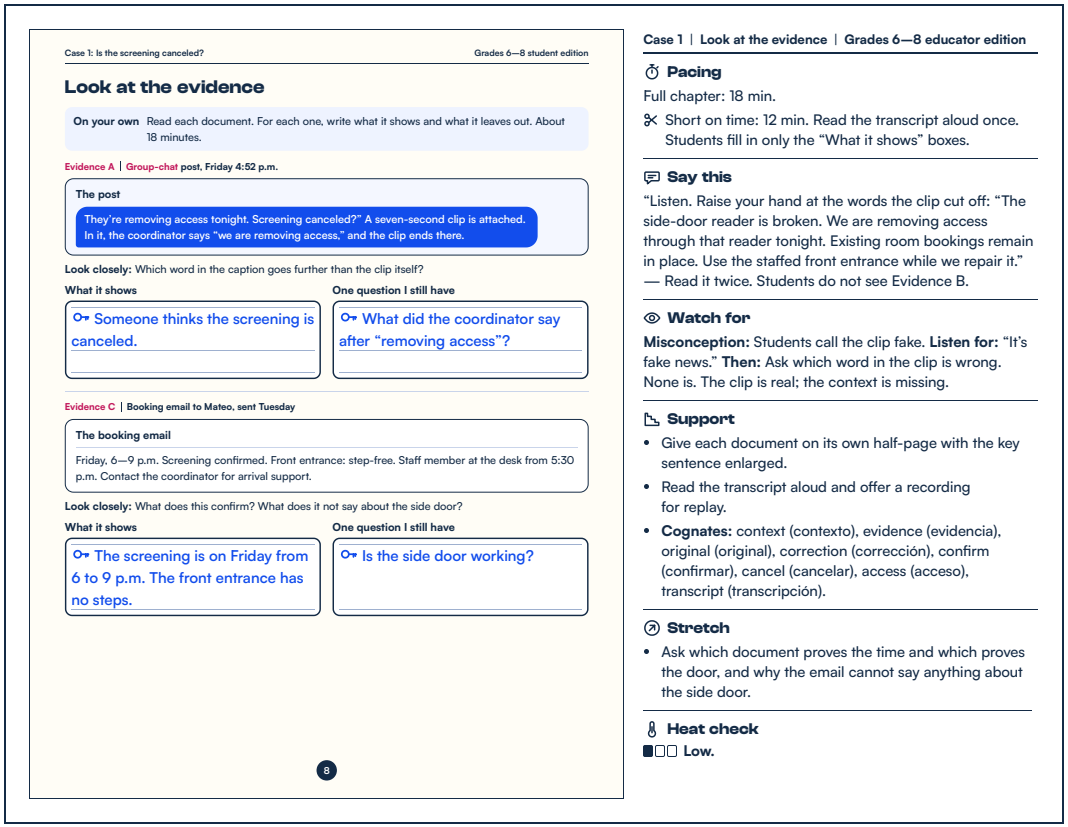
¿no, pero Why?

Educator edition

Grades 6–8

Grades 6—8 classrooms, advisory periods and after-school groups, and older learners who need more scaffolding.

20 cases



Case 1: Is the screening canceled? Grades 6—8 student edition

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 18 minutes.

Evidence A | Group-chat post, Friday 4:52 p.m.

The post

They're removing access tonight. Screening canceled?" A seven-second clip is attached. In it, the coordinator says "we are removing access," and the clip ends there.

Look closely: Which word in the caption goes further than the clip itself?

What it shows	One question I still have
Someone thinks the screening is canceled.	What did the coordinator say after "removing access"?

Evidence C | Booking email to Mateo, sent Tuesday

The booking email

Friday, 6—9 p.m. Screening confirmed. Front entrance: step-free. Staff member at the desk from 5:30 p.m. Contact the coordinator for arrival support.

Look closely: What does this confirm? What does it not say about the side door?

What it shows	One question I still have
The screening is on Friday from 6 to 9 p.m. The front entrance has no steps.	Is the side door working?

8

Case 1 | Look at the evidence | Grades 6—8 educator edition

Pacing

Full chapter: 18 min.

Short on time: 12 min. Read the transcript aloud once. Students fill in only the "What it shows" boxes.

