the rear door, so she can get in after 8 p.m.

Documentation Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.

En español: documentación

In this case: Sami photographs the notice and writes down when and where she found it, before anyone argues about what it said.

Who is involved

Sami
Lives in 3B and runs a workshop in the common room

"Rear door locked at 8. That's the only door I can get through. My workshop runs later. So, questions. Plural."

Caio
Reading last year's house rules beside the notice

"All caps, bold, no name, no date. Somebody made it look official. I still don't know who."

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Write your first guess now. You will test it against three documents." — First guesses stay private unless a student wants to share.

Watch for

Misconception: Students think a building must grant every accommodation request. **Listen for:** "She asks, so they have to say yes." **Then:** Point to the key idea: whether a building grants an accommodation depends on the facts.

Support

- Pair students who share a language to explain each term in their own words.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, should Sami follow the new notice?

My first guess is ___, because ___.

My first guess is that the notice may not be valid, because it has no name, date or contact.

Notes

This page continues page 281. The notes for both pages are on the sheet for page 281.

Reading passage

Who wrote the rule?

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 6 minutes.

Words to know

- **Authority**: Authority is the power a person or group has to make or change a particular rule or decision.
- **Reasonable accommodation**: A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.
- **Documentation**: Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.
- **Barrier**: A barrier is something that blocks or limits a person from taking part.

The story: An anonymous notice

Sami, 23, lives in apartment 3B, studies design and uses a manual wheelchair. On Monday morning, she finds a new notice beside her building's common-room door. It announces two changes "effective immediately." The rear door will be locked at 8:00 p.m. nightly, and the common room is for resident social use only, with "NO BUSINESS USE" in capitals. The notice carries no name, no date and no contact.

Each change touches her directly. The building's entrance plan lists a front entrance with four steps and no ramp, a side door for service use only and a rear door that is step-free and opens to the elevator hallway. After 8 p.m., the notice would lock the only door she can use. It would also cloud the future of the workshop she runs in the common room, which goes past 8.

Sami does not start with outrage. She photographs the notice and writes down when and where she found it, before anybody starts arguing about what it said. Caio, the oldest in the crew, brings last year's house rules, handed out at lease signing. He reads the notice the way an editor reads copy. All caps, bold, no name, no date. Somebody made it look official, and he still does not know who.

Your role is to help Sami keep a clean record of the notice before anyone starts arguing.

Stop and think. Why does formatting signal authority without proving it?

Pacing

Reading: about 6 min (768 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: An anonymous notice":** Why does formatting signal authority without proving it?
2. **After "Authority, sources and missing definitions":** How does the undefined phrase "business use" change what Sami can conclude?
3. **After "The law, the process and a Brooklyn example":** Why might the Atlantic Plaza Towers example not apply directly to Sami's building?

Authority, sources and missing definitions

Authority is the power a person or group has to make or change a particular rule or decision. The case separates the look of authority from its substance. Formatting signals power but does not prove it. An unsigned notice is not automatically invalid, but its force depends on who issued it and what it claims to change.

The new skill is finding who has the authority to make a rule. It draws on three earlier skills. From Case 1, you compare the notice with an original document, last year's house rules, which let residents reserve the room for "gatherings, classes and resident-run workshops" through the building office. From Case 7, you ask what stage the rule is at. From Case 10, you take the question to the office that can answer it, here the building manager. Case 4's **decision-maker**, the person or group with the power to make a particular choice, names what Sami is looking for.

Caio's comparison finds a definitional gap. The old rules explicitly allow resident-run workshops. The new notice bans "business use" without defining it, so nobody can yet say whether Sami's workshop is affected. The notice also does not say whether it replaces the old rules or adds to them.

Case 10's **barrier**, something that blocks or limits a person from taking part, describes the locked rear door. A **reasonable accommodation** is a change to a rule or practice that gives a person with a disability equal use of a place, such as a key fob for the rear door. **Documentation** is a record, such as a photo, a note or an email, that shows what was said or done and when. Sami's photo and note will matter if the facts are disputed later. She keeps her two questions apart: who has the authority, and how she gets in after 8. Neither friend calls the notice illegal, because they do not yet know who wrote it or how the building handles access requests.

Stop and think. How does the undefined phrase "business use" change what Sami can conclude?

The law, the process and a Brooklyn example

A landlord's policy and the law are different sources of rules. HUD says the Fair Housing Act bars housing discrimination based on race, color, religion, sex, national origin, familial status or disability, and covers most housing with some exceptions (HUD, no date listed). Guidance can change even when the law does not. In 2025, HUD withdrew several fair housing guidance documents, but the Act itself stayed the same (National Association of Realtors, October 7, 2025). Enforcement continues. In 2026, the Justice Department announced a $750,000 settlement with a property management company in a disability discrimination case (U.S. Department of Justice, April 30, 2026).

Process can give tenants leverage. At Atlantic Plaza Towers in Brownsville, Brooklyn, the landlord applied to install a facial-recognition entry system. Tenants say they learned about it from the state housing agency, not the landlord.

This page continues page 283. The notes for both pages are on the sheet for page 283.

The law, the process and a Brooklyn example, continued

Because the change needed that agency's permission, they filed opposition (Legal Services NYC, May 1, 2019), and in November 2019 the landlord withdrew the application (Gothamist, November 21, 2019). That case turned on New York's rent-stabilization rules, which may not apply to Sami's building.

The NCA credo describes the posture Sami takes: "We strive to understand and respect other communicators' intent before evaluating and responding to their messages" (NCA Credo for Ethical Communication, 2024).

Stop and think. Why might the Atlantic Plaza Towers example not apply directly to Sami's building?

Sources

Real source | U.S. Department of Housing and Urban Development (HUD) | No date listed
Fair Housing Act overview

Real source | National Association of Realtors (Washington Report) | October 7, 2025
HUD Withdraws Fair Housing Guidance Documents

Real source | U.S. Department of Justice | April 30, 2026
Justice Department Settles Disability Discrimination Case Against Property Management Company for $750,000

Real source | Legal Services NYC | May 1, 2019
Brooklyn tenants file legal opposition to landlord's application to install facial recognition entry system in building

Real source | Gothamist | November 21, 2019
Brooklyn Landlord Does An About Face On Facial Recognition Plan

Real source | National Communication Association (NCA) | 2024
Credo for Ethical Communication

This page continues page 283. The notes for both pages are on the sheet for page 283.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 6 minutes.

Evidence A | Posted notice

Unsigned notice by the common-room door, found Monday morning

NOTICE TO ALL RESIDENTS. Effective immediately, the rear door will be locked at 8:00 p.m. nightly. The common room is for resident social use only. NO BUSINESS USE.

Look closely: Which features give the notice an official look? What is missing?

What it shows	What it leaves out
Two changes stated as commands: a nightly 8:00 p.m. lock and a ban on business use.	An issuer, a date, a contact and any definition of "business use."

Evidence B | House rules (excerpt)

Last year's house rules, given out at lease signing

"Residents may reserve the common room for gatherings, classes and resident-run workshops. Reservations are made through the building office."

Look closely: What did last year's rules allow in the common room?

What it shows	What it leaves out
A written rule, given out at lease signing, that allowed resident-run workshops.	Whether it still governs the room, or whether the notice claims to replace it.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Students fill in the boxes for Evidence A only.

Say this

"Lay the notice beside last year's rules. What changed, and what does the notice leave out?" — Wait for the missing issuer, date and contact.

Watch for

Misconception: Students decide the notice is fake because it is unsigned. **Listen for:** "No name means it doesn't count." **Then:** Ask what happens at 8:15 if the door is locked anyway. Unsigned does not mean invalid.

Support

- Give the notice and last year's rules side by side with the changes highlighted.
- Read the entrance plan aloud and sketch it on the board.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

Stretch

- Ask which document would settle the business-use question, and who holds it.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Entrance plan

Building entrance plan from the lobby directory

Front entrance: four steps, no ramp. Rear door: step-free, opens to the elevator hallway. Side door: service use only.

Look closely: Which entrance is step-free? What happens to it after 8 p.m.?

What it shows

The 8:00 p.m. lock falls on the only step-free entrance; the front has four steps.

What it leaves out

How the building handles access requests, and whether another route exists.

What is still missing from the evidence?

Who issued the notice and why, whether it replaces or adds to the house rules, what Sami's lease says, whether there has been a security problem at the rear door, and how the building handles accommodation requests.

Notes

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Lay the notice beside last year's rules. What changed, and what does the notice leave out?" — Wait for the missing issuer, date and contact.

Watch for

Misconception: Students decide the notice is fake because it is unsigned. **Listen for:** "No name means it doesn't count." **Then:** Ask what happens at 8:15 if the door is locked anyway. Unsigned does not mean invalid.

Support

- Give the notice and last year's rules side by side with the changes highlighted.
- Read the entrance plan aloud and sketch it on the board.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

Stretch

- Ask which document would settle the business-use question, and who holds it.

Heat check

■□□ **Low.**

Key idea: authority

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 minutes.

A building rule should name who made it, give a date and list a contact. This notice has none of them. **Authority** is the power a person or group has to make or change a particular rule or decision. Bold type and capital letters do not show who has that power. An unsigned notice is not automatically invalid, either. Sami has to find out who issued it and which document it claims to change.

A landlord's policy and the law are different sources of rules. The Fair Housing Act is a federal law. HUD, the federal housing department, says it bars housing discrimination based on race, color, religion, sex, national origin, familial status or disability. It covers most housing, with some exceptions. Under the Act, a person with a disability can ask a building for a **reasonable accommodation**. A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place. For Sami, that could be a key fob for the rear door.

Sami cannot yet say the notice breaks the law. She does not know who wrote it, whether it replaces the house rules or how the building handles access requests. Whether a building grants an accommodation also depends on the facts. **Documentation** helps her keep those facts straight. Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when. Her photo of the notice, with the date and place she found it, is documentation.

Professional standards

Adapted from a real source | **American Bar Association (ABA), Center for Professional Responsibility**

ABA Model Rules of Professional Conduct: Rule 3.1 Meritorious Claims and Contentions

Summary: Summary, not a quotation: a lawyer may not bring or defend a proceeding, or argue an issue in it, without a basis in law and fact that is not frivolous. The ABA comment says lawyers must first learn the facts and the applicable law.

In plain words: Before lawyers bring a claim, they must have facts and law that support it.

Question: Before claiming a Fair Housing Act violation, what should Sami learn about the notice's author and the building's access process?

Pacing

Full chapter: 8 min.

Short on time: 5 min. Read the second paragraph of the key idea only.

Say this

"Bold type and capital letters: do they tell you who has authority?" — Accept "no," then ask what would.

"The ABA rule asks lawyers for facts before a claim. What facts does Sami need first?" — List them on the board.

Watch for

Misconception: Students think ABA Rule 3.1 binds Sami. **Listen for:** "Sami breaks the rule if she complains." **Then:** Say: "Rules like this bind lawyers. Each state adopts its own version, and lawyers can be disciplined. It shows how professionals check facts first."

Support

- Read the summary aloud. Point out the label: it is adapted from a real source, not a quotation.

Stretch

- Try the NCA credo's question: what could Sami ask the building office to learn who wrote the notice and why?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

Sami first needs ___, because ___.

Sami first needs the issuer, the rule it changes and the building's answer to an accommodation request, because a claim needs a basis in fact.

In the news

Real source | Gothamist | November 21, 2019

Brooklyn Landlord Does An About Face On Facial Recognition Plan

A throwback about a door rule: the landlord needed state permission to change how tenants got in, and tenants used that process to object.

Real source | HUD (YouTube) | January 31, 2014

The Federal Fair Housing Act and Reasonable Accommodations

HUD explains how a person with a disability can ask for an exception to a building rule.

Notes

This page continues page 288. The notes for both pages are on the sheet for page 288.

Sort the evidence

On your own Fill in each box of the map: who decides, which rules apply, who is affected and where to ask. About 6 minutes.

Map who made this rule, which rules it has to fit, who it affects and where residents can take a question. Which box is still empty?

Lock the rear door at 8 p.m. and ban business use of the common room

Who decides

Unknown issuer: the owner, the manager or someone else?

Under which rule

Last year's house rules allowed resident-run workshops

Fair Housing Act: disability is a protected characteristic

Who lives with it

Sami and other residents who need the only step-free entrance

Your way in

A local tenant or housing help line, or HUD for a fair-housing concern

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

Other residents who use the common room or the rear door. I would ask how the notice changes their week, without naming anyone.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Fill in who decides, which rules apply, who is affected and where residents can ask. Which box stays empty?" — Wait for the issuer box.

Watch for

Misconception: Students write "the landlord" in the decider box. **Listen for:** "The landlord made it." **Then:** Ask which document says so. None does. Write "unknown" and how Sami could find out.

Support

- Let students write short labels in each box before they write sentences.

Heat check

Medium. The affected-people box can turn to classmates' own access needs.

Cool-down: Keep answers about Sami and residents in the story. No student speaks for a group.

Practice: choose a response

On your own Choose what Sami should do first and explain why, then fix the two marked lines. About 5 minutes.

The notice says the rear door, the building's only step-free entrance, locks at 8 p.m. It also bans "business use" of the common room. It has no name, no date and no contact. What should Sami do first?

- ☐ **A** Ignore it until someone signs it, since an unsigned notice may not be official.
- ☑ **B** Photograph it, compare it with last year's house rules and ask the manager who issued it and how residents get in after 8.
- ☐ **C** Post online that the building is breaking disability law.

Why I chose it

B. A treats a missing signature as proof the rule is fake, and C draws a legal conclusion from partial facts. B documents first and asks the open questions.

Improve a draft

A student's first draft

Hi, I saw the notice about the common room and rear door. (1) This is illegal and discriminatory against disabled people like me. You can't just make rules like this without asking. Nobody signed it and nobody told us it was coming, so I don't even know if it's real. I'm going to keep using the room for my workshop because the old rules said I could. A lot of neighbors are upset too. (2) Please take the notice down. Sami, 3B

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"It is Monday morning, and the door locks at 8 tonight. What should Sami do first?" — Hold a vote before any discussion.

Watch for

Misconception: Students choose to post that the building breaks the law. **Listen for:** "Post it everywhere so they get in trouble." **Then:** Ask what Sami knows for sure. Point to the missing issuer and the request she has not made yet.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Improve a draft, continued

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

Could you tell me who issued the notice and whether it replaces last year's house rules?

Rewrite phrase 2

I'm requesting an accommodation, such as a key fob, so I can enter after 8 p.m.

Notes

This page continues page 291.

Answer key

A revised version: Hi, I'm writing about the notice posted by the common room on Monday. It says the rear door will be locked after 8 p.m. and bans business use of the room. I use a wheelchair, and the rear door is the building's only step-free entrance, so I need a way to get in after 8. I'd like to request an accommodation, such as a key fob for that door. Could you also tell me who issued the notice and whether it replaces the house rules from last year, which allowed resident workshops? Thank you, Sami, 3B

Other notes on the draft:

- "disabled people like me" Sami's access need is real and relevant. Describe it concretely: the step-free door.
- "because the old rules said I could" Useful: quote the older rule so the manager can check it.

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Concept application: explain how the Fair Housing Act (1968), and its 1988 amendments adding disability and familial status, show Congress extending civil rights through legislation. Apply this to Sami's request.

Use: HUD's Fair Housing Act overview and the case.

You'll make: Concept-application response, about 300 words

Time: 40 minutes

1. Fill in the timeline: 1968, 1988 and Sami's request.
2. Write Part A: describe the Fair Housing Act and its 1988 amendments.
3. Write Part B: explain how Congress extended civil rights, and HUD's role.
4. Write Part C: apply these concepts to Sami's request.
5. Revise your three parts into a response of about 300 words.

Prefer typing? Scan to open the online workspace.

1968

Congress passes the Fair Housing Act.

1988

Amendments add disability and familial status.

HUD's role

The executive agency that enforces the law.

Sami's request

A key fob for the step-free rear door.

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Congress passed this law in 1968. Why would it change the law 20 years later?" — Connect the 1988 amendments to the civil rights timeline.

Watch for

Misconception: Students think HUD wrote the Fair Housing Act. **Listen for:** "HUD made the law." **Then:** Congress passed and amended it. HUD enforces it and explains it.

Support

- Timeline of civil rights legislation
- Vocabulary: protected class, reasonable accommodation, enforcement

Standards

AP United States Government and Politics: Unit 3: Civil Liberties and Civil Rights; Unit 2: Interactions Among Branches of Government; Concept Application.

C3 Framework: D2.Civ.6.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Describes the law and amendments accurately
- Explains legislative extension of civil rights
- Explains HUD's role
- Applies to Sami without declaring a violation

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 18 minutes.

Part A: the law and its amendments

The Fair Housing Act is a federal law passed in 1968. Today it bars housing discrimination based on race, color, religion, sex, national origin, familial status or disability. Amendments in 1988 added disability and familial status to the law.

Part B: Congress and HUD

Congress extended civil rights through legislation when it amended the law in 1988. The amendments widened who the law protects. HUD, the federal housing department, is the executive agency that enforces the law and explains it to the public.

Part C: Sami's request

Sami uses a wheelchair, and the 8 p.m. lock falls on the only step-free door. Disability is a protected characteristic under the amended law. Sami can ask for a reasonable accommodation, such as a key fob. Whether the building must grant it depends on facts she does not have yet.

Pacing

Full chapter: 18 min.

Short on time: 16 min. Students write Parts A and B in class and finish Part C at home.

Say this

"Part C is where most responses slip. Does yours apply the law or declare a verdict?" — Ask students to underline any sentence that says "illegal."

Watch for

Misconception: Recommendations are not feasible. **Listen for:** "Sue the building." **Then:** Ask what the first step is and who would do it this week.

Answer key

What to notice in the sample:

1. Describes the amendments accurately.
2. Explains the agency's role.
3. Applies the law to Sami without declaring a violation.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 5 minutes.

Does Part A describe the law and its amendments accurately?	☑ Yes	☐ No
Does Part B explain how Congress extended civil rights and what HUD does?	☑ Yes	☐ No
Does Part C apply the concepts to Sami without declaring a violation?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No specifics from the notice.	☐ Mentions the notice generally.	☐ Quotes the notice and older rule.	☐ Quotes both and names what is still unknown.
Reasoning	☐ Declares a legal violation.	☐ Complains without a clear need.	☐ Connects the rule to a concrete effect.	☐ Separates the communication problem from the legal question.
Audience & purpose	☐ Hostile or vague.	☐ Polite but no request.	☐ Specific request the manager can act on.	☐ Specific request plus questions that clarify authority.
Revision	☐ No change.	☐ Tone edits only.	☐ Replaces the conclusion with a question and request.	☐ Explains how each change makes a yes more likely.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Collect responses and check them yourself.

