

Case 1: Is the screening canceled?

Content note

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

Overview

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

Before this case

Students should already be able to:

- put events in order from dated documents
- apply a named idea from a reading to a new example
- write an explanatory text of about 250 words

Objectives

Students will be able to:

- reconstruct the order in which the rumor spread

Objectives, continued

- apply selection and salience to explain how a real clip led to a wrong conclusion
- propose one specific process change and name its cost
- keep claims about motive out of an explanation

Materials

- This chapter, one copy per student
- Evidence A, B and C
- Optional: a short excerpt of Robert Entman’s writing on framing, if your library has it. The key idea page gives students the two terms they need.

The task in this edition

Task: Write a 250-word explanatory note for the Common Room’s website on how the rumor spread and what the crew will do differently next time.

Students make: Website note, 220—280 words

Pacing

Opener (page 3): 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

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

Pacing, continued

Look at the evidence (page 9): 10 min. Short on time: 10 min.

Look at the evidence (page 10): 6 min. Short on time: 4 min. Read Evidence C aloud; skip its boxes.

Key idea (pages 11 and 12): 12 min. Short on time: 10 min. Skip the In the news section.

Sort the evidence (page 13): 8 min. Short on time: skip.

Practice (page 14): 6 min. Short on time: skip.

Your task (pages 15 and 16): 10 min. Short on time: 8 min. Fill in the timeline together on the board.

Your draft (page 17): 22 min. Short on time: 20 min. Students write the first two paragraphs in class and finish at home.

Check your work (pages 18 and 19): 6 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 20 and 21): 10 min. Short on time: 4 min. Use question 4 as an exit ticket.

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

Periods: full chapter 100 minutes; one period 60 minutes.

Case 1 plan, continued

Standards

- RI.11-12.1** Back up an analysis with the strongest evidence from the text, including where the text leaves things uncertain.
- RI.11-12.7** Combine and evaluate sources in different media to answer a question or solve a problem.
- W.11-12.1.a** Introduce a precise, informed claim, show why it matters, distinguish it from opposing claims and organize the argument logically.
- W.11-12.1.b** Develop claims and counterclaims fairly and fully, with the best evidence for each, keeping the audience’s knowledge, values and possible biases in mind.
- SL.11-12.1.c** Keep a discussion moving with questions that probe reasoning and evidence, and make sure the full range of views is heard.
- SL.11-12.1.d** Respond to different views, pull together what each side says, resolve conflicts where possible and name what still needs research.
- D3.1.9-12** Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students use the corroborative value of the booking email to confirm the transcript.

Standards, continued

- D4.3.9-12** Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt their explanation into a group-chat update for an audience outside the classroom.
- Codes of ethics**
- **SPJ Code of Ethics:** Seek Truth and Report It
 - **RTDNA Code of Ethics:** Truth and accuracy above all
 - **PRSSA Ethical Principles for PR Students & Professionals (professional values and member pledge):** PRSSA Code of Ethics and Conduct (member pledge)

Heat map

- **Opener (page 3):** Low
- **Key terms (pages 4 and 5):** Low
- **Look at the evidence (page 9):** Low
- **Look at the evidence (page 10):** Low
- **Key idea (pages 11 and 12):** Low
- **Sort the evidence (page 13):** Medium
- **Practice (page 14):** Medium
- **Check your work (pages 18 and 19):** Low

Try it at your school

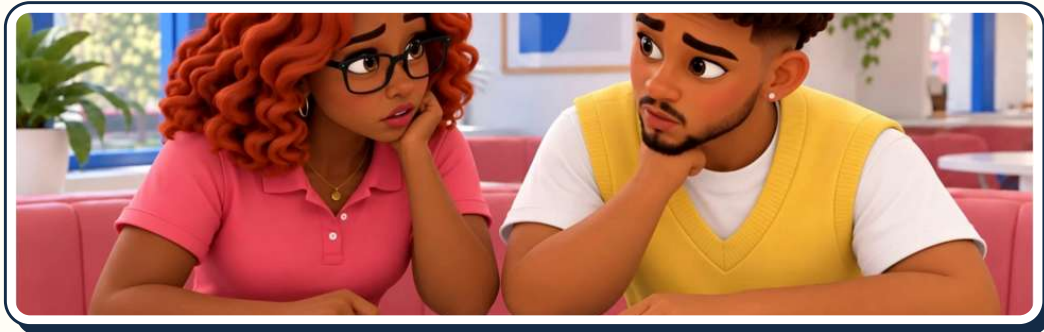
- Find out how your school sends urgent updates.**
- Ask a teacher or front-office staff which channel carries official changes (email, app, website)
 - Save the official channel so you can check it before reposting
 - Next time a screenshot circulates, post “still checking” instead of a verdict
 - Suggest to your student council that urgent updates include the original link
- Who to ask:** Front-office staff, a teacher, the student council advisor or a school librarian
- Safety:** Don’t share other people’s names or messages from a private chat. Check any official source with a trusted adult if it asks for personal information.
- Sources**
- Scholastic, “Sunrise on the Reaping announcement,” June 6, 2024
 - Robert M. Entman, “Framing,” 1993
 - Society of Professional Journalists, “SPJ Code of Ethics,” September 6, 2014

Case 1: Is the screening canceled?