Say this

"Listen. Raise your hand at the words the clip cut off: "The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it." — Read it twice. Students do not see Evidence B.

Watch for

Misconception: Students call the clip fake. **Listen for:** "It's fake news." **Then:** Ask which word in the clip is wrong. None is. The clip is real; the context is missing.

Support

- Give each document on its own half-page with the key sentence enlarged.
- Read the transcript aloud and offer a recording for replay.
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

Stretch

- Ask which document proves the time and which proves the door, and why the email cannot say anything about the side door.

Heat check

■□□ Low.

1. The student page, reduced, with the same page number as in the student edition.
2. Sample answers are blue, italic and start with a key symbol.
3. The educator column names the case, the page and this edition.
4. Blocks for this page, always in the same order.

How to use this educator edition

Each sheet shows one student page on the left and notes for you on the right. Student pages keep their page numbers in this book. Each case starts with a Case plan sheet.

The educator column

Pacing Minutes for the full chapter, and what to cut when you have one period.

Say this Prompts to read aloud, with a note on how to use each one.

Stop and think On reading passage pages: the passage questions and where each one falls.

Watch for A likely misconception, what it sounds like and what to do next.

Support Scaffolds, sentence frames and English and Spanish cognates.

Stretch A harder question or extension for students who are ready.

Heat check How likely the page is to start a hard conversation, and how to cool it down.

Standards The standards the task practices, on the task page.

Answer key Answers that are not printed on the student page.

Answers

A sample answer Each answer is a complete response a strong student could write. Your students' wording will differ.

Heat check

■□□ **Low:** most students can discuss this without personal stakes.

■■□ **Medium:** the talk can turn personal. Use the cool-down.

■■■ **High:** plan the cool-down before class.

Plan the course

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
1 Is the screening canceled?	Talk it through, then write a three-sentence group-chat update telling friends whether to come on Friday and which door to use.	Group-chat message, 3—4 sentences	90	45	SPJ Code of Ethics
2 Does the worksheet show what Dec knows?	Redesign Dec's practice sheet so it still checks circuit understanding, then explain your changes to a partner.	Annotated sketch plus 3—5 sentence explanation	80	45	CEC Ethical Principles and Practice Standards
3 What should a group do after a public mistake?	Fix Gia's apology using a four-line template, then read it aloud as Anika would hear it.	Four-sentence correction	79	45	PRSA Code of Ethics
4 Who gets a say when a shared room changes?	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.	People map plus a 4—6 sentence note	76	45	ASPA Code of Ethics
5 Why is my deposit smaller than what I earned?	Label a practice pay statement and explain to a partner where the money went.	Labeled statement plus 3—4 sentence explanation	69	45	PayrollOrg Code of Ethics
6 What can your family see in your college records?	Make a "my records, my family" card explaining who holds FERPA rights for a middle-school student and what changes at 18.	Illustrated card, 4—6 sentences	69	45	AACRAO Ethics and Practice
7 Did one complaint get the novel banned?	Draw the steps of a book review and write a message correcting the group chat.	Flowchart plus 3—4 sentence message	69	45	ALA Code of Ethics

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
8 Is it a recommendation or an ad?	Add a clear disclosure to Gia's review script and explain where you put it and why.	Storyboard plus 3—4 sentence explanation	86	45	FTC Endorsement Guides (16 CFR Part 255)
9 What is on your ballot, and where do you check?	Match offices on a sample ballot to the everyday things they decide, then make a poster for families about finding their own ballot.	Matching sheet plus a poster	86	45	SPJ Code of Ethics
10 Whose job is it to fix the blocked route?	Map Sami's trip from home to the workshop and mark each place something could go wrong.	Annotated map plus 3—4 sentences	84	45	ASPA Code of Ethics
11 Why are Jordy and Gia paid different rates?	Make a side-by-side chart of Jordy's and Gia's work, then write one question Jordy could ask.	Chart plus a one-sentence question	71	45	SHRM Code of Ethics
12 When can a school limit what students say?	Make a two-column chart comparing the Tinker armbands with Anika's wear-blue plan, then explain one way they're alike and one way they're different.	Chart plus 3—5 sentences	76	45	ABA Model Rules of Professional Conduct
13 Can the crew cut waste before it reaches the bin?	Make a materials sheet for the next Common Room screening and pick one change to try.	Materials sheet plus 3—4 sentences	73	45	FTC Green Guides (16 CFR Part 260)