Say this

“Mark your level in each row. Then change one sentence so the manager can say yes to it.” — Circulate and ask for one request made more specific.

Watch for

Misconception: Students soften the tone and keep the legal conclusion. **Listen for:** “I said it nicely.” **Then:** Point to the Revision row. Replace the conclusion with a question and a request.

Heat check

■☐☐ **Low.**

Answer key

How to assess: Each part is checked in the style of the Concept Application question for accurate description, explanation of the political process and application to Sami without declaring a violation.

Proficient looks like:

- **Evidence:** Quotes the notice and older rule.
- **Reasoning:** Connects the rule to a concrete effect.
- **Audience & purpose:** Specific request the manager can act on.
- **Revision:** Replaces the conclusion with a question and request.

Check your work, continued

One change I made

I changed ___ because ___.

I changed “the building broke the law” to “Sami can ask for an accommodation,” because the facts are incomplete.

Notes

This page continues page 295. The notes for both pages are on the sheet for page 295.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 8 minutes.

1 **Which missing fact would most change how you see the notice?**

The issuer. A notice from the owner carries different weight than one from a neighbor, and knowing the issuer tells Sami where to send her questions.

2 **The notice bans "business use" without saying what that means. What would you need to know to decide whether Sami's workshop counts?**

A written definition from whoever issued the notice, the facts of Sami's workshop and which document governs: the notice or last year's house rules.

3 **A building may want a door locked at night. How could it keep that door secure and still let Sami in?**

A fob reader keeps the rear door locked to outsiders and open to residents who need step-free entry. The policy should name whom to contact.

My take

My claim: ___.

Sami should request an accommodation and ask about authority without claiming a violation yet.

Pacing

Full chapter: 8 min.

Short on time: 2 min. Use question 1 as a one-minute exit ticket.

Say this

"Answer with a detail from the evidence. You do not need to share details about your own home." — Post the question numbers and collect one answer per question.

Stretch

- List every kind of resident the 8 p.m. lock could affect, without names or unit numbers, and one question each would ask.
- Going further: Read HUD's Fair Housing Act overview. Which protected characteristic applies to Sami? List two facts you would need before saying the law was broken.
- Going further: The notice affects other residents too. Write a short note from Sami to other residents that explains the change and asks who else it affects. Leave out names, unit numbers and claims you cannot support.
- Going further: Rewrite the notice so every resident can tell who issued it, what changed, when it starts and who to ask. Put your version next to the original. Ask a reader which details they would still want to check.
- Going further: When a new rule is posted where you live or at school, write down the date and take a photo. Look for who issued it and what document it changes. Ask a trusted adult to help you bring your questions to the building manager or school office.
- Research what local tenant organizations exist in your area and what they offer

My take, continued

The best evidence is ___, because ___.

The entrance plan, because it shows who bears the cost of the lock.

Someone who disagrees might say ___.

Security at night protects every resident, including Sami.

The limit of the evidence is ___.

No document shows who issued the notice or why.

I would change my mind if ___.

The building showed a signed rule and a working way in for Sami after 8.

Notes

This page continues page 297.

Heat check

■■□ **Question 3: Medium.** Students may share their own or a family member's disability, or talk about crime where they live.

Cool-down: Keep the talk on Sami's building. Say: "Nobody needs to share a personal or family situation to answer."

Talk about this case at home

Case 16: Who wrote the new building rule?

In this case, an unsigned notice in an apartment building says the only step-free door will lock at 8 p.m. Your student compared the notice with last year's building rules and practiced asking who made the new rule.

Questions to talk about

1. What should a clear building or school notice include?
2. Whom can people ask when a posted rule is unclear?
3. Why might someone keep a photo of a notice with the date?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Share this page at home, or read it with an adult you trust." — Nobody needs to share a personal story to complete it.

Case 17: How should the crew give out ten free seats?

Overview

Students read a short story in which the crew has ten free workshop seats and thirty people who want one. They compare three options, first come, a lottery and a needs-based rubric, and apply two ethical lenses from the Markkula Center framework. They then write a note that explains one method to the people affected, names its strongest objection and revises it.

Before this case

Students should already be able to:

- define equality of opportunity and individualism
- describe how ideologies differ on the role of government
- answer a concept-application question in labeled parts

Objectives

Students will be able to:

- describe equality of opportunity and concern for outcomes accurately
- apply each value to the crew's lottery and needs-based options
- explain how ideologies weigh the two values differently
- connect the club decision to one public program that uses a lottery

Materials

- This chapter, one copy per student
- Evidence C, the three options on the whiteboard
- A short explainer on core American political values, chosen by you
- A values chart and an ideology comparison chart

The task in this edition

Task: Concept application: explain how the crew's lottery and needs-based options reflect two American values, equality of opportunity and concern for outcomes, and how ideologies weigh them differently.

Students make: Concept-application response, about 300 words

Fit: partial. Core values such as equality of opportunity are named Unit 4 content, but a club's seat allocation is not a governmental decision, so the route works only when students carry the values to a real public program such as a school admissions lottery.

Pacing

Opener (page 300): 3 min. Short on time: 2 min. Read the summary line aloud and go straight to the evidence.

Key terms (pages 301 and 302): 3 min. Short on time: skip.

Pacing, continued

Look at the evidence (page 306): 5 min. Short on time: 3 min. Students skim Evidence A and B for who each option affects.

Look at the evidence (page 307): 3 min. Short on time: 2 min. Students mark the lottery and the needs-based rubric in Evidence C.

Key idea (pages 308 and 309): 6 min. Short on time: skip.

Sort the evidence (page 310): 5 min. Short on time: skip.

Practice (page 311): 4 min. Short on time: skip.

Your task (pages 312 and 313): 10 min. Short on time: 8 min. Fill in the values chart together.

Your draft (page 314): 18 min. Short on time: 18 min.

Check your work (pages 315 and 316): 5 min. Short on time: 2 min. Students check their answer against the four questions only.

Questions to discuss (pages 317 and 318): 5 min. Short on time: 5 min.

Talk about this case at home (page 319): at home.

Periods: full chapter 67 minutes; one period 40 minutes.

Case 17 plan, continued

Standards

Unit 4: American Political Ideologies and Beliefs The course unit on how Americans form political beliefs and how ideologies shape views on policy. In this case: Core American values and how ideologies weigh them.

Unit 1: Foundations of American Democracy The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Democratic ideals and fairness in allocation.

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply values to the club decision.

D2.Civ.9.9-12 Use fitting deliberative processes in different settings. In this case: Students use a deliberative process to choose an allocation method.

D2.Civ.11.9-12 Evaluate how well different government decision-making procedures meet their civic purposes at each level. In this case: Students evaluate procedures for making decisions in terms of the purposes they achieve.

Codes of ethics

- **The Belmont Report:** B. Basic Ethical Principles: 3. Justice
- **The Belmont Report:** C. Applications: 1. Informed Consent

Codes of ethics, continued

- **ASPA Code of Ethics:** 4. Strengthen social equity.

Heat map

■□□ **Opener (page 300):** Low

■□□ **Key terms (pages 301 and 302):** Low

■□□ **Look at the evidence (page 306):** Low

■□□ **Look at the evidence (page 307):** Low

■□□ **Key idea (pages 308 and 309):** Low

■■□ **Sort the evidence (page 310):** Medium

■□□ **Practice (page 311):** Low

■■□ **Your task (pages 312 and 313):** Medium

■□□ **Your draft (page 314):** Low

■□□ **Check your work (pages 315 and 316):** Low

Try it at your school

Ask how your school decides who gets limited spots.

- Pick one limited resource at school: a class, a trip, a club seat
- Find out the selection method and whether it's published
- Ask who the method helps and who it might leave out
- Suggest publishing criteria in advance if they aren't

Try it at your school, continued

Who to ask: Club advisor, activities director, school counselor, student council

Safety: Never ask classmates to share financial or personal information for a needs-based process. Adults should handle that privately.

Sources

- Ticketmaster, "The Eras Tour onsale explained," November 19, 2022
- Markkula Center for Applied Ethics, Santa Clara University, "A Framework for Ethical Decision Making," No date listed

Case 17: How should the crew give out ten free seats?

Thirty people want ten free workshop seats, and the crew must choose a fair way to decide who gets them.

On your own Read What happened and underline the sentence that tells how many people want a seat. About 3 minutes.

Duda holds up a phone and points at a blank card on a bulletin board.

Your role: You're the one who writes down the rule before the crew picks the ten names. **New skill:** Set fair criteria before choosing.

What happened

The crew has ten free seats for a workshop, and thirty people want one. The crew opened a sign-up sheet on Monday at 9 a.m. Twenty-two names were on it before 10 a.m. By Wednesday, the sheet has thirty names.

The sheet says only "How seats will be chosen: to be announced." The crew has argued about the rule since dinner on Sunday. Gia is running the sign-up. She wants to give the seats to the first ten names, because that is simple and fast. Mateo suggests a lottery instead.

Anika, 16, is at rehearsal most days, and she checks her phone after rehearsal ends. Under first-come, she would see the message after the seats were gone. A third option on the crew's whiteboard would give seats to people who cannot afford the paid version of the workshop. That option would ask people for personal information.

Every method seats exactly ten people. The crew has to decide which ten, and then explain the rule to all thirty.

Your question: How should the crew choose who gets the ten seats, and how should they explain the choice to all thirty people?

Pacing

Full chapter: 3 min.

Short on time: 2 min. Read the summary line aloud and go straight to the evidence.

Say this

"Ten seats, thirty names. Before we read on, how would you pick?" — Collect three quick answers. Do not judge any of them yet.

Watch for

Misconception: Students assume one method can be fair to everyone. **Listen for:** "A lottery is fair, so nobody loses." **Then:** Ask how many people still get no seat. Every method leaves out twenty.

Support

- Read What happened aloud. Draw 30 dots on the board and circle 10.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 3 minutes.

Criteria Criteria are the standards or reasons a group uses to make a decision.

En español: criterios

In this case: The sheet says "How seats will be chosen: to be announced." Twenty-two names arrived before 10 a.m. Monday, before the crew stated any criteria.

Trade-off A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

En español: compensación entre opciones

In this case: First-come is fast for Gia to run but favors whoever sees the message first. A lottery gives everyone the same chance but needs a sign-up window and a drawing.

Equity Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.

En español: equidad

In this case: Option C would give seats to people who cannot afford the paid version of the workshop. It would also ask applicants for personal information.

Who is involved

Gia
Running the sign-up

"First ten to reply get a seat. It's simple, I can post it tonight, and I have a shift at seven."

Anika
Checks her phone after rehearsal

"By the time I see the message, ten people will have answered. I don't even need a seat. I just want to know how you're picking."

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Criteria are stated before anyone decides. Why does the timing matter?" — Point to "to be announced" on the sign-up sheet.

Watch for

Misconception: Students treat equity and equality as the same word. **Listen for:** "Equity means everyone gets the same." **Then:** Contrast option B, the same chance for all, with option C, which adjusts for need.

Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, how do you think the crew should choose who gets the ten seats?

My first guess is ___, because ___.

My first guess is a lottery, because it treats all thirty names the same, even though it ignores need.

Notes

This page continues page 301. The notes for both pages are on the sheet for page 301.

Reading passage

Choosing a rule before you see the names

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Criteria**: Criteria are the standards or reasons a group uses to make a decision.
- **Trade-off**: A trade-off is a choice where getting one benefit means accepting a cost or giving something up.
- **Equity**: Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.
- **Consent**: Consent is permission a person gives for something specific, such as sharing a record with a named person.

The story: Thirty names, no rule

Ten free workshop seats should be good news. For the crew, it is a problem. The sign-up sheet opened Monday at 9 a.m., and 22 names arrived before 10. By Wednesday, 30 people have signed up, and the sheet still says the selection method is "to be announced." The crew has argued since Sunday dinner.

Gia is running the sign-up, and her preference is practical. First ten to reply get a seat. It is simple, she can post it tonight and she has a shift at seven. Mateo proposes a lottery, and Gia counts its costs: a sign-up window and someone to run the drawing. The whiteboard lists a third choice, a needs-based rubric for people who cannot afford the paid workshop. It would require personal information and someone to judge it.

Anika, 16, is at rehearsal most days and checks her phone only afterward. Under first-come, she would find out after the seats were gone. Her request is precise. She does not need a seat. She wants the crew to say how it is picking, and not to pretend nobody loses out, because she would. When someone asks whether she wants the plan to revolve around her, she says no. Admit the cost, and then maybe they can fix that part.

Gia's honesty moves the conversation too. She admits she mostly wanted the task off her list. What would change her mind is evidence that the people the crew most wants in the room are the ones who would see the message last. She would rather ask them than guess.

Your role is to write down the rule before the crew picks the ten names.

Pacing

Reading: about 5 min (732 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Thirty names, no rule":** Anika and Gia each admit something about their own position. How does that honesty change the decision?
2. **After "Criteria first, then choice":** Which of Belmont's five principles does each whiteboard option rely on?
3. **After "Lenses and real allocation debates":** Why does choosing a rule after seeing the names damage trust even if the rule is reasonable?

Stop and think. Anika and Gia each admit something about their own position. How does that honesty change the decision?

Criteria first, then choice

Criteria are the standards or reasons a group uses to make a decision. The new skill is setting fair criteria before choosing and stating who each rule leaves out. It builds on Case 4, where you learned that a **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Here every option seats ten and excludes twenty, so the real decision is which cost the crew is willing to defend.

Each option distributes that cost differently. First-come rewards attention and availability, which disadvantages people with rehearsals, shifts or less phone time. A lottery gives equal odds but ignores need. A needs-based rubric pursues **equity**, a way of sharing that adjusts for different needs so everyone gets a fair chance. It also imposes an entry cost. Applicants must disclose personal information, and Case 6's concept of **consent**, permission a person gives for something specific, applies. The crew would need to ask for only what it needs, get clear consent and decide who sees the answers.

Timing is itself an ethical variable. The sheet shows most sign-ups arrived before any rule existed. Choosing a rule after seeing the names invites suspicion that the rule was picked to favor someone. A rule announced in advance can earn acceptance even from those who lose. That is why the crew's decision note should state the method, its main objection and one change that reduces the cost for people who miss out.

Anika offers a structure for comparing options, and it maps onto two classic ethical approaches. One asks which option helps the most people, a consequences question. The other asks whether the way of choosing is fair to everyone, a fairness question.

Stop and think. Which of Belmont's five principles does each whiteboard option rely on?

Lenses and real allocation debates

The Markkula Center's framework offers several lenses: consequences, rights, fairness, the common good, character and care. These lenses can reveal different concerns rather than producing an automatic score (Markkula Center for Applied Ethics, revised November 5, 2021). The Belmont Report, a foundational federal statement on research ethics, lists five widely accepted ways to share benefits and burdens: an equal share, individual need, individual effort, societal contribution and merit (Belmont Report, April 18, 1979).

Scarcity decisions happen at every scale. During the COVID-19 pandemic, a bioethicist explained how leaders chose who received vaccines first (NPR, December 20, 2020).

This page continues page 303. The notes for both pages are on the sheet for page 303.

Lenses and real allocation debates, continued

Medical experts argued against first-come, first-served for scarce resources and proposed explicit criteria instead (Emanuel et al., New England Journal of Medicine, May 21, 2020). In New York City, families disagree over lotteries versus grades for high school admissions (Chalkbeat New York, August 9, 2023). In each debate, people agree that there is not enough to go around. They disagree about which rule should decide who gets a share, and that is the crew's question too.

Stop and think. Why does choosing a rule after seeing the names damage trust even if the rule is reasonable?

Sources

Real source | Markkula Center for Applied Ethics, Santa Clara University | November 5, 2021

A Framework for Ethical Decision Making

Real source | National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research; published by the U.S. Department of Health, Education, and Welfare | 1979

The Belmont Report

Real source | NPR | December 20, 2020

The Ethics Of Who Gets The COVID-19 Vaccine And When

Real source | New England Journal of Medicine (Emanuel et al.) | May 21, 2020

Fair Allocation of Scarce Medical Resources in the Time of Covid-19

Real source | Chalkbeat New York | August 9, 2023

Debate over NYC high school admissions heats up at parent meeting

Notes

This page continues page 303. The notes for both pages are on the sheet for page 303.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 5 minutes.

Evidence A | Sign-up sheet

The workshop sign-up sheet

"Free workshop: 10 seats. Add your name to show interest. How seats will be chosen: to be announced." The sheet opened Monday at 9 a.m. By Wednesday it had thirty names. The first 22 names were added before 10 a.m. on Monday.

Look closely: When did most names arrive, and what rule was posted then?

What it shows

Demand is three times the supply, and most names came in before a rule was posted.

What it leaves out

Who signed up after 10 a.m. and why, and whether early names had more need.

Evidence B | Group-chat thread

The crew's thread, Sunday at 8:30 p.m.

Gia: first come is easiest to run, we just take the top ten.

Anika: I'm at rehearsal most days, I'd see it after it's full.

Mateo: lottery?

Gia: then we need a sign-up window and someone to run the drawing.

Look closely: Which cost does each person name? Which cost does nobody name?

What it shows

Each speaker names the cost that affects them: work for Gia, timing for Anika.

What it leaves out

Anyone arguing for need, and the thirty applicants' own views.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students skim Evidence A and B for who each option affects.

Say this

"Look at the times on the sign-up sheet. Who was likely to see it in the first hour?" — Wait for someone to connect the times to Anika at rehearsal.

Watch for

Misconception: Students read an early sign-up as proof of stronger interest. **Listen for:** "The first ten wanted it more." **Then:** Ask what else could explain an early name. The sheet shows timing, not need.

Support

- Give each document on its own half-page.
- Read the crew's thread aloud with three voices.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

Stretch

- Ask which document would let the crew count need, and why none of the three can.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Whiteboard

Three options on the whiteboard

A. First come, first served: fast to run; favors whoever sees it first. B. Lottery after a three-day sign-up: equal chance for everyone; needs a sign-up window and a drawing. C. Needs-based rubric: prioritizes people who can't afford the paid version; needs personal information and someone to judge it.

Look closely: Underline the cost the crew wrote for each option.

What it shows

Three methods, each with a stated benefit and a stated cost.

