

Case 4: Who gets a say when a shared room changes?

Overview

Students read a short story about the Common Room, where a nonprofit board is considering paid evening rentals. The rentals would help close a \$200 weekly budget gap. Students read the board agenda, a budget note and listening notes from evening users, then map who might miss the meeting. They write a note or a spoken comment with a budget question and an access question.

Before this case

Students should already be able to:

- compare options on more than one measure
- apply a named idea from a reading to a new case
- write a memo with headings

Objectives

Students will be able to:

- compare all three options on cost, access and uncertainty
- state figures accurately and name their assumptions
- apply Bacchi’s question to the funding framing
- recommend a review the board could measure

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A, B and C
- The Bacchi summary in the key idea
- The options matrix template

The task in this edition

Task: Write a policy memo comparing all three options on cost, access and uncertainty, and recommend one.

Students make: Policy memo, 400—500 words

Pacing

Opener (page 64): 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 65 and 66): 5 min. Short on time: skip.

Look at the evidence (page 70): 10 min. Short on time: 9 min. Students fill in only the “What it shows” boxes.

Look at the evidence (page 71): 5 min. Short on time: 3 min. Read the listening notes aloud. Skip the boxes.

Key idea (pages 72 and 73): 12 min. Short on time: 10 min. Skip the In the news section.

Sort the evidence (page 74): 8 min. Short on time: skip. The options matrix covers it.

Practice (page 75): 6 min. Short on time: skip.

Pacing, continued

Your task (pages 76 and 77): 12 min. Short on time: 10 min. Fill in the Option B row of the matrix together.

Your draft (page 78): 22 min. Short on time: 20 min. Students write the comparison in class and the recommendation at home.

Check your work (pages 79 and 80): 6 min. Short on time: skip. Collect memos and score them yourself.

Questions to discuss (pages 81 and 82): 10 min. Short on time: 4 min. Use question 1 as an exit ticket.

Talk about this case at home (page 83): at home.

Periods: full chapter 101 minutes; one period 60 minutes.

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.

Case 4 plan, continued

Standards, continued

- 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.
- D2.Civ.13.9-12** Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate each option’s intended and unintended outcomes.
- D2.Civ.9.9-12** Use fitting deliberative processes in different settings. In this case: Students use a deliberative process to weigh options before recommending one.

Codes of ethics

- **ASPA Code of Ethics:** 5. Fully Inform and Advise.
- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **ALA Code of Ethics:** Principle 1 (of 9)

Heat map

- **Opener (page 64):** Low

Heat map, continued

- **Key terms (pages 65 and 66):** Low
- **Look at the evidence (page 70):** Low
- **Look at the evidence (page 71):** Low
- **Key idea (pages 72 and 73):** Low
- **Sort the evidence (page 74):** Medium
- **Practice (page 75):** Low
- **Check your work (pages 79 and 80):** Low

Try it at your school

Find the room where your community’s decisions happen.

- With a trusted adult, look up an upcoming library board, school committee or rec-center meeting agenda
- Identify which body decides and whether the item is for discussion or a vote
- Write one question about who uses the space and when
- Check whether written comments are accepted if you can’t attend

Who to ask: Library staff, a rec-center manager, the school board clerk or a student council advisor

Safety: Go to public meetings with a trusted adult. Check whether comments and names become part of the public record before submitting.

Sources

- New York City Council, “NYC Council, Library Leaders, and New Yorkers Celebrate Library Budget Restorations to Restore Full Service, as Branches Reopen and Reinstate Services on Sunday for First Time in Months,” July 14, 2024
- NYC Mayor’s Office, “Mayor Adams Celebrates \$58.3 Million Investment in City’s Three Library Systems,” July 1, 2024
- NY1, “Public libraries over the next two weeks to begin closing on Sundays,” November 17, 2023
- PIX11 News, “Last Sunday service held at Brooklyn Public Library,” December 17, 2023
- Carol Bacchi, “What’s the problem represented to be?,” No date listed
- NYC.gov, Brooklyn Community Board 13, “About community boards,” No date listed
- Design Council, “The Double Diamond,” No date listed

Case 4: Who gets a say when a shared room changes?

