

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:
- find a detail in a short text and point to it
 - compare two short texts
 - write clear sentences for a reader

Objectives

- Students will be able to:
- name what a notice leaves out

Objectives, continued

- identify what changed between two building rules
- rewrite a notice so residents know what changed, when and whom to ask
- include residents who need step-free access

Materials

- This chapter, one copy per student
- Evidence A and B side by side, with the changes highlighted
- A clear school notice to use as a model

The task in this edition

Task: Rewrite the building notice so every resident knows who wrote it, what changed, when and who to ask.

Students make: Rewritten notice, 60—90 words

Pacing

- Opener (page 268):** 5 min. Short on time: 5 min.
- Key terms (pages 269 and 270):** 7 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 273): 10 min. Short on time: 9 min. Read Evidence B aloud; students fill in the boxes for Evidence A.

Pacing, continued

- Look at the evidence (page 274):** 5 min. Short on time: 4 min. Students fill in only the “What it shows” box.
- Key idea (pages 275 and 276):** 8 min. Short on time: skip. Read the first paragraph of the key idea aloud. Skip the code of ethics.
- Sort the evidence (page 277):** 8 min. Short on time: 3 min. Do the first row together and stop.
- Practice (pages 278 and 279):** 8 min. Short on time: skip.
- Your task (pages 280 and 281):** 20 min. Short on time: 18 min. Fill in the planner together on the board.
- Check your work (pages 282 and 283):** 6 min. Short on time: skip. Score the notices yourself with the rubric.
- Questions to discuss (page 284):** 10 min. Short on time: 3 min. Use question 1 as an exit ticket.
- Talk about this case at home (page 285):** at home.
- Periods:** full chapter 87 minutes; one period 45 minutes.
- Standards**
- RI.6.1** Use evidence from the text to support what it says directly and what you can infer from it.

Case 16 plan, continued

Standards, continued

W.6.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

SL.6.1.c Ask and answer specific questions with details that add to the discussion.

SL.6.1.d Review the main ideas of a discussion and show you understand other views by reflecting and paraphrasing.

RI.7.1 Use several pieces of evidence from the text to support what it says directly and what you can infer.

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

SL.7.1.c Ask questions that draw out more detail, and respond with relevant ideas that bring the discussion back on topic.

SL.7.1.d Take in new information from others and change your view when the evidence calls for it.

RI.8.1 Use the evidence that most strongly supports your analysis of what a text says and implies.

Standards, continued

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

SL.8.1.c Ask questions that connect several speakers' ideas, and respond with relevant evidence and observations.

SL.8.1.d Take in new information from others and qualify or defend your view based on the evidence.

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 268):** Medium
- □ □ **Key terms (pages 269 and 270):** Low
- □ □ **Look at the evidence (page 273):** Low
- □ □ **Look at the evidence (page 274):** Low
- □ □ **Key idea (pages 275 and 276):** Low
- ■ □ **Sort the evidence (page 277):** Medium
- □ □ **Practice (pages 278 and 279):** Low

Heat map, continued

■ □ □ **Your task (pages 280 and 281):** Low

■ □ □ **Check your work (pages 282 and 283):** 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

Case 16 plan, continued

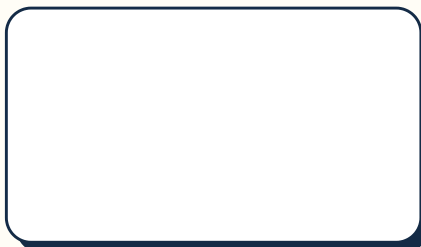
Sources, continued

- 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 5 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.

Your question: Who has the authority behind this notice, and what should Sami ask the building manager?

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.

Pacing

Full chapter: 5 min.

 Short on time: 5 min.

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 7 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: 7 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 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?

I think Sami should ___ because ___.

☛ I think Sami should ignore it because nobody signed it.

Notes

[illegible]

This page continues page 269. The notes for both pages are on the sheet for page 269.