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

On your own Read What happened. Underline the sentence that worries the crew. About 5 minutes.

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



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

What happened

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

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

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

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

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

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud. Skip the opening question.

💬 Say this

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

👁 Watch for

Misconception: Students decide from the caption alone.

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

📖 Support

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

🌡 Heat check

■□□ Low.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 5 minutes.

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

En español: afirmación

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

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

En español: contexto

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

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

En español: encuadre

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

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

En español: comunicado provisional

In this case: Jordy posts: “We’re checking the original. Hold your plans for a moment.”

Who is involved



Mateo

Booked the room for tonight

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



Gia

Leaving soon for a café shift

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

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

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

👁 Watch for

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

📄 Support

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

🔥 Heat check

■□□ Low.

🔑 Answer key

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

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

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

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.

Reading passage

Whose version travels fastest

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

Words to know

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

The story: A real clip with a false caption

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

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

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

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

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

⌚ Pacing

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

❓ Stop and think

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

Reading the record against the clip

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

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

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

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

Selection, emphasis and who controls the story

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

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

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

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

Selection, emphasis and who controls the story, continued

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

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

Sources

Real source | Robert M. Entman | 1993

Framing

Real source | Scholastic | June 6, 2024

Sunrise on the Reaping announcement

Real source | Stanford Graduate School of Education | November 18, 2019

High school students are unprepared to judge the credibility of information on the internet, according to Stanford researchers

Real source | Journal of Educational Psychology (Wineburg et al.) | July 2022

Lateral reading on the open Internet: A district-wide field study in high school government classes

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

RTDNA Code of Ethics**Notes**

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

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

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

The post

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

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

What it shows

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

What it leaves out

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

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

The full update

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

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

What it shows

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

What it leaves out

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

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 Say this

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

👁 Watch for

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

📄 Support

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

🔗 Stretch

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

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Booking email to Mateo, sent Tuesday

The booking email

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

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

What it shows

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

What it leaves out

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

What is still missing from the evidence?

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

Notes

Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read Evidence C aloud; skip its boxes.

Say this

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

Watch for

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

Support

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

Stretch

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

Heat check

■□□ Low.

Key idea: framing

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 12 minutes.

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

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

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

Professional standards

Real source | Society of Professional Journalists (SPJ)

SPJ Code of Ethics: Seek Truth and Report It

“Verify information before releasing it. Use original sources whenever possible.”

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

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

Your answer

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

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

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Skip the In the news section.

💬 Say this

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

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

👁 Watch for

Misconception: Students treat the SPJ code as a law.

Listen for: “They could get arrested for that.” **Then:** Say: “A code of ethics is a standard a profession sets for its own members. The SPJ code is not a law.”

📖 Support

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

🔗 Stretch

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

🔥 Heat check

■□□ Low.

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

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



Viral image shows fake story from The Atlantic about Biden

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

[illegible]

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

Sort the evidence

On your own Compare each piece of evidence with each claim. Write supports, challenges or neither in each box. About 8 minutes.

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

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

Still open

- Can every visitor use the temporary entrance?

Whose perspective is missing?

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

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

Pacing

Full chapter: 8 min.

 Short on time: skip this page.

Say this

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

Watch for

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

Support

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

Heat check

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

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

Practice: choose a response

On your own Choose the message you would send and explain why. Then fix the two marked lines.
About 6 minutes.

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

☐ A Cancel your plans before you travel.

☒ B We're checking the original. Hold your plans for a moment.

☐ C The post is fake. Ignore it.

Why I chose it

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

Improve a draft

A student's first draft

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

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

Rewrite phrase 1

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

Rewrite phrase 2

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

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

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

👁 Watch for

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

🔗 Heat check

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

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

➤ Answer key

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

Other notes on the draft:

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

Grades 11–12

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 10 minutes.

Write a 250-word explanatory note for the Common Room’s website on how the rumor spread and what the crew will do differently next time.

Use: All three documents plus the Entman framing reading (selection and salience) excerpt.

You’ll make: Website note, 220–280 words

Time: 60 minutes

- 1 Reread Evidence A, B and C. Note the day and time on each one.
- 2 Fill in the timeline. Put the documents in order and say how you know each time.
- 3 Reread the key idea. Mark where the crop selects words and where the caption makes one idea stand out.
- 4 Plan one change to how the crew posts urgent updates. Name what the change would cost.
- 5 Write a website note of 220 to 280 words on the Your draft page.
- 6 Keep claims about the poster’s motive out of your note.
- 7 Check your note with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

First

🕒 Tuesday, 10:14 a.m.: the booking email confirms the screening for Friday, 6–9 p.m.

Second

🕒 Friday, 3:30 p.m. meeting: the coordinator says the side-door reader is broken and existing bookings remain in place.

Case 1 | Your task | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Fill in the timeline together on the board.

💬 Say this

“Before you explain the rumor, put it in order. What happened first?” — The booking email is the earliest document. Students often start with the screenshot.

