

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:

- summarize a short source accurately
- explain the difference between a claim and evidence
- write a short message for a named reader

Objectives

Students will be able to:

- separate what is known from what is still being checked

Objectives, continued

- write a holding statement that names what is being checked and when an update will come
- write a correction that replaces the claim with supported details and cites a source
- explain one word choice and its effect in a two-sentence rationale

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write a holding statement and a follow-up correction for the same chat, twenty minutes apart.

Students make: Two messages (30–50 words and 60–90 words) plus a two-sentence rationale

Pacing

Opener (page 3): 6 min. Short on time: 5 min. Read What happened aloud. Skip the opening question.

Key terms (pages 4 and 5): 6 min. Short on time: skip. Define claim and holding statement aloud in one minute.

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

Key idea (pages 11 and 12): 8 min. Short on time: skip. Assign the key idea as reading for the next class.

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

Practice (page 14): 8 min. Short on time: 8 min.

Your task (page 15): 6 min. Short on time: 3 min. Read the steps aloud. Students fill in only the Known now box.

Your draft (page 16): 20 min. Short on time: 16 min. Students write both messages in class and finish the rationale at home.

Check your work (pages 17 and 18): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 19 and 20): 14 min. Short on time: 5 min. Use question 1 as an exit ticket.

Talk about this case at home (page 21): at home.

Periods: full chapter 100 minutes; one period 50 minutes.

Case 1 plan, continued

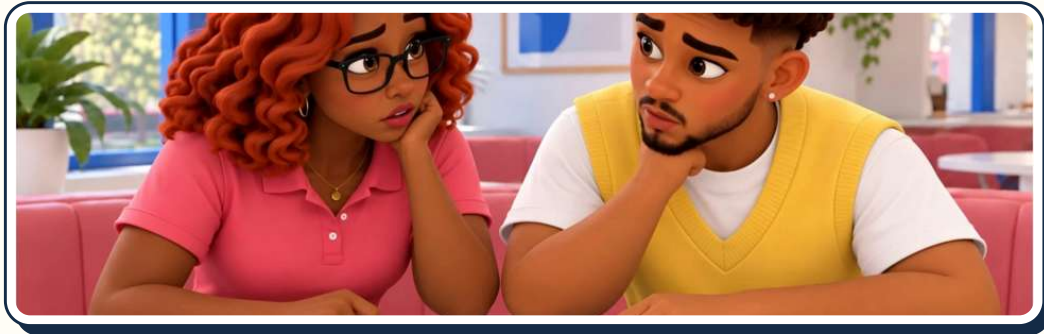
Standards	Standards, continued	Try it at your school
RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies. RI.9-10.6 Identify an author’s view or purpose and analyze how the author uses rhetoric to advance it. RI.9-10.8 Evaluate an argument’s claims, reasoning and evidence, and identify false statements and faulty reasoning. W.9-10.1.a Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly. W.9-10.1.b Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind. SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions. SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it. D3.1.9-12 Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students use the corroborative value of the booking email to confirm the transcript.	D4.3.9-12 Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt their explanation into a group-chat update for an audience outside the classroom. Codes of ethics • SPJ Code of Ethics: Seek Truth and Report It • 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 17 and 18): Low	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 6 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: 6 min.

✂ Short on time: 5 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 6 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: 6 min.

✂ Short on time: skip this page. Skip this page. Define claim and holding statement aloud in one minute.

💬 Say this

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

👁 Watch for

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

📖 Support

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

🔥 Heat check

■□□ Low.

🔑 Answer key

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

Your first guess

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

My first guess is ___, because ___.

➤ My first guess is that the room is closing, because the clip says access is being removed.

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

Reading passage

What the crop left out

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: Ten minutes before Gia's shift

On Friday afternoon, the Common Room smells like coffee and cardboard. The shared event space sits inside a bookshop in Fort Greene, Brooklyn, and tonight it belongs to the crew. Mateo booked it for a 6 p.m. screening, their first in the neighborhood, and he has been dragging folding chairs into rows since lunch. Jordy is running a caption test on the projector. Gia is squeezing in an hour of help between class and a café shift. Sami is on the train from the print shop.

At 4:52 p.m., the group chat lights up. Someone has forwarded a seven-second clip from a meeting about the room. The coordinator says, “we are removing access,” and the video ends. The caption reads, “They’re removing access tonight. Screening canceled?”

The pressure arrives at once. Gia sees people asking whether to turn around, and she wants to protect them from a wasted trip. Mateo admits he wants the clip to be fake. Jordy, who spends a lot of time with edited video, notices that the clip stops in the middle of a sentence. Before anyone answers, Jordy asks for the rest of the recording.