The Common Room’s board is weighing paid rentals on two free evenings, so the crew prepares a comment before the meeting.

On your own Read What happened. Underline who decides and what the board is considering. About 5 minutes.

Your role: You’re the one who checks the budget figures before the crew speaks to the board. **New skill:** Weigh the trade-offs of each option.

Mari shows Sami a printed schedule.

What happened

It is the Friday after the crew’s first screening, and the board meeting is coming up. A small neighborhood nonprofit runs the Common Room alongside the bookshop. The nonprofit’s board is considering paid rentals on two evenings a week to help cover staffing. No vote has happened yet.

Mari, 19, works the bookshop counter and closes the shop. She knows that “just keep it free” does not pay the evening staff. Sami runs a print workshop in the room after her afternoon shift. It is one of the few step-free rooms nearby.

Caio, 24, runs the crew’s Tuesday film night. Tuesday is one of the evenings Option B would rent out. Mateo already has a headline for a petition. The crew agrees the room matters, but they do not agree on the best schedule.

Your question: Which option should the crew support, and what should they ask the board?

Pacing

Full chapter: 5 min.

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

Say this

“A room you use might lose two free evenings. What would you want to know before you speak up?” — Take three answers and write them as questions.

Watch for

Misconception: Students assume the change is already decided. **Listen for:** “They’re taking our nights away.” **Then:** Point to the story: no vote has happened. Write “proposal” on the board.

Support

- Read What happened aloud while students follow along.
- Draw the Common Room’s week on the board and mark Tuesday and Thursday.

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.

Proposal A proposal is a change that someone suggests and that has not been approved yet.

En español: propuesta

In this case: Option B is a proposal on the board's agenda. No vote has been taken, so it is not a decision yet.

Trade-off A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

En español: compensación entre opciones

In this case: Paid rentals help close the \$200 weekly gap but take away free evenings Sami and Dec use.

Decision-maker A decision-maker is the person or group with the power to make a particular choice.

En español: quien toma la decisión

In this case: The nonprofit board decides, not a city community board and not the crew.

Who is involved

Mari

Closes the bookshop, then stays for zine night

"I'm the one they pay to lock up, and I'm also one of the people using this room after. I can't pretend either half away."

Sami

Runs a print workshop in the room

"We keep deciding what the evening people need. Has anyone asked them yet?"

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 think a proposal is a decision.

Listen for: "The board decided to rent it out." **Then:** Reread the definition. A proposal has not been approved yet.

Support

- Pair students who share a language to explain each term.
- Frame: "A trade-off here is _____. The cost is _____."
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

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 the crew should ask the board for?

➤ My first guess is renting two evenings, because the room needs to pay its evening staff.

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

What is the problem represented to be?

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Proposal:** A proposal is a change that someone suggests and that has not been approved yet.
- **Trade-off:** A trade-off is a choice where getting one benefit means accepting a cost or giving something up.
- **Decision-maker:** A decision-maker is the person or group with the power to make a particular choice.
- **Framing:** Framing is choosing which parts of a situation a message brings forward.

The story: The meeting nobody can attend

The Common Room’s board meets Wednesday at 6:30 p.m. The small nonprofit that runs the room alongside the bookshop is weighing paid evening rentals to help cover staffing. The agenda item is marked “for discussion,” and no vote has been taken. By Friday, the crew’s group chat has split along predictable lines. Mateo, who likes turning “we should” into a plan, has drafted a petition headline. Others are less sure a petition is the right tool.

Mari holds both sides of the problem in one job. She is paid to lock up the bookshop and then stays for zine night with her friends. She wants the free time protected, but she knows the bookshop has costs, and she proposes asking which hours earn money and testing a different arrangement. Sami raises a procedural objection. The crew keeps speaking for evening users without asking them. For her own part, she wants three things from the meeting: the actual proposal, a way to give input without speaking on the spot and a clear answer about what that input can change.

Caio, 24, runs the crew’s Tuesday film night, one of the evenings Option B would rent out. Dec rehearses on Thursdays. The proposed meeting time overlaps several people’s shifts. The people most affected by the decision are among those least able to attend it.