Reading passage

The notice with no name

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

- **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: A new sign by the door

On Monday morning, a new notice appears beside the common-room door in Sami's apartment building. In bold capital letters, 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." At the bottom: "NO BUSINESS USE."

The notice has no name, no date and no contact. That matters to Sami. She lives in apartment 3B and uses a manual wheelchair. The rear door 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.

Before anyone starts arguing, Sami takes a photo of the notice. She writes down when and where she found it. Caio brings last year's house rules to compare.

Your role is to help Sami keep a clear record of what the notice says and when it appeared.

Stop and think. Why does Sami take a photo before anyone argues about the notice?

Who made this rule?

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. As Caio says, somebody made it look official. He still does not know who.

⌚ Pacing

Reading: about 5 min (450 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: A new sign by the door":** Why does Sami take a photo before anyone argues about the notice?
2. **After "Who made this rule?":** What is missing from the notice that a real building rule should include?
3. **After "Real tenants, real doors":** What two questions does Sami keep separate, and why?

Who made this rule?, continued

In Case 4, you learned that a **decision-maker** is the person or group with the power to make a particular choice. Sami needs to find out who the decision-maker is here. In Case 1, you learned to find the original source. Last year's house rules say residents may reserve the common room for "gatherings, classes and resident-run workshops." The new notice does not say whether it replaces those rules. It also never says what "business use" means.

In Case 10, you learned that a **barrier** is something that blocks or limits a person from taking part. A locked rear door would be a barrier for Sami after 8 p.m. **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 are documentation.

Sami keeps two questions apart. Who has the authority behind this notice? And how does she get in after 8? 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, a key fob for the rear door could work. Neither Sami nor Caio calls the notice illegal. They do not know enough yet.

 **Stop and think.** What is missing from the notice that a real building rule should include?

Real tenants, real doors

In 2018 and 2019, tenants in a Brooklyn apartment complex learned their landlord wanted to install a face-scanning entry system. Because the change needed a state agency's permission, the tenants had a place to object. In November 2019, the landlord dropped the plan (Gothamist, November 21, 2019).

 **Stop and think.** What two questions does Sami keep separate, and why?

Sources

Real source | Gothamist | November 21, 2019

Brooklyn Landlord Does An About Face On Facial Recognition Plan

This page continues page 271. The notes for both pages are on the sheet for page 271.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 10 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

➤ The rear door locks at 8:00 p.m., and business use of the common room is banned.

One question I still have

➤ Who wrote this notice, and when?

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

➤ Last year, residents could reserve the room for resident-run workshops.

One question I still have

➤ Are last year's rules still in effect?

Case 16 | Look at the evidence | Grades 6—8 educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 9 min. Read Evidence B aloud; students fill in the boxes for Evidence A.

💬 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 rear door is the only entrance without steps.

One question I still have

➤ How would Sami get in after 8 p.m.?

What is still missing from the evidence?

➤ We don't know who wrote the notice, if it replaces last year's rules or how Sami gets in after 8.

Notes

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Students fill in only the “What it shows” box.

💬 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: skip this page. Read the first paragraph of the key idea aloud. Skip the code of ethics.

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**

Before Sami says the notice breaks the law, she needs to know ____.

➤ Before Sami says the notice breaks the law, she needs to know who wrote it and if the building will let her in.

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 275. The notes for both pages are on the sheet for page 275.

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 8 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 _____.

➔ The person who wrote the notice is missing. I would ask why the door is locked at 8.

Pacing

Full chapter: 8 min.

✂ Short on time: 3 min. Do the first row together and stop.

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 8 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. Sami keeps a record and asks two questions: who wrote it and how she gets in. A and C decide too fast.

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: 8 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

✎ I use a wheelchair, and the rear door is the only entrance without steps.

Rewrite phrase 2

✎ Could I get a key fob so I can use the rear door after 8?

Notes

This page continues page 278.

✎ 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.

Grades 6—8

Your task

On your own Read the steps and fill in the planner boxes before you start your draft.

Rewrite the building notice so every resident knows who wrote it, what changed, when and who to ask.

Use: The notice and a short excerpt from the older house rules.