In this case, you are the person who reads the full transcript before Gia posts. That is a small job with large effects, because every guest who sees the chat will act on what the crew says next.

Stop and think. Gia and Mateo both have reasons to want a quick answer. How could each reason push the crew toward a mistake?

⌚ Pacing

Reading: about 6 min (658 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: Ten minutes before Gia’s shift”:** Gia and Mateo both have reasons to want a quick answer. How could each reason push the crew toward a mistake?
2. **After “Three possible replies, one set of facts”:** Why is “The post is fake” a weaker reply than a holding statement, even though the screening is on?
3. **After “Framing in the real world”:** Where have you seen a cropped clip or screenshot change what people thought happened?

Three possible replies, one set of facts

The caption makes a **claim**, a statement that something is true. You can check a claim with evidence. The coordinator’s meeting transcript from 3:30 p.m. is the original source. It says the side-door reader is broken and that access is being removed “through that reader tonight.” It adds that existing room bookings remain in place and that people should use the staffed front entrance. Mateo’s booking email, sent Tuesday, confirms the event for 6 to 9 p.m. It lists a step-free front entrance with staff at the desk from 5:30.

Context is the information around an event or a quote that you need to understand what it means. With context, the clip means something narrow: one door is closed. Without it, the clip seems to cancel the whole night.

Consider the three replies the crew could send. “Cancel your plans” spreads the rumor before anyone checks. “The post is fake” goes too far, because the clip is real. The problem is what it leaves out. The strongest first move is a **holding statement**, a short update that says what is known, what is still being checked and when people will hear more. Jordy posts one: “We’re checking the original. Hold your plans for a moment.” Then Gia corrects the claim in the same chat where it started. She gives the time and the front entrance, which Sami needs because she usually comes in the side way.

? **Stop and think.** Why is “The post is fake” a weaker reply than a holding statement, even though the screening is on?

Framing in the real world

Media researcher Robert Entman described **framing** as a process of selection and emphasis (Robert M. Entman, “Framing,” 1993). Framing is choosing which parts of a situation a message brings forward. A crop is one of the simplest frames. It keeps “removing access” and drops “through that reader.” You do not need to prove intent to point out a frame. You only need to show what the edit leaves out.

Real fact-checkers see the same pattern with screenshots. PolitiFact examined an image that looked like a story from The Atlantic about President Biden. It looked official, but the outlet never published it (PolitiFact, August 1, 2022). PBS NewsHour Classroom teaches students to treat a screenshot as a claim, not proof, and to trace it back to the original post (PBS NewsHour Classroom, November 17, 2022).

Professional codes say the same thing. The Society of Professional Journalists tells reporters to “verify information before releasing it” and to “use original sources whenever possible” (SPJ Code of Ethics, September 6, 2014). The crew’s version of that rule is small and concrete: find the full transcript, then post. Every later case in this series builds on that first skill.

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

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 has rounded corners on the left side and a standard rectangular shape on the right. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

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

Someone thinks the screening may be canceled. The clip says "we are removing access."

What it leaves out

What the coordinator said next, and which access is being removed.

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

Only the broken side-door reader loses access. Bookings stay; use the front entrance.

What it leaves out

Whether every visitor can use the front entrance.

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

➤ The screening is on Friday, 6–9 p.m. The front entrance is step-free and staffed.

What it leaves out

➤ Anything about the side door. It was sent on Tuesday, 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: 3 min. Read Evidence C aloud. Students fill in only its “What it shows” box.

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 8 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 ____.

➡ The transcript goes on to say access is removed “through that reader tonight” and that existing room bookings remain in place.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page. Assign the key idea as reading for the next class.

💬 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.

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

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

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

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 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 8 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. It names the uncertainty without repeating the claim as fact. A could make people change plans too early. C goes further than the evidence, because the clip is real.

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 it stops before the coordinator says which access.

Rewrite phrase 2

➤ Please use the staffed, step-free front entrance. The side door is closed.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 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 9–10

Your task

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

Write a holding statement and a follow-up correction for the same chat, twenty minutes apart.

Use: All three documents: screenshot, full transcript and booking email.

You'll make: Two messages (30–50 words and 60–90 words) plus a two-sentence rationale

Time: 50 minutes

- 1 Reread Evidence A and B. Underline the words the clip cut off.
- 2 Fill in the planner: what you know now and what you are still checking.
- 3 Write Message 1, a holding statement of 30 to 50 words. Say when you will post again.
- 4 Write Message 2, a correction of 60 to 90 words. Give the time, entrance and source.
- 5 Write a rationale of two sentences that explains one word choice.
- 6 Check both messages with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

Known now

We know that ____.

➤ The screening is booked for Friday, 6–9 p.m. Only the side-door reader is losing access. Existing bookings stay in place.