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
14 Does giving credit let the crew use the song?	Make a rights log for the crew's short film and suggest a way to use music they're allowed to use.	Rights log plus 3—4 sentences	87	45	AIGA Standards of Professional Practice
15 Is Rafa's unpaid internship really a job?	Sort the internship's daily tasks into "learning" and "working," then tell a partner whether it looks more like school or a job.	Sorted chart plus 3—4 sentences	87	45	NACE Principles for Ethical Professional Practice
16 Who wrote the new building rule?	Rewrite the building notice so every resident knows who wrote it, what changed, when and who to ask.	Rewritten notice, 60—90 words	87	45	ABA Model Rules of Professional Conduct
17 How should the crew give out ten free seats?	Hold a small-group discussion, then write a short note to the thirty students explaining how the ten seats will be given out.	Note, 4—6 sentences	89	45	The Belmont Report
18 Why is the theater curtain still falling apart?	Make a source card for the district budget and write one question the theater crew could bring to the school board.	Source card plus a 2—3 sentence question	79	45	ASPA Code of Ethics
19 What should Gia say in her two-minute comment?	Write and practice a 60-second comment for the parks committee about the court hours.	60-second comment (about 130 words)	72	45	ASPA Code of Ethics

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
20 Can the crew post this image as true?	With a partner, fill an image-check card and write two sentences telling friends whether to trust the courtyard picture.	Completed card plus 2—3 sentences	67	45	RTDNA Code of Ethics

Standards in this edition

Common Core codes come from our standards map for this grade band. Each code links to its official page.

RI.6.1 Use evidence from the text to support what it says directly and what you can infer from it. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

RI.6.7 Combine information from words, images and numbers to build a clear understanding of a topic. **Cases 2 and 4**

RI.6.8 Follow an argument in a text and tell which claims are backed by reasons and evidence and which are not. **Cases 1, 3 and 4**

RI.7.1 Use several pieces of evidence from the text to support what it says directly and what you can infer. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

RI.7.8 Trace an argument in a text and judge whether its reasons and evidence are sound and sufficient. **Cases 1, 2, 3 and 4**

RI.7.9 Analyze how two authors writing on the same topic present key information differently through the evidence or interpretations they choose. **Cases 1, 3 and 4**

RI.8.1 Use the evidence that most strongly supports your analysis of what a text says and implies. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

RI.8.7 Weigh the strengths and weaknesses of presenting a topic in print, video or other media. **Case 2**

RI.8.8 Break down an argument, judge whether its reasoning and evidence hold up and spot evidence that does not belong. **Cases 1, 3 and 4**

RI.8.9 Find where two texts on the same topic disagree, on facts or on interpretation. **Cases 1 and 3**

SL.6.1.c Ask and answer specific questions with details that add to the discussion. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

SL.6.1.d Review the main ideas of a discussion and show you understand other views by reflecting and paraphrasing. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

SL.7.1.c Ask questions that draw out more detail, and respond with relevant ideas that bring the discussion back on topic. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

SL.7.1.d Take in new information from others and change your view when the evidence calls for it. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

SL.8.1.c Ask questions that connect several speakers' ideas, and respond with relevant evidence and observations. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

SL.8.1.d Take in new information from others and qualify or defend your view based on the evidence. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

W.6.1 Write an argument for a claim, backed by clear reasons and relevant evidence. **Cases 13, 14, 17 and 19**

W.6.1.a Open with your claim, then lay out the reasons and evidence in a clear order. **Case 4**

W.6.1.b Support a claim with clear reasons and relevant evidence from credible sources. **Cases 1, 2, 3 and 4**

W.6.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information. **Cases 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 18 and 20**

Standards in this edition, continued

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting. **Cases 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

W.7.1 Write an argument for a claim, backed by clear reasons and relevant evidence. **Cases 13, 14, 17 and 19**

W.7.1.a State your claim, recognize opposing claims and put the reasons and evidence in a logical order. **Cases 1, 2, 3 and 4**

W.7.1.b Support a claim with logical reasoning and relevant evidence from accurate, credible sources. **Cases 1, 2, 3 and 4**