Stop and think. Sami wants to know what her input can change. Why does that question matter before anyone speaks?

⌚ Pacing

Reading: about 5 min (741 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: The meeting nobody can attend”:** Sami wants to know what her input can change. Why does that question matter before anyone speaks?
2. **After “Reading an agenda like an analyst”:** Apply Bacchi’s question to Option C. What does it assume the problem is?
3. **After “Decision-makers and public participation”:** A petition to keep the room free is also a frame. What does it bring forward, and what does it leave out?

Reading an agenda like an analyst

The documents lay out the choice. Option A keeps the current free evenings and leaves the funding gap. Option B replaces Tuesday and Thursday evenings with paid rentals. Option C pilots one rental evening for six weeks while seeking additional funding. Each is a **proposal**, a change that someone suggests and that has not been approved yet. The budget note puts evening staffing and utilities at \$600 a week against \$400 in grants and donations. Each rental is projected to add \$120 after costs, so two would cover the \$200 gap and one would leave \$80. The note adds a caution the headline would never carry: demand is uncertain.

A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Every option has one. Option A protects the evenings and leaves the deficit. Option B closes the deficit on paper and ends two free nights. Option C limits the loss and leaves a smaller gap. It also leaves open what the board will do if the pilot falls short.

The policy scholar Carol Bacchi offers a sharper tool. Her approach asks what a proposed solution assumes the problem is (Carol Bacchi, “What’s the problem represented to be?”, November 1, 2017). Option B represents the problem as a \$200 gap and treats two free evenings as the price. That representation is a form of **framing**, the Case 1 idea of choosing which parts of a situation a message brings forward. It brings the budget forward and pushes Sami, Dec, Mari and Caio into the background. Bacchi’s question applies to the crew’s own preferences too. A petition to “keep it free” represents the problem as a threat to free space and leaves the staffing cost out of view.

 **Stop and think.** Apply Bacchi’s question to Option C. What does it assume the problem is?

Decision-makers and public participation

A **decision-maker** is the person or group with the power to make a particular choice. The board controls its own schedule, so a strong comment names the proposal, explains one effect with evidence and asks for something the board can decide. Public agencies follow different rules. New York’s community boards, for example, have advisory authority (NYC.gov, Brooklyn Community Board 13, no date listed).

New York’s libraries show how funding decisions reach ordinary schedules. City budget cuts ended Sunday hours at every branch that still had them, and Brooklyn’s last Sunday was December 17, 2023 (NY1, November 17, 2023). Restored funding, part of a \$58.3 million investment, brought Sunday service back starting July 14, 2024 (NYC Mayor’s Office, July 1, 2024). Council members thanked residents who called and wrote (New York City Council, July 14, 2024).

Professional codes speak to the board’s side of the table. The American Society for Public Administration asks public servants to “inform the public and encourage active engagement in governance” (ASPA Code of Ethics, 2013). The crew’s plan puts that into practice.

This page continues page 67. The notes for both pages are on the sheet for page 67.

Decision-makers and public participation, continued

It sends the board a joint question that leaves room for disagreement. Mari checks the figures, Sami proposes a way to send written feedback and Mateo rewrites the petition as a request the board can answer. Your role is to check the budget figures before the crew speaks to the board.

❓ **Stop and think.** A petition to keep the room free is also a frame. What does it bring forward, and what does it leave out?

Sources

Real source | Carol Bacchi | November 1, 2017

What’s the problem represented to be?

Real source | NYC.gov, Brooklyn Community Board 13 | No date listed

About community boards

Real source | NY1 | November 17, 2023

Public libraries over the next two weeks to begin closing on Sundays

Real source | NYC Mayor’s Office | July 1, 2024

Mayor Adams Celebrates \$58.3 Million Investment in City’s Three Library Systems

Real source | New York City Council | July 14, 2024

NYC Council, Library Leaders, and New Yorkers Celebrate Library Budget Restorations to Restore Full Service, as Branches Reopen and Reinstate Services on Sunday for First Time in Months

Real source | American Society for Public Administration (ASPA) | 2013

ASPA Code of Ethics

Notes

This page continues page 67. The notes for both pages are on the sheet for page 67.