What it leaves out

Who would judge need under C, who would see the data and if a second session exists.

What is still missing from the evidence?

How many of the thirty have the greatest need, and whether a second session is possible. Who would see personal information under option C, and how the twenty without seats want to be told.

Notes

Pacing

Full chapter: 3 min.

Short on time: 2 min. Students mark the lottery and the needs-based rubric in Evidence C.

Say this

"Look at the times on the sign-up sheet. Who was likely to see it in the first hour?" — Wait for someone to connect the times to Anika at rehearsal.

Watch for

Misconception: Students read an early sign-up as proof of stronger interest. **Listen for:** "The first ten wanted it more." **Then:** Ask what else could explain an early name. The sheet shows timing, not need.

Support

- Give each document on its own half-page.
- Read the crew's thread aloud with three voices.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

Stretch

- Ask which document would let the crew count need, and why none of the three can.

Heat check

■□□ **Low.**

Key idea: fair criteria

On your own Read the key idea and the code of ethics, then answer the question in the box. About 6 minutes.

Any way of giving out ten seats to thirty people leaves twenty people without one. A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. First-come is fast, but it favors people who see the message first. A lottery gives everyone the same chance, but it does not consider need. A needs-based rubric aims at equity by helping people who cannot afford the paid version, but applicants must share personal information. Each option has a cost, so the crew has to choose which cost to accept.

Criteria are the standards or reasons a group uses to make a decision. When the crew states its criteria early, everyone knows the rule before anyone is chosen. Even people who do not get a seat may accept the result if the rule was clear in advance. If the crew picks a rule after seeing the names, people may wonder whether it was chosen to favor someone.

The Markkula Center for Applied Ethics at Santa Clara University suggests looking at a decision through several ethical lenses. They include consequences, rights, fairness, the common good, character and care. The lenses can point toward different options, and they do not add up to one automatic score. A strong decision explains which concern matters most in this case, who carries the cost and what could reduce it.

Professional standards

Adapted from a real source

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research; published by the U.S. Department of Health, Education, and Welfare

The Belmont Report: B. Basic Ethical Principles: 3. Justice

Summary: Summary, not a quotation: the report treats justice as fairness in distribution and lists five widely accepted ways to share benefits and burdens: an equal share, individual need, individual effort, societal contribution and merit.

In plain words: The Belmont Report, written for research with people, lists several fair ways to share limited benefits, such as equal shares or need.

Question: Which whiteboard option comes closest to “an equal share,” and which comes closest to “individual need”?

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

“The Belmont Report lists fair ways to share benefits, such as an equal share or need. Which option matches each?” — Point out that it was written for research with people.

Watch for

Misconception: Students treat the Belmont Report as a law the crew must follow. **Listen for:** “They have to follow the Belmont rules.” **Then:** Say: “It was written for research with people. The crew can use it as a way to think.”

Support

- Read the code summary aloud. Point out the label: it is a summary, not a quotation.

Stretch

- Use the Informed Consent row: what should option C applicants be told before they share personal information?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

Option ___ is closest to an equal share and option ___ to individual need, but ___.

B is closest to an equal share, but it shares chances, not seats. C is closest to individual need, but it asks for personal information.

In the news

Real source | NPR | December 20, 2020

The Ethics Of Who Gets The COVID-19 Vaccine And When

A bioethicist explains how leaders chose who went first when there wasn't enough for everyone.

Real source | Scientific American | September 3, 2020

How to Decide Who Should Get a COVID-19 Vaccine First

Lays out competing criteria such as risk, fairness and benefit, the same lenses the crew uses.

Notes

This page continues page 308. The notes for both pages are on the sheet for page 308.

Sort the evidence

On your own Follow each option to its effects and write who carries the cost in each box. About 5 minutes.

Follow each method to its consequences. Who carries the cost under each one, and what makes the chosen process legitimate to the twenty who lose?

First come, first served

The ten fastest responders get seats; people at rehearsal or work see the sign-up late

Who is affected

Anika and others who check messages late

Lottery after a three-day sign-up

Each of the thirty has the same chance, and need is not considered

Who is affected

Needs-based rubric

Those with the greatest need are prioritized; applicants must share personal information

Who is affected

Applicants asked to disclose their finances

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

Applicants with the greatest need are missing. I would ask how they would want to share financial information, and who they would trust to read it.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Follow each option to its effect. Who carries the cost?" — Model the first-come row together.

Watch for

Misconception: Students list costs only for the options they dislike. **Listen for:** "The lottery has no downside." **Then:** Ask what a lottery does for someone with the greatest need. Write that cost in the box.

Support

- Let students write names or simple icons in the boxes before writing sentences.

Heat check

Medium. The missing-perspective question can lead students to talk about money at home.

Cool-down: Keep it about the applicants in the case. Nobody shares their own finances. Return to the whiteboard wording.

Practice: choose a response

On your own Choose the note you would send, explain why and fix the two marked phrases. About 4 minutes.

Gia is drafting a note to the thirty people on the sign-up sheet. Which sentence could the crew defend?

- ☐ **A** "We picked the fairest method, so nobody loses out."
- ☑ **B** "We're holding a lottery so everyone has the same chance. A lottery doesn't favor people with the most need, so we're looking into a second session."
- ☐ **C** "Seats go to the first ten names on the sheet, because those people wanted it most."

Why I chose it

B is the only note that admits a real cost and commits to a remedy. A denies the cost, and C mistakes seeing the sheet first for wanting a seat most.

Improve a draft

A student's first draft

We should do first come first served because (1) it's the most fair. Everyone has the same chance to sign up and if you really want it you'll sign up fast. It's simple and (2) nobody can complain because they had the same opportunity as everyone else. Also it's way less work for us than reading thirty applications or doing some random drawing. The people who don't get in can just come to the next workshop whenever we have one. This is obviously the best way.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

First-come is fast and predictable, which suits a crew with little time.

Rewrite phrase 2

People who see messages late, like Anika, carry the cost of that speed.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Gia has to post tonight. Which note could the crew defend to all thirty people?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students pick the note that sounds kindest. **Listen for:** "A is nicest, nobody gets upset." **Then:** Ask whether A is accurate. Twenty people will not get a seat.

Support

- Read the three notes aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: We recommend a lottery after a three-day sign-up period. A lottery gives each of the thirty people an equal chance, while first-come, first-served favors whoever sees the message first, which leaves out people like Anika who check their phones after rehearsal. The cost is that a lottery doesn't prioritize people with the greatest need. To reduce that, we'll announce the sign-up in the group chat, at the bookshop counter and on paper, and we'll run a second session for the twenty people who don't get seats. We'd reconsider if the second session can't happen.

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Concept application: explain how the crew's lottery and needs-based options reflect two American values, equality of opportunity and concern for outcomes, and how ideologies weigh them differently.

Use: Case and a short explainer on core American political values.

You'll make: Concept-application response, about 300 words

Time: 40 minutes

1. Read Evidence C. Mark the lottery and the needs-based rubric.
2. Fill in the values chart: which value each option reflects.
3. Read the explainer on core American political values.
4. Choose one public program that uses a lottery.
5. Write a concept-application response of about 300 words on the Your draft page.
6. Label your parts A, B, C and D: describe, apply, explain and connect.

Prefer typing? Scan to open the online workspace.

Lottery: the value it reflects

Equality of opportunity: every applicant gets the same chance, whatever their situation.

Needs-based rubric: the value it reflects

Concern for outcomes: seats go to people who cannot afford the paid version.

Pacing

Full chapter: 10 min.

Short on time: 8 min. Fill in the values chart together.

Say this

"A club is not a government. What would make this a question for AP Gov?" — Wait for "a public program." That is why step 4 matters.

Watch for

Misconception: Students say one ideology cares about fairness and the other does not. **Listen for:** "One side just doesn't care about fairness." **Then:** Ask how each side defines fairness. Both use the word.

Support

- Values chart
- Ideology comparison chart
- Vocabulary: equality of opportunity, individualism

Stretch

- Connect the club decision to one public program that uses a lottery.

Heat check

Medium. Talk about ideologies can turn into arguments about parties or family politics.

Cool-down: Say: "Describe how each view weighs the values. Nobody states their own party." Return to the values chart.

Your task, continued

The public program I will use

A school admissions lottery

Notes

This page continues page 312.

Standards

Unit 4: American Political Ideologies and Beliefs — The course unit on how Americans form political beliefs and how ideologies shape views on policy. In this case: Core American values and how ideologies weigh them.

Unit 1: Foundations of American Democracy — The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Democratic ideals and fairness in allocation.

Concept Application — Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply values to the club decision.

D2.Civ.9.9-12 — Use fitting deliberative processes in different settings. In this case: Students use a deliberative process to choose an allocation method.

D2.Civ.11.9-12 — Evaluate how well different government decision-making procedures meet their civic purposes at each level. In this case: Students evaluate procedures for making decisions in terms of the purposes they achieve.

Answer key

A strong response:

- Accurately describes the values
- Applies them to the options
- Fair to ideological perspectives
- Accurate public example

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 18 minutes.

Your response, parts A to D

A. The lottery reflects equality of opportunity. Every applicant gets the same chance at a seat, whatever their situation. The needs-based rubric reflects a concern for outcomes. It gives seats to people who cannot afford the paid version of the workshop. B. In the crew's case, a lottery treats all thirty names alike. The needs-based rubric treats them differently on purpose, and it asks applicants for personal information. C. Ideologies weigh these values differently. People who stress individualism and limited government tend to favor equal rules and equal chances. People who favor a larger role for government in reducing inequality are more willing to adjust for need. Neither side rejects the other value completely. D. A school admissions lottery shows the same trade-off in public life. It gives families an equal chance at a limited number of seats, but it does not consider which students need a seat most. The club case differs, because the crew is not a government. Its choice shows the values, but it does not make public policy.

Pacing

Full chapter: 18 min.

Short on time: 18 min.

Say this

"Label each part A, B, C and D so a reader can find it." — Check that part D names a real public program.

Watch for

Misconception: The public example is vague. **Listen for:** "Lots of programs use lotteries." **Then:** Ask which program, who runs it and what it gives out.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Describes the value accurately and ties it to one option.
2. Treats ideological perspectives fairly.
3. Names the limit of the club example, as the partial fit requires.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 5 minutes.

Do you describe both values accurately?	☑ Yes	☐ No
Do you apply each value to one of the crew's options?	☑ Yes	☐ No
Are you fair to each ideological perspective?	☑ Yes	☐ No
Is your public example accurate and clearly different from the club?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No reference to who is affected.	☐ Mentions people vaguely.	☐ Names specific people and effects from the case.	☐ Uses case facts to show who gains and who pays.
Reasoning	☐ Claims an option is obviously best.	☐ Gives one reason only.	☐ Uses a lens and names the strongest objection.	☐ Uses two lenses and proposes a revision tied to the objection.
Audience & purpose	☐ Ignores the twenty who miss out.	☐ Mentions them briefly.	☐ Explains the process to all applicants.	☐ Builds legitimacy by publishing criteria and a remedy.
Revision	☐ No change.	☐ Wording only.	☐ Adds a named cost and revision.	☐ Explains how the revision addresses the objection.

Pacing

Full chapter: 5 min.

Short on time: 2 min. Students check their answer against the four questions only.

Say this

"Find the sentence that names who carries the cost. If you cannot find it, add one." — Circulate and ask for one named cost or one fix.

Watch for

Misconception: Students revise wording only. **Listen for:** "I fixed my spelling." **Then:** Point to the Revision row. Ask for an added cost or a change tied to the objection.

Heat check

■□□ **Low.**

Answer key

How to assess: Each part is checked in the style of the Concept Application question for accurate description of the values, fair treatment of ideologies and an accurate public example.

Proficient looks like:

- **Evidence:** Names specific people and effects from the case.
- **Reasoning:** Uses a lens and names the strongest objection.
- **Audience & purpose:** Explains the process to all applicants.
- **Revision:** Adds a named cost and revision.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I rewrote part C so each side is described by what it values, because my draft mocked one side.

Notes

This page continues page 315. The notes for both pages are on the sheet for page 315.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 5 minutes.

1. **Whose view would most challenge the option you prefer?**

I prefer a lottery, so the strongest challenge comes from applicants with the greatest need. Equal chance treats unequal starting points the same.

2. **Anika says she does not need a seat. What is she asking the crew for?**

She asks for a clear rule and an honest count of who loses. Her request is about the process, so it holds even if she never applies.

3. **Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?**

They would give up privacy and control over their information. They would also accept that another person judges their need.

4. **What would make the twenty people without seats accept the result as fair?**

A rule published before anyone is chosen, the same rule for everyone and a stated remedy, such as a second session if one is possible.

My take

My claim: ___.

The crew should publish its criteria, then hold a lottery with a plan for the twenty left out.

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"Answer with a detail from the evidence, such as a time on the sheet or a line on the whiteboard." — Ask for one answer per question.

Stretch

- Find out how your school fills one limited spot, such as a trip or a club seat, and whether the rule is published first.
- Going further: Each method treats a different problem as the main one. For each of the three options, write the problem it tries to solve and one problem it leaves unsolved.
- Going further: Write down the option you picked first. Then find one person in the case that option treats unfairly. Decide whether you would change your criteria or explain them more carefully.
- Going further: Write two short sign-up announcements, each using a different method. Ask a friend to read both. Check whether they can tell who each plan leaves out and how to ask a question about it.
- Going further: Pick one limited spot at school, such as a class, a trip or a club seat. Find out how people are chosen and whether the rule is published. Ask who the rule helps and who it might leave out. Never ask classmates to share financial or personal information.
- Research how a real program uses a lottery and what critics say
- Design a hybrid method and test it against all three lenses

My take, continued

The best evidence is ___, because ___.

The whiteboard, because it lists a cost for every option, so no choice is free.

Someone who disagrees might say ___.

Need matters more than equal chance when some applicants cannot afford the paid workshop.

The limit of the evidence is ___.

No document says how many applicants have the greatest need.

I would change my mind if ___.

Most of the thirty applicants could not afford the paid version.

Notes

This page continues page 317.

Heat check

■■□ **Question 3: Medium.** Students may bring up money at home or guess which classmates need help.

Cool-down: Say: “Answer about the applicants in the case, not anyone you know.” Return to the whiteboard wording for option C.

Talk about this case at home

Case 17: How should the crew give out ten free seats?

In this case, a group of friends has ten free workshop seats and thirty people who want one. Your student compared three ways to choose and wrote a note that explains the choice and who carries its cost.

See the case online.

Questions to talk about

1. When something is limited, like tickets or seats, what makes a way of choosing feel fair?
2. Why might it help to announce a rule before anyone signs up?
3. What is one kind way to tell people they were not picked?

Nobody needs to share personal stories or private information to talk about this case.

Pacing

At home: this page takes no class time.

Say this

“Read this page at home with someone you trust.” — Nobody needs to share personal or money information to complete it.

Case 18: Why is the theater curtain still falling apart?

Overview

Students read a short story in which the theater curtain at Dec and Anika's school will not close. Meanwhile, a social post points to the district's $48 million budget. Students label a proposed-budget excerpt by year, stage and units, explain why the post compares a total with a per-pupil figure and map who decides. They then write a budget question and a 60-second comment for the school board.

Before this case

Students should already be able to:

- read a data table with years and units
- define fiscal federalism and local control
- answer a quantitative analysis question in labeled parts

Objectives

Students will be able to:

- describe a pattern in federal, state and local education revenue with its year and units
- explain what the pattern shows about fiscal federalism
- explain why a state-level share cannot show what one district spends on facilities
- state a limit of the data

Materials

- This chapter, one copy per student

Materials, continued

- NCES Digest table 235.20 (2022—23), printed or on screen
- A data-reading checklist and vocabulary: fiscal federalism, categorical grant, local control

The task in this edition

Task: Quantitative analysis: use the NCES revenue table (federal, state and local shares by state) to describe a pattern, and explain what it shows about fiscal federalism in education.

Students make: Quantitative analysis response (about 300 words)

Pacing

Opener (page 320): 3 min. Short on time: 2 min. Read the summary line aloud and go straight to the evidence.

Key terms (pages 321 and 322): 3 min. Short on time: skip.

Look at the evidence (page 326): 4 min. Short on time: 3 min. Students read Evidence A only and fill in no boxes.

Look at the evidence (page 327): 3 min. Short on time: skip.

Key idea (pages 328 and 329): 8 min. Short on time: 6 min. Read the NCES paragraph of the key idea. Skip In the news.

Pacing, continued

Sort the evidence (page 330): 5 min. Short on time: skip.

Practice (page 331): 4 min. Short on time: skip.

Your task (pages 332 and 333): 10 min. Short on time: 10 min.

Your draft (page 334): 18 min. Short on time: 17 min. Give a one-minute warning, then collect.

Check your work (pages 335 and 336): 4 min. Short on time: 2 min. Students check their parts against the four questions only.

Questions to discuss (pages 337 and 338): 5 min. Short on time: skip.

Talk about this case at home (page 339): at home.

Periods: full chapter 67 minutes; one period 40 minutes.

Standards

Unit 1: Foundations of American Democracy The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Federalism and the division of education funding and control.

Data Analysis Skill category 3: analyze and interpret numbers shown in tables, charts, graphs, maps and infographics. In this case: Students describe patterns in revenue data.

Case 18 plan, continued

Standards, continued

Concept Application Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply fiscal federalism to one district.

D2.Civ.11.9-12 Evaluate how well different government decision-making procedures meet their civic purposes at each level. In this case: Students evaluate how the budget process achieves or misses civic purposes.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate intended and unintended outcomes of how facilities money is allocated.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a question for the board.

Codes of ethics

- **ASPA Code of Ethics:** 5. Fully Inform and Advise.
- **SPJ Code of Ethics:** Seek Truth and Report It
- **Credo for Ethical Communication:** "We advocate truthfulness, accuracy, honesty, and reason..." (one of nine unnumbered principles)

Heat map

■□□ **Opener (page 320):** Low

■□□ **Key terms (pages 321 and 322):** Low

■□□ **Look at the evidence (page 326):** Low

■□□ **Look at the evidence (page 327):** Low

■□□ **Key idea (pages 328 and 329):** Low

■□□ **Sort the evidence (page 330):** Low

■□□ **Practice (page 331):** Low

■□□ **Your task (pages 332 and 333):** Low

■□□ **Your draft (page 334):** Low

■□□ **Check your work (pages 335 and 336):** Low

Try it at your school

Find one line in your school's budget.