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information. **Cases 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 18 and 20**

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience. **Cases 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

W.8.1 Write an argument for a claim, backed by clear reasons and relevant evidence. **Cases 13, 14, 17 and 19**

W.8.1.a State your claim, show how it differs from opposing claims and put the reasons and evidence in a logical order. **Cases 1, 2, 3 and 4**

W.8.1.b Support a claim with logical reasoning and relevant evidence from accurate, credible sources. **Cases 1, 2, 3 and 4**

W.8.1.c Use words and phrases that show how claims, counterclaims, reasons and evidence connect. **Cases 1, 2, 3 and 4**

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information. **Cases 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 18 and 20**

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience. **Cases 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

D1.5.6-8 C3 Framework. Decide which kinds of sources will help answer a question, considering the points of view they represent. **Case 1**

D2.Civ.1.6-8 C3 Framework. Tell apart the powers and responsibilities of citizens, political parties, interest groups and the media. **Case 8**

D2.Civ.10.6-8 C3 Framework. Explain how personal interests, civic virtues and democratic principles matter when people address public problems. **Case 17**

D2.Civ.11.6-8 C3 Framework. Compare how classrooms, schools, civil society and governments make decisions, and what each process is meant to do. **Case 7**

D2.Civ.12.6-8 C3 Framework. Judge specific rules and laws, actual or proposed, as ways to address public problems. **Case 2**

D2.Civ.13.6-8 C3 Framework. Analyze the purposes, carrying out and effects of public policies in different settings. **Cases 5 and 13**

D2.Civ.2.6-8 C3 Framework. Explain the roles citizens play, such as voters, jurors, taxpayers, petitioners and protesters. **Cases 9 and 19**

D2.Civ.3.6-8 C3 Framework. Examine where constitutions, laws and treaties come from, what they are for and what effects they have. **Case 6**

D2.Civ.4.6-8 C3 Framework. Explain the powers and limits of the branches of government, public officials and agencies at different levels. **Cases 10 and 18**

D2.Civ.6.6-8 C3 Framework. Describe how political, civil and economic organizations shape people's lives. **Case 4**

D2.Civ.7.6-8 C3 Framework. Apply civic virtues and democratic principles at school and in the community. **Cases 3 and 17**

D2.Civ.8.6-8 C3 Framework. Analyze the ideas in the founding documents of the United States and how they shape the political system. **Case 12**

Standards in this edition, continued

D3.1.6-8 C3 Framework. Gather information from several sources, using origin, authority, structure, context and corroboration to choose them. **Cases 1 and 20**

D4.7.6-8 C3 Framework. Assess what you and others can do about local, regional and global problems, considering strategies and likely outcomes. **Cases 10 and 13**

D4.8.6-8 C3 Framework. Use deliberative and democratic procedures to make decisions and act at school and in the community. **Case 4**

Professional standards in this edition

A code of ethics is a standard a profession sets for its own members. Codes for journalists and public relations are voluntary. The rules of professional conduct for lawyers are adopted in each state and can lead to discipline. The FTC guides are law-related guidance, not ethics codes.

SPJ Code of Ethics, Society of Professional Journalists (SPJ). Professional code.

Revised September 6, 2014, at SPJ's National Convention in Nashville, Tennessee.

Who it binds: No one is legally bound. SPJ calls the code "not a set of rules" and says it is not legally enforceable under the First Amendment. SPJ encourages its use "by all people in all media."

Seek Truth and Report It: Cases 1, 9, 18 and 20

Minimize Harm: Case 19

spj.org/spj-code-of-ethics

RTDNA Code of Ethics, Radio Television Digital News Association (RTDNA). Professional code.

Revised code adopted June 11, 2015.

Who it binds: Journalists in broadcast and digital news, as guidance. RTDNA says the code "does not dictate what journalists should do in every ethical predicament." It is not a law.

Truth and accuracy above all: Cases 1 and 20

Independence and transparency: Cases 3 and 14

Opening statement (before the guiding principles): Case 9

rtdna.org/ethics

Professional standards in this edition, continued

PRSSA Ethical Principles for PR Students & Professionals (professional values and member pledge), Public Relations Student Society of America (PRSSA), the student organization of PRSA. Professional code.

