

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:

- summarize a short record accurately
- tell an apology from a correction
- write a short message for a named audience

Objectives

Students will be able to:

- write a correction that owns a specific error and cites the log
- design a repair with an owner, a date and a way to check it
- keep the work of repair off the people who were blamed

Objectives, continued

- explain why asking Anika to vouch for the crew puts the work on the wrong person

Materials

- This chapter, one copy per student
- Evidence A, B, C and D
- The plan grid: action, owner, when, how we’ll know
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write a correction and a one-paragraph repair plan with a named owner and a date to check it.

Students make: Correction (70–100 words) plus repair paragraph (80–120 words)

Pacing

Opener (page 43): 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 44 and 45): 5 min. Short on time: skip. Define correction and accountability aloud in one minute.

Look at the evidence (page 49): 8 min. Short on time: 7 min. Students fill in only the “What it shows” boxes.

Pacing, continued

Look at the evidence (page 50): 6 min. Short on time: 4 min. Read Anika’s message and Gia’s draft aloud. Students fill in only the “What it shows” boxes.

Key idea (pages 51 and 52): 8 min. Short on time: 4 min. Read the third paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 53): 8 min. Short on time: skip.

Practice (page 54): 8 min. Short on time: 5 min. Vote on the options. Skip the draft fixes.

Your task (page 55): 8 min. Short on time: 6 min. Fill in the plan grid together on the board.

Your draft (page 56): 18 min. Short on time: 15 min. Students write the correction in class and the repair plan at home.

Check your work (pages 57 and 58): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 59 and 60): 10 min. Short on time: 5 min. Use question 3 as an exit ticket.

Talk about this case at home (page 61): at home.

Periods: full chapter 92 minutes; one period 50 minutes.

Case 3 plan, continued

Standards

- RI.9-10.1** Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.
- RI.9-10.6** Identify an author’s view or purpose and analyze how the author uses rhetoric to advance it.
- RI.9-10.8** Evaluate an argument’s claims, reasoning and evidence, and identify false statements and faulty reasoning.
- W.9-10.1.a** Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly.
- W.9-10.1.b** Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind.
- SL.9-10.1.c** Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.
- SL.9-10.1.d** Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.
- D2.Civ.10.9-12** Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal interest (protecting the crew’s image) competes with fairness.

Standards, continued

D4.3.9-12 Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt the correction for the people who saw the original post.

Codes of ethics

- **PRSA Code of Ethics:** Free Flow of Information
- **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 43):** Medium
- □ □ **Key terms (pages 44 and 45):** Low
- □ □ **Look at the evidence (page 49):** Low
- □ □ **Look at the evidence (page 50):** Low
- □ □ **Key idea (pages 51 and 52):** Low
- ■ □ **Sort the evidence (page 53):** Medium
- □ □ **Practice (page 54):** Low
- □ □ **Check your work (pages 57 and 58):** 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

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 5 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: 5 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: skip this page. Skip this page. Define correction and accountability aloud in one minute.

💬 Say this

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

👁 Watch for

Misconception: Students 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.

Before you look at the evidence, what should Gia's correction say first?

➤ My first guess is an apology to Anika and Dec, because the caption hurt 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 text or other markings on the paper.

Reading passage

Fix the post, not just the feeling

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

- **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: Sunday at the edit desk

The screening from Case 1 went ahead, and on Saturday at 11:08 a.m. the crew posted a recap. Caio, who edits the crew's videos, cut it together. Gia wrote the caption: "Great night, once the younger crowd finally got organized." It sounded right to her. A few people had come in late, and the start had slipped.

On Sunday, Jordy opens the setup log they kept on Friday. The entries are short and exact. At 5:40 p.m., a projector failure was reported. At 6:00, attendees were seated. At 6:20, the replacement projector was connected. A note at the bottom says Anika and Dec helped carry chairs before the doors opened. Jordy admits something uncomfortable in the group chat. Nobody opened the log before posting, including Jordy.

Then Anika's voice note arrives: "We were helping you set up. Why are we the problem in this post?"

Gia owns the caption, and she knows it. She has already drafted a correction, though it has not gone up. It reads, "Sorry if this came across wrong. We love our younger neighbors and would never want anyone to feel excluded." When she reads it back, she hears the problem herself. "If?" she says. It came across exactly the way she wrote it. The draft also never mentions the projector.

Stop and think. Why might Gia's caption have felt true to her even though it was wrong?