- With a teacher or advisor, find your district's budget on its website
- Label the document's year and stage
- Find one line connected to something you use (facilities, arts, technology)
- Ask your student council how students can submit a budget question or comment

Who to ask: Student council advisor, school business office, school board clerk, principal

Safety: Get permission before photographing spaces or people at school. Stick to observed facts when posting about budgets.

Sources

- ABC, "About Abbott Elementary," No date listed
- National Center for Education Statistics, "Revenue sources for public schools by state, 2022—23 (Digest table 235.20)," No date listed

Case 18: Why is the theater curtain still falling apart?

The district's proposed budget is $48 million, the school theater curtain won't close, and Dec wants to ask the school board about it.

On your own Read What happened and underline the three dollar amounts. About 3 minutes.

Anika, Dec and Mari test a small light circuit in a theater workshop, with Pauta beside them.

Your role: You're the one who works out the per-student number before anyone repeats the post. **New skill:** Compare numbers on the same scale.

What happened

The curtain in the school theater is torn, and it no longer closes all the way. Dec, 17, pulls that curtain at every show. He and Anika, 16, are on the theater crew. The facilities office gave the theater advisor a quote to replace the curtain: $6,800.

Mari, 19, is helping them prepare a question for the school board. They find the district's proposed budget for next school year. The total is $48 million for a projected 3,200 students. One line sets aside $310,000 for building repairs at all schools. A note says the figures may change before the board adopts the budget.

On Tuesday at 6:10 p.m., a post starts going around. It compares the district's $48 million with another district, Westbrook, at $21,000 per student. "And they can't fix ONE curtain??" it asks. Dec has a photo of the torn curtain. He wants to be the one who asks the board about it.

Your question: What can the $48 million total tell Dec about the curtain, and what should he ask the school board?

Pacing

Full chapter: 3 min.

Short on time: 2 min. Read the summary line aloud and go straight to the evidence.

Say this

"$48 million, and the curtain still won't close. What is your first reaction?" — Collect reactions. Then ask what kind of number $48 million is.

Watch for

Misconception: Students assume a large total means money is free for any need. **Listen for:** "They have millions, they're just wasting it." **Then:** Ask what the $48 million has to cover. Write "whole district, next year" on the board.

Support

- Read What happened aloud. List the three dollar amounts on the board with their labels.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 3 minutes.

Revenue Revenue is money that comes into a government or an organization, such as taxes and grants.

En español: ingresos

In this case: NCES reports that public schools get revenue from federal, state and local sources. That national data cannot show what Dec's district spends on a curtain.

Expenditure An expenditure is money that a government or an organization spends.

En español: gasto

In this case: The $48 million is a proposed plan for next school year. It lists planned expenditures, but none of that money has been spent yet.

Per-pupil amount A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.

En español: monto por estudiante

In this case: $48,000,000 ÷ 3,200 students = $15,000 per student. Westbrook's $21,000 is already per student, but its year and stage are unknown.

Who is involved

Mari
Helping the theater crew with a budget question

"Forty-eight million dollars, and the curtain still won't close. Ay, bendito. Before we get mad at the big number, which line is supposed to fix it?"

Dec
Pulls the curtain at every show

"I pull that curtain every show. It doesn't close all the way anymore. That part I can show you."

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Has any of the $48 million been spent yet?" — No. It is a proposed plan. Planned expenditures are not money already spent.

Watch for

Misconception: Students treat revenue and expenditure as the same. **Listen for:** "Revenue is what they spend." **Then:** Revenue comes in and an expenditure goes out. Draw two arrows on the board.

Support

- Pair students who share a language to explain each term with a number from the case.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, why do you think the theater curtain is still not fixed?

My first guess is ___, because ___.

My first guess is that the curtain ranks below other repairs, because $310,000 has to cover every school.

Notes

This page continues page 321. The notes for both pages are on the sheet for page 321.

Reading passage

Reading a budget before reacting to it

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Revenue**: Revenue is money that comes into a government or an organization, such as taxes and grants.
- **Expenditure**: An expenditure is money that a government or an organization spends.
- **Per-pupil amount**: A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.
- **Proposal**: A proposal is a change that someone suggests and that has not been approved yet.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.

The story: Where is the money going?

Dec, 17, a senior on the theater crew, pulls the stage curtain at every show. It is torn and no longer closes all the way. The facilities office has already priced a flame-retardant replacement, removal and installation included, at $6,800. Dec has a photo of the tear. He wants to take the problem to the school board, and he wants to be the one who asks.

Mari, 19, is helping him and Anika, 16, prepare. The district's proposed budget for next school year is posted online. The headline figure is $48,000,000, with projected enrollment of 3,200 students. A facilities line provides $310,000 for building repairs across all schools. A note warns that the figures are proposed and may change before adoption.

On Tuesday at 6:10 p.m., a post begins circulating. It sets the district's $48 million beside Westbrook's $21,000 per student and asks why the district cannot fix one curtain. The post has the emotional logic of a good question. It also has the arithmetic of a bad one. Mari's instinct is to ask where the numbers are from.

Your role is to work out the per-student number before anyone repeats the post.

Stop and think. The post "has the emotional logic of a good question." What makes it feel convincing?

Pacing

Reading: about 5 min (706 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Where is the money going?":** The post "has the emotional logic of a good question." What makes it feel convincing?
2. **After "Putting numbers on the same scale":** Why can't a per-pupil figure show whether a district has enough money?
3. **After "Funding, spending and outcomes":** What would Dec need to know to show that the curtain belongs in the building repairs line?

Putting numbers on the same scale

Budget numbers carry three labels that must match before a comparison means anything: year, stage and unit. The post mismatches all three. It pairs a proposed district total for next year with a per-student figure of unknown year and stage.

A **per-pupil amount** is a total divided by the number of students, so that districts of different sizes can be compared. The new skill in this case is comparing numbers on the same scale. It extends Case 11's habit of comparing like with like. Dividing $48,000,000 by 3,200 gives $15,000 per student. The recalculation changes the post's implied story, but it does not settle it. Westbrook's year and stage are still unknown, and a per-pupil figure cannot show whether either district's funding matches its students' needs.

The vocabulary of public finance keeps other distinctions straight. **Revenue** is money that comes into a government or an organization, such as taxes and grants. An **expenditure** is money that a government or an organization spends. This document is a **proposal**, the Case 4 term for a change that someone suggests and that has not been approved yet. A proposed budget, the adopted budget and actual spending are three different records.

The crew's method draws on earlier cases. Mari reads the budget line by line, the skill from Case 5, looking for the line that could plausibly cover a stage curtain. She is not sure a curtain counts as a building repair, and she wants to find out. Dec follows Case 13's rule of keeping a claim as small as the evidence. His photo proves the tear and nothing about where money went, so he brings the photo, the quote and a question rather than an accusation. Case 4's **decision-maker**, the person or group with the power to make a particular choice, points to the school board, which adopts the budget within state and federal rules. His question should name one budget line, one need and the board's next chance to hear requests.

Stop and think. Why can't a per-pupil figure show whether a district has enough money?

Funding, spending and outcomes

National data give context but not local answers. NCES reports that public-school revenue comes from federal, state and local sources, with a mix that varies by state (NCES, May 2024). Its state-by-state table for 2022—23 includes per-pupil amounts (NCES Digest table 235.20, March 2026). Reliance on local property taxes produces large differences between districts (NPR, April 18, 2016).

Budgets also change over time. When temporary federal pandemic relief ran out, districts faced what reporters called a funding cliff (Chalkbeat, September 13, 2023). In 2026, many districts made cuts and layoffs tied to inflation and enrollment declines (Chalkbeat, May 28, 2026). Spending levels matter for students.

This page continues page 323. The notes for both pages are on the sheet for page 323.

Funding, spending and outcomes, continued

A major study of school finance reforms found that more per-pupil spending raised graduation rates and adult earnings, especially for low-income students (Jackson, Johnson and Persico, Quarterly Journal of Economics, October 1, 2015).

The SPJ code offers a rule for anyone writing about budgets: “Provide context. Take special care not to misrepresent or oversimplify in promoting, previewing or summarizing a story” (SPJ Code of Ethics, September 6, 2014). The viral post fails that test, and Dec’s question passes it.

Stop and think. What would Dec need to know to show that the curtain belongs in the building repairs line?

Sources

Real source | National Center for Education Statistics | May 2024
Public School Revenue Sources (Condition of Education)

Real source | National Center for Education Statistics | March 2026
Revenue sources for public schools by state, 2022—23 (Digest table 235.20)

Real source | NPR | April 18, 2016
Why America's Schools Have A Money Problem

Real source | Chalkbeat | September 13, 2023
Schools face a funding cliff. How bad will the fall be?

Real source | Chalkbeat | May 28, 2026
A financial reckoning is hitting America’s public schools

Real source | The Quarterly Journal of Economics (Jackson, Johnson & Persico) | October 1, 2015
The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms

Real source | Society of Professional Journalists (SPJ) | 2014
SPJ Code of Ethics

This page continues page 323. The notes for both pages are on the sheet for page 323.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 4 minutes.

Evidence A | **Budget excerpt**

The proposed budget for next school year

PROPOSED BUDGET, NEXT SCHOOL YEAR. Total proposed budget: $48,000,000. Projected enrollment: 3,200 students. Facilities, building repairs (all schools): $310,000. Note: figures are proposed and may change before the board adopts the budget.

Look closely: Circle the year, the stage and the unit for each number.

What it shows

A proposed plan, not spending: $48 million total and $310,000 for repairs at all schools.

What it leaves out

Last year's actual spending, how repairs are ranked and what the board will adopt.

Evidence B | **Social media post**

A post shared Tuesday at 6:10 p.m.

Our district: $48 MILLION. Westbrook: $21,000 per student. And they can't fix ONE curtain?? Where is the money going?

Look closely: Which number is a total, and which is per student?

What it shows

A comparison of a district total with another district's per-student figure.

What it leaves out

Matching units, Westbrook's budget year and stage, and any source for its figure.

Pacing

Full chapter: 4 min.

Short on time: 3 min. Students read Evidence A only and fill in no boxes.

Say this

"Before you react to any number, find its year, its stage and its unit." — Model it on the $48 million: next year, proposed, whole district.

Watch for

Misconception: Students read the proposed budget as money already spent. **Listen for:** "They spent $48 million and didn't fix it." **Then:** Point to "PROPOSED" and "NEXT SCHOOL YEAR." Nothing here has been spent.

Support

- Give students a calculator and the budget excerpt with its labels highlighted.
- Read the budget note aloud.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

Stretch

- Ask why the $310,000 line cannot show whether the curtain is funded, even though it is the right kind of line.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Repair quote

The facilities quote for a new curtain

Stage curtain replacement, main auditorium: remove the torn curtain, supply and install a flame-retardant replacement. Total: $6,800.

Look closely: What does the quote confirm, and who received it?

What it shows

A priced need: $6,800 for a flame-retardant replacement, sent to the advisor.

What it leaves out

Whether the request reached the board, and where it ranks among other repairs.

What is still missing from the evidence?

Whether stage equipment falls under the building-repairs line, how repair requests are ranked, and Westbrook's year and stage. We also don't know what the board will adopt.

Notes

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Before you react to any number, find its year, its stage and its unit." — Model it on the $48 million: next year, proposed, whole district.

Watch for

Misconception: Students read the proposed budget as money already spent. **Listen for:** "They spent $48 million and didn't fix it." **Then:** Point to "PROPOSED" and "NEXT SCHOOL YEAR." Nothing here has been spent.

Support

- Give students a calculator and the budget excerpt with its labels highlighted.
- Read the budget note aloud.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

Stretch

- Ask why the $310,000 line cannot show whether the curtain is funded, even though it is the right kind of line.

Heat check

■□□ **Low.**

Key idea: per-pupil amounts

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 minutes.

Before you compare two budget numbers, check three labels: the year, the stage and the unit. An **expenditure** is money that a government or an organization spends. A proposed budget is a plan for expenditures. An adopted budget is the plan the board approves. Actual spending is what the district really spent. The $48 million is a proposed total for the whole district. The Westbrook figure is an amount per student.

A **per-pupil amount** is a total divided by the number of students, so that districts of different sizes can be compared. Dec's district proposes $48,000,000 for a projected 3,200 students. That works out to $15,000 per student. The comparison is still not complete, because Westbrook's budget year and stage are unknown. A per-pupil figure also cannot show whether either district has enough for its students' needs.

Revenue is money that comes into a government or an organization, such as taxes and grants. The National Center for Education Statistics (NCES) reports that public schools get revenue from federal, state and local sources. The mix differs from state to state. National data like this gives context, but it cannot say what one district spends on a curtain. In most states, an elected local school board adopts the budget within state and federal rules. That is why Dec's question should name one budget line, one need and the board's next chance to hear requests.

Professional standards

Real source | **American Society for Public Administration (ASPA)**

ASPA Code of Ethics: 5. Fully Inform and Advise

"Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members"

In plain words: ASPA members agree to give decision-makers, such as school board members, accurate and complete information.

Question: The $6,800 curtain quote went to the theater advisor. What should the board see to rank that repair?

Pacing

Full chapter: 8 min.

Short on time: 6 min. Read the NCES paragraph of the key idea. Skip In the news.

Say this

"Divide $48,000,000 by 3,200 students. Compare it with $21,000. Is the comparison fair yet?" — Not yet. Westbrook's year and stage are unknown.

Watch for

Misconception: Students treat the ASPA code as a law for school boards. **Listen for:** "The board is breaking the ASPA code." **Then:** Say: "ASPA's code is for its members in public service. It is not a law."

Support

- Work the division on the board. Label the answer $15,000 per student, proposed.

Stretch

- Use the SPJ row: what context would a news story need before comparing the two districts?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

The board needs ___. Then it can ___.

The board needs the $6,800 quote, evidence of the damage and the budget line that would cover it. Then it can rank the curtain against other repairs.

In the news

Real source | NPR | April 18, 2016

Why America's Schools Have A Money Problem

Explains how local property taxes make school budgets very different from one district to the next.

Real source | Chalkbeat | May 28, 2026

A financial reckoning is hitting America's public schools

Big districts are making cuts, showing how a huge budget can still leave little for extras like a stage curtain.

Notes

This page continues page 328. The notes for both pages are on the sheet for page 328.

Sort the evidence

On your own Trace the curtain request from the photo to the vote and fill in each box. About 5 minutes.

Trace the curtain request from the photo to the vote. Who ranks it, who adopts the budget, which rules limit them, and where can students speak?

Fund the $6,800 curtain replacement next year

Who decides

The elected local school board, which adopts the budget

The facilities office, which ranks repair requests (how is still unknown)

Under which rule

State and federal rules and funding streams set limits on district budgets

Proposed building-repairs line: $310,000 for all schools

Who lives with it

Your way in

A written question or public comment before the budget is adopted

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The board and the facilities office are missing. I would ask whether stage equipment counts as a building repair and when requests are heard.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Trace the curtain request. Who ranks it, who adopts the budget and where can students speak?" — Model the first box: the facilities office.

Watch for

Misconception: Students name the principal as the decider. **Listen for:** "Just ask the principal to buy it." **Then:** Point to the chain: the elected school board adopts the budget.

Support

- Let students write the name of each office before writing sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose what the crew should do first, explain why and fix the two marked phrases. About 4 minutes.

A post compares the district's $48 million total with Westbrook's $21,000 per student. Someone reposts it and adds "we get way less." What should the crew do first?

- ☐ **A** Share it. Both figures are in dollars, and the curtain really is torn.
- ☑ **B** Check that both figures use the same year, budget stage and units before comparing them.
- ☐ **C** Divide $48 million by 3,200 students, and post that the district is underfunded.

Why I chose it

B. A repeats a unit mismatch. C corrects the units but jumps to underfunding, and Westbrook's year and stage are unknown. B makes a fair comparison possible.

Improve a draft

A student's first draft

Our district has a (1) $48 million budget but our theater curtain is ripped and gross. That's so much money and they can't even fix one curtain? It has been like this since before any of us joined the crew and it keeps getting worse every show. Where is all the money going? Other districts get way more. I saw a post that said so. We deserve better and (2) the board needs to explain themselves. We are honestly tired of waiting for this.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

The $48 million is next year's proposed budget, not this year's spending.

Rewrite phrase 2

Which line covers stage equipment, and when will the board hear repair requests?

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Someone reposts the comparison with "we get way less." What do you do first?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students pick C because the math is right. **Listen for:** "$15,000 is less, so we're underfunded." **Then:** Ask what one per-student figure can prove. It cannot show need.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Our question is about next year's proposed budget. The theater curtain is torn at the seam and no longer closes fully; we have a photo and a $6,800 replacement quote from the facilities office. The proposed budget lists $310,000 for building repairs across the district. We'd like to know whether stage equipment is covered by that line or a different one, how repair requests are ranked, and when the board considers them. Could a student from the theater crew submit a written request before the budget is adopted? Thank you for considering it.

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Quantitative analysis: use the NCES revenue table (federal, state and local shares by state) to describe a pattern, and explain what it shows about fiscal federalism in education.

Use: NCES Digest table 235.20 (2022—23) and the case.

You'll make: Quantitative analysis response (about 300 words)

Time: 40 minutes

1. Read the table's title, year and units before any number.
2. Choose two states and record their federal, state and local revenue.
3. Describe one pattern in the planner, with the year and units.
4. Write a response of about 300 words on the Your draft page, in parts A to D.
5. Explain what the pattern shows about fiscal federalism.
6. Name one limit of the data for Dec's curtain question.

Prefer typing? Scan to open the online workspace.

Table title, year and units

Revenue sources for public schools by state, 2022—23. Dollars, with per-pupil amounts.

One pattern, with year and units

In 2022—23, the mix of federal, state and local revenue, in dollars, differs from state to state.

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Read the table's title, year and units aloud before anyone quotes a number." — The table covers 2022—23, not next year.

Watch for

Misconception: Students treat a state share as the district's budget. **Listen for:** "So Dec's district gets most of its money from the state." **Then:** Ask whether the table names Dec's district. It reports states, not districts.

Support

- Data-reading checklist
- Vocabulary: fiscal federalism, categorical grant, local control

Stretch

- Explain why a state-level share doesn't tell you what one district spends on facilities.

Heat check

■□□ **Low.**

Your task, continued

A limit of the data

A state-level share cannot show what one district spends on a stage curtain.

Notes

This page continues page 332.

Standards

Unit 1: Foundations of American Democracy — The course unit on the ideas behind U.S. government, the Constitution and federalism. In this case: Federalism and the division of education funding and control.