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 | Board agenda, Wednesday 6:30 p.m. meeting

The proposal

Evening rentals, for discussion. Option A: keep the current free evenings; the funding gap remains. Option B: replace Tuesday and Thursday evenings with paid rentals. Option C: pilot one rental evening for six weeks while seeking additional funding. No vote has been taken.

Look closely: Is this a vote or a discussion? Which words tell you?

What it shows

➤ A proposal stage: three options, each with a cost, and no vote.

What it leaves out

➤ Who uses each evening, and the board's plan if the pilot falls short.

Evidence B | Weekly budget note for the board

The budget note

Evening staffing and utilities: \$600. Current grants and donations: \$400. Each paid rental is projected to add \$120 after its extra costs. Two bookings would add \$240; one would add \$120. Demand is uncertain.

Look closely: Which number is a guess, and what could change it?

What it shows

➤ A \$200 gap, and a \$120 per-rental projection the note calls uncertain.

What it leaves out

➤ The basis for the projection, and any other way to close the gap.

Case 4 | Look at the evidence | Grades 11–12 educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 9 min. Students fill in only the “What it shows” boxes.

💬 Say this

“Put your finger on the word “projected” in the budget note. What does it tell you about the \$120?” — Wait for “it’s a guess.”

👁 Watch for

Misconception: Students treat \$120 per rental as guaranteed. **Listen for:** “Two rentals means \$240, done.” **Then:** Point to “Demand is uncertain.” Ask what happens with one booking, or none.

📚 Support

- Provide a calculator and work $\$600 - \$400 = \$200$ together.
- Read one option at a time aloud.
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

🔗 Stretch

- Ask students to work out the gap with zero, one and two rentals, and say which result is a guess.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Listening notes from evening users

The missing voices

Sami works afternoons. Dec rehearses on Thursdays. Mari closes the shop. A nearby resident worries about late noise. The proposed meeting time overlaps with several shifts.

Look closely: Whose voice is missing from these four notes?

What it shows

Four stakeholders, including a neighbor, and a meeting time that excludes some.

What it leaves out

Users not in the notes, and how their input would reach the board.

What is still missing from the evidence?

Who uses the room on other evenings, whether the \$120 projection rests on any past bookings, what the board will do if the pilot underperforms, and the views of evening users who were not in the listening notes.

Notes

Pacing

Full chapter: 5 min.

 Short on time: 3 min. Read the listening notes aloud. Skip the boxes.

Say this

“Put your finger on the word “projected” in the budget note. What does it tell you about the \$120?” — Wait for “it’s a guess.”

Watch for

Misconception: Students treat \$120 per rental as guaranteed. **Listen for:** “Two rentals means \$240, done.” **Then:** Point to “Demand is uncertain.” Ask what happens with one booking, or none.

Support

- Provide a calculator and work $\$600 - \$400 = \$200$ together.
- Read one option at a time aloud.
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

Stretch

- Ask students to work out the gap with zero, one and two rentals, and say which result is a guess.

Heat check

Low.

Key idea: trade-offs

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

The board is weighing a **proposal** about the free evenings. A proposal is a change that someone suggests and that has not been approved yet. Option B would help close the \$200 weekly gap, but it would end the free Tuesday and Thursday evenings. A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Every option on the agenda has one, including the one you prefer.

Carol Bacchi's policy-analysis approach asks what a proposed solution assumes the problem is. Option B treats the \$200 gap as the problem and two free evenings as the price. That leaves two questions open: who loses those evenings, and what happens if bookings come in lower than projected? Ask the same questions about your own favorite option.

A **decision-maker** is the person or group with the power to make a particular choice. Here, the nonprofit's board controls its own schedule. A community board or a city agency would follow other rules. A strong comment names the proposal, explains one effect with evidence and asks for a decision the board can make. The board can still choose an option the crew did not ask for.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 5. Fully Inform and Advise

"Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members"

In plain words: ASPA members agree to give decision-makers, such as board members, accurate and complete information.

Question: The budget note projects \$120 more per rental. What should it also tell the board about how certain that is?

