

Case 3: What should a group do after a public mistake?

Content note

The recap caption blames younger attendees for a late start. Keep the discussion on the event in the story, and do not ask students to describe times they were blamed or stereotyped.

Overview

Students read a short story in which the crew’s recap caption blames “the younger crowd” for a late start. They build a timeline from Jordy’s setup log, which shows that a projector failure caused the delay, and compare it with Gia’s first apology draft. They then write a correction that names the error and a repair step with an owner and a way to check it.

Before this case

Students should already be able to:

- find a time or a fact in a short record
- tell a feeling from a fact
- write a complete sentence that answers a question

Objectives

Students will be able to:

- name the wrong claim in the caption
- replace it with what the setup log shows
- name one change the crew will make
- tell the difference between saying sorry and correcting a claim

Materials

- This chapter, one copy per student
- Evidence A, B, C and D on half-pages, one set per pair
- The four-line template, written on the board

The task in this edition

Task: Fix Gia’s apology using a four-line template, then read it aloud as Anika would hear it.

Students make: Four-sentence correction

Pacing

Opener (page 38): 6 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 39 and 40): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 43): 10 min. Short on time: 8 min. Students fill in only the “What it shows” boxes.

Look at the evidence (page 44): 6 min. Short on time: 4 min. Read Anika’s message and Gia’s draft aloud. Skip the boxes.

Key idea (pages 45 and 46): 8 min. Short on time: 3 min. Read the second paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 47): 8 min. Short on time: skip.

Pacing, continued

Practice (page 48): 8 min. Short on time: 5 min. Vote on the options. Skip the draft fixes.

Your task (pages 49 and 50): 15 min. Short on time: 13 min. Fill in the planner together. Students write the correction on their own.

Check your work (pages 51 and 52): 5 min. Short on time: skip. Check corrections against the success criteria yourself.

Questions to discuss (page 53): 8 min. Short on time: 5 min. Use question 1 as an exit ticket.

Talk about this case at home (page 54): at home.

Periods: full chapter 79 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.6.8 Follow an argument in a text and tell which claims are backed by reasons and evidence and which are not.

W.6.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

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.

Case 3 plan, continued

Standards, continued

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

Standards, continued

- RI.8.8** Break down an argument, judge whether its reasoning and evidence hold up and spot evidence that does not belong.
- RI.8.9** Find where two texts on the same topic disagree, on facts or on interpretation.
- 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.7.6–8** Apply civic virtues and democratic principles at school and in the community. In this case: Students apply civic virtues like honesty and fairness to a group’s public post.

Codes of ethics

- **PRSA Code of Ethics:** Free Flow of Information

Codes of ethics, continued

- **RTDNA Code of Ethics:** Independence and transparency
- **Credo for Ethical Communication:** “We accept responsibility for the short- and long-term consequences of our own communication...” (one of nine unnumbered principles)

Heat map

- ■ □ **Opener (page 38):** Medium
- □ □ **Key terms (pages 39 and 40):** Low
- □ □ **Look at the evidence (page 43):** Low
- □ □ **Look at the evidence (page 44):** Low
- □ □ **Key idea (pages 45 and 46):** Low
- ■ □ **Sort the evidence (page 47):** Medium
- □ □ **Practice (page 48):** Low
- □ □ **Check your work (pages 51 and 52):** Low

Try it at your school

Help a club you’re in write a corrections rule.

- Ask the editor or advisor of a school newsletter, club account or yearbook how they fix mistakes
- Suggest a three-step checklist: name the error, show the evidence, say what changes
- Offer to test it on an old post together
- Keep any real examples anonymous

Case 3 plan, continued

Try it at your school, continued

Who to ask: School newspaper or yearbook advisor, club advisor, student council secretary

Safety: Don't repost someone else's mistake to criticize them. Talk to the club privately first.

Sources

- Public Relations Society of America (PRSA), "PRSA Code of Ethics," October 2000
- Society of Professional Journalists, "SPJ Code of Ethics," September 6, 2014
- Critical Media Project, "Zootopia: the press conference," No date listed

Case 3: What should a group do after a public mistake?

The crew's recap caption blamed younger neighbors for a late start, but the event log shows the projector failed.

