

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:
- retell the main events of a short summary
 - find a rule in a short document
 - write sentences that compare two examples

Objectives

- Students will be able to:
- describe the facts of Tinker v. Des Moines accurately

Objectives, continued

- name one way the armbands and the wear-blue plan are alike and one way they differ
- explain why walking out raises a different question than wearing blue

Materials

- This chapter, one copy per student
- The U.S. Courts Tinker summary, read aloud
- Picture cards: armband, blue shirt, poster, empty classroom

The task in this edition

Task: Make a two-column chart comparing the Tinker armbands with Anika’s wear-blue plan, then explain one way they’re alike and one way they’re different.

Students make: Chart plus 3—5 sentences

Pacing

- Opener (page 195):** 5 min. Short on time: 5 min.
- Key terms (pages 196 and 197):** 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.
- Look at the evidence (page 200):** 10 min. Short on time: 10 min.
- Look at the evidence (page 201):** 5 min. Short on time: 3 min. Read Evidence C aloud. Students fill in only its “What it shows” box.

Pacing, continued

- Key idea (pages 202 and 203):** 8 min. Short on time: 4 min. Read the first paragraph of the key idea aloud. Skip In the news.
- Sort the evidence (page 204):** 8 min. Short on time: skip.
- Practice (page 205):** 6 min. Short on time: skip.
- Your task (pages 206 to 208):** 15 min. Short on time: 15 min.
- Check your work (pages 209 and 210):** 5 min. Short on time: skip. Check the charts yourself.
- Questions to discuss (page 211):** 8 min. Short on time: 5 min. Use question 3 as an exit ticket.
- Talk about this case at home (page 212):** at home.
- Periods:** full chapter 76 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.

Case 12 plan, continued

Standards, continued

- 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.
- 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.

Standards, continued

- 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.
- D2.Civ.8.6–8** Analyze the ideas in the founding documents of the United States and how they shape the political system. In this case: Students analyze how the First Amendment shapes student life at public schools.

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 195):** Medium
- □ □ **Key terms (pages 196 and 197):** Low
- □ □ **Look at the evidence (page 200):** Low
- □ □ **Look at the evidence (page 201):** Low
- ■ □ **Key idea (pages 202 and 203):** Medium
- □ □ **Sort the evidence (page 204):** Low

Heat map, continued

- ■ □ **Practice (page 205):** Medium
- □ □ **Your task (pages 206 to 208):** Low
- □ □ **Check your work (pages 209 and 210):** 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
- 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

Case 12 plan, continued

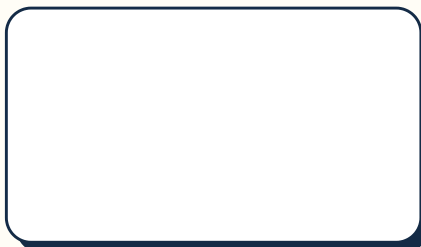
Sources, continued

- 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 5 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: 5 min.

Short on time: 5 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 6 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: 6 min.

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

💬 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?

I think the school ___ because ___.

☞ I think the school can't do anything because students have free speech.

Notes

[illegible]

This page continues page 196. The notes for both pages are on the sheet for page 196.

Reading passage

The poster, the blue shirts and the walkout

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

- **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: A poster about lunch

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: “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.

On Wednesday night, a message appears in the group chat: “If they take the poster down we walk out Thursday. Tinker says they can’t touch us.” Someone replies, “Wait, wear blue AND walk out??”

Anika is surprised. “I never asked anyone to leave class,” she says. Mateo notices something else. The school logo makes the poster look like the school made it. He decides to redo the photo.

Your role is to compare Tinker with each action before anyone says “can’t touch us.”

? Stop and think. Why did Anika’s poster turn into a walkout plan in the group chat?

One real case, three actions

The chat mentions a real Supreme Court case, Tinker v. Des Moines, from 1969. A **precedent** is an earlier court decision that judges use as a guide in similar later cases. In Tinker, public-school students wore black armbands to protest the Vietnam War. The school suspended them. The Supreme Court ruled for the students.

⌚ Pacing

Reading: about 4 min (430 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: A poster about lunch”:** Why did Anika’s poster turn into a walkout plan in the group chat?
2. **After “One real case, three actions”:** Which action matches Tinker’s facts most closely: the poster, wearing blue or the walkout?
3. **After “Student speech today”:** Why might it matter whether a poster looks like the school made it?

One real case, three actions, continued

Substantial disruption is the standard from *Tinker v. Des Moines*: a public school may limit speech that would seriously disrupt school activities. The Court said a mere fear of disruption was not enough.

A precedent guides a new case only as far as the facts match. A **fact pattern** is the specific set of facts in a situation that a rule is applied to. In Case 11, you compared two jobs on the same terms. Now compare *Tinker* with each action. Wearing blue is quiet, like the armbands. A walkout is different, because students leave class, and the school's attendance rule covers that. The poster raises its own question. The handbook says posters need office approval and a student's name. Anika's poster has no name. "That part's on me," she says.

"*Tinker* says they can't touch us" is a **claim**, a word from Case 1. It goes much further than the case does. And Mateo's logo is a kind of **framing**, also from Case 1. It brings the school forward as the speaker, even though the school did not make the poster.

❓ **Stop and think.** Which action matches *Tinker*'s facts most closely: the poster, wearing blue or the walkout?

Student speech today

In *Tinker*, the Court wrote that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (Legal Information Institute, 1969). In 2026, students in several states walked out of class. Some schools counted it as an unexcused absence, and one high school gave one-day suspensions (Chalkbeat Indiana, February 11, 2026).

❓ **Stop and think.** Why might it matter whether a poster looks like the school made it?