Still checking

We are still checking ____.

➤ Whether every visitor can use the front entrance, and who cropped the clip.

When you will post again

➤ In 20 minutes, the same time Mateo promised

Case 1 | Your task | Grades 9–10 educator edition

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 3 min. Read the steps aloud. Students fill in only the Known now box.

💬 Say this

“Your first message goes out while you are still checking. What can you say for sure at 5:05?” — Give students one minute to list what they know before anyone writes.

👁 Watch for

Misconception: The holding statement repeats the rumor. **Listen for:** “We heard the screening is canceled, we’re checking.” **Then:** Have students cross out “canceled” and name what they are checking instead.

📁 Support

- Two-column organizer: known now, checking
- Model holding statement from Jordy to annotate
- Checklist: time, place, entrance, contact

📋 Standards

Common Core: RI.9–10.1; RI.9–10.6; RI.9–10.8; W.9–10.1.a; W.9–10.1.b; SL.9–10.1.c; SL.9–10.1.d.

C3 Framework: D3.1.9–12; D4.3.9–12.

The Case plan sheet gives each code in plain words.

➤ Answer key

A strong response:

- Holding statement names what is being checked and when an update will come
- Correction replaces the claim with supported details
- Cites a specific source
- Rationale explains a word choice

Your draft

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

Message 1: holding statement, 30 to 50 words

We saw _____. We're checking _____.

🔗 We saw the clip about the Common Room. We're checking the full meeting update right now, so please hold your plans for a moment. We'll post again here in 20 minutes with an answer.

Message 2: correction, 60 to 90 words

Update: the screening is _____.

🔗 Update: the screening is on, Friday 6–9 p.m. The clip stopped before the coordinator said access is being removed “through that reader,” meaning the broken side door. Use the staffed front entrance instead. It's step-free, and staff are at the desk from 5:30. I checked the coordinator's full transcript and Mateo's booking email. Need help getting in? Message the coordinator before you leave.

Rationale, two sentences

I chose ____ because _____.

🔗 I didn't repeat the word “canceled” in my first message, because people might read only that one word. I gave a time for the next update so people who are already traveling know when to check back.

Case 1 | Your draft | Grades 9–10 educator edition

🕒 Pacing

Full chapter: 20 min.

✂ Short on time: 16 min. Students write both messages in class and finish the rationale at home.

💬 Say this

“Read Message 2 as someone who is already on the train. Do you know what to do next?” — Partners read each other's Message 2 aloud.

👁 Watch for

Misconception: Corrections guess at the poster's motive.

Listen for: “Whoever posted it wanted drama.” **Then:** Point to the Reasoning row: a guess about motive keeps a draft at Developing.

🔗 Answer key

What to notice in the sample:

1. A specific time tells people who are already traveling when to look again.
2. Quotes the exact words the crop removed.
3. Names the sources so readers can check them.
4. Gives readers a next step and a contact.

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 8 minutes.

Does Message 1 say what is being checked and when the next update will come?	☒ Yes ☐ No
Does Message 2 replace the claim with the time, the entrance and a source?	☒ Yes ☐ No
Does your rationale explain one word choice?	☒ Yes ☐ No
Did you leave out guesses about why the clip was posted?	☒ 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: 8 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.**

Answer key

How to assess: Both messages are scored with the case rubric's Evidence and Audience rows, and the rationale is scored for naming a specific word choice and its effect.

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.

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.

I changed ___ because ____.

🔍 I removed my guess about why the clip was posted and added the name of the transcript, so readers can check it.

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 margin at the top, and the left edge of the paper has rounded corners. The paper appears to be from a notebook or a set of loose-leaf papers.

This page continues page 17. The notes for both pages are on the sheet for page 17.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 14 minutes.

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

➤ The clip ended at “we are removing access,” one sentence before “through that reader.” The caption filled the gap with the biggest meaning.

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

➤ No. Nothing in the sources shows what the poster knew. A guess about motive weakens the correction and can start a new argument.

- 3 Jordy’s holding message does not repeat the word “canceled.” Why might that matter?

➤ Some people read only one word. If the holding message says “canceled,” they might take it as the answer.

My take

My claim: ____.

➤ The crew should post a holding message, then a correction with the time, the entrance and the source.

The best evidence is ____, because ____.

➤ The transcript, because it has the words the clip cut off: “through that reader.”

⌚ Pacing

Full chapter: 14 min.

✂ Short on time: 5 min. Use question 1 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

Someone who disagrees might say ____.

☞ A fast warning protects people who are already traveling.

I would change my mind if ____.

- The coordinator said the room itself was closing.

Notes

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This page continues page 19.

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 9–10 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.