

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:

- read a short list of numbers
- tell a proposal from a decision
- write a polite question

Objectives

Students will be able to:

- name the nonprofit board as the decision-maker
- work out the \$200 weekly gap from the budget note
- map who uses the room and who might miss the meeting
- ask the board one budget question and one access question

Materials

- This chapter, one copy per student

Materials, continued

- A calculator and the worked example: $\$600 - \$400 = \$200$
- The people-map organizer, with two people filled in

The task in this edition

Task: Make a people map of who uses the room, then write a short note to the board asking one budget question and one access question.

Students make: People map plus a 4—6 sentence note

Pacing

Opener (page 55): 6 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 56 and 57): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 60): 10 min. Short on time: 9 min. Work the budget example together. Students fill in only the “What it shows” boxes.

Look at the evidence (page 61): 5 min. Short on time: 4 min. Read the listening notes aloud.

Key idea (pages 62 and 63): 8 min. Short on time: 3 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Pacing, continued

Sort the evidence (page 64): 8 min. Short on time: 4 min. Do the Option B row together and stop.

Practice (page 65): 6 min. Short on time: skip.

Your task (pages 66 and 67): 15 min. Short on time: 13 min. Fill in two people on the people map before class.

Check your work (pages 68 and 69): 5 min. Short on time: skip. Check notes against the success criteria yourself.

Questions to discuss (page 70): 8 min. Short on time: 5 min. Use question 2 as an exit ticket.

Talk about this case at home (page 71): at home.

Periods: full chapter 76 minutes; one period 45 minutes.

Standards

RI.6.1 Use evidence from the text to support what it says directly and what you can infer from it.

RI.6.7 Combine information from words, images and numbers to build a clear understanding of a topic.

RI.6.8 Follow an argument in a text and tell which claims are backed by reasons and evidence and which are not.

W.6.1.a Open with your claim, then lay out the reasons and evidence in a clear order.

Case 4 plan, continued

Standards, continued

W.6.1.b Support a claim with clear reasons and relevant evidence from credible sources.

SL.6.1.c Ask and answer specific questions with details that add to the discussion.

SL.6.1.d Review the main ideas of a discussion and show you understand other views by reflecting and paraphrasing.

RI.7.1 Use several pieces of evidence from the text to support what it says directly and what you can infer.

RI.7.8 Trace an argument in a text and judge whether its reasons and evidence are sound and sufficient.

RI.7.9 Analyze how two authors writing on the same topic present key information differently through the evidence or interpretations they choose.

W.7.1.a State your claim, recognize opposing claims and put the reasons and evidence in a logical order.

W.7.1.b Support a claim with logical reasoning and relevant evidence from accurate, credible sources.

SL.7.1.c Ask questions that draw out more detail, and respond with relevant ideas that bring the discussion back on topic.

SL.7.1.d Take in new information from others and change your view when the evidence calls for it.

Standards, continued

RI.8.1 Use the evidence that most strongly supports your analysis of what a text says and implies.

RI.8.8 Break down an argument, judge whether its reasoning and evidence hold up and spot evidence that does not belong.

W.8.1.a State your claim, show how it differs from opposing claims and put the reasons and evidence in a logical order.

W.8.1.b Support a claim with logical reasoning and relevant evidence from accurate, credible sources.

W.8.1.c Use words and phrases that show how claims, counterclaims, reasons and evidence connect.

SL.8.1.c Ask questions that connect several speakers' ideas, and respond with relevant evidence and observations.

SL.8.1.d Take in new information from others and qualify or defend your view based on the evidence.

D2.Civ.6.6–8 Describe how political, civil and economic organizations shape people's lives. In this case: Students describe how a civil-society organization (the nonprofit) shapes neighbors' lives.

Standards, continued

D4.8.6–8 Use deliberative and democratic procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a comment for the board.

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 55):** Low
- **Key terms (pages 56 and 57):** Low
- **Look at the evidence (page 60):** Low
- **Look at the evidence (page 61):** Low
- **Key idea (pages 62 and 63):** Low
- ■ □ **Sort the evidence (page 64):** Medium
- **Practice (page 65):** Low
- **Check your work (pages 68 and 69):** Low

Try it at your school

Find the room where your community's decisions happen.