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 | Chalkbeat Indiana | February 11, 2026

How schools in Marion County responded to anti-ICE student protests

This page continues page 198. The notes for both pages are on the sheet for page 198.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 10 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

➤ The poster asks to keep the library open and says to wear blue Thursday.

One question I still have

➤ Did the main office approve the poster?

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

➤ Posters need office approval and the name of the student or group.

One question I still have

➤ What happens to a poster without a name?

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 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

One person wants a walkout.
Another person is confused about the plan.

One question I still have

What does the attendance rule say about leaving class?

What is still missing from the evidence?

We don’t know what the attendance rule says, whether the office approved the poster, or what the school plans to do.

Notes

Pacing

Full chapter: 5 min.

 Short on time: 3 min. Read Evidence C aloud. Students fill in only its “What it shows” box.

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: 4 min. Read the first paragraph of the key idea aloud. Skip In the news.

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**

Honest advice would say ____.

➤ Honest advice would say Tinker was about quiet armbands. Leaving class falls under the attendance rule.

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 202. The notes for both pages are on the sheet for page 202.

Sort the evidence

On your own Link each piece of evidence to the claim it supports or challenges. Then name one missing view. About 8 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 school's view is missing. I would ask the main office if the poster is allowed.

Pacing

Full chapter: 8 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 6 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. The poster's message and leaving class are two different questions.
Checking the attendance rule comes next.

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

➤ Students have free speech at school unless it would seriously disrupt school.

Rewrite phrase 2

➤ Wear blue Thursday. Walking out is a different question, because of the attendance rule.

⌚ Pacing

Full chapter: 6 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.

Grades 6–8

Your task

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

Make a two-column chart comparing the Tinker armbands with Anika's wear-blue plan, then explain one way they're alike and one way they're different.

Use: The U.S. Courts Tinker summary (read aloud) and the poster description.

You'll make: Chart plus 3–5 sentences

Time: 45 minutes

Notes

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.

Pacing

Full chapter: 15 min.

✂ Short on time: 15 min.

 Say this

“Show the armband and blue-shirt cards. What’s the same?” — Then show the empty-classroom card.

 Support

- Picture cards: armband, blue shirt, poster, empty classroom
- Frames: “Both __. But __.”
- Vocabulary: precedent, disruption, rule
- Discussion before writing

Stretch

- Add a row for the walkout idea and explain why it raises a different question.

Heat check

Low.

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.8.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

- 1 Listen to the Tinker summary. Write what the students did and what the school did.
- 2 Write Tinker's rule in your own words: when can a public school limit student speech?
- 3 Fill in the chart for the armbands and the wear-blue plan.
- 4 Circle the plan that raises a different question: the walkout.
- 5 Write 3 to 5 sentences in the Your draft box. Use "Both _____. But _____."

Show it your way

Write it: Write 3—5 sentences with the frame "Both _____. But _____."

Say it: Explain to a partner one way the armbands and the wear-blue plan are alike and one way they are different, using the picture cards.

Show it: Build the two-column chart with the picture cards (armband, blue shirt, poster, empty classroom) and circle the one that raises a different question.



Prefer typing? Scan to open the online workspace.

What happened in Tinker

🔗 Students wore black armbands to protest a war. The school suspended them.

Tinker's rule in my words

🔗 A public school may limit student speech that would seriously disrupt school.

This page continues page 206.

🔗 Answer key

A strong response:

- Describes Tinker's facts accurately
- Names one similarity and one difference
- Separates the message from leaving class
- Avoids "you can say anything" or "you have no rights"

What to notice in the sample:

1. A real similarity from Tinker's facts.
2. Keeps leaving class apart from the message.

Your task, continued

Armbands

Quiet, worn at school, and
nobody left class.

Wear-blue plan

Quiet, worn at school, and
nobody leaves class.

Your draft

Your sentences

Both _____. But _____.

Both the armbands and wearing blue are quiet messages that students wear at school. But the armbands protested a war, and wearing blue is about the library. The walkout is different, because students would leave class.

Notes

This page continues page 206. The notes for both pages are on the sheet for page 206.

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 your chart describe Tinker's facts correctly? ☒ Yes ☐ No
- Do you name one way the plans are alike and one way they differ? ☒ Yes ☐ No
- Do you explain why the walkout is a different question? ☒ Yes ☐ No
- Do you avoid saying students can say anything, or that they have no rights? ☒ 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. Skip this page. Check the charts yourself.

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: The educator checks the chart for accurate Tinker facts, one real similarity and one real difference, and listens for the speech-versus-conduct distinction in discussion.

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

I changed ___ because ___.

➤ I changed my sentence that Tinker protects everything, because a walkout means leaving class.

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 a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

This page continues page 209. The notes for both pages are on the sheet for page 209.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 8 minutes.

- 1 Which changed fact would make Tinker a weaker comparison for the wear-blue plan?

➤ If wearing blue stopped class or caused a big disruption, Tinker would fit less well.

- 2 Why might it matter whether a poster looks like it comes from the school?

➤ People might think the school wrote it. Schools have more control over speech that looks like theirs.

- 3 If the poster had Anika's name and no school logo, what would change?

➤ It would follow the handbook's name rule and clearly be Anika's message.

My take

I think Tinker fits ___ best because ____.

➤ I think Tinker fits the wear-blue plan best because it is quiet, like the armbands.

The evidence that changed my first guess is ____.

➤ The handbook changed my first guess. The poster needs a name and office approval.

One question I still have is ____.

➤ One question I still have is what the attendance rule says about walkouts.

⌚ Pacing

Full chapter: 8 min.

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

💬 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

🔥 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.

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.



See the case online.

Case 12 | 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 own views about protests or school discipline.