On your own Read What happened. Underline the caption and the time the projector failed. About 6 minutes.

Your role: You're the one who checks the log's times before the correction goes up. **New skill:** Correct a public mistake.



Gia and Jordy sit at a table with a laptop and a printed page.

What happened

It is Sunday at the edit desk. Caio, 24, edited a short recap of Friday's screening. The crew posted it on Saturday morning. Gia's caption, "Great night, once the younger crowd finally got organized," sounded believable, because a few people did arrive late.

Then Jordy checks the setup log. The projector failed at 5:40 p.m. The replacement was not running until 6:20, twenty minutes after everyone was seated. The log also says Anika and Dec helped carry chairs before the doors opened.

Anika sends the group a voice note asking why she and Dec are the problem in the post. Gia wants to take responsibility. Her first draft of a correction is mostly about how bad she feels, and the recap caption is still up.

Your question: What should the correction say, and what will the crew do differently next time?

⌚ Pacing

Full chapter: 6 min.

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

💬 Say this

"Imagine a post says your group caused a problem, and you were helping. What should the post say instead?" — Take two answers. Keep the focus on the crew's post.

👁 Watch for

Misconception: Students treat the caption as a harmless joke. **Listen for:** "It's just a caption." **Then:** Ask who the caption names and what it says they did. Point to Anika's message.

📋 Support

- Read What happened aloud while students follow along.
- Write the three times on the board: 5:40, 6:00 and 6:20.

🔥 Heat check

■ ■ □ **Medium.** The caption blames an age group, and students may bring up times they were blamed.

Cool-down: Keep the talk on the crew's post. Nobody needs to share a personal story.

Key terms

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

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

En español: afirmación

In this case: The caption claims the late start happened because “the younger crowd” was not organized. Jordy’s setup log checks that claim.

Correction A correction is a public statement that replaces wrong information with accurate information.

En español: corrección

In this case: Gia edits the original caption, not just her story, so people who saw it learn what was wrong.

Accountability Accountability is owning a mistake and doing what you said you would do to fix it.

En español: rendición de cuentas

In this case: The crew names who fixes the caption, who contacts Anika and Dec, and who checks the next recap against the log.

Who is involved



Gia

Wrote the recap caption

“I wrote ‘once the younger crowd finally got organized.’ A few people did come in late, so it felt true. I never checked why we started late.”



Jordy

Kept the setup log on Friday

“My log says Anika and Dec were carrying chairs before doors opened. The caption turned them into the reason we started late.”

⌚ 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 saying sorry is the same as a correction. **Listen for:** “She apologized, so it’s fixed.”

Then: Reread the definition. A correction replaces wrong information with supported information.

📖 Support

- Pair students who share a language to explain each term.
- Frame: “The claim was _____. The correction says _____.”
- **Cognates:** correction (corrección), evidence (evidencia), error (error), projector (proyector), stereotype (estereotipo), repair (reparación), responsibility (responsabilidad), public (público).

🌡 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 should Gia's correction say first?

I think the correction should start with ___ because ___.

👉 I think the correction should start with sorry because Gia feels bad.

Notes

This page continues page 39. The notes for both pages are on the sheet for page 39.

Reading passage

The caption that blamed the wrong people

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

- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Correction:** A correction is a public statement that replaces wrong information with accurate information.
- **Accountability:** Accountability is owning a mistake and doing what you said you would do to fix it.

The story: A recap goes up

Remember the screening you helped save in Case 1? It happened. On Saturday morning, the crew posted a short recap video that Caio edited. Gia wrote the caption: “Great night, once the younger crowd finally got organized.”

The caption sounded believable. A few people did arrive late. But on Sunday, Jordy opens the setup log from Friday night. It says the projector failed at 5:40 p.m. Everyone was seated at 6:00. The replacement projector was not connected until 6:20. The log also says Anika and Dec helped carry chairs before the doors opened.

Then Anika sends the crew a voice note. “We were helping you set up. Why are we the problem in this post?”

Gia wrote the caption, and she wants to fix it. Her first draft says, “Sorry if this came across wrong. We love our younger neighbors and would never want anyone to feel excluded.” It is kind. It also never mentions the projector.

? Stop and think. The caption felt true to Gia because a few people came in late. Why was that not enough evidence?