You'll make: Rewritten notice, 60—90 words

Time: 45 minutes

- 1 List what the notice in Evidence A leaves out.
- 2 Compare it with last year's rules in Evidence B and write what changed.
- 3 Find the step-free door on the entrance plan in Evidence C.
- 4 Rewrite the notice in 60 to 90 words in the Your draft box.
- 5 Add one line that tells residents who need the step-free door how to get in after 8 p.m.
- 6 Leave a blank for the name of whoever issued the notice.

Show it your way

Write it: Write the 60—90 word notice with the checklist, including one line about getting in after 8 p.m.

Say it: Read your rewritten notice aloud to a partner who plays a resident using the step-free door; answer the one question they ask.

Show it: Redesign the notice as a poster with five labeled boxes: who, what changed, when, who it affects, who to ask.



Prefer typing? Scan to open the online workspace.

⌚ Pacing

Full chapter: 20 min.

✂ Short on time: 18 min. Fill in the planner together on the board.

💬 Say this

“We don’t know who wrote the notice. What should your version do about that?” — Accept “leave a blank.” A real notice would fill it in.

👁 Watch for

Misconception: Students write the landlord’s name as the issuer. **Listen for:** “From: the landlord.” **Then:** Ask which document says who wrote it. None does, so leave the blank.

📄 Support

- Checklist: who, what, when, who it affects, who to ask
- Word bank: resident, policy, effective date, contact
- Model of a clear school notice
- Pair work
- Checklist on the board: who, what, when, who it affects, whom to ask.

➦ Stretch

- Add one line about how residents who need the step-free door can get in after 8 p.m.

🔥 Heat check

■□□ Low.

Your task, continued

What the notice leaves out

Who wrote it, the date, a contact and what “business use” means.

What changed from last year

Workshops were allowed. Now the room is for social use only.

The step-free door

The rear door. It will be locked at 8:00 p.m.

Your draft

Notice from ____.

Notice from ____ (name and title), dated _____. Starting _____, the rear door will be locked at 8:00 p.m. The common room will be for social use only. “Business use” means _____. Residents who need the step-free rear door after 8 p.m. can ask the building office for a way in. Questions? Contact the building office.

This page continues page 280.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Names who issued it
- States what changed and when
- Gives a contact
- Considers residents who need step-free access

What to notice in the sample:

1. Leaves a blank for the issuer instead of guessing who wrote it.
2. Includes residents who need step-free access, as the challenge asks.

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 6 minutes.

- Does your notice have a space for who issued it and the date? ☒ Yes ☐ No
- Does it say what changed and when? ☒ Yes ☐ No
- Does it give a contact? ☒ Yes ☐ No
- Does it tell residents who need the step-free door how to get in after 8 p.m.? ☒ 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: 6 min.

 Short on time: skip this page. Skip this page. Score the notices yourself with the rubric.

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: The educator checks the rewrite against the four success criteria, paying particular attention to the line about step-free access after 8 p.m.

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.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 10 minutes.

- 1 Which missing fact would most change how you see the notice?

➤ Who wrote it. Then Sami would know if it is a real rule and whom to ask for help.

- 2 The notice bans “business use” without saying what that means. What would you need to know to decide whether Sami’s workshop counts?

➤ What “business” means, and whether Sami charges money for her workshop.

My take

I think Sami should ____ because ____.

➤ I think Sami should ask the manager who wrote the notice because it has no name on it.

The evidence that changed my first guess is ____.

➤ The entrance plan changed my first guess. The rear door is the only entrance without steps.

One question I still have is ____.

➤ One question I still have is whether last year’s rules still count.

Pacing

Full chapter: 10 min.

✂ Short on time: 3 min. Use question 1 as an 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.

Heat check

■□□ Question 1: Low.

Talk about this case at home

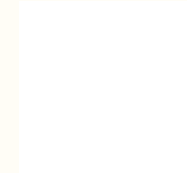
Case 16: Who wrote the new building rule?

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.

Case 16 | Talk about this case at home | Grades 6—8 educator edition

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.