Data Analysis — Skill category 3: analyze and interpret numbers shown in tables, charts, graphs, maps and infographics. In this case: Students describe patterns in revenue data.

Concept Application — Skill category 1: apply political concepts and processes to scenarios. In this case: Students apply fiscal federalism to one district.

D2.Civ.11.9-12 — Evaluate how well different government decision-making procedures meet their civic purposes at each level. In this case: Students evaluate how the budget process achieves or misses civic purposes.

D2.Civ.13.9-12 — Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate intended and unintended outcomes of how facilities money is allocated.

D4.8.9-12 — Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a question for the board.

Answer key

A strong response:

- Describes data accurately with year and units
- Identifies a pattern
- Explains fiscal federalism
- States a limit of the data

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 18 minutes.

Your response, parts A to D

A. The NCES table reports revenue for public schools in each state for the 2022—23 school year, in dollars, from federal, state and local sources. B. The pattern is variation: the mix of federal, state and local revenue differs from state to state. C. This pattern reflects fiscal federalism. The federal government adds money, often through categorical grants for specific purposes. States and local districts also raise revenue, in different mixes. Under local control, an elected school board adopts each district's budget within state and federal rules. D. The data has a limit. A state-level share cannot show what one district spends on facilities. Dec's district proposes $310,000 for building repairs at all schools. No NCES table can tell him whether the $6,800 curtain is in that line, so he has to ask the board.

Pacing

Full chapter: 18 min.

Short on time: 17 min. Give a one-minute warning, then collect.

Say this

"Label your parts A to D, as on the exam." — Check that part D names a limit.

Watch for

Misconception: Fiscal federalism is defined but not applied. **Listen for:** "Fiscal federalism is when levels of government share money." **Then:** Ask what the pattern in the table shows about that sharing.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Describes the data with its year and units.
2. Identifies the pattern.
3. Connects the pattern to a course concept.
4. States a limit of the data.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 4 minutes.

Do you describe the data with its year and units?	☑ Yes	☐ No
Do you identify a pattern?	☑ Yes	☐ No
Do you explain fiscal federalism accurately?	☑ Yes	☐ No
Do you state a limit of the data?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Uses an unlabeled total.	☐ Uses a figure without year or stage.	☐ Labels year, stage and line and cites the need.	☐ Adds a repair quote and notes what the figures can't show.
Reasoning	☐ Assumes waste or theft.	☐ Compares mismatched numbers.	☐ Links the need to a specific budget line.	☐ Explains process questions: ranking, timing, decision-maker.
Audience & purpose	☐ Accuses the board.	☐ Complains without a request.	☐ Asks a question the board can answer.	☐ Asks a question and offers a concrete way for students to contribute.

Pacing

Full chapter: 4 min.

Short on time: 2 min. Students check their parts against the four questions only.

Say this

"Find the sentence in your question that names one budget line and one need." — Circulate and ask for the label "proposed" if it is missing.

Watch for

Misconception: Revisions only soften the tone. **Listen for:** "I took out the rude part." **Then:** Point to the Revision row. Ask for an added label or a specific budget line.

Heat check

■□□ **Low.**

Answer key

How to assess: Practice feedback follows the Quantitative Analysis format: accurate description with year and units, an identified pattern, a supported conclusion and a stated limit.

Proficient looks like:

- **Evidence:** Labels year, stage and line and cites the need.
- **Reasoning:** Links the need to a specific budget line.
- **Audience & purpose:** Asks a question the board can answer.
- **Revision:** Adds labels and a specific line.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Removes insults only.	☐ Adds labels and a specific line.	☐ Explains how each change makes an answer more likely.

One change I made after feedback

I changed ___ because ___.

I added the school year to part A, because my pattern had no date.

Notes

This page continues page 335. The notes for both pages are on the sheet for page 335.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 5 minutes.

1 What could make spending rise without the service getting better?

Rising costs, such as higher prices for the same work, or more students to serve. Spending can grow while each student gets the same or less.

2 Dec wants to ask the board himself. Why might it matter who brings the question?

A student who uses the curtain brings firsthand evidence and shows the board who is affected. It also gives students practice in a process that affects them.

3 What else would you want to know before saying one district gets less than another?

Westbrook's year, stage and categories, and what each district's students need. A per-student figure alone cannot show need.

My take

My claim: ___.

Dec should ask which line covers stage equipment, how repairs are ranked and when the board hears requests.

The best evidence is ___, because ___.

The budget excerpt, because its labels show a proposed plan, not spending.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Answer with a label or a number from the evidence." — Ask for one answer per question.

Stretch

- With an adult, find your district's budget, label its year and stage and find one line for a space you use.
- Going further: Write two headlines about the same budget: one with the $48 million total and one with $15,000 per student. Compare the story each headline tells. Then name one group that uses the theater but is missing from this discussion.
- Going further: Some people say every school should get the same amount. What problem does that plan assume it is solving? Name one need it might miss.
- Going further: Make a chart of the proposed budget that shows the total, the per-student amount and the building-repairs line. Label the year, the stage and the units. Ask a reader to explain what the chart cannot show.
- Going further: With a teacher or advisor, find your district's budget on its website. Label its year and stage. Find one line for something you use, such as facilities, arts or technology. Ask your student council how students can send a budget question. Get permission before you photograph spaces or people at school.
- Find your own district's adopted budget and locate the facilities or capital line
- Compare two years of the same line and explain what might explain a change

My take, continued

Someone who disagrees might say ___.

The $48 million total proves there is money for a $6,800 curtain.

The limit of the evidence is ___.

No document shows how the district ranks repair requests.

I would change my mind if ___.

The board showed that the curtain is already scheduled for repair.

Notes

This page continues page 337.

Heat check

■■□ **Question 3: Medium.** Students may compare wealthy and poor districts they know, or talk about family income.

Cool-down: Keep it to the two figures in the case. Ask what we would need to check, and list year, stage, units and need.

Talk about this case at home

Case 18: Why is the theater curtain still falling apart?

In this case, a group of friends reads a school district budget to find out why a torn theater curtain has not been fixed. Your student checked what the numbers mean and wrote a clear question for the school board.

Questions to talk about

1. Where do you think a school's money comes from?
2. Why can it be misleading to compare a total with an amount per person?
3. Who would you ask if something at school needed fixing?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Read this page at home with someone you trust." — Nobody needs to share family money information to complete it.

Case 19: What should Gia say in her two-minute comment?

Overview

Students read a short story in which Gia wants to speak against a proposal to close the park's lighted courts at 8 p.m. They read the parks committee agenda, the comment instructions and a nearby resident's comment. They find the item, the deciding body, the deadline and the time limit. They then cut Gia's three-page draft into a timed comment that makes one specific request.

Before this case

Students should already be able to:

- define political efficacy and linkage institutions
- explain an argument from a required foundational document
- write a defensible claim with a line of reasoning

Objectives

Students will be able to:

- make a defensible claim about which form of participation is most effective for young people
- use the Letter from Birmingham Jail excerpt accurately as evidence
- use the case as evidence for people too young to vote
- respond to an alternative view

Materials

- This chapter, one copy per student
- The Letter from Birmingham Jail excerpt your course uses
- An argument outline and a vocabulary card: political efficacy, linkage institutions

The task in this edition

Task: Argument essay: which form of participation is most effective for young people: voting, public comment, protest or joining an interest group?

Students make: Argument essay, 40 minutes

Pacing

Opener (page 340): 2 min. Short on time: 1 min. Read the summary line aloud.

Key terms (pages 341 and 342): 2 min. Short on time: skip.

Look at the evidence (page 346): 3 min. Short on time: 2 min. Students read Evidence A and B and fill in no boxes.

Look at the evidence (page 347): 3 min. Short on time: skip.

Key idea (pages 348 and 349): 5 min. Short on time: skip.

Sort the evidence (page 350): 4 min. Short on time: skip.

Practice (page 351): 3 min. Short on time: skip.

Pacing, continued

Your task (pages 352 and 353): 8 min. Short on time: 5 min. Students fill in the claim box only.

Your draft (page 354): 40 min. Short on time: 40 min.

Check your work (pages 355 and 356): 4 min. Short on time: 2 min. Students check the claim and the alternative view only.

Questions to discuss (pages 357 and 358): 5 min. Short on time: skip.

Talk about this case at home (page 359): at home.

Periods: full chapter 79 minutes; one period 50 minutes.

Standards

Unit 5: Political Participation The course unit on voting, political parties, interest groups, elections and the media. In this case: Forms of political participation and political efficacy.

Source Analysis Skill category 4: read and interpret foundational documents and other written and visual sources. In this case: Students use Letter from Birmingham Jail as evidence.

Argumentation Skill category 5: develop an argument in essay form. In this case: Students write an argument essay.

Case 19 plan, continued

Standards, continued

D2.Civ.9.9-12 Use fitting deliberative processes in different settings. In this case: Students use appropriate deliberative processes in a public meeting.

D2.Civ.1.9-12 Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. In this case: Students distinguish the powers of a council committee from those of other bodies.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a comment for a real process.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **Credo for Ethical Communication:** "We endorse freedom of expression, diversity of perspective, and acknowledgement of dissent..." (one of nine unnumbered principles)
- **SPJ Code of Ethics:** Minimize Harm

Heat map

■□□ **Opener (page 340):** Low

■□□ **Key terms (pages 341 and 342):** Low

■□□ **Look at the evidence (page 346):** Low

■□□ **Look at the evidence (page 347):** Low

Heat map, continued

■□□ **Key idea (pages 348 and 349):** Low

■■□ **Sort the evidence (page 350):** Medium

■■□ **Practice (page 351):** Medium

■■□ **Your task (pages 352 and 353):** Medium

■□□ **Your draft (page 354):** Low

■□□ **Check your work (pages 355 and 356):** Low

Try it at your school

Find your next local agenda.

- With a trusted adult, find the website for your city council, school board or parks board
- Open the next meeting agenda and find one item that affects you
- Read the public-comment instructions: sign-up, time limit, written option
- Draft a practice comment and decide with your adult whether to submit it

Who to ask: Clerk of the council or school board, a civics teacher, a student representative to the board if your district has one

Safety: Public comments and names may be published. Leave out addresses, phone numbers and anyone else's private story. Attend meetings with a trusted adult.

Sources

- Peacock, "Parks and Recreation," No date listed
- Seattle City Council, "Public Comment," No date listed

Case 19: What should Gia say in her two-minute comment?

Gia has two minutes to speak to the parks committee about the court lights, but her draft is three pages long.

On your own Read What happened and underline the sentence that says what item 4 proposes. About 2 minutes.

Gia and Mateo sit on a front stoop, each holding pages of notes.

Your role: You're the one holding the timer and listening for the request. **New skill:** Fit a request to the body's remit and time limit.

What happened

It is Tuesday, 5:40 p.m. The parks committee meets at 6. Item 4 on its agenda is a proposal to turn off the park's court lights at 8 p.m. The reason given is complaints about evening noise from nearby residents.

Gia, 21, wants to speak against item 4. It is her first time speaking at a public meeting. Each speaker gets two minutes. On Monday night, Gia wrote a three-page draft. When she reads page one out loud, it takes two minutes and forty seconds.

Mateo, 22, is timing her from a bench. He follows every word, but he cannot tell what she wants the committee to do. The draft also mentions a friend's private situation, and page two is about the bus. Everything Gia says will become part of the public record, along with her name.

Your question: What should Gia keep in her two-minute comment, and what should she cut?

Pacing

Full chapter: 2 min.

Short on time: 1 min. Read the summary line aloud.

Say this

"You get two minutes at a public meeting. What would you say first?" — Collect two or three answers. Do not correct anyone yet.

Watch for

Misconception: Students think the park is closing. **Listen for:** "They're shutting down the park." **Then:** Ask what item 4 says exactly. It turns off the court lights at 8 p.m.

Support

- Read What happened aloud while students follow along.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 2 minutes.

Agenda item An agenda item is one topic listed on a meeting's official schedule of business.

En español: punto del orden del día

In this case: Item 4, "Evening court hours," proposes turning off the court lights at 8:00 p.m. Its action is a committee recommendation to the full council.

Remit A remit is the set of matters that a committee or other body is responsible for and can act on.

En español: competencia

In this case: The parks committee can recommend court hours. It cannot change bus routes, so page two of Gia's draft belongs with a different body.

Public record A public record is information a government keeps that anyone can ask to see, such as meeting comments.

En español: registro público

In this case: Comments and speakers' names become part of the public record. That is why Gia leaves her friend's private situation out of her comment.

Who is involved

Gia

Speaking at a public meeting for the first time

"I timed page one out loud. Two minutes forty. There are three pages."

Mateo

Timing Gia's practice run from a bench

"I followed all of it. I still couldn't tell you what she wants them to do."

Pacing

Full chapter: 2 min.

Short on time: skip this page.

Say this

"Which part of item 4 tells you what the committee can do?" — Point to the action line: a recommendation to the full council.

Watch for

Misconception: Students think the committee makes the final decision. **Listen for:** "The committee decides tonight." **Then:** Reread the action line. The committee recommends, and the full council decides.

Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think Gia should say in her two minutes?

My first guess is ___, because ___.

My first guess is that she should open with the bus problem, because it affects the most people.

Notes

This page continues page 341. The notes for both pages are on the sheet for page 341.

Reading passage

Two minutes, one ask

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Agenda item**: An agenda item is one topic listed on a meeting's official schedule of business.
- **Remit**: A remit is the set of matters that a committee or other body is responsible for and can act on.
- **Public record**: A public record is information a government keeps that anyone can ask to see, such as meeting comments.
- **Proposal**: A proposal is a change that someone suggests and that has not been approved yet.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.

The story: The first time at the microphone

Gia, 21, has spent her life in Fort Greene, and the park is part of her week. On Tuesday, the parks committee meets at 6 p.m. Item 4 on its agenda proposes turning off the court lights and closing the lighted courts at 8 p.m., citing complaints about evening noise from nearby residents. The agenda lists the action as a committee recommendation to the full council. Gia wants to speak against it. She has never spoken at a public meeting before.

The rules give her two minutes. Speakers sign up by 5 p.m., written comments may be submitted in advance and comments and names become part of the public record. At 5:40, Gia reads her draft aloud on a bench while Mateo, 22, times her. The draft runs three pages, and page one alone takes two minutes and forty seconds. It also contains a friend's private situation and a page about the bus.

Mateo's feedback is precise without being a rewrite. He followed every word and still cannot say what she wants the committee to do. His question is the most useful editing tool in the case. If the committee remembers one sentence, what is it? That sentence goes first.

Your role is to hold the timer and listen for the request.

Stop and think. Why does Mateo's one-sentence question work better than line edits?

Pacing

Reading: about 5 min (706 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The first time at the microphone":** Why does Mateo's one-sentence question work better than line edits?
2. **After "Matching a request to a body":** How does asking for 9 p.m. instead of no change affect the committee's choices?
3. **After "Research and real practice":** The research shows commenters often do not reflect the whole community. What does that suggest about who should speak?

Matching a request to a body

An **agenda item** is one topic listed on a meeting's official schedule of business. A **remit** is the set of matters that a committee or other body is responsible for and can act on. The two concepts define what Gia can usefully ask. Item 4 concerns lighting and closing time. The committee's remit includes recommending court hours. It does not include buses. Her draft's central plea, "Please don't close the park," misstates the item, since no one has proposed closing the park.

The new skill is fitting a request to the body's remit and time limit, and it assembles earlier skills. Case 4 introduced the **proposal**, a change that someone suggests and that has not been approved yet, and the **decision-maker**, the person or group with the power to make a particular choice. Here the chain has two links. The committee recommends, and the full council decides. Case 10 taught you to route a problem to the office responsible, which is why the bus page belongs with a transit office rather than this committee.

A strong two-minute comment does four jobs. It names the agenda item, reports an observation, explains why it matters and makes one request. Gia's revised comment does exactly that. It names item 4. It reports that she counted twenty or thirty people on the courts between 8 and 9. It notes that many of them work late. And it asks for lights until 9 on weekdays this summer. The request also engages the resident who wrote that late noise carries into their apartment and that their kids have school in the morning. Asking for 9 rather than no change gives the committee a middle path that answers both concerns in part.

The final cut is ethical. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. Everything Gia says will be attached to her name and kept. Her friend's situation belongs to her friend, so it comes out.

Stop and think. How does asking for 9 p.m. instead of no change affect the committee's choices?

Research and real practice

Rules differ by body. Seattle City Council accepts spoken comment in person or by phone and written comment by email, with up to two minutes per speaker (Seattle City Council, no date listed). That is one city's process, not a rule for every council. Research raises a harder question about who shows up. A study of meeting minutes found that local commenters often do not reflect the whole community (Einstein, Palmer and Glick, Perspectives on Politics, October 14, 2018). Other peer-reviewed work examines whether and how public comment connects to policy outcomes (Sahn, American Journal of Political Science, August 31, 2024).

Young people are using the process well. Philadelphia students testified at board meetings about school closures, drawing on district data (Chalkbeat Philadelphia, April 3, 2026).

This page continues page 343. The notes for both pages are on the sheet for page 343.

Research and real practice, continued

Journalists hold a related privacy standard. The SPJ code says "private people have a greater right to control information about themselves than public figures" (SPJ Code of Ethics, September 6, 2014). Gia applies that principle to her friend.

Stop and think. The research shows commenters often do not reflect the whole community. What does that suggest about who should speak?

Sources

Real source | Seattle City Council | No date listed
Public Comment

Real source | Perspectives on Politics (Einstein, Palmer & Glick) | October 14, 2018
Who Participates in Local Government? Evidence from Meeting Minutes

Real source | American Journal of Political Science (Sahn) | August 31, 2024
Public comment and public policy

Real source | Chalkbeat Philadelphia | April 3, 2026
'Not what democracy is all about': Philly students slam school leaders' approach to school closures

Real source | Society of Professional Journalists (SPJ) | 2014
SPJ Code of Ethics

Notes

This page continues page 343. The notes for both pages are on the sheet for page 343.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 3 minutes.

Evidence A | **Meeting agenda**

Item 4 on the parks committee agenda

Item 4. Evening court hours. Proposal to turn off the court lights and close the lighted courts at 8:00 p.m. Background: complaints about evening noise from nearby residents. Action: committee recommendation to the full council.

Look closely: Circle the item number, the proposed time and the action.

What it shows

A proposal about lights and hours only. The committee recommends; the council decides.

What it leaves out

How many complaints there were, when the noise happens and any other hours considered.