From sorry to a real fix

You met the word **claim** in Case 1. A claim is a statement that something is true. You can check a claim with evidence. The caption claimed the younger crowd caused the late start. Jordy’s log is the original source, and it shows a broken projector instead.

⌚ Pacing

Reading: about 4 min (434 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: A recap goes up”:** The caption felt true to Gia because a few people came in late. Why was that not enough evidence?
2. **After “From sorry to a real fix”:** What does a correction need that Gia’s first draft is missing?
3. **After “What research says about apologies”:** How could the crew check that readers now understand why the screening started late?

From sorry to a real fix, continued

A **correction** is a public statement that replaces wrong information with accurate information. It should appear where people saw the mistake. So the crew edits the recap caption itself. Caio says it simply: they fix the same post instead of burying it under a new one.

Accountability is owning a mistake and doing what you said you would do to fix it. That means naming who does each job. Gia corrects the caption. Caio keeps a visible correction note with the video. Jordy adds a source check before the crew posts again. Anika and Dec do not have to do any of the repair work.

How will the crew know the fix worked? Jordy has an idea. Ask a few people who saw the first post why the screening started late. If they still say “the younger crowd,” the correction did not land.

 **Stop and think.** What does a correction need that Gia’s first draft is missing?

What research says about apologies

Researchers have studied what makes an apology work. A 2016 study found that two parts matter most: taking responsibility and offering to repair the harm (The Ohio State University News, April 12, 2016). Gia’s first draft does neither.

Real newsrooms correct mistakes too. NPR’s public editor explains how the network names an error and fixes it on the story. NPR also keeps a public list of corrections (NPR, October 21, 2022). Your job in this case is to check the log’s times before the correction goes up.

 **Stop and think.** How could the crew check that readers now understand why the screening started late?

Sources

Real source | The Ohio State University News | April 12, 2016

The 6 elements of an effective apology, according to science

Real source | NPR Public Editor | October 21, 2022

That was wrong

This page continues page 41. The notes for both pages are on the sheet for page 41.

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 | Recap caption, posted Saturday 11:08 a.m.

The caption

Great night, once the younger crowd finally got organized.

Look closely: Which group does this caption ask readers to blame, and on what evidence?

What it shows

➤ The caption blames younger people for the slow start.

One question I still have

➤ What really made the screening start late?

Evidence B | Setup log, Friday evening

Jordy's event log

5:40 p.m. Projector failure reported. 6:00 p.m. Attendees seated. 6:20 p.m. Replacement projector connected. Note: Anika and Dec helped carry chairs before doors opened.

Look closely: What happened at 5:40 that the caption never mentions?

What it shows

➤ The projector broke at 5:40, and the new one worked at 6:20.

One question I still have

➤ Did any latecomers slow down the start?

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Students fill in only the “What it shows” boxes.

💬 Say this

“Put your finger on 5:40 in the log. Now find anything in the caption about the projector.” — Wait for “nothing.”

👁 Watch for

Misconception: Students decide Gia is a bad person.

Listen for: “Gia is just rude.” **Then:** Ask what the evidence shows Gia did. The caption made a claim she never checked.

📖 Support

- Give the four documents on separate half-pages.
- Read Anika's message aloud in a neutral voice.
- **Cognates:** correction (corrección), evidence (evidencia), error (error), projector (proyector), stereotype (estereotipo), repair (reparación), responsibility (responsabilidad), public (público).

🔗 Stretch

- Ask which document was written at the time and which were written later, and why that matters.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Voice note to the crew

Anika's message

"We were helping you set up. Why are we the problem in this post?"

Look closely: What fact does Anika add, and what is she asking the crew?

What it shows

➤ Anika was helping set up, and the post made her look like the problem.

One question I still have

➤ What does Anika want the crew to do now?

Evidence D | Draft correction, Saturday 2:15 p.m., not posted

Gia's first correction

Sorry if this came across wrong. We love our younger neighbors and would never want anyone to feel excluded.

Look closely: What fact does this correct? Who does the word "if" put the problem on?

What it shows

➤ Gia wants to say sorry and cares about younger neighbors.

One question I still have

➤ Why doesn't the draft mention the projector?

What is still missing from the evidence?

