

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:

- find a detail in a short text and point to it
- put the steps of a process in order
- write a complete sentence that answers a question

Objectives

Students will be able to:

- tell a complaint apart from a final decision
- place the novel’s current stage on a process flowchart
- write a 3- or 4-sentence message that corrects the chat without attacking anyone
- ask the librarian one real question

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A and B on half-pages, one set per pair
- A blank process flowchart: request filed, under review, decision, appeal
- Optional: the Matilda library extract, read aloud

The task in this edition

Task: Draw the steps of a book review and write a message correcting the group chat.

Students make: Flowchart plus 3—4 sentence message

Pacing

Opener (page 107): 5 min. Short on time: 4 min. Read What happened aloud and skip the list on the board.

Key terms (pages 108 and 109): 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 112 and 113): 10 min. Short on time: 8 min. Students fill in the What it shows boxes only.

Key idea (pages 114 and 115): 6 min. Short on time: skip.

Sort the evidence (page 116): 8 min. Short on time: 3 min. Do the first decider together and stop.

Practice (page 117): 6 min. Short on time: skip.

Pacing, continued

Your task (pages 118 and 119): 15 min. Short on time: 15 min.

Check your work (pages 120 and 121): 5 min. Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

Questions to discuss (pages 122 and 123): 8 min. Short on time: 8 min.

Talk about this case at home (page 124): at home.

Periods: full chapter 69 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.

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.

Case 7 plan, continued

Standards, continued

- 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.
- 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.

Standards, continued

- SL.8.1.d** Take in new information from others and qualify or defend your view based on the evidence.
- D2.Civ.11.6-8** Compare how classrooms, schools, civil society and governments make decisions, and what each process is meant to do. In this case: Students differentiate how decisions are made in a school library process.

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 107):** Medium
- □ □ **Key terms (pages 108 and 109):** Low
- □ □ **Look at the evidence (pages 112 and 113):** Low
- ■ □ **Key idea (pages 114 and 115):** Medium
- ■ □ **Sort the evidence (page 116):** Medium
- □ □ **Practice (page 117):** Low
- □ □ **Check your work (pages 120 and 121):** 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 5 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.

Your question: Is the novel really banned, and what can people who care about it do next?

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.

Case 7 | Opener | Grades 6—8 educator edition

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud and skip the list on the board.

💬 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 6 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: 6 min.

✂ Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

💬 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?

I think the novel is ___ because ___.

👉 I think the novel is gone because the group chat says it was banned.

Notes

This page continues page 108. The notes for both pages are on the sheet for page 108.

Reading passage

Banned, or under review?

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 4 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: A rumor on Thursday night

On Thursday night, a message spreads through a group chat. It is about a novel in the library at Anika's high school. The message says one parent complained, so the novel is now banned and gone from the library. Gia replies fast: "censorship, full stop."

On Friday, the school library posts a notice about the novel. Mari reads it. Mari works the counter at the neighborhood bookshop, and she is halfway through the novel on audio. She compares the notice with the chat. "The chat says the book is gone from the library," she says. "The notice says it stays available during the review. Those can't both be true."

Gia deletes her first reply. She had not read the notice, or the book.

Your job in this case is to read the library notice before anyone replies "banned."

Stop and think. Why do you think the rumor said "banned" instead of "under review"?

What stage is the process in?

In Case 1, you learned to find the original source. Here, the original source is the library's notice. It says a request for reconsideration has been received. The book stays available during the review. A committee will read the whole book and judge it against the district's selection criteria.

Pacing

Reading: about 4 min (417 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A rumor on Thursday night":** Why do you think the rumor said "banned" instead of "under review"?
2. **After "What stage is the process in?":** Which sentence in the notice tells you where the book is right now?
3. **After "Book challenges in real life":** Why does Gia say nobody should go after the parent who asked for the review?

What stage is the process in?, continued

People can send written input by the 15th. The decision can be appealed.

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 **reconsideration policy** is a library's written process for reviewing a challenge to a book. **Selection criteria** are the written standards a library uses to decide which materials to include.

So the chat's **claim**, that the book is banned, does not match the notice. In Case 3, you learned that a **correction** is a public statement that replaces wrong information with accurate information. The chat needs one. The book is under review, it is still on the shelf, and anyone who cares can send input by the 15th.

Mari plans to use the input form. It asks whether you read the whole book, so she is finishing it first. Gia plans a discussion at the bookshop. She has one rule: nobody goes after the parent. "They used the process too," she says.

? **Stop and think.** Which sentence in the notice tells you where the book is right now?

Book challenges in real life

The American Library Association recommends that libraries adopt a reconsideration policy. Its example has a committee read the whole work (American Library Association, updated January 2018). That is professional advice, not a law. Rules differ by state. In Tennessee, reporters found that a stricter state law changed the review steps (Chalkbeat Tennessee, September 17, 2024).

? **Stop and think.** Why does Gia say nobody should go after the parent who asked for the review?

Sources

Real source | American Library Association | January 2018

Selection and Reconsideration Policy Toolkit: formal reconsideration

Real source | Chalkbeat Tennessee | September 17, 2024

Under stricter Tennessee law, some school library books quietly disappear

This page continues page 110. The notes for both pages are on the sheet for page 110.