Your answer

The note should also say ____, because ____.

➡ The note should also say what the \$120 projection is based on. It should add that demand is uncertain, because a board may treat an estimate as a promise.

⌚ Pacing

Full chapter: 12 min.

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

💬 Say this

"A trade-off means gaining one benefit costs something else. What does each option cost, and who pays?" — Build a three-column chart: A, B, C.

"The ASPA code asks for accurate, complete information for decision-makers. What is missing from the budget note?" — Wait for the basis of the \$120.

👁 Watch for

Misconception: Students treat the ASPA code as a law.

Listen for: "The board has to follow ASPA." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The ASPA 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 second ASPA card. Ask how the board could hear from evening users who cannot attend.

🔥 Heat check

■□□ Low.

Real source | Education Week | February 6, 2023
Letting Students Decide Where Money Should Go: How One District Did It
A real district let students propose and vote on how shared school spaces and money would change.

A real district let students propose and vote on how shared school spaces and money would change.

A city pilot that changes a shared space for a trial run, so neighbors can test trade-offs before anything is permanent.

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.

Sort the evidence

On your own Follow each option to its consequences. Mark the consequences that depend on a projection. About 8 minutes.

Follow each option to its consequences. Which consequences depend on a projection, and who carries the cost if it misses?

Option B: paid rentals replace Tuesday and Thursday evenings

A projected \$240 would cover the \$200 gap if both evenings book

Who is affected

Check: What happens if bookings fall short of the projection?

Dec loses Thursday rehearsals and Mari's late evenings stop being usable

Who is affected

→ Evening users, including people who cannot attend the meeting

Option C: one rental evening piloted for six weeks

A projected \$80 gap remains while the board seeks funding and reviews the pilot

Who is affected

Check: What happens if bookings fall short of the projection?

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 _____.

→ People who cannot attend the Wednesday 6:30 p.m. meeting. I would ask how they could give written input.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page. Skip this page. The options matrix covers it.

💬 Say this

“Follow Option B to the end of its chain. Which consequence depends on a guess?” — Model the Option B row together.

👁 Watch for

Misconception: Students list only money consequences.

Listen for: “B makes \$240.” **Then:** Ask who is affected at the end of the chain. Point to Dec on Thursdays.

📄 Support

- Let students write \$ (money) or P (people) next to each consequence before writing sentences.

🔥 Heat check

■ ■ □ **Medium.** The missing-perspective question can lead to talk about access needs or money at home.

Cool-down: Keep it about the people in the case. No student needs to describe their own schedule or budget.

Practice: choose a response

On your own Choose what the crew should ask for first and explain why. Then fix the two marked lines. About 6 minutes.

What should the crew ask the board for first?

- ☐ A Post that the board is taking away the free nights.
- ☒ B Ask for the budget assumptions, who uses each evening and a way to comment without attending.
- ☐ C Support whichever option brings in the most money.

Why I chose it

➤ B. It asks the decision-maker for information it can supply and a way to comment. A misstates the process, and C ignores access.

Improve a draft

A student's first draft

➤ 1 The board should not take away our free nights. The Common Room is important to the community and a lot of people use it. I have been coming here for movie nights since it opened and it's one of the only places we can all hang out without paying. Renting it out just shows ➤ 2 the board cares more about money than people. Sami and Dec would lose their spot and that is not fair. Please keep it free for everyone. Thank you for listening.

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

Rewrite phrase 1

➤ Option B, which the board has not voted on, would rent two free evenings.

Rewrite phrase 2

➤ The board faces a \$200 weekly gap, and rentals are one way to close it.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

“The meeting is Wednesday. What should the crew ask for first?” — Vote first.

👁 Watch for

Misconception: Students choose A because it feels urgent. **Listen for:** “We have to warn everyone.” **Then:** Ask whether the board has voted. It has not, so A misstates the facts.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: I use the Common Room on weeknights, and I'm commenting on the rental options. Option B would replace both Tuesday and Thursday free evenings. Sami meets clients after her print-shop shift, and Dec rehearses Thursdays, so losing both nights hits people with the least flexible schedules. I understand the \$200 weekly gap is real. Option C's one-night pilot could cut it to about \$80 if bookings hold. I'm asking the board to choose the pilot, collect written input from evening users who can't attend, and review the results with them after six weeks.