Building the correction

Start with the skill from Case 1, finding the original source. The caption makes a **claim**, a statement that something is true that you can check with evidence.

Pacing

Reading: about 5 min (574 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Sunday at the edit desk":** Why might Gia's caption have felt true to her even though it was wrong?
2. **After "Building the correction":** Why does Caio want to fix the same post instead of writing a new one?
3. **After "How real organizations get this right or wrong":** What evidence would show that the crew's repair happened, beyond a new caption?

Building the correction, continued

The log is the original record, and it contradicts the claim. The delay came from equipment, not from a group of people.

A **correction** is a public statement that replaces wrong information with accurate information. Placement matters. Caio insists on fixing the same post rather than burying it under a new one, because the people who saw the mistake need to see the fix. The correction should name the wrong claim, give the log's times and leave Gia's feelings for last, or out entirely.

Accountability is owning a mistake and doing what you said you would do to fix it. The crew assigns owners. Gia corrects the original post. Caio keeps a visible correction note with the edit. Jordy adds a source check before the crew publishes anything new. Anika decides for herself how she feels about the response. Jordy argues that Anika should not have to approve the correction in public. The crew can offer her a private way to answer and leave it there.

? Stop and think. Why does Caio want to fix the same post instead of writing a new one?

How real organizations get this right or wrong

A 2016 study of apologies found that taking responsibility and offering to repair the harm mattered most (The Ohio State University News, April 12, 2016). The peer-reviewed paper behind it identified six elements of an effective apology, including an offer of repair (Lewicki et al., Negotiation and Conflict Management Research, April 6, 2016).

Brands face the same test. In 2017, Dove expressed regret after an ad played into a racial stereotype (NPR, October 8, 2017). In 2018, H&M hired a diversity leader after outrage over a “monkey hoodie” ad (NBC News, January 17, 2018). Comparing the words of an apology with what changed afterward is exactly the move Jordy suggests. Judge a fix by what readers understand, not by how sorry it sounds.

Professional codes set the bar. The PRSA code asks practitioners to “act promptly to correct erroneous communications for which the practitioner is responsible” (PRSA Code of Ethics, October 2000). Your job is to check the log's times before the correction goes up.

? Stop and think. What evidence would show that the crew's repair happened, beyond a new caption?

Sources

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

The 6 elements of an effective apology, according to science

This page continues page 46. The notes for both pages are on the sheet for page 46.

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This page continues page 46. The notes for both pages are on the sheet for page 46.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 8 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 crew told viewers that younger people caused the slow start.

What it leaves out

➤ Any evidence for that, and what caused the delay.

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

➤ Projector failed at 5:40 p.m., replaced at 6:20. Anika and Dec helped set up.

What it leaves out

➤ Whether any latecomers affected the start at all.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 7 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 with setup, and the caption blamed her anyway.

What it leaves out

➤ Whether Anika wants any public response from the crew.

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's good intentions and her wish to apologize.

What it leaves out

➤ The wrong claim, the projector failure and any change the crew will make.

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. 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.

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📚 Support

- Give the four documents on separate half-pages.
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🔗 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

The crew should first change ____, in ____, because ____.

➡ The crew should first change the caption itself, in the original post, because that is where people saw the wrong claim.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 4 min. Read the third 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 no handwriting or other markings on the paper.

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 _____.

☞ The views of Dec and the other attendees. I would ask attendees why they thought the screening started late.

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 owns the error and gives new facts people can check. A centers Gia's feelings, and C lets screenshots keep spreading the claim.

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 failed at 5:40 p.m., and a new one ran at 6:20.

Rewrite phrase 2

➤ Gia and Jordy will check causes against the log before each recap.

⌚ 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 9–10

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 8 minutes.

Write a correction and a one-paragraph repair plan with a named owner and a date to check it.

Use: All three evidence cards and the decision feedback.

You'll make: Correction (70–100 words) plus repair paragraph (80–120 words)

Time: 50 minutes

- 1 Underline the claim about the late start in Evidence A.
- 2 Find the times in Evidence B that show what caused the delay.
- 3 Fill in the plan grid: action, owner, when and how you will know.
- 4 Write a correction of 70 to 100 words on the Your draft page.
- 5 Name the wrong claim in your first sentence.
- 6 Write a repair paragraph of 80 to 120 words with an owner and a date.
- 7 Check that your plan asks nothing of Anika or Dec.



Prefer typing? Scan to open the online workspace.