Evidence B | **Comment rules**

How to comment at the meeting

Sign up to speak by 5:00 p.m. on the day of the meeting. Each speaker has 2 minutes. Written comments may be submitted before the meeting. Comments and speakers' names become part of the public record.

Look closely: Underline the deadline, the time limit and what becomes public.

What it shows

A deadline, a time limit, a written route and a public record for every comment.

What it leaves out

How the full council usually treats committee recommendations.

Pacing

Full chapter: 3 min.

Short on time: 2 min. Students read Evidence A and B and fill in no boxes.

Say this

"Find three facts in the comment rules: the deadline, the time limit and what becomes public." — List them on the board: 5:00 p.m., 2 minutes, comments and names.

Watch for

Misconception: Students skip the public-record line. **Listen for:** "It's just a meeting, nobody reads that." **Then:** Reread the last sentence of Evidence B. Names and comments stay on the record.

Support

- Give each document on its own half-page with the key line enlarged.
- Read Gia's draft and the resident's comment aloud.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

Stretch

- Ask which document shows who decides and which shows how to speak, and what neither one says about the complaints.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Draft

Gia's three-page draft (excerpt)

"The park is really important to everyone and closing it is a terrible idea. I go there all the time with my friends... You guys never listen to young people. Please don't close the park."

Look closely: Find the request. Does it match what item 4 proposes?

What it shows

Strong feeling and a request, "Please don't close the park," that misstates item 4.

What it leaves out

The item, the lights and the 8 p.m. time, and any observation the committee can use.

Evidence D | Written comment

A comment from a nearby resident

The courts are good for the neighborhood, but the noise late in the evening carries into our apartment. We have kids with school in the morning.

Look closely: What does this resident like, and what is the problem?

What it shows

A family that values the courts but hears late-evening noise, with kids who have school.

What it leaves out

When the noise starts to bother them, which matters for any middle-ground hours.

What is still missing from the evidence?

The number of complaints and when the noise occurs. Whether compromise hours were considered, how the full council treats committee recommendations, and what absent court users think.

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Find three facts in the comment rules: the deadline, the time limit and what becomes public." — List them on the board: 5:00 p.m., 2 minutes, comments and names.

Watch for

Misconception: Students skip the public-record line. **Listen for:** "It's just a meeting, nobody reads that." **Then:** Reread the last sentence of Evidence B. Names and comments stay on the record.

Support

- Give each document on its own half-page with the key line enlarged.
- Read Gia's draft and the resident's comment aloud.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

Stretch

- Ask which document shows who decides and which shows how to speak, and what neither one says about the complaints.

Heat check

■□□ **Low.**

Key idea: remit

On your own Read the key idea and the code of ethics, then answer the question in the box. About 5 minutes.

A **remit** is the set of matters that a committee or other body is responsible for and can act on. The parks committee can make a recommendation about court hours. It cannot change bus routes. That is why Gia's comment should ask for something the parks committee can do.

An **agenda item** is one topic listed on a meeting's official schedule of business. Each committee, council or board sets its own rules for who can speak, when and for how long. Seattle City Council is one real example. Its public comment page describes speaking in person or by phone and signing up before the meeting. Each speaker gets up to two minutes, and written comments can be sent by email.

A short comment can do four jobs. It names the agenda item, shares something the speaker observed, says why it matters and ends with a clear request. Before adding personal details, check whether comments become public. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. At Gia's meeting, comments and speakers' names become part of the public record.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 3. Promote democratic participation

"Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations."

In plain words: ASPA's code asks people in public service to make it easy for every affected person to take part in decisions.

Question: The instructions allow written comments in advance. How does that help court users who cannot come at 6 p.m.?

Your answer

Written comments ___, but ___.

Written comments open the process to people who work at 6 p.m., but they only help people who know about item 4 before the meeting.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"A remit is what a body can act on. Can the parks committee change bus routes?" — No. It can recommend court hours.

"The ASPA code asks public servants to help people join in. How do written comments help?" — Wait for court users who work late.

Watch for

Misconception: Students treat the ASPA code as a law. **Listen for:** "The committee is breaking the law if it ignores her." **Then:** Say: "ASPA's code is a standard for public servants who belong to ASPA. It is not a law."

Support

- Read the code aloud. Point out the label: it is a quotation from a real code.

Stretch

- Use the NCA row: how could Gia acknowledge the resident's noise concern in one sentence?

Heat check

■□□ **Low.**

In the news

Real source | Chalkbeat Philadelphia | April 3, 2026

'Not what democracy is all about': Philly students slam school leaders' approach to school closures

Students testified at board meetings and used district data, real public comment with a clear destination.

Real source | Chalkbeat Newark | November 26, 2025

How a Newark student coalition is using its own research to press for change in schools

Teens brought evidence and specific requests to their school board, the formula this case teaches.

Notes

This page continues page 348. The notes for both pages are on the sheet for page 348.

Sort the evidence

On your own Follow a comment from the speaker to the final decision and fill in each box. About 4 minutes.

Follow a comment from the speaker to the final decision. Which body hears it, which body decides, and whose concerns reach the room?

Turn off the court lights at 8 p.m.?

Who decides

Full council: takes the final action

Under which rule

Who lives with it

Your way in

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

Court users who cannot attend a 6 p.m. meeting. I would ask whether they know they can send a written comment before the meeting.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Follow Gia's comment from the meeting to the final decision. Who hears it, and who decides?" — Model the first box together: the parks committee.

Watch for

Misconception: Students leave out the full council. **Listen for:** "If the committee says no, it's over." **Then:** Point to the action line in Evidence A. The full council decides.

Support

- Let students write the name of each body before writing sentences.

Heat check

Medium. The missing-perspective question can turn to students' own work hours or their neighbors.

Cool-down: Keep answers about the court users and residents in the case. No one shares a personal schedule.

Practice: choose a response

On your own Choose the best opening sentence, explain why and fix the two marked phrases. About 3 minutes.

Gia has two minutes on item 4. Which opening sentence gives the committee the most to work with?

- [ ] **A** "The park is really important to everyone, and closing it is a terrible idea."
- [x] **B** "Good evening. I'm Gia, and I'm commenting on item 4, the proposal to turn off the court lights at 8 p.m."
- [ ] **C** "You guys never listen to young people, so I hope tonight is different."

Why I chose it

B. A misstates item 4, which can make listeners doubt the rest. C may feel true but gives the committee nothing to act on.

Improve a draft

A student's first draft

Hi, my name is Gia and I have lived in this neighborhood my whole life. The park is really important to everyone and closing it is a terrible idea. I go there all the time with my friends and it's one of the only free things to do around here. My friend works late and this is the only time she can play and (1) she's been going through a lot at home. You guys never listen to young people. (2) Please don't close the park.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

Cut the private detail. Keep the public point: many of us work until evening.

Rewrite phrase 2

I ask the committee to keep the lights on until 9 p.m. on weekdays this summer.

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"Gia has two minutes. Which opening gives the committee the most to work with?" — Vote before any discussion.

Watch for

Misconception: Students choose C because it feels honest. **Listen for:** "But it's true, they never listen." **Then:** Ask what the committee could do with that sentence.

Heat check

Medium. Students may voice frustration about adults ignoring young people.

Cool-down: Acknowledge the feeling. Then ask which sentence gives the committee a request.

Answer key

A revised version: Good evening. I'm Gia Brooks-Romano, and I live two blocks from the park. I'm commenting on item 4, the proposal to turn off the court lights at 8 p.m. I play there after café shifts, and on weekday evenings I've counted twenty to thirty people using the courts between 8 and 9. Many of us work until evening. I understand the concern about noise from nearby residents. I'm asking the committee to keep the lights on until 9 p.m. on weekdays through the summer and to review noise complaints before making a permanent change. Thank you.

Other notes on the draft:

- "I have lived in this neighborhood my whole life" Good: it establishes a stake. Keep it short.

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 8 minutes.

Argument essay: which form of participation is most effective for young people: voting, public comment, protest or joining an interest group?

Use: Case plus "Letter from Birmingham Jail" excerpt (a required foundational document).

You'll make: Argument essay, 40 minutes

Time: 50 minutes

1. Read the prompt: voting, public comment, protest or joining an interest group.
2. Choose one form and write a defensible claim in the planner.
3. Plan one reason from the case and one from the Letter from Birmingham Jail excerpt.
4. Plan a response to an alternative view.
5. Write the argument essay in 40 minutes. Start on the Your draft page.
6. Explain how your choice works for people too young to vote.

Prefer typing? Scan to open the online workspace.

Defensible claim

Public comment is the most effective form of participation for young people, because it is open to people too young to vote.

Evidence from the case

A speaker gets two minutes on item 4 or can write before the meeting. A request for lights until 9 fits the committee's remit.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Students fill in the claim box only.

Say this

"Pick the form you can defend with two kinds of evidence: the case and the foundational document." — The case alone is not enough. The excerpt carries the second body paragraph.

Watch for

Misconception: Students name the foundational document without using it. **Listen for:** "As the Letter from Birmingham Jail shows..." **Then:** Ask which passage supports the claim, and how.

Support

- Argument outline
- Foundational document paraphrase card
- Vocabulary: political efficacy, linkage institutions

Stretch

- Use the Letter from Birmingham Jail as evidence and account for people too young to vote.

Heat check

Medium. Students may bring current protests or political parties into the discussion.

Cool-down: Keep the focus on forms of participation and the evidence. No student has to share a political view.

Your task, continued

Alternative view, and my response

Voting has more power. But many young people cannot vote yet, and a comment reaches one decision directly.

Notes

This page continues page 352.

Standards

Unit 5: Political Participation — The course unit on voting, political parties, interest groups, elections and the media. In this case: Forms of political participation and political efficacy.

Source Analysis — Skill category 4: read and interpret foundational documents and other written and visual sources. In this case: Students use Letter from Birmingham Jail as evidence.

Argumentation — Skill category 5: develop an argument in essay form. In this case: Students write an argument essay.

D2.Civ.9.9-12 — Use fitting deliberative processes in different settings. In this case: Students use appropriate deliberative processes in a public meeting.

D2.Civ.1.9-12 — Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. In this case: Students distinguish the powers of a council committee from those of other bodies.

D4.8.9-12 — Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a comment for a real process.

Answer key

A strong response:

- Defensible claim
- Uses the foundational document accurately
- Uses the case as evidence
- Responds to an alternative view

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 40 minutes.

Your essay: claim and first body paragraph

Public comment is the most effective form of participation for young people, because it is open to people too young to vote. Elections and interest groups are linkage institutions, but a voter must be old enough to vote, and a group speaks for its members. Public comment connects one person to one decision. The parks committee case shows how. Its agenda lists item 4, a proposal to turn off the court lights at 8 p.m. The comment rules give each speaker two minutes. Anyone can also send a written comment before the meeting. A speaker does not need to be old enough to vote to use either route. Gia names the item and asks for lights until 9 on weekdays. That gives the committee a request it can recommend to the full council. That direct link can build political efficacy, the sense that taking part can affect government. It works only when the speaker understands the body's remit. A bus complaint would go nowhere in this room, because the parks committee cannot change bus routes.

Pacing

Full chapter: 40 min.

Short on time: 40 min.

Say this

"Your essay needs a reason, evidence and reasoning that links them. Where is your because?" — Circulate at minute 15 and check each claim for a reason.

Watch for

Misconception: The response to an alternative view is one sentence long. **Listen for:** "Some people disagree, but they are wrong." **Then:** Ask for the strongest version of the other side, then a reason it falls short.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. States a defensible claim with a reason.
2. Uses specific evidence from the case.
3. Applies a course concept.
4. Qualifies the claim. The next paragraph adds the Letter from Birmingham Jail excerpt.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 4 minutes.

Does your essay make a defensible claim?	☑ Yes	☐ No
Do you use the Letter from Birmingham Jail excerpt accurately?	☑ Yes	☐ No
Do you use the case as evidence?	☑ Yes	☐ No
Do you respond to an alternative view?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No facts.	☐ General claim about importance.	☐ One specific observation tied to the item.	☐ Observation plus acknowledgment of another perspective.
Reasoning	☐ Attacks the body.	☐ States a feeling only.	☐ Explains why the change matters.	☐ Weighs the concern and offers a middle path.
Audience & purpose	☐ Wrong body or no request.	☐ Request is vague.	☐ Names the item and a specific request.	☐ Request fits the body's remit and includes a follow-up.
Revision	☐ No change.	☐ Shortens only.	☐ Removes private details and adds a request.	☐ Explains each cut in terms of time, privacy and purpose.

Pacing

Full chapter: 4 min.

Short on time: 2 min. Students check the claim and the alternative view only.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one removed private detail or one sharper request.

Watch for

Misconception: Students only shorten the draft.
Listen for: "I just cut some words." **Then:** Point to the Revision row. Ask why each cut helps the committee or protects someone.

Heat check

■☐☐ **Low.**

Answer key

How to assess: Practice feedback follows the published Argument Essay expectations: a defensible claim, evidence from a foundational document and course concepts, reasoning and a response to an alternative view.

Proficient looks like:

- **Evidence:** One specific observation tied to the item.
- **Reasoning:** Explains why the change matters.
- **Audience & purpose:** Names the item and a specific request.
- **Revision:** Removes private details and adds a request.

Check your work, continued

One change I made after feedback

I changed ___ because ___.

I added a sentence that explains how the foundational document supports my reasoning, because my draft only named it.

Notes

This page continues page 355. The notes for both pages are on the sheet for page 355.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 5 minutes.

1 **The parks committee cannot fix the bus problem. Who should get that question instead?**

The body with bus routes in its remit. Gia should find its agenda and rules and keep the bus out of her parks comment.

2 **How could Gia's comment respond to the resident's concern about noise?**

She could name the concern in one sentence, then ask for 9 p.m. on weekdays and a review of when the noise happens.

3 **What does Gia get from speaking, even if the committee recommends turning off the lights?**

Her count goes on the public record, she can follow the item to the full council, and she learns how the process works.

4 **Court users who work late may miss a 6 p.m. meeting. How could their views reach the committee?**

Through written comments before the meeting. The committee could make that option easier to find, since commenters often do not reflect the whole community.

My take

My claim: ___.

Gia should name item 4, give one observation, acknowledge the noise concern and make one request.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Answer with a detail from a document, not a guess about the committee." — Ask for one answer per question.

Stretch

- Compare Evidence B with Seattle City Council's public comment page. Which rules match, and which would you check locally?
- Going further: Write Gia's request as one sentence a listener could repeat. Then reread your comment. Does it speak for anyone who has not asked you to?
- Going further: Compare the comment rules in Evidence B with Seattle City Council's public comment page. Which rules match? Which would you need to check for your own city or school board?
- Going further: Record your comment as audio, then turn it into a written comment. Keep the same point in both. Ask a listener which version made the request clearer.
- Going further: With a trusted adult, find the website for your city council, school board or parks board. Open the next meeting agenda and find one item that affects you. Read the comment rules: the sign-up, the time limit and the written option. Leave addresses, phone numbers and other people's private stories out of anything you submit.
- Compare comment rules for two different local bodies
- Track a real agenda item from discussion to vote

My take, continued

The best evidence is ___, because ___.

The agenda, because its action line shows the committee recommends and the full council decides.

Someone who disagrees might say ___.

Gia should skip the meeting and write to the full council, which makes the final decision.

The limit of the evidence is ___.

No document says how many residents complained or when the noise happens.

I would change my mind if ___.

The complaints showed that the noise starts before 9 p.m. on weekdays.

Notes

This page continues page 357.

Heat check

■■□ **Question 2: Medium.** Students may side with young people or with neighbors and describe either group unfairly.

Cool-down: Reread the resident's comment aloud. Ask what this family needs, in their own words, before anyone answers.

Talk about this case at home

Case 19: What should Gia say in her two-minute comment?

In this case, Gia gets two minutes at a parks committee meeting to speak about a plan to turn off the court lights. Your student helped cut her three-page draft into a short comment with one clear request.

Questions to talk about

1. Who makes decisions about parks and other public spaces in a town or city?
2. What makes a short request easy for a listener to remember?
3. Why might someone leave a friend's story out of a public comment?

See the case online.

Nobody needs to share personal stories or private information to talk about this case.

Pacing

At home: this page takes no class time.

Say this

"Read this page at home with someone you trust." — Nobody needs to share a personal story to complete it.

Case 20: Can the crew post this image as true?

Content note

The real sources include AI-generated images from disasters such as Hurricane Helene. Preview them, and do not share images of real people in distress, even to debunk them.

Overview

Students read a short story in which a realistic image captioned "Courtyard flooded today, stay away" spreads through a campus group chat. They compare the image, Sami's zoom-in, a secondhand reply, a detector score and the campus alerts page with NIST's overview of detection. They then write the verification note Jordy posts instead of the image.

Before this case

Students should already be able to:

- explain what the First Amendment protects
- define prior restraint, content regulation and media literacy
- write a defensible claim with a line of reasoning

Objectives

Students will be able to:

- argue whether government should regulate generated images of public events
- reason accurately within First Amendment limits

Objectives, continued

- tell regulating false images apart from requiring labels
- use a political example from the course as the main evidence

Materials

- This chapter, one copy per student
- The NIST summary and a short explainer on First Amendment limits on regulating speech, chosen by you
- A political example from the course, used as the main evidence
- An argument outline and vocabulary: prior restraint, content regulation, media literacy

The task in this edition

Task: Argument essay: should government regulate AI-generated images of public events, or leave it to platforms and users?

Students make: Argument essay, 40 minutes

Fit: partial. Whether government may regulate or require labels on AI images raises real First Amendment questions (Unit 3) and questions about media and public information (Unit 5), but the case's campus flood rumor is not political, so students need political examples and a foundational document to write a true Argument Essay.

Pacing

Opener (page 360): 2 min. Short on time: 1 min. Read the summary line aloud.

Key terms (pages 361 and 362): 2 min. Short on time: skip.

Look at the evidence (page 366): 3 min. Short on time: 2 min. Students read Evidence A and B and fill in no boxes.

Look at the evidence (page 367): 3 min. Short on time: skip.

Key idea (pages 368 and 369): 5 min. Short on time: skip.

Sort the evidence (page 370): 4 min. Short on time: skip.

Practice (page 371): 3 min. Short on time: skip.

Your task (pages 372 and 373): 8 min. Short on time: 5 min. Students fill in the claim box only.

Your draft (page 374): 40 min. Short on time: 40 min.

Check your work (pages 375 and 376): 4 min. Short on time: 2 min. Students check the claim and the opposing view only.