Look at the evidence

On your own Read the notice and the input form, and fill in both boxes for each one. About 10 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

➤ The book is still available. A committee is reviewing it.

One question I still have

➤ Which novel is it, and who is on the committee?

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

➤ Students can send input, and the form asks if you read the whole book.

One question I still have

➤ How will the committee use the comments?

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Students fill in the What it shows 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?

✶ We don't know which novel it is, who is on the committee or what the criteria say.

Notes

This page continues page 112. The notes for both pages are on the sheet for page 112.

Key idea: book challenges

On your own Read the key idea and the code of ethics, then answer the question in the box. About 6 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 ____, but the chat says ____.

➞ The notice says the book stays available, but the chat says it is gone.

Case 7 | Key idea | Grades 6—8 educator edition

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 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

[illegible]

This page continues page 114. The notes for both pages are on the sheet for page 114.

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 8 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 parent’s view is missing. I would ask what worries them about the book.

Pacing

Full chapter: 8 min.

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

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 6 minutes.

A group chat says, “One parent complained, so that novel is banned.” What should you check first?

☒ **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.** The policy and the notice tell you what stage the review is in. Liking the book or reading one passage can’t tell you that.

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 book is still on the shelf while a committee reviews it.**

Rewrite phrase 2

➤ **The parent used the review process, and we can use it too.**

⌚ Pacing

Full chapter: 6 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.

Grades 6—8**Your task**

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

Draw the steps of a book review and write a message correcting the group chat.

Use: The Matilda extract, the chat claim and a simplified district process.

You'll make: Flowchart plus 3—4 sentence message

Time: 45 minutes

- 1 Read the chat message in What happened, and underline what it says happened.
- 2 Circle the sentence in Evidence A that says where the book is now.
- 3 Write the four stages on the flowchart in order.
- 4 Mark the stage the novel is at now.
- 5 Write a message of 3 or 4 sentences in the Your draft box.
- 6 Write one question you would ask the librarian.

Show it your way

Write it: Write 3—4 sentences with the frame “A complaint was made. Right now, __. The next step is __.”

Say it: Explain the steps of a book review to a partner, pointing to where the novel is right now.

Show it: Fill in the flowchart (request filed, under review, decision, appeal) and put a sticker on the current stage.



Prefer typing? Scan to open the online workspace.

Case 7 | Your task | Grades 6—8 educator edition**⌚ Pacing**

Full chapter: 15 min.

✂ Short on time: 15 min.

💬 Say this

“Your message answers three questions: Is it banned? Where is it now? What happens next?” — Write them on the board.

👁 Watch for

Misconception: Messages attack the parent. **Listen for:** “Whoever complained should mind their own business.” **Then:** Correct the claim, not the person.

📄 Support

- Process flowchart to fill in
- Frames: “A complaint was made. Right now, __. The next step is __.”
- Vocabulary: challenge, review, decision, appeal
- Read-aloud

🔗 Stretch

- Add one question you'd ask the librarian.

📋 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.

C3 Framework: D2.Civ.11.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

The four stages, in order

➤ Request filed, under review, decision, appeal

Where the novel is now

➤ Under review, and still available

The next step

➤ The committee decides. Input is due by the 15th.

My question for the librarian

➤ Who is on the review committee, and when will it decide?

Your draft

Your message, 3 or 4 sentences

A complaint was made. Right now, _____. The next step is _____.

➤ A complaint was made, but the book is not banned. Right now, it is under review and still in the library. The next step is the committee's decision, and you can send input by the 15th. Please don't go after the parent who asked.

This page continues page 118.

➤ Answer key

A strong response:

- Separates complaint from decision
- Names the current stage
- Doesn't attack the parent
- Asks a real question

What to notice in the sample:

1. Names the current stage.
2. Gives the deadline.
3. Corrects the rumor without attacking anyone.

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 your message separate the complaint from the decision?	☒ Yes ☐ No
Does it name the stage the novel is at now?	☒ Yes ☐ No
Does it avoid attacking the parent?	☒ Yes ☐ No
Did you write a real question for the librarian?	☒ 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: 5 min.

 Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

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: The educator checks the flowchart for the book’s current stage and the message against the four success criteria.

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

I changed ___ because ___.

➤ I changed my claim that the book got banned, because the notice says it is still available during the review.

Notes

[illegible]

This page continues page 120. The notes for both pages are on the sheet for page 120.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 8 minutes.

- 1 Whose reading experience is missing from the crew's discussion of the novel?

➤ The parent's reading is missing, and so are students who read the novel. Mari has read only part of it.

- 2 Gia says nobody should go after the parent who asked for the review. Why might that matter for her bookshop discussion?

➤ If people go after the parent, the discussion turns into a fight. Gia wants people to send input by the 15th.

- 3 How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?

➤ "Ban" sounds final. "Review" tells people the book is still there and no decision has been made.

My take

I think the crew should ___ because ____.

➤ I think the crew should tell the chat the book is still there because the notice says so.

The evidence that changed my first guess is ____.

➤ The evidence that changed my first guess is the notice. It says the book stays available.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 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

One question I still have is ____.

One question I still have is who is on the review committee.

Notes

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

This page continues page 122.

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.

Case 7 | Talk about this case at home | Grades 6—8 educator edition

🕒 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.