No date shown on the page.

Who it binds: PRSSA student members. PRSSA asks members to follow its Code of Ethics and Conduct and encourages chapters to have members sign the pledge when they join. PRSSA lists the same six professional values as PRSA and says it "models its ethics guidelines after those of its parent organization, PRSA." It does not say it adopts the PRSA Code word for word. The pledge says members who violate it may be barred from PRSA membership.

PRSSA Code of Ethics and Conduct (member pledge): Case 1

prsa.org/prssa/about-prssa/ethical-principles

CEC Ethical Principles and Practice Standards, Council for Exceptional Children (CEC). Professional code.

No adoption date shown on the page.

Who it binds: Special education professionals, who CEC says "are guided by" these principles and standards. It is not a law; IDEA and Section 504 are the laws.

Special Education Standards for Professional Practice: Teaching and Assessment: Case 2

Special Education Professional Ethical Principles: Case 2

exceptionalchildren.org/standards/ethical-principles-and-practice-standards

Professional standards in this edition, continued

Code of Ethics of the Education Profession, National Education Association (NEA). Professional code.

Adopted by the 1975 NEA Representative Assembly. NEA's web page, titled "Code of Ethics for Educators," was published September 14, 2020.

Who it binds: Educators, including education support professionals. NEA says the code states "the aspiration of all educators" and that only NEA and its affiliates set remedies for violations. It is not a state licensing rule or a law.

Principle I: Commitment to the Student, item 8: Case 2

Principle I: Commitment to the Student, item 2: Case 7

nea.org/resource-library/code-ethics-educators

PRSA Code of Ethics, Public Relations Society of America (PRSA). Professional code.

First developed in 1950. The current code was adopted by PRSA members in October 2000, according to PRSA's Board of Ethics and Professional Standards handbook. The page shows no later revision date.

Who it binds: PRSA members. PRSA says the code "applies to PRSA members." It is voluntary: PRSA says it has no legislative or government power to enforce it, though its board can bar or expel members sanctioned by a government agency or convicted in court for conduct that breaks the code.

Free Flow of Information: Cases 3 and 8

Disclosure of Information: Cases 12 and 20

Competition: Case 14

prsa.org/professional-development/prsa-resources/ethics

Professional standards in this edition, continued

Credo for Ethical Communication, National Communication Association (NCA). Professional code.

Approved by the NCA Legislative Council in 1999; reaffirmed in 2011; reaffirmed with edits in 2017 and 2024.

Who it binds: NCA members, who "endorse and are committed to practicing" its nine principles. It is a statement of values with no enforcement process.

"We accept responsibility for the short- and long-term consequences of our own communication..." (one of nine unnumbered principles): Case 3

"We advocate sharing information, opinions, and feelings..." (one of nine unnumbered principles): Cases 6 and 9

"We strive to understand and respect other communicators' intent..." (one of nine unnumbered principles): Cases 7 and 16

"We advocate truthfulness, accuracy, honesty, and reason..." (one of nine unnumbered principles): Case 18

"We endorse freedom of expression, diversity of perspective, and acknowledgement of dissent..." (one of nine unnumbered principles): Case 19

natcom.org/wp-content/uploads/2025/01/Credo-for-Ethical-Communication-Revised-Clean-2024.pdf

ASPA Code of Ethics, American Society for Public Administration (ASPA). Professional code.

Revised 2013. ASPA has promoted ethical standards for public servants since 1984.

Who it binds: ASPA members, who "may be sanctioned" for failing to uphold it. ASPA also aims to raise awareness among "all those who work in public service in all sectors."

5. Fully Inform and Advise.: Cases 4 and 18

3. Promote democratic participation.: Cases 4, 10 and 19

4. Strengthen social equity.: Case 17

aspanet.org/ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx

ALA Code of Ethics, American Library Association (ALA). Professional code.

Adopted in 1939; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.

Who it binds: Librarians, library trustees and library staff, as a framework. ALA says the principles "cannot and do not dictate conduct to cover particular situations."

Principle 1 (of 9): Case 4

Principle 2 (of 9): Case 7

ala.org/tools/ethics

Professional standards in this edition, continued

PayrollOrg Code of Ethics, PayrollOrg. Professional code.