👁 Watch for

Misconception: Students say the clip was edited to change words. **Listen for:** “They edited what she said.” **Then:** Nothing was changed inside the clip. The edit chose where to stop.

📄 Support

- Timeline template
- Sentence starter for concession: “The clip was real; what it left out was...”

🔗 Stretch

- Use selection and salience to explain how a real clip produced a wrong conclusion, and propose one process change.

📋 Standards

Common Core: RI.11–12.1; RI.11–12.7; W.11–12.1.a; W.11–12.1.b; SL.11–12.1.c; SL.11–12.1.d.

C3 Framework: D3.1.9–12; D4.3.9–12.

The Case plan sheet gives each code in plain words.

Your task, continued

Third

👉 Friday, 4:52 p.m.: the screenshot with a seven-second clip and the caption “Screening canceled?” appears in the chat.

Fourth

👉 After 4:52 p.m. (no time shown): Jordy posts a holding message.

Selection and salience in the post

The crop selects _____. The caption makes ____ stand out.

👉 The crop selects “we are removing access” and drops “through that reader.” The caption makes cancellation stand out, even with a question mark.

One process change, and its cost

Next time we will _____. The cost is _____.

👉 Before anyone posts about a change to an event, one person opens the coordinator’s original update and links it. The cost is a slower first message while some people are traveling.

Notes

This page continues page 15.

👉 Answer key

A strong response:

- Accurately reconstructs the sequence of the rumor
- Applies selection and salience to the crop
- Proposes a specific, feasible process change
- Keeps the poster’s motive out of the claim

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 22 minutes.

Your website note, 220 to 280 words

🔗 How a cropped clip changed our Friday plans. At 4:52 p.m. on Friday, a screenshot appeared in the crew's group chat. It showed a seven-second clip from the coordinator's 3:30 p.m. meeting. The caption said, "They're removing access tonight. Screening canceled?" The clip was real. It ended with the words "we are removing access," one sentence before the coordinator explained which access. The full transcript says the side-door reader is broken and that access is being removed "through that reader tonight." It also says that existing room bookings remain in place. Mateo's booking email, sent on Tuesday, confirms the screening for Friday, 6–9 p.m. It lists a step-free front entrance and staff at the desk from 5:30 p.m. Media researcher Robert Entman calls this kind of choice framing. A frame selects some parts of a situation and makes them more noticeable. The crop selected the words about removing access, and the caption made a cancellation the most noticeable idea. No word in the clip was false, but the frame pointed readers toward a conclusion the full transcript does not support. Jordy posted a holding message while we checked, and Gia posted the correction with the time and the entrance. We do not know who first cropped the clip or why, so we are not guessing. Next time, one of us will open the coordinator's original update before anyone posts about a change. We will link it in the first message. That may slow our first post by a few minutes. We think readers need a link they can check more than they need a fast guess.

🕒 Pacing

Full chapter: 22 min.

✂ Short on time: 20 min. Students write the first two paragraphs in class and finish at home.

💬 Say this

"Your reader is a neighbor who saw only the first post. What do they need from this note?" — Ask for one sentence that names the cost of the new rule.

👁 Watch for

Misconception: The process change is vague. **Listen for:** "We'll be more careful." **Then:** Ask who does what, and when. "One person links the original in the first post" is specific.

🔗 Answer key

What to notice in the sample:

1. Reconstructs the sequence from the documents, not from memory.
2. Applies selection to a specific edit.
3. Keeps motive out of the claim.
4. Names the cost of the process change.

Check your work

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

- Does your note put the events in the right order? ☒ Yes ☐ No
- Does it use selection and salience to explain the crop and the caption? ☒ Yes ☐ No
- Does it propose one specific change and name its cost? ☒ Yes ☐ No
- Did you leave out claims about the poster's motive? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

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

Pacing

Full chapter: 6 min.

 Short on time: skip this page. Collect drafts and score them with the rubric yourself.

Say this

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

Watch for

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

Support

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

Heat check

 **Low.**

How your work is scored, continued

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

One change I made after feedback

I changed ___ because ___.

○ I replaced “the poster wanted attention” with “we do not know who cropped the clip,” because no document shows motive.

Notes

[illegible]

This page continues page 18.

07 Answer key

How to assess: The note is scored with the case rubric plus a check that the reconstructed sequence is accurate and the proposed change is specific, feasible and free of claims about motive.

Proficient looks like:

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

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 10 minutes.

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

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

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

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

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

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

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

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

My take

My claim: ____.

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

Pacing

Full chapter: 10 min.

✂ Short on time: 4 min. Use question 4 as an exit ticket.

Say this

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

Stretch

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

My take, continued

The best evidence is ____, because ____.

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

Someone who disagrees might say ____.

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

The limit of the evidence is ____.

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

I would change my mind if ____.

☞ The coordinator reported a second problem with the room.

Notes

This page continues page 20.

Heat check

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

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

Talk about this case at home

Case 1: Is the screening canceled?

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

Questions to talk about

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

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



See the case online.

Case 1 | Talk about this case at home | Grades 11–12 educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

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