Case 4 plan, continued

Try it at your school, continued

- 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

Sources, continued

- 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 6 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: 6 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: 3 min. Read the key terms aloud. Skip Who is involved.

💬 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?

☞ I think the crew should ask to keep the nights free because the room matters to them.

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

Two free evenings and a \$200 gap

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 4 minutes.

Words to know

- **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 room might change

The Common Room is more than a screening space. A small neighborhood nonprofit runs it alongside the bookshop. Now the nonprofit's board is thinking about renting the room to paying groups on two evenings a week. The money would help pay the evening staff. No vote has happened yet.

The crew cares about the room, but each friend sees the plan differently. Mateo already has a petition headline. Mari works the bookshop counter and closes the shop at night. "Free nights matter," she writes. "So does paying whoever stays to lock up. That's me." Sami runs a print workshop in the room after her afternoon shift. It is one of the few step-free rooms nearby. She asks a question nobody has answered: "Has anyone asked the evening regulars?"

Stop and think. Why might Mari see both sides of this plan more clearly than Mateo?

Reading the options

In Case 1, you learned to find the original source. Here, that means reading the board's agenda instead of a petition headline. The agenda lists three options. Option A keeps the free evenings, but the money gap stays. Option B replaces the free Tuesday and Thursday evenings with paid rentals. Option C tests one rental evening for six weeks while the board looks for more funding.

Each option is a **proposal**. A proposal is a change that someone suggests and that has not been approved yet. Each one is also a **trade-off**. A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

⌚ Pacing

Reading: about 4 min (426 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: The room might change":** Why might Mari see both sides of this plan more clearly than Mateo?
2. **After "Reading the options":** What does Option B cost, and who pays that cost?
3. **After "Who gets a say in real life":** How is the Common Room's board different from the city government that restored library Sundays?

Reading the options, continued

The budget note gives the numbers. Evening staffing and utilities cost \$600 a week. Grants and donations bring in \$400. That leaves a \$200 gap. Each rental is expected to add \$120. Two rentals would cover the gap if people book them. One rental would leave \$80 still missing. Your job is to check these figures before the crew speaks to the board.

Case 1 taught you that **framing** is choosing which parts of a situation a message brings forward. Option B frames the \$200 gap as the problem. It brings forward the money. It leaves out who loses those evenings.

❓ **Stop and think.** What does Option B cost, and who pays that cost?

Who gets a say in real life

A **decision-maker** is the person or group with the power to make a particular choice. Here, it is the nonprofit's board. In New York City, the decision-maker for library hours was the city. Budget cuts ended Sunday hours at library branches in 2023, and Brooklyn's last Sunday was December 17, 2023 (NY1, November 17, 2023). In 2024, the city restored the money, and Sunday service returned (NYC Mayor's Office, July 1, 2024). Council members thanked New Yorkers who called and wrote (New York City Council, July 14, 2024).

❓ **Stop and think.** How is the Common Room's board different from the city government that restored library Sundays?

Sources

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

This page continues page 58. The notes for both pages are on the sheet for page 58.

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

➤ The board is talking about three options and has not voted.

One question I still have

➤ Who uses the room on Tuesday and Thursday nights?

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

➤ The room costs \$600 a week and gets \$400. That leaves \$200.

One question I still have

➤ What if fewer people book the room?

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 9 min. Work the budget example together. 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 people need the room at different times.

One question I still have

Who else uses the room but was not asked?

What is still missing from the evidence?

We don't know who uses the room on other nights, or if the \$120 guess is right.

Notes

Pacing

Full chapter: 5 min.

 Short on time: 4 min. Read the listening notes aloud.

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 8 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 tell the board ____.

➡ The note should also tell the board that \$120 is a guess and bookings might not come.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 3 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

💬 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.

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.

This page continues page 62. The notes for both pages are on the sheet for page 62.

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 _____.

→ The nearby resident's view is missing. I would ask what time is too late for noise.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 4 min. Do the Option B row together and stop.

💬 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 for facts the board can give. A says the board already decided, and C ignores who loses the room.

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

➤ The board is thinking about renting our free nights.

Rewrite phrase 2

➤ The board has a \$200 gap to fill each week.

⌚ 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 6—8

Your task

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

Make a people map of who uses the room, then write a short note to the board asking one budget question and one access question.