No date shown on the document.

Who it binds: Payroll professionals who belong to PayrollOrg. It is not a law; tax and wage laws are separate.

Item 2: Case 5

Item 5: Case 5

info.payroll.org/pdfs/members/PAYO-code-of-ethics.pdf

IABC Code of Ethics for Professional Communicators, International Association of Business Communicators (IABC). Professional code.

No date shown on the page.

Who it binds: IABC members, who must agree to the code when they apply and renew. IABC can end the membership of anyone found to have violated it.

"I communicate accurate information": Case 5

"I protect confidential information": Case 11

"I do not guarantee results": Case 13

iabc.com/about/what-we-do/standards/code-of-ethics

AACRAO Ethics and Practice, American Association of Collegiate Registrars and Admissions Officers (AACRAO). Professional code.

Adopted by the AACRAO Board on December 3, 2009; amended March 31, 2010; ratified by members April 23, 2010; reviewed without changes in 2016 and 2019.

Who it binds: AACRAO members, such as college registrars and admissions officers. It is not a law; FERPA is the federal law on education records.

Standards of professional practice: Case 6

Principles of professional ethics: Case 6

aacrao.org/resource/ethics-and-practice

FTC Endorsement Guides (16 CFR Part 255), Federal Trade Commission (FTC). Law or regulation.

Current text as revised July 26, 2023 (88 FR 48102), read on the eCFR.

Who it binds: Advertisers, endorsers (including influencers and reviewers) and intermediaries such as PR firms, under Section 5 of the FTC Act. The Guides are the FTC's "administrative interpretations" of that law. They are law-related guidance, not an ethics code.

§ 255.5 Disclosure of material connections: Case 8

§ 255.0 Purpose and definitions, paragraph (f): Case 8

ecfr.gov/current/title-16/chapter-I/subchapter-B/part-255

Professional standards in this edition, continued

NPPA Code of Ethics for Visual Journalists, National Press Photographers Association (NPPA). Professional code.

No revision date shown on the page.

Who it binds: Visual journalists (news photographers and video journalists) and the people who manage visual news. The code says they "are accountable for upholding" its ten standards. It is not a law.

Code of Ethics, standard 3: Case 10

nppa.org/resources/code-ethics

ABA Model Rules of Professional Conduct, American Bar Association (ABA), Center for Professional Responsibility. Professional code.

Adopted by the ABA House of Delegates in 1983 and amended since.

Who it binds: Lawyers. The ABA writes the Model Rules as a model. Each state adopts its own rules of professional conduct, most based on this model, and those rules bind the lawyers it licenses. Lawyers can be disciplined for breaking them. The rules do not bind people who are not lawyers.

Rule 3.1 Meritorious Claims and Contentions: Cases 10 and 16

Rule 2.1 Advisor: Case 12

Rule 4.1 Truthfulness in Statements to Others: Case 15

Rule 4.3 Dealing with Unrepresented Person: Case 15

americanbar.org/groups/professional_responsibility/publications/model_rules_of_professional_conduct

Professional standards in this edition, continued

SHRM Code of Ethics, Society for Human Resource Management (SHRM). Professional code.

As amended April 24, 2023.

Who it binds: SHRM members (human resources professionals). SHRM's bylaws set disciplinary procedures for violations.

Fairness and Justice: Case 11

Use of Information: Case 11

shrm.org/legal/bylaws-and-code-of-ethics/code-of-ethics

AIGA Standards of Professional Practice, AIGA, the professional association for design. Professional code.

Text read in AIGA's Design Business + Ethics (2009 edition). AIGA's current web page for the standards could not be opened.

Who it binds: AIGA members. AIGA says the standards "represent the distinction of an AIGA member in the practice of design."

The designer's responsibility to the public: Case 12

The designer's responsibility to society and the environment: Case 13

The designer's responsibility to other designers: Case 14

aiga.org/resources/aiga-standards-of-professional-practice

FTC Green Guides (16 CFR Part 260), Federal Trade Commission (FTC). Law or regulation.

October 11, 2012 (77 FR 62124), current text read on the eCFR.

Who it binds: Marketers who make environmental claims, such as calling a product "recyclable." The Guides say they "do not operate to bind the FTC or the public," but the FTC can act under Section 5 of the FTC Act against claims that are deceptive. They are law-related guidance, not an ethics code.