Other notes on the draft:

- “Sami and Dec would lose their spot” Good affected perspectives. Say which evenings and why they matter.
- “Please keep it free for everyone” Clear position, but the board needs a plan for the gap. What could it do?

Grades 11–12**Your task**

On your own Read the steps. Fill in the planner boxes before you start your draft. About 12 minutes.

Write a policy memo comparing all three options on cost, access and uncertainty, and recommend one.

Use: All evidence plus Bacchi's "What's the problem represented to be?" excerpt.

You'll make: Policy memo, 400–500 words

Time: 60 minutes

- 1 Fill in the options matrix: cost, access and uncertainty for Options A, B and C.
- 2 Mark each figure that depends on the \$120 projection.
- 3 Write what Option B assumes the problem is.
- 4 Choose one option and a measure for reviewing it.
- 5 Draft the memo's comparison and recommendation on the Your draft page.
- 6 Finish the memo, 400 to 500 words, in the online workspace.

Prefer typing? Scan to open the online workspace.

Option A: cost, access, uncertainty

🔗 **Cost:** the \$200 gap remains. **Access:** both free evenings stay.
Uncertainty: how the gap gets paid.

Option B: cost, access, uncertainty

🔗 **Cost:** covered if two bookings hold. **Access:** Tuesday and Thursday evenings end. **Uncertainty:** demand.

Case 4 | Your task | Grades 11–12 educator edition**⌚ Pacing**

Full chapter: 12 min.

✂ Short on time: 10 min. Fill in the Option B row of the matrix together.

💬 Say this

"Before you recommend anything, give every option its best case. What is Option A's best case?" — Students often skip A. Ask for one strength.

👁 Watch for

Misconception: The memo presents projections as facts.

Listen for: "Option B raises \$240." **Then:** Ask what the note says about demand. Rewrite with "projected" and "if both evenings book."

📎 Support

- Options matrix template
- Model memo header
- Frame: "Option ___ would ___, but it assumes ___."

🔗 Stretch

- Analyze how framing the issue as "a funding problem" leaves out access, and propose a review metric.

📋 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: D2.Civ.13.9–12; D2.Civ.9.9–12.

The Case plan sheet gives each code in plain words.

Option C: cost, access, uncertainty

What Option B assumes the problem is

My review measure

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.

07 Answer key

- Compares all three options fairly
- Uses figures accurately and names assumptions
- Applies the framing question
- Recommends a measurable review

Your draft

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

Your comparison section

☞ The board faces a \$200 weekly gap: \$600 in evening costs against \$400 in grants and donations. Option A keeps both free evenings but leaves the gap unfunded. Option B would cover the gap if two rentals each bring in the projected \$120, but it ends the Tuesday and Thursday free evenings. Dec rehearses on Thursdays, and the crew's film night is on Tuesdays. Option C pilots one rental evening for six weeks. If the booking holds, it leaves a projected \$80 gap while the board seeks other funding. Every revenue figure depends on a projection the note itself calls uncertain.

Your recommendation

☞ Framing the issue as a funding gap makes the free evenings look like the only item to trade. Bacchi's question asks what that framing leaves out: the evening users who would lose access. I recommend Option C with a measurable review. After six weeks, the board should compare actual bookings with the \$120 projection and count how many evening users lost their usual night.

Case 4 | Your draft | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 22 min.

✂ Short on time: 20 min. Students write the comparison in class and the recommendation at home.

💬 Say this

"Your review measure has to be something the board can count. What will it count after six weeks?" — Accept bookings and lost evenings. Push back on vague measures.

👁 Watch for

Misconception: Bacchi's question becomes a claim about the board's motives. **Listen for:** "The board only cares about money." **Then:** Keep it on the framing: what the funding frame leaves out, not why the board chose it.

☞ Answer key

What to notice in the sample:

1. Treats each option fairly, including its cost.
2. Names the assumption behind the figures.
3. Applies the framing question from the key idea.
4. Recommends a review the board could measure.