➤ What each attendee actually experienced, whether any latecomers affected the start at all, how far the recap was reshared, and whether Anika wants any public response.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read Anika's message and Gia's draft aloud. Skip the boxes.

💬 Say this

"Put your finger on 5:40 in the log. Now find anything in the caption about the projector." — Wait for "nothing."

👁 Watch for

Misconception: Students decide Gia is a bad person.

Listen for: "Gia is just rude." **Then:** Ask what the evidence shows Gia did. The caption made a claim she never checked.

📄 Support

- Give the four documents on separate half-pages.
- Read Anika's message aloud in a neutral voice.
- **Cognates:** correction (corrección), evidence (evidencia), error (error), projector (proyector), stereotype (estereotipo), repair (reparación), responsibility (responsabilidad), public (público).

🔗 Stretch

- Ask which document was written at the time and which were written later, and why that matters.

🔥 Heat check

■□□ Low.

Key idea: corrections

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 8 minutes.

Gia's caption did two jobs at once. It explained the late start, and it blamed a group of people for it. A **claim** is a statement that something is true. You can check a claim with evidence. Jordy's setup log checks the caption's claim and shows a projector failure instead.

A **correction** is a public statement that replaces wrong information with accurate information. It should appear where people saw the mistake, so the crew should edit the recap caption itself. A 2016 study of apologies found that taking responsibility and offering to repair the harm mattered most. Gia's first draft talks about loving younger neighbors, and it does neither.

Accountability is owning a mistake and doing what you said you would do to fix it. That means naming who corrects the caption, who contacts the people it blamed and who checks the next recap. Anika does not have to comfort Gia or approve the correction in public. The crew can offer her a private way to respond.

Professional standards

Real source | Public Relations Society of America (PRSA)

PRSA Code of Ethics: Free Flow of Information

"Act promptly to correct erroneous communications for which the practitioner is responsible."

In plain words: Public relations professionals who belong to PRSA agree to fix their own mistakes quickly.

Question: The recap caption went up Saturday at 11:08 a.m. What should the crew change first, and where?

Your answer

First, the crew should change ___ in ___.

➡ First, the crew should change the caption in the same post, because people saw the mistake there.

⌚ Pacing

Full chapter: 8 min.

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

💬 Say this

"A correction replaces wrong information with supported information. Which document supplies the supported information?" — Wait for the setup log.

"The PRSA code says to act promptly to correct errors. What should the crew fix first?" — Point to the caption.

👁 Watch for

Misconception: Students treat the PRSA code as a law.

Listen for: "The crew could get sued for that." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The PRSA 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 card. Ask whether a new post or an edit to the original would reach more of the same readers.

🔥 Heat check

■□□ Low.

How a real newsroom corrects mistakes: name the error, fix it on the story and keep a public list.



A real brand apology after an ad played into a racial stereotype; compare the words with what changed afterward.

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 dark vertical margin line on the left side. The paper appears to be from a notebook or a standard sheet of stationery.

Sort the evidence

On your own Compare the four accounts. Mark where they agree, where they differ and which one was written at the time. About 8 minutes.

Place the four accounts side by side. Where do they agree, where do they split, and which one was written down at the time?

Account 1

Caption: the night went well once the younger crowd got organized.

Account 2

Event log: projector failed at 5:40; replacement connected at 6:20; Anika and Dec carried chairs.

Account 3

Anika: “We were helping you set up.”

Where they agree

☞ The screening started late.

Where they differ

☞ What caused the delay: a group’s behavior or an equipment failure?

Check: Which account was recorded at the time rather than remembered afterward?

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 _____.

☞ Dec’s view is missing. I would ask him if the correction should mention him.

Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

Say this

“Put the four accounts side by side. Which one was written down at the time?” — Wait for the log. Model one row together.

Watch for

Misconception: Students trust the caption because Gia was there. **Listen for:** “Gia was there, so her caption counts.” **Then:** Ask which account was recorded at the time. The log was written that night, and the caption came the next morning.

Support

- Let students write A (agree) or D (differ) in each box before writing sentences.

Heat check

 **Medium.** The missing-perspective question can lead to talk about how younger people are treated.

Cool-down: Keep it about the people in the case. No student speaks for an age group. Return to the log.