Questions to discuss (pages 377 and 378): 5 min. Short on time: skip.

Talk about this case at home (page 379): at home.

Periods: full chapter 79 minutes; one period 50 minutes.

Case 20 plan, continued

Standards

Unit 3: Civil Liberties and Civil Rights The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: First Amendment limits on regulating speech and press.

Unit 5: Political Participation The course unit on voting, political parties, interest groups, elections and the media. In this case: Changes in media and their effects on political information.

Argumentation Skill category 5: develop an argument in essay form. In this case: Students write an argument essay.

D3.2.9-12 Judge a source's credibility by looking at how experts value it. In this case: Students evaluate how credible a detector result is and what it measures.

D3.3.9-12 Draw evidence from several sources to find inconsistencies, then revise or strengthen claims. In this case: Students look for inconsistencies across the image, caption and independent records.

D4.3.9-12 Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt a verification note for the crew's followers.

Codes of ethics

- **RTDNA Code of Ethics:** Truth and accuracy above all
- **SPJ Code of Ethics:** Seek Truth and Report It
- **PRSA Code of Ethics:** Disclosure of Information

Heat map

■□□ **Opener (page 360):** Low

■□□ **Key terms (pages 361 and 362):** Low

■□□ **Look at the evidence (page 366):** Low

■□□ **Look at the evidence (page 367):** Low

■□□ **Key idea (pages 368 and 369):** Low

■□□ **Sort the evidence (page 370):** Low

■□□ **Practice (page 371):** Low

■■□ **Your task (pages 372 and 373):** Medium

■□□ **Your draft (page 374):** Low

■□□ **Check your work (pages 375 and 376):** Low

Try it at your school

Pause before you share an image as news.

- Find where the image first appeared before reposting
- Check an official or independent source for the event

Try it at your school, continued

- If you can't confirm it, say so or don't share it
- Suggest a "check before posting" rule for a club account you help run

Who to ask: School librarian or media specialist, journalism advisor, campus communications office

Safety: Don't download or share images of real people that could embarrass or harm them, even to debunk them. Report harmful fakes to a trusted adult and the platform.

Sources

- UC Berkeley School of Information, "Hany Farid breaks down the viral Helene image," October 4, 2024
- National Institute of Standards and Technology (NIST), "Reducing Risks Posed by Synthetic Content: An Overview of Technical Approaches to Digital Content Transparency," No date listed

Case 20: Can the crew post this image as true?

A realistic image says the campus courtyard flooded today, and Jordy must decide what the six o'clock recap can say about it.

On your own Read What happened and underline the caption's claim. About 2 minutes.

Lupa holds a cropped photo of a courtyard next to the full photo pinned on a board. The full photo also shows a blue doorway.

Your role: You're the one who writes the verification note Jordy posts at six. **New skill:** Confirm an image with independent sources.

What happened

It is Wednesday, 3:10 p.m. For twenty minutes, an image has been going around the group chat. It looks like a photo of the campus courtyard, with water over the paving and benches. The caption says, "Courtyard flooded today, stay away." It showed up at 2:48 p.m. with no link, no date and no name.

Jordy is putting together the crew's recap, which goes out at six. Sami has zoomed in on a hand in the picture, and the fingers seem to merge at the knuckles. Someone ran the image through a free online detector. It reported "12% likely AI-generated."

A reply in the chat says the writer's roommate's friend saw water near the library. Jordy checks the campus facilities alerts page. It shows no active alerts, but its last update was Monday morning.

Your question: Did the courtyard flood today, and what should the recap say about the image?

Pacing

Full chapter: 2 min.

Short on time: 1 min. Read the summary line aloud.

Say this

"This image lands in your chat with the caption "Courtyard flooded today, stay away." Would you share it?" — Ask for a show of hands. Do not correct anyone yet.

Watch for

Misconception: Students decide from how real the image looks. **Listen for:** "It looks totally real, so it happened." **Then:** Ask what the image cannot tell you: who took it, when and where.

Support

- Read What happened aloud. Describe the image aloud for students with low vision.

Heat check

Low.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 2 minutes.

Provenance Provenance is information about where an image or a document came from and how it has been handled.

En español: procedencia

In this case: The courtyard image arrived at 2:48 p.m. with no link, no date and no named poster. Its provenance is unknown.

Corroboration Corroboration is support for a claim from an independent source.

En español: corroboración

In this case: A campus alert or someone's dated photo of the courtyard could corroborate the flood. A roommate's friend's report of water near the library cannot.

Verification note A verification note is a short record of what you checked, what you found and what is still unknown.

En español: nota de verificación

In this case: Instead of posting the image, the recap says what the crew checked, what it found and what is still unknown.

Who is involved

Sami
Checking where the image came from

"Everyone's zooming in on the hand. I did too, and it's weird. But I still don't know who posted this."

Jordy
Putting the six o'clock recap together

"The recap goes out at six. Right now I have an image with no source, a strange hand and an alerts page that hasn't updated since Monday."

Pacing

Full chapter: 2 min.

Short on time: skip this page.

Say this

"Provenance asks where a file came from. What do we know about this image's provenance?" — Only when it appeared, 2:48 p.m. No link, no date, no name.

Watch for

Misconception: Students treat any second report as corroboration. **Listen for:** "Someone else saw water, so it's confirmed." **Then:** Ask who saw what, where and when. The report is secondhand, and the library is a different place from the courtyard.

Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

Heat check

■□□ **Low.**

Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, do you think the courtyard flooded today?

My first guess is ___, because ___.

My first guess is that the image is fake, because the hand looks strange.

Notes

This page continues page 361. The notes for both pages are on the sheet for page 361.

Reading passage

When the honest answer is unverified

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Provenance**: Provenance is information about where an image or a document came from and how it has been handled.
- **Corroboration**: Corroboration is support for a claim from an independent source.
- **Verification note**: A verification note is a short record of what you checked, what you found and what is still unknown.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Holding statement**: A holding statement is a short update that says what is known, what is still being checked and when people will hear more.
- **Correction**: A correction is a public statement that replaces wrong information with accurate information.

The story: A deadline and a picture

The crew's casebook began with a seven-second clip in a group chat. It ends with a single image. At 2:48 p.m. on a Wednesday, a photo-like picture of the campus courtyard appears in the chat, showing water over the paving and benches. Its caption reads, "Courtyard flooded today, stay away." It arrives with no link, no date on the image and no original poster named. A person in the foreground holds up a phone.

Jordy, who edits the crew's films and checks every cut before calling it finished, is assembling the six o'clock recap. Within twenty minutes, four pieces of evidence have arrived, and each points somewhere different. Sami posts a zoomed screenshot at 3:02 showing a foreground hand whose fingers seem to merge at the knuckles. A free online detector reports "12% likely AI-generated." A reply relays that the writer's roommate's friend saw water near the library. And at 3:10, Jordy checks the campus facilities alerts page: "No active alerts. Last update: Monday, 9:15 a.m."

Sami, a design student who notices details for a living, is the first to step back from them. The hand is weird, she agrees, but the more important question is who posted the image first, and when. Jordy states the dilemma plainly. They wanted a clean yes or no, and they do not have one.

Your role is to write the verification note Jordy posts at six.

Pacing

Reading: about 5 min (748 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A deadline and a picture":** Why can a detector score answer the wrong question even if it is accurate?
2. **After "Weighing evidence without overclaiming":** Why does a question mark fail to stop an image from misleading people?
3. **After "Detection, provenance and professional standards":** Who could be harmed if the crew called a real photo fake?

Stop and think. Why can a detector score answer the wrong question even if it is accurate?

Weighing evidence without overclaiming

Provenance is information about where an image or a document came from and how it has been handled. Checking provenance first is the Case 1 skill, finding the original source, applied to images. This image has none, so every other clue has to be weighed without an anchor.

Each clue has a specific weakness. The caption is a **claim**, a statement that something is true that can be checked with evidence. The hand is an anomaly, which justifies closer scrutiny and proves nothing, since generated images can look natural and real photos can look strange. The detector score is uninterpretable without knowing the tool's error rates. Sami's question, twelve percent of what, gets at that. It also answers a different question from the one that matters. Even a perfect detector could not say whether the courtyard flooded today. The secondhand report fails on two counts: it is not firsthand, and it concerns the library, not the courtyard.

Corroboration is support for a claim from an independent source. Case 9's skill, checking the official source for your area, points to the alerts page, but its last update on Monday limits what its silence can mean. A dated photo from someone at the courtyard would be stronger.

The new skill is confirming an image with independent sources, and publishing only what was checked. Jordy rejects the middle path of posting the image with a question mark, because the image travels regardless of the punctuation. The recap instead carries a **verification note**, a short record of what you checked, what you found and what is still unknown. It is a descendant of Case 1's **holding statement**, which says what is known, what is still being checked and when people will hear more. It also sets up Case 3's obligation. If new evidence arrives, a **correction** or update appears where the note did. "Unverified" is sometimes the most accurate conclusion available.

Stop and think. Why does a question mark fail to stop an image from misleading people?

Detection, provenance and professional standards

NIST's overview of synthetic content describes provenance data, labeling, watermarking and detection, and it explains the technical limits of each (NIST, November 20, 2024). Real incidents show why no single signal suffices. The Hurricane Helene image of a crying girl with a puppy had no traceable photographer or outlet, and forensics researcher Hany Farid identified internal inconsistencies (UC Berkeley School of Information, October 4, 2024). The News Literacy Project's RumorGuard check on that image models a verification note, setting out what is known, what is not and why (RumorGuard, no date listed). In 2023, fake images of a Pentagon explosion were shared by verified accounts, showing that a trusted-looking sharer is not provenance (CNN, May 22, 2023).

This page continues page 363. The notes for both pages are on the sheet for page 363.

Detection, provenance and professional standards, continued

Human perception is not a reliable safeguard. In a PNAS study, people could not reliably distinguish AI-synthesized faces from real ones (Nightingale and Farid, February 14, 2022).

Journalism codes frame Jordy's choice as a duty. The RTDNA code says journalism "verifies, provides relevant context, tells the rest of the story and acknowledges the absence of important additional information" (RTDNA Code of Ethics, June 11, 2015). The SPJ code asks journalists to "identify sources clearly" (SPJ Code of Ethics, September 6, 2014).

Stop and think. Who could be harmed if the crew called a real photo fake?

Sources

Real source | National Institute of Standards and Technology (NIST) | November 20, 2024
Reducing Risks Posed by Synthetic Content: An Overview of Technical Approaches to Digital Content Transparency

Real source | UC Berkeley School of Information | October 4, 2024
Hany Farid breaks down the viral Helene image

Real source | RumorGuard (News Literacy Project) | No date listed
Widely shared image of crying girl and puppy after Helene is AI generated

Real source | CNN | May 22, 2023
'Verified' Twitter accounts share fake image of 'explosion' near Pentagon, causing confusion

Real source | PNAS (Nightingale & Farid) | February 14, 2022
AI-synthesized faces are indistinguishable from real faces and more trustworthy

Real source | Radio Television Digital News Association (RTDNA) | 2015
RTDNA Code of Ethics

Real source | Society of Professional Journalists (SPJ) | 2014
SPJ Code of Ethics

This page continues page 363. The notes for both pages are on the sheet for page 363.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 3 minutes.

Evidence A | **Group-chat post**

The courtyard image and its caption

Image, described: a photo-like view of the campus courtyard with water over the paving and benches. A person in the foreground holds up a phone. Caption: “Courtyard flooded today, stay away.” Shared Wednesday at 2:48 p.m. with no link, no date on the image and no original poster named.

Look closely: Underline what the caption claims. Circle what the post is missing.

What it shows	What it leaves out
A realistic image and a caption that claims a flood today, with no link or date.	The first poster, and when and where the image was made or taken.

Evidence B | **Screenshot**

Sami’s zoom-in on the hand

Zoomed screenshot of the foreground hand: the fingers seem to merge at the knuckles. Sami posted it in the crew chat on Wednesday at 3:02 p.m.

Look closely: What does the odd hand tell you? What can it not tell you?

What it shows	What it leaves out
A visual clue that calls for a closer look. It is not proof in either direction.	Whether the image was generated, edited, or real but from another day or place.

Pacing

Full chapter: 3 min.

Short on time: 2 min. Students read Evidence A and B and fill in no boxes.

Say this

“For each document, ask two questions: what can it show, and what can it not show?” — Model it on the odd hand: a reason to look closer, not proof.

Watch for

Misconception: Students treat the detector score as a verdict. **Listen for:** “Twelve percent means it’s real.” **Then:** Ask what the tool measured and how often it is wrong. The score is silent about the flood.

Support

- Describe the image and the zoomed hand aloud.
- Give each document on its own half-page with the key line enlarged.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

Stretch

- Ask which evidence bears on how the image was made and which bears on whether the courtyard flooded.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Detector result

A score from a free online detector

"12% likely AI-generated."

Look closely: What did the tool measure? Does it say anything about the flood?

What it shows

One tool's low score about how the image was made. It is silent about the event.

What it leaves out

The tool's error rate, and whether the courtyard flooded today.

Evidence D | Web page

The campus facilities alerts page, checked at 3:10 p.m.

"No active alerts. Last update: Monday, 9:15 a.m. Scheduled elevator maintenance in Science Hall, completed."

Look closely: When was this page last updated? Compare that with the caption's claim.

What it shows

No active alerts at 3:10 p.m., but the last update was Monday at 9:15 a.m.

What it leaves out

Whether anyone checked the page since Monday, or how fast it reports floods.

What is still missing from the evidence?

The earliest post and its date, whether the image shows this courtyard on this day, and any dated firsthand photo. We also don't know how fast the alerts page reports floods.

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"For each document, ask two questions: what can it show, and what can it not show?" — Model it on the odd hand: a reason to look closer, not proof.

Watch for

Misconception: Students treat the detector score as a verdict. **Listen for:** "Twelve percent means it's real." **Then:** Ask what the tool measured and how often it is wrong. The score is silent about the flood.

Support

- Describe the image and the zoomed hand aloud.
- Give each document on its own half-page with the key line enlarged.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

Stretch

- Ask which evidence bears on how the image was made and which bears on whether the courtyard flooded.

Heat check

■□□ **Low.**

Key idea: provenance

On your own Read the key idea and the code of ethics, then answer the question in the box. About 5 minutes.

Provenance is information about where an image or a document came from and how it has been handled. Check it first when an image claims to show a news event. An image can look polished and still be generated, edited, old or shared with the wrong caption. The courtyard image arrived with no link, no date and no named poster, so its provenance is unknown.

A detail or a tool can give a clue, but it cannot settle the question. An odd-looking hand is a reason to look closer. A natural-looking hand does not prove that an image is real, either. The National Institute of Standards and Technology (NIST) describes several ways to track, label, watermark and detect synthetic content, such as AI-generated images. NIST explains that each approach has technical limits.

For a claim about a real event, look for the earliest post, its date and place, and corroboration. **Corroboration** is support for a claim from an independent source. Here, that could be a campus alert or someone's dated photo of the courtyard. If you cannot confirm the claim, write a verification note. A **verification note** is a short record of what you checked, what you found and what is still unknown.

Professional standards

Real source | Radio Television Digital News Association (RTDNA)

RTDNA Code of Ethics: Truth and accuracy above all

"Journalism verifies, provides relevant context, tells the rest of the story and acknowledges the absence of important additional information."

In plain words: The RTDNA code asks news staff to say what they checked and to admit what they still do not know.

Question: The facilities page shows no active alerts but was last updated Monday. What should Jordy's note say is still unknown?

Your answer

Still unknown: ___, because ___.

Still unknown: whether the courtyard flooded today, because an empty page last updated Monday morning cannot confirm or rule out a Wednesday flood.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"A clue can start a question. Can it end one? Look at the hand and the score." — Neither settles the question. Both are clues.

"The RTDNA code says journalism acknowledges missing information. What is missing here?" — Wait for the first post and a dated photo.

Watch for

Misconception: Students treat the RTDNA code as a law. **Listen for:** "The crew could get in legal trouble." **Then:** Say: "The RTDNA code is guidance for news staff. It is not a law."

Support

- Preview the In the news sources. Do not show images of real people in distress, even to debunk them.

Stretch

- Use the SPJ row: what can the crew truthfully say about where the image came from?

Heat check

■□□ **Low.**

In the news

Real source | NPR | May 22, 2023

Fake viral images of an explosion at the Pentagon were probably created by AI

A realistic fake image spread fast and briefly moved markets before officials confirmed nothing happened.

Real source | CNN | May 22, 2023

'Verified' Twitter accounts share fake image of 'explosion' near Pentagon, causing confusion

A blue check was not proof: accounts that looked trustworthy still shared an image with no real source.

Notes

This page continues page 368. The notes for both pages are on the sheet for page 368.

Sort the evidence

On your own Sort each piece of evidence under the claim it bears on and fill in each box. About 4 minutes.

Two claims are in play: the flood and the image. Sort each piece of evidence under the claim it actually bears on. What would settle either one?

Evidence	**Claim 1** The courtyard flooded today.	**Claim 2** The image was generated by AI.
1 The image shows water in a courtyard, with no date or source	Supports	Neither
2 Facilities alerts page at 3:10 p.m.: no active alerts	Challenges	Neither
3 Secondhand report of water near the library	Supports	Neither
4 An odd hand and a 12% detector score	Neither	Leaves open

Still open

- The image's earliest source and date

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

The original poster's view is missing. I would ask where the file came from, when it was made or taken, and whether they have the original.

Pacing

Full chapter: 4 min.

Short on time: skip this page.

Say this

"Two claims are in play: the flood, and how the image was made. Sort each clue under the claim it bears on." — Model the hand together.

Watch for

Misconception: Students put the detector score under the flood claim. **Listen for:** "Low score, so the flood happened." **Then:** Ask whether the tool looked at the courtyard. It looked only at the file.

Support

- Let students write F for the flood claim or M for how it was made before writing sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose what Jordy should do, explain why and fix the two marked phrases. About 3 minutes.

The recap goes out at six. What should Jordy do about the courtyard image?

- ☐ **A** Post the image with a question: "Is the courtyard flooded?"
- ☐ **B** Say the image is fake, because the hand looks wrong.
- ☑ **C** Leave the image out, report what the crew checked and say the flood is not confirmed.

Why I chose it

C. A spreads the image even with a question mark. B turns a clue into a verdict, and the image could be a real photo from another day.