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 memo compare all three options fairly?	☒ Yes ☐ No
Are your figures accurate, with their assumptions named?	☒ Yes ☐ No
Do you apply Bacchi's question to the funding framing?	☒ Yes ☐ No
Does your recommendation include a review the board could measure?	☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No figures or perspectives.	☐ Mentions money or people vaguely.	☐ Uses one figure and one affected perspective accurately.	☐ Uses figures conditionally and names an uncertainty.
Reasoning	☐ Assigns bad motives to the board.	☐ States a preference without addressing the gap.	☐ Recommends an option and addresses the gap.	☐ Weighs trade-offs across options and explains the choice.
Audience & purpose	☐ Speaks to the wrong decision-maker.	☐ Addresses the board but asks for nothing specific.	☐ Makes a request the board can act on.	☐ Requests a process that includes people who can't attend.
Revision	☐ No change.	☐ Tone edits only.	☐ Replaces a motive claim with evidence.	☐ Adds a figure, a perspective and a follow-up request.

Pacing

Full chapter: 6 min.

 Short on time: skip this page. Collect memos and score them yourself.

Say this

“Could a board member act on your request tomorrow? Mark your level, then make one change.” — Ask for one figure stated as a projection.

Watch for

Misconception: Students state the \$120 as certain. **Listen for:** “The pilot will bring in \$120.” **Then:** Point to the Evidence row. Add “is projected to.”

Heat check

☒☐☐ Low.

Answer key

How to assess: The memo is scored for fair treatment of all three options, accurate conditional figures, a sound use of Bacchi's question and a review metric the board could adopt.

Proficient looks like:

- **Evidence:** Uses one figure and one affected perspective accurately.
- **Reasoning:** Recommends an option and addresses the gap.
- **Audience & purpose:** Makes a request the board can act on.
- **Revision:** Replaces a motive claim with evidence.

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.

Questions to discuss

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

- 1 Option B treats the \$200 gap as the problem. What does that way of stating the problem leave out?

➤ It treats access as a cost to cut, not as part of the problem. It also hides the risk that bookings fall short of \$120 each.

- 2 Mari is paid to close the shop and also uses the room at night. How does that shape what she asks for?

➤ Her two roles make her weigh the costs, so she asks for tested options and written costs, not a simple yes or no.

- 3 How is the Common Room's board different from the City Council that helped restore library Sundays?

➤ The board governs one small nonprofit's room. The City Council negotiates the city budget with the mayor, which is how the \$58.3 million was restored.

My take

My claim: ____.

➤ The board should pilot Option C and review it with evening users after six weeks.

The best evidence is ____, because ____.

➤ The listening notes, because they show whose evenings each option changes.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 4 min. Use question 1 as an exit ticket.

💬 Say this

“Answer with a detail from the agenda, the budget note or the listening notes.” — Post the question numbers and call on one student per question.

➤ Stretch

- Model what happens if only four of six pilot rentals are booked.
- Going further: Choose one option on the agenda. Write what it assumes the problem is and what it leaves out.
- Going further: Map who is affected by the change, including people who cannot attend the meeting. Then write an invitation that says what is still open to input.
- Going further: Make an annotated options sheet that compares Options A, B and C. Test it with a neighbor, and revise any part that confuses them.
- Going further: With a trusted adult, look up an upcoming library board, school committee or recreation center meeting agenda. Find out whether the item is for discussion or a vote, and whether written comments are accepted.
- Research the difference between a nonprofit board and a public community board in your area

🔥 Heat check

■□□ Question 1: Low.

Someone who disagrees might say ____.

The limit of the evidence is ____.

I would change my mind if ____.

Notes

Talk about this case at home

Case 4: Who gets a say when a shared room changes?

In this case, a community room's board is weighing whether to rent out two free evenings to cover its costs. Your student used a budget note and notes from evening users to write a comment the board could act on.

Questions to talk about

- 1 Who decides the hours at a public library or community center?
- 2 What should a group know before it asks a board for a change?
- 3 How can people give input if they cannot attend a meeting?

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



See the case online.

Case 4 | 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.