Practice: choose a response

On your own Choose what goes first in the correction and explain why. Then fix the two marked lines. About 8 minutes.

What should go first in the correction?

☐ A An explanation of how bad Gia feels about the caption.

☒ B The wrong claim, and what the event log shows.

☐ C Delete the post and stay quiet.

Why I chose it

➤ B. It fixes the wrong claim and says what the log shows. A is about Gia's feelings, and C leaves the mistake uncorrected.

Improve a draft

A student's first draft

We want to apologize for our last post. We didn't mean to offend anyone and we love having younger people at our events. It was a really stressful night and ① things were hectic so we said something we shouldn't have. Honestly we were all tired and trying to get everything set up on time, and it's been a lot. We are sorry if anyone was hurt. ② We promise it won't happen again and we hope everyone keeps coming! Thank you all for your support and understanding, it means a lot to us.

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

Rewrite phrase 1

➤ The projector broke at 5:40, so we started late.

Rewrite phrase 2

➤ Jordy will check the log before we post.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Vote on the options. Skip the draft fixes.

💬 Say this

"Gia is ready to post. What goes first?" — Vote first.

👁 Watch for

Misconception: Students choose A because it sounds sincere. **Listen for:** "She should say how bad she feels."

Then: Ask what A tells Anika about the delay.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: Correction: our recap said the screening started late because younger attendees were disorganized. That was wrong. Jordy's event log shows the projector failed at 5:40 p.m. and the replacement was connected at 6:20. Anika and Dec actually helped carry chairs before doors opened. We have edited the original caption and messaged the people it blamed. Starting with the next event, Gia and Jordy will check any claim about causes against the event log before we post. We're sorry we blamed people who were helping us. If you see something we got wrong, message Jordy.

Other notes on the draft:

- "We didn't mean to offend anyone" Talks about intent. It still doesn't say what was wrong.
- "We are sorry if anyone was hurt" "If" puts the problem on readers. Name who was blamed.
- "we hope everyone keeps coming" Good goal, but a repair makes that more likely than a hope.

Grades 6—8**Your task**

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

Fix Gia's apology using a four-line template, then read it aloud as Anika would hear it.

Use: The caption, the event log and Gia's first draft.

You'll make: Four-sentence correction

Time: 45 minutes

- 1 Find the claim in Evidence A. What did it say caused the delay?
- 2 Check the log in Evidence B. Write what happened at 5:40 and at 6:20.
- 3 Choose one change the crew will make next time.
- 4 Write a four-sentence correction with the template in the Your draft box.
- 5 Read your correction aloud as Anika would hear it.
- 6 Cross out any sentence that is only about how sorry Gia feels.

Show it your way

Write it: Fill in the template:
 "We said __. The record shows __. We changed __. Next time __ will __."

Say it: Read your correction aloud as Anika would hear it, then say which line she needed most and why.

Show it: Make a three-box comic strip: the caption, the log entry that challenges it and the fixed caption posted in the same place.



Prefer typing? Scan to open the online workspace.

Case 3 | Your task | Grades 6—8 educator edition**⌚ Pacing**

Full chapter: 15 min.

✂ Short on time: 13 min. Fill in the planner together. Students write the correction on their own.

💬 Say this

"Which line does Anika need most?" — Pairs answer.

📄 Support

- Template: "We said __. The record shows __. We changed __. Next time __ will __."
- Timeline already started
- Word bank: correction, cause, evidence, blame
- Pair reading

🔗 Stretch

- Add one sentence that tells people who saw the original where the fix is posted.

📋 Standards

Common Core, grade 6: RI.6.1; RI.6.8; W.6.2; 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; RI.8.9; W.8.1.a; W.8.1.b; W.8.1.c; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.7.6–8.

The Case plan sheet gives each code in plain words.

Your task, continued

The wrong claim

✖ The younger crowd made the screening start late.

What happened at 5:40

✖ The projector failed.

What happened at 6:20

✖ The new projector was connected.

One change the crew will make

✖ Jordy will check the log before the crew posts a recap.

Your draft

Your correction

We said _____. The record shows _____. We changed _____. Next time ____ will _____.

✖ We said the younger crowd made the screening start late. The record shows the projector failed at 5:40, and the new one was connected at 6:20. We changed the caption in the same post. Next time Jordy will check the log before we post.