Improve a draft

A student's first draft

Heads up everyone!! ❶ The courtyard flooded today so don't go over there. Some people are saying the picture is AI because the hand looks weird but I ran it through a detector and it said 12% AI so it's basically real. My roommate also said her friend saw water near the library earlier, so that pretty much confirms it. Stay safe and ❷ tell your friends, we don't want anyone getting hurt or ruining their shoes lol. We'll post more if we hear anything else about it.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

An image says the courtyard flooded today. We can't confirm that yet.

Rewrite phrase 2

If you have a dated photo or the original post, send it to Jordy.

Pacing

Full chapter: 3 min.

Short on time: skip this page.

Say this

"The recap goes out at six. What should Jordy do about the image?" — Vote before any discussion.

Watch for

Misconception: Students choose B because the hand looks wrong. **Listen for:** "Look at the fingers, it's obviously fake." **Then:** Ask whether the image could be a real photo from another day. The hand cannot rule that out.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: About the courtyard flood image going around: we can't confirm it yet. We couldn't find who posted it first, and the campus alerts page shows no active alerts, though its last update was Monday. A detector gave a low score, but detectors make mistakes and can't tell us whether the event happened. So we're not sharing the image as news. If you're on campus now, check the official alert page before changing plans. We'll update here by 6 p.m. Thanks for checking before sharing. If you have a dated photo or an original post, send it to Jordy.

AP Gov

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 8 minutes.

Argument essay: should government regulate AI-generated images of public events, or leave it to platforms and users?

Use: Case, NIST overview, and a short explainer on First Amendment limits on regulating speech.

You'll make: Argument essay, 40 minutes

Time: 50 minutes

1. Read the prompt: should government regulate generated images of public events, or leave it to platforms and users?
2. Choose a political example from the course as your main evidence.
3. Write a defensible claim in the planner.
4. Plan how the First Amendment limits what government can do.
5. Write the argument essay in 40 minutes. Start on the Your draft page.
6. Explain the difference between regulating false images and requiring labels.

Prefer typing? Scan to open the online workspace.

Defensible claim

Government should not ban false images of public events. It may support labels and media literacy, which leave speech in place.

What NIST adds

Provenance, labels, watermarks and detection each have technical limits. No single approach settles whether an image is synthetic.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Students fill in the claim box only.

Say this

"This case is a hook, not your main evidence. Which political example from the course fits this prompt?" — Fit is partial. List two or three course examples on the board.

Watch for

Misconception: Students assume government can ban any false image. **Listen for:** "Just make fake images illegal." **Then:** Ask who would decide what is false, and what the First Amendment says about that.

Support

- Argument outline
- Vocabulary: prior restraint, content regulation, media literacy

Stretch

- Address First Amendment concerns and the difference between regulating falsity and requiring labels.

Heat check

Medium. Political examples can bring current elections or parties into the room.

Cool-down: Keep to forms of regulation and the evidence. No student has to share a political view.

Your task, continued

Opposing view, and my response

False images of public events spread fast. But a ban would depend on judgments that no single tool can make.

Notes

This page continues page 372.

Standards

Unit 3: Civil Liberties and Civil Rights — The course unit on constitutional protections, such as free speech and equal protection, and how courts and Congress apply them. In this case: First Amendment limits on regulating speech and press.

Unit 5: Political Participation — The course unit on voting, political parties, interest groups, elections and the media. In this case: Changes in media and their effects on political information.

Argumentation — Skill category 5: develop an argument in essay form. In this case: Students write an argument essay.

D3.2.9-12 — Judge a source's credibility by looking at how experts value it. In this case: Students evaluate how credible a detector result is and what it measures.

D3.3.9-12 — Draw evidence from several sources to find inconsistencies, then revise or strengthen claims. In this case: Students look for inconsistencies across the image, caption and independent records.

D4.3.9-12 — Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt a verification note for the crew's followers.

Answer key

A strong response:

- Defensible claim
- Accurate First Amendment reasoning
- Uses case and NIST as evidence
- Responds to opposing view

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 40 minutes.

Your essay: claim and first body paragraph

Government should not ban false images of public events. It may support labels and media literacy, which inform viewers without removing speech. The First Amendment limits how government can regulate speech. A ban on false images would require someone to decide what is false, and that decision is harder than it looks. The courtyard case shows why. An image said the campus courtyard flooded today. A detector gave it 12%, the hand looked odd, and the alerts page showed no alerts. None of those clues settled whether the flood happened. NIST describes provenance data, labels, watermarks and detection, and it says each has technical limits. If no single approach can settle whether an image is synthetic, a ban would likely punish honest mistakes too. Requiring labels is a different kind of rule. It regulates how an image is marked, not whether its content is allowed. My next paragraph applies this to the political example from our course.

Pacing

Full chapter: 40 min.

Short on time: 40 min.

Say this

"Where does your essay separate requiring labels from banning false images?" — Check each draft for that distinction by minute 20.

Watch for

Misconception: The opposing view is dismissed in one line. **Listen for:** "People who want bans don't understand free speech." **Then:** Ask for the strongest reason someone would want a ban.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. States a defensible claim.
2. Brings in the constitutional limit the prompt requires.
3. Separates regulating falsity from requiring labels.
4. The case is a hook. The main evidence is a political example.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 4 minutes.

Does your essay make a defensible claim?	☑ Yes	☐ No
Is your First Amendment reasoning accurate?	☑ Yes	☐ No
Do you use the case and NIST as evidence, along with a political example?	☑ Yes	☐ No
Do you respond to an opposing view?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Treats the image as proof.	☐ Cites a detector or a detail as a verdict.	☐ Checks the earliest source and an independent record.	☐ Checks several sources and names what each can't show.
Reasoning	☐ Declares real or fake with no basis.	☐ Hedges without explaining why.	☐ Matches confidence to evidence.	☐ Separates authenticity of the file from truth of the event.
Audience & purpose	☐ Urges spreading.	☐ Warns without guidance.	☐ Gives followers a safe next step.	☐ Gives a next step, a follow-up time and a way to contribute evidence.

Pacing

Full chapter: 4 min.

✂ Short on time: 2 min. Students check the claim and the opposing view only.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one removed verdict or one added source.

Watch for

Misconception: Revisions only soften words. **Listen for:** "I changed fake to probably fake." **Then:** Point to the Revision row. Replace the verdict with what was checked.

Heat check

■□□ **Low.**

Answer key

How to assess: Practice feedback follows the published Argument Essay expectations for claim, evidence, reasoning and rebuttal, with a check that First Amendment reasoning is accurate.

Proficient looks like:

- **Evidence:** Checks the earliest source and an independent record.
- **Reasoning:** Matches confidence to evidence.
- **Audience & purpose:** Gives followers a safe next step.
- **Revision:** Replaces the verdict with a verification note.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Softens words only.	☐ Replaces the verdict with a verification note.	☐ Explains how each change protects followers and credibility.

One change I made after feedback

I changed ___ because ___.

I added my course example as the main evidence, because the courtyard case is not a political event.

Notes

This page continues page 375. The notes for both pages are on the sheet for page 375.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 5 minutes.

1 **What would you need beyond the image to support the caption's claim?**

The earliest post, its date and place, and an independent record, such as an alert or a dated firsthand photo.

2 **Do you agree with Jordy's choice to leave the image out of the recap, and why?**

Yes. The image would do the persuading, whatever the caption says. A note can report the checks without spreading the claim.

3 **Who could be harmed if the crew called a real photo fake?**

The photographer, whose honest photo is called a lie, and people who skip a real warning. The crew's credibility also suffers.

4 **The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?**

No. Silence from a page last updated Monday morning cannot rule out a Wednesday flood. It only means no alert was posted.

My take

My claim: ___.

The crew should post a verification note that keeps the flood claim open and leaves the image out.

Pacing

Full chapter: 5 min.

Short on time: skip this page.

Say this

"Answer with a detail from a document, not a feeling about the image." — Ask for one answer per question.

Stretch

- Compare the crew's note with the RumorGuard check on the Helene image. What does each say is known and unknown?
- Going further: List every place the crew could look for the first post of the courtyard image. For each one, write what it could prove and what it could not.
- Going further: Write two captions that say the flood is not confirmed. Which one makes the image feel more trustworthy than it is? Name who could be hurt if the crew gets this wrong.
- Going further: Write two short notices that tell followers the flood is not confirmed. Ask two readers what each notice lets them conclude. Rewrite any line that made them more certain than the evidence allows.
- Going further: Before you repost an image as news, find where it first appeared. Check an official or independent source for the event. If you cannot confirm it, say so or do not share it. If you help run a club account, suggest a "check before posting" rule.
- Compare how two news organizations describe their image-verification process
- Research what content credentials record and what they cannot show

My take, continued

The best evidence is ___, because ___.

The missing provenance, because with no first post or date, the image cannot show today's courtyard.

Someone who disagrees might say ___.

The low detector score means the image is real, so the crew should warn people.

The limit of the evidence is ___.

The alerts page was last updated Monday, so its silence proves little.

I would change my mind if ___.

The facilities office posted a same-day alert about the courtyard.

Notes

This page continues page 377.

Heat check

■■□ **Question 3: Medium.** Students may bring up real disaster images or people they know who lived through a disaster.

Cool-down: Keep to the courtyard case. Do not show or search for images of real people in distress.

Talk about this case at home

Case 20: Can the crew post this image as true?

In this case, a realistic image in a group chat claims that a campus courtyard flooded today. Your student checked where the image came from and wrote a short note that says what is known and what is not.

Questions to talk about

1. What would you check before you share a picture of breaking news?
2. Where does your town or school post official alerts?
3. Why can saying you are not sure yet be better than guessing?

Nobody needs to share personal stories or private information to talk about this case.

See the case online.

Pacing

At home: this page takes no class time.

Say this

“Read this page at home with someone you trust.” — Nobody needs to share a personal story to complete it.

Key terms

Academic credit Academic credit is credit toward a degree that a school gives for approved work, such as an internship.
En español: créditos académicos

ADA coordinator An ADA coordinator is the staff member a government names to handle disability access questions and complaints.
En español: coordinador de la ADA

Agenda item An agenda item is one topic listed on a meeting's official schedule of business.
En español: punto del orden del día

Attribution Attribution is naming the person who made a work, such as a song, a photo or a video.
En español: atribución

Authority Authority is the power a person or group has to make or change a particular rule or decision.
En español: autoridad

Barrier A barrier is something that blocks or limits a person from taking part.
En español: barrera

Challenge A challenge is a formal request to remove or restrict a book or other library material.
En español: impugnación

Claim A claim is a statement that something is true. You can check a claim with evidence.
En español: afirmación

Compensation Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.
En español: compensación

Consent Consent is permission a person gives for something specific, such as sharing a record with a named person.
En español: consentimiento

Context Context is the information around an event or a quote that you need to understand what it means.
En español: contexto

Corroboration Corroboration is support for a claim from an independent source.
En español: corroboración

Criteria Criteria are the standards or reasons a group uses to make a decision.
En español: criterios

Decision-maker A decision-maker is the person or group with the power to make a particular choice.
En español: quien toma la decisión

Disclosure A disclosure is a clear statement that tells people about a relationship or fact they would want to know.
En español: divulgación

Documentation Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.
En español: documentación

Education record An education record is a record directly about a student that a school or college keeps.
En español: expediente educativo

Eligibility Eligibility is meeting the requirements for a particular service or program.
En español: elegibilidad

Say this

"Each definition here matches the one in the case, word for word." — Show one term in both places.

"The Spanish term follows each definition." — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses "claim" to mean "lie." **Then:** Have the student reread the definition and the case's "In this case" line together.

Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

Key terms, continued

Endorsement An endorsement is a message that shares someone's opinion or experience of a product to promote it.
En español: respaldo

Equal Pay Act The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.
En español: Ley de Igualdad Salarial

Equity Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.
En español: equidad

Evaluation An evaluation is a school's formal process for learning about a student's needs, using more than one measure.
En español: evaluación

Expenditure An expenditure is money that a government or an organization spends.
En español: gasto

Fact pattern A fact pattern is the specific set of facts in a situation that a rule is applied to.
En español: conjunto de hechos

Fair Labor Standards Act The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.
En español: Ley de Normas Justas de Trabajo

Fair use Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.
En español: uso justo

FERPA FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.
En español: FERPA (Ley de Derechos Educativos y Privacidad de la Familia)

FICA FICA is the federal payroll tax that funds Social Security and Medicare.
En español: FICA (Seguro Social y Medicare)

Framing Framing is choosing which parts of a situation a message brings forward.
En español: encuadre

Gross pay Gross pay is the money you earn before any taxes or other deductions are taken out.
En español: salario bruto

Holding statement A holding statement is a short update that says what is known, what is still being checked and when people will hear more.
En español: comunicado provisional

Jurisdiction A jurisdiction is the place or area where a particular government or rule has authority.
En español: jurisdicción

Learning goal A learning goal is the knowledge or skill that a task is meant to show.
En español: meta de aprendizaje

License A license is permission from a rights holder to use a work under specific terms.
En español: licencia

Local acceptance Local acceptance is the list of materials that your own city's recycling or compost program actually takes.
En español: materiales aceptados en tu ciudad

Say this

"Each definition here matches the one in the case, word for word." — Show one term in both places.

"The Spanish term follows each definition." — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses "claim" to mean "lie." **Then:** Have the student reread the definition and the case's "In this case" line together.

Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

Key terms, continued

Material connection A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.
En español: conexión material

Net pay Net pay is the money left after taxes and other deductions, often called take-home pay.
En español: salario neto

Per-pupil amount A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.
En español: monto por estudiante

Precedent A precedent is an earlier court decision that judges use as a guide in similar later cases.
En español: precedente

Primary beneficiary test The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.
En español: prueba del beneficiario principal

Program access Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.
En español: acceso a los programas

Proposal A proposal is a change that someone suggests and that has not been approved yet.
En español: propuesta

Provenance Provenance is information about where an image or a document came from and how it has been handled.
En español: procedencia

Public record A public record is information a government keeps that anyone can ask to see, such as meeting comments.
En español: registro público

Reasonable accommodation A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.
En español: acomodo razonable

Reconsideration policy A reconsideration policy is a library's written process for reviewing a challenge to a book.
En español: política de reconsideración

Registration Registration is signing up with your election office so that you are on the list of people who can vote.
En español: inscripción electoral

Remit A remit is the set of matters that a committee or other body is responsible for and can act on.
En español: competencia

Reuse Reuse is using an item again instead of throwing it away after one use.
En español: reutilización

Revenue Revenue is money that comes into a government or an organization, such as taxes and grants.
En español: ingresos

Sample ballot A sample ballot is a preview of the contests and measures that will appear on your ballot.
En español: boleta de muestra

Say this

"Each definition here matches the one in the case, word for word." — Show one term in both places.

"The Spanish term follows each definition." — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses "claim" to mean "lie." **Then:** Have the student reread the definition and the case's "In this case" line together.

Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

Key terms, continued

Selection criteria Selection criteria are the written standards a library uses to decide which materials to include.
En español: criterios de selección

Source reduction Source reduction is preventing waste before it is created, for example by buying less packaging.
En español: reducción en la fuente

Substantial disruption Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities.
En español: alteración sustancial

Title VII Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.
En español: Título VII

Trade-off A trade-off is a choice where getting one benefit means accepting a cost or giving something up.
En español: compensación entre opciones

Verification note A verification note is a short record of what you checked, what you found and what is still unknown.
En español: nota de verificación

Voter guide A voter guide is a document that explains or recommends choices in an election.
En español: guía para votantes

Withholding Withholding is money an employer takes out of each paycheck to pay taxes or other costs for the worker.
En español: retención

Say this

"Each definition here matches the one in the case, word for word." — Show one term in both places.

"The Spanish term follows each definition." — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses "claim" to mean "lie." **Then:** Have the student reread the definition and the case's "In this case" line together.

Support

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- Pair students to quiz each other on three terms.

My progress

After each case, write the date and your level for each skill: Beginning, Developing, Proficient or Advanced.

Case	Date	Evidence	Reasoning	Audience and purpose	Revision
1					
2					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

Say this

"After each case, mark your level for Evidence, Reasoning, Audience and purpose, and Revision." — Use the rubric on the case's Check your work page.

"Pick one row you want to raise next time." — Students keep this page private.

Watch for

Misconception: My progress is a grade. **Listen for:** "Is this going in the grade book?" **Then:** Explain that it is a self-check; grades come from your scoring with the rubric.

Support

- Model one row with Case 1 before students fill in their own.

My progress, continued

Case	Date	Evidence	Reasoning	Audience and purpose	Revision
19					
20					

Say this

"After each case, mark your level for Evidence, Reasoning, Audience and purpose, and Revision." — Use the rubric on the case's Check your work page.

"Pick one row you want to raise next time." — Students keep this page private.

Watch for

Misconception: My progress is a grade. **Listen for:** "Is this going in the grade book?" **Then:** Explain that it is a self-check; grades come from your scoring with the rubric.

Support

- Model one row with Case 1 before students fill in their own.

Track the work across the year

Each case has the same four rubric rows, so growth is easy to see. Mark the level each student or group reached, case by case.

Case	Evidence	Reasoning	Audience	Revision	Took a civic step
1 Is the screening canceled?					
2 Does the worksheet show what Dec knows?					
4 Who gets a say when a shared room changes?					
5 Why is my deposit smaller than what I earned?					
6 What can your family see in your college records?					
7 Did one complaint get the novel banned?					
8 Is it a recommendation or an ad?					
9 What is on your ballot, and where do you check?					
10 Whose job is it to fix the blocked route?					
11 Why are Jordy and Gia paid different rates?					
12 When can a school limit what students say?					
13 Can the crew cut waste before it reaches the bin?					
14 Does giving credit let the crew use the song?					
15 Is Rafa's unpaid internship really a job?					
16 Who wrote the new building rule?					

Track the work across the year, continued

Case	Evidence	Reasoning	Audience	Revision	Took a civic step
17 How should the crew give out ten free seats?					
18 Why is the theater curtain still falling apart?					
19 What should Gia say in her two-minute comment?					
20 Can the crew post this image as true?					

About course names and standards

AP, Pre-AP and IB activities are practice designed by No, Pero Why?. They are not official College Board or IB materials. Honors expectations are set by your school.

Framework sources

AP United States Government and Politics Course and Exam Description

- College Board, AP United States Government and Politics course page: https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics
- College Board, AP United States Government and Politics exam page: https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics/exam
- College Board, AP U.S. Government and Politics CED clarifications and corrections (fall 2026): https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description-clarifications.pdf

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