§ 260.12 Recyclable claims: Case 13

ecfr.gov/current/title-16/chapter-I/subchapter-B/part-260

NACE Principles for Ethical Professional Practice, National Association of Colleges and Employers (NACE). Professional code.

Approved by the NACE Board of Directors in 2017; updated 2025.

Who it binds: NACE members: college career-services staff and employers' recruiting staff, who "are expected to use the Principles."

4. Comply with laws: Case 15

naceweb.org/career-development/organizational-structure/principles-for-ethical-professional-practice

Professional standards in this edition, continued

The Belmont Report, National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research; published by the U.S. Department of Health, Education, and Welfare. Research ethics.

Published in the Federal Register on April 18, 1979 (44 FR 23192).

Who it binds: Researchers who study people. It is a statement of ethical principles for research with human subjects. It is not a membership code, and by itself it is not a law.

B. Basic Ethical Principles: 3. Justice: Case 17

C. Applications: 1. Informed Consent: Case 17

govinfo.gov/content/pkg/FR-1979-04-18/pdf/FR-1979-04-18.pdf

Access, language and discussion

Supports in this edition

- **Vocabulary:** Pre-teach three or four case concepts with their plain definitions and Spanish terms, and keep the word cards visible throughout.
- **Read aloud:** Read every source aloud at least once and offer a recording for replay; keep each reading segment short.
- **Bilingual planning:** Plan for multilingual learners with the case glossary and the case page's Spanish explanation, allow first drafts in any language and pair students who share a language. Never ask a student to disclose a disability, immigration status, family finances or private records to take part.
- **Oral rehearsal:** Let students talk before writing every time, using partner rehearsal with the route's sentence frames.
- **Other ways to respond:** Offer the route's oral, visual and written options as equal choices, and allow dictation, sentence strips or a labeled sketch.

Cognates

The terms and evidence sheets list English and Spanish cognates in the Support block, such as context (contexto). Point them out before reading. A fluent Spanish reader checks every list before release.

Heat check

Every sheet rates how likely the page is to start a hard conversation.

■□□ **Low:** most students can discuss it without personal stakes.

■■□ **Medium:** use the cool-down if talk turns personal.

■■■ **High:** plan the cool-down before class.

No one has to share

No student needs to share private experiences, create a social media account or post publicly. Students can answer every question with the evidence on the page.

How this book works

Each case is a short chapter. The pages follow the same order in every case, so you learn the layout once.

- **What happened** Read the story and the question you will answer.
- **Reading passage** Read a longer passage about the case. Stop and think at each question.
- **Key idea and In the news** Read the idea behind the case, a code of ethics and two real news stories.
- **Practice** Choose the best response and fix two phrases in a student's draft.
- **Check your work** Answer yes-or-no questions and mark your level in the rubric.
- **Talk about this case at home** Take home a page of questions for your family.
- **Key terms** Learn the words the case needs, each with its Spanish word.
- **Look at the evidence** Read each document. Write what it shows and what it leaves out.
- **Sort the evidence** Decide which evidence supports each claim and whose view is missing.
- **Your task** Follow the numbered steps, plan in the boxes and write your draft.
- **Questions to discuss** Write short answers, then finish My take.

Labels on the page

Evidence A | Group-chat post
A document from the case. Read it closely and compare it with the other documents.

Real source | Publisher | Date
A real news story, code or study. Scan its code to read the original.

Directions on each page

On your own A short direction under a heading tells you what to do if you work without a teacher, and about how long it takes.

When a page continues

Some sections run onto a second page. Its heading says "continued," and it keeps the next page number.

Filling in this book

- Fill it in on paper or in a PDF app. Save a copy before you type.
- What you type stays on your device. Nothing is sent to us.
- Do not write private information about yourself or other people.

Say this

"Every case in this book follows the same order, so you learn the layout once." — Point to the list of sections as you say it.

"An "Evidence" label marks a document from the case. A "Real source" label names its publisher and date." — Ask two students to find one of each in Case 1.

Watch for

Misconception: Every document in a chapter comes from the news. **Listen for:** "Where was this group chat published?" **Then:** Point to the labels. Evidence documents belong to the case; a real source always names its publisher and date.