This page continues page 49.

✖ **Answer key**

A strong response:

- Names the wrong claim
- States what the log shows
- Names one change
- Leaves out how sorry Gia feels

What to notice in the sample:

1. Names the wrong claim first.
2. Replaces the claim with a fact from the log.
3. Names one change and who will make it.

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 correction name the wrong claim? ☒ Yes ☐ No
- Does it say what the log shows? ☒ Yes ☐ No
- Does it name one change? ☒ Yes ☐ No
- Did you leave out how sorry Gia feels? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No evidence about the delay.	☐ Mentions “technical issues” vaguely.	☐ Cites the projector failure from the log.	☐ Cites specific times and corrects who actually helped.
Reasoning	☐ Apologizes for feelings only.	☐ Admits error but not what it was.	☐ Names the inaccurate claim and replaces it.	☐ Explains why the claim harmed a group and how the repair prevents a repeat.
Audience & purpose	☐ Does not consider who saw the post.	☐ Speaks to readers in general.	☐ Reaches the people who were blamed.	☐ Reaches the original audience and the blamed group through appropriate channels.

Pacing

Full chapter: 5 min.

 Short on time: skip this page. Skip this page. Check corrections against the success criteria yourself.

Say this

“Would Anika recognize what happened in your correction? Mark your level, then make one change.” — Ask for one added fact or one removed excuse.

Watch for

Misconception: Students soften the tone instead of fixing facts. **Listen for:** “I made it sound nicer.” **Then:** Point to the Revision row. Ask for one fact, owner or check added.

Heat check

☒ ☐ ☐ Low.

Answer key

How to assess: The educator checks the four-sentence correction against the success criteria and asks each pair which line Anika needed most.

Proficient looks like:

- **Evidence:** Cites the projector failure from the log.
- **Reasoning:** Names the inaccurate claim and replaces it.
- **Audience & purpose:** Reaches the people who were blamed.
- **Revision:** Adds facts and a repair.

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Softens tone only.	☐ Adds facts and a repair.	☐ Adds facts, an owner, a check and removes shifting of blame.

I changed ___ because ____.

✎ I cut “we feel terrible” because it did not fix the claim.

[illegible]

Questions to discuss

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

- 1 The caption felt true to Gia because a few people came in late. Why was that not enough evidence?

Some people coming late does not show they caused the delay. The log shows the projector broke.

- 2 What evidence would show that the repair happened?

The caption is fixed, and people who saw it know about the projector.

My take

I think the crew should ___ because ___.

I think the crew should fix the caption because the log shows the projector broke.

The evidence that changed my first guess is ___.

The setup log changed my first guess. It shows the projector failed at 5:40.

One question I still have is ___.

One question I still have is whether Anika wants the crew to post anything else.

Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Use question 1 as an exit ticket.

Say this

“Answer with a detail from the log or the messages, not a story about someone you know.” — Post the question numbers and call on one student per question.

Stretch

- Compare a real newsroom’s published correction policy with the crew’s plan.
- Going further: Ask the people affected what the correction missed, without asking them to forgive anyone. Then decide where the corrected fact should go so the original audience sees it.
- Going further: Correct the record where people can see it. Keep enough of the original caption in a correction note to explain what changed.
- Going further: Write a caption correction and a short script for an accessible video. Use the same facts in both.
- Going further: Ask the editor or advisor of a school newsletter, club account or yearbook how they fix mistakes. Suggest three steps: name the error, show the evidence and say what changes.
- Draft how the crew would measure whether younger neighbors come back

Heat check

Question 1: Medium. Students may repeat age stereotypes or defend the caption.

Cool-down: Ask what the log recorded at 5:40. Keep the talk on evidence, not on what younger people are like.

Talk about this case at home

Case 3: What should a group do after a public mistake?

In this case, a group of friends posts a caption that wrongly blames younger neighbors for a late start. Your student compared the caption with an event log and wrote a correction and a plan to repair the harm.

Questions to talk about

- 1 What makes an apology feel complete?
- 2 Where should a correction appear so the people who saw a mistake will see it?
- 3 How can a group check a claim before it posts about an event?

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



See the case online.

Case 3 | 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.