Use: The agenda and listening notes; the budget note with the \$200 example worked out.

You'll make: People map plus a 4—6 sentence note

Time: 45 minutes

- 1 Circle the board on the agenda and underline “No vote has been taken.”
- 2 Find the gap: $\$600 - \$400 = \$200$.
- 3 Put each person from the listening notes on the people map.
- 4 Mark one person who might miss the meeting.
- 5 Write a note of four to six sentences in the Your draft box.
- 6 Ask one question about money and one about who can use the room.

Show it your way

Write it: Write 4—6 sentences with the frame “I use the room when __. Could the board explain __?”

Say it: Practice a 45-second comment with a partner who plays a board member and asks you one question.

Show it: Finish the people map: who uses the room, on which evening, and who might miss the meeting, with a question mark beside each missing voice.



Prefer typing? Scan to open the online workspace.

Case 4 | Your task | Grades 6—8 educator edition

⌚ Pacing

Full chapter: 15 min.

✂ Short on time: 13 min. Fill in two people on the people map before class.

💬 Say this

“Ask one money question and one people question.” — Pairs share.

“Who might miss the meeting? Put that person on your map first.” — Point to the line about shifts in the listening notes.

👁 Watch for

Misconception: The note treats the change as decided.

Listen for: “Why did you take our nights?” **Then:** Point to “No vote has been taken.” Ask a question the board can answer.

Misconception: Students state the \$120 as certain. **Listen for:** “Two rentals will pay for it.” **Then:** Point to “Demand is uncertain.”

📄 Support

- Calculator and worked example
- People-map organizer
- Frames: “I use the room when __. Could the board explain __?”
- Written comment instead of speaking

🔗 Stretch

- Add a question about someone not in the listening notes.

Your task, continued

Who decides

☞ The nonprofit board

The weekly gap

\$600 – \$400 =

☞ \$200

Someone who might miss the meeting

☞ Mari, who closes the shop.

Your draft

Your note to the board

I use the room when _____. Could the board explain ____?

☞ Dear board members, I use the Common Room on weeknights. I know the room has a \$200 gap each week. Could the board explain how sure it is that each rental will bring in \$120? Could you also tell us who uses the room on Tuesday and Thursday nights? Some people work during the meeting, so could they send written comments? Thank you.

This page continues page 66.

Standards

Common Core, grade 6: RI.6.1; RI.6.7; RI.6.8; W.6.1.a; W.6.1.b; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; RI.7.8; RI.7.9; W.7.1.a; W.7.1.b; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; RI.8.8; W.8.1.a; W.8.1.b; W.8.1.c; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.6.6–8; D4.8.6–8.

The Case plan sheet gives each code in plain words.

☞ Answer key

A strong response:

- Names the nonprofit board as the decision-maker
- Asks one budget question
- Asks one access question
- Treats the agenda as a proposal, not a final decision

What to notice in the sample:

1. Uses the figure correctly.
2. Asks one budget question.
3. Asks one access question.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 5 minutes.

Does your note name the board as the decision-maker?	☒ Yes	☐ No
Does it ask one question about money?	☒ Yes	☐ No
Does it ask one question about who can use the room?	☒ Yes	☐ No
Does it treat the agenda as a proposal, not a final decision?	☒ 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: 5 min.

 Short on time: skip this page. Skip this page. Check notes against the success criteria 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 educator checks the map for at least one missing voice and the note against the four success criteria.

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

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 8 minutes.

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

➤ She knows the staff needs to be paid, so she asks for a plan for the money, not just free nights.

- 2 If the board chooses an option the crew did not support, how should the crew tell the group what happened?

➤ They should say what the board chose and why, without calling the board mean.

My take

I think the crew should ___ because ____.

➤ I think the crew should support the pilot because it keeps one free night.

The evidence that changed my first guess is ____.

➤ The budget note changed my first guess. The room has a \$200 gap each week.

One question I still have is ____.

➤ One question I still have is who uses the room on other nights.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Use question 2 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.

🔥 Heat check

■ ■ □ **Question 2: Medium.** Students may describe the board as the enemy or guess at its motives.

Cool-down: Ask what the agenda and budget note show. Keep the talk on the decision, not on the people who made it.

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 6—8 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.