Action

✎ Edit the original caption and add a correction note.

Owner

✎ Gia edits the caption. Jordy checks the next recap.

When

✎ The caption today. The log check before every recap.

How we'll know

✎ On Friday, we check that the next recap went through the log.

Case 3 | Your task | Grades 9–10 educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Fill in the plan grid together on the board.

💬 Say this

“A repair plan says what, who, when and how we’ll know. Which part do plans skip?” — Wait for “how we’ll know.”

👁 Watch for

Misconception: The plan asks Anika to vouch for the crew.

Listen for: “Anika can post that it’s fine now.” **Then:** Ask who should do the repair. Offer a private reply.

📄 Support

- Plan grid: action, owner, when, how we’ll know
- Model correction to annotate

🔗 Stretch

- Explain why asking Anika to vouch for Gia puts the work on the wrong person.

📋 Standards

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

C3 Framework: D2.Civ.10.9–12; D4.3.9–12.

The Case plan sheet gives each code in plain words.

🔑 Answer key

A strong response:

- Correction owns the error and cites the log
- Repair is specific and feasible
- Names who does what by when
- Avoids asking the harmed person for reassurance

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 18 minutes.

Your correction, 70 to 100 words

Correction:

✎ Correction: our recap said the screening started late because the younger crowd wasn't organized. That was wrong, and we're sorry. Jordy's event log shows the projector failed at 5:40 p.m., and the replacement wasn't connected until 6:20. Anika and Dec helped carry chairs before the doors opened. We have edited the original caption, so the correction appears where people saw the mistake. If we got anything else wrong, message Jordy.

Your repair plan, 80 to 120 words

✎ Gia will edit the original caption today and add a visible correction note. We will message the people the caption blamed to say it is corrected. They can reply privately if we missed something, but they do not have to. Before we post any recap, Jordy will check every claim about a cause against the event log. On Friday, we will check whether the next recap went through that step. If it did not, Gia and Jordy will add the check to our posting list.

Case 3 | Your draft | Grades 9–10 educator edition

Pacing

Full chapter: 18 min.

✂ Short on time: 15 min. Students write the correction in class and the repair plan at home.

Say this

“Read your correction as someone who saw only the first caption. Do you now know what caused the delay?” — Partners read each other's correction aloud.

Watch for

Misconception: The correction buries the error under the apology. **Listen for:** “We're so sorry, we love our neighbors...” **Then:** Put the wrong claim in the first sentence.

✎ Answer key

What to notice in the sample:

1. Names the error before it apologizes.
2. Cites the record with a time.
3. Keeps the work of repair off the people who were blamed.
4. Gives a date and a way to check that the repair happened.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

Does your correction name the wrong claim before it apologizes? ☒ Yes ☐ No

Does it cite the times in the log? ☒ Yes ☐ No

Does your plan name who does what, and by when? ☒ Yes ☐ No

Did you avoid asking Anika or Dec to reassure anyone? ☒ 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: 8 min.

 Short on time: skip this page. Collect drafts and score them with the rubric 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 correction is scored with the case rubric, and the repair paragraph is checked for a named owner, a date and an observable measure.

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.

How your work is scored, continued

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.

One change I made after feedback

I changed ___ because ____.

✎

I cut the line asking Anika to post that the crew handled it well, because that puts the repair work on her.

Notes

This page continues page 57. The notes for both pages are on the sheet for page 57.

Questions to discuss

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

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

➤ A few latecomers matched Gia's guess, but she never checked the cause. The log shows the projector failed at 5:40 p.m.

- 2 What evidence would show that the repair happened?

➤ The edited caption, a message sent to the people it blamed, and the next recap checked against the log.

- 3 After the correction goes up, what is still up to Anika and Dec to decide?

➤ Whether to respond at all, and how they feel about the correction. The crew cannot decide that for them.

My take

My claim: ____.

➤ The correction should name the wrong claim before it apologizes.

The best evidence is ____, because ____.

➤ Jordy's setup log, because it was written that night and shows the projector failed.

Someone who disagrees might say ____.

➤ An apology that shows feelings is enough between friends.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 5 min. Use question 3 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
- Compare a real published correction policy from a newsroom with the crew's plan

My take, continued

I would change my mind if ____.

➤ Anika asked the crew for a public apology before anything else.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 59.

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.

Question 3 cool-down: Say that Anika and Dec owe the crew nothing. Ask what the crew can offer instead: a private way to respond.

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 9–10 educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

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