Support

- Read the page aloud with the class.
- Show the "On your own" strip on one case page before students work alone.
- Repeat the rule: do not write private information about yourself or other people.

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Say this

"Find the case we are starting and write its first page number in your notes." — Page numbers match the educator edition, so you can call out pages.

Watch for

Misconception: The class must do every case in order. **Listen for:** "Do we have to start at Case 1?" **Then:** Tell students which cases the class will use and in what order.

Support

- Mark the cases your class will use before you copy the page.

Case 1: Is the screening canceled?

Content note

The optional film clip from The Hunger Games (2012) shows coercion and danger to young people. Preview it before class, or skip it, because students need only the evidence in the story.

Overview

Students read a short story about a neighborhood screening. A cropped seven-second clip in the crew's group chat seems to say the event is canceled. Students compare the post with two documents, the coordinator's meeting transcript and a booking email, and decide what the evidence supports. They then write a short group-chat update that corrects the claim and says which entrance to use.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- tell something they saw from something they guessed
- write a complete sentence that answers a question

Objectives

Students will be able to:

- separate what a post claims from what the original documents confirm

Objectives, continued

- match a fact, such as the time or the door, to the document that proves it
- write a 3- or 4-sentence update that says whether to come, which door to use and how they know

Materials

- This chapter, one copy per student
- Evidence A and C on half-pages, one set per pair
- The transcript to read aloud, printed in the educator column of the evidence sheet

The task in this edition

Task: Talk it through, then write a three-sentence group-chat update telling friends whether to come on Friday and which door to use.

Students make: Group-chat message, 3—4 sentences

Pacing

Opener (page 3): 8 min. Short on time: 5 min. Read What happened aloud. Skip the discussion of the opening question.

Key terms (pages 4 and 5): 8 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Pacing, continued

Look at the evidence (pages 8 and 9): 18 min. Short on time: 12 min. Read the transcript aloud once. Students fill in only the "What it shows" boxes.

Key idea (pages 10 and 11): 8 min. Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 12): 10 min. Short on time: 5 min. Do the first row together and stop.

Practice (page 13): 8 min. Short on time: skip.

Your task (pages 14 and 15): 15 min. Short on time: 15 min.

Check your work (pages 16 and 17): 5 min. Short on time: skip. Score the messages yourself with the rubric.

Questions to discuss (page 18): 10 min. Short on time: 3 min. Use the first My take frame as an exit ticket.

Talk about this case at home (page 19): at home.

Periods: full chapter 90 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.

Case 1 plan, continued

Standards, continued

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.

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.

Standards, continued

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.

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.

Standards, continued

D1.5.6-8 Decide which kinds of sources will help answer a question, considering the points of view they represent. In this case: Students decide which kinds of sources could answer "Is the screening canceled?"

D3.1.6-8 Gather information from several sources, using origin, authority, structure, context and corroboration to choose them. In this case: Students choose sources by origin and authority: the coordinator's transcript over a forwarded screenshot.

Codes of ethics

- **SPJ Code of Ethics:** Seek Truth and Report It
- **RTDNA Code of Ethics:** Truth and accuracy above all
- **PRSSA Ethical Principles for PR Students & Professionals (professional values and member pledge):** PRSSA Code of Ethics and Conduct (member pledge)

Heat map

■□□ **Opener (page 3):** Low

■□□ **Key terms (pages 4 and 5):** Low

■□□ **Look at the evidence (pages 8 and 9):** Low

■□□ **Key idea (pages 10 and 11):** Low

■■□ **Sort the evidence (page 12):** Medium

Case 1 plan, continued

Heat map, continued

■■□ **Practice (page 13):** Medium

■□□ **Check your work (pages 16 and 17):** Low

Try it at your school

Find out how your school sends urgent updates.

- Ask a teacher or front-office staff which channel carries official changes (email, app, website)
- Save the official channel so you can check it before reposting
- Next time a screenshot circulates, post "still checking" instead of a verdict
- Suggest to your student council that urgent updates include the original link

Who to ask: Front-office staff, a teacher, the student council advisor or a school librarian

Safety: Don't share other people's names or messages from a private chat. Check any official source with a trusted adult if it asks for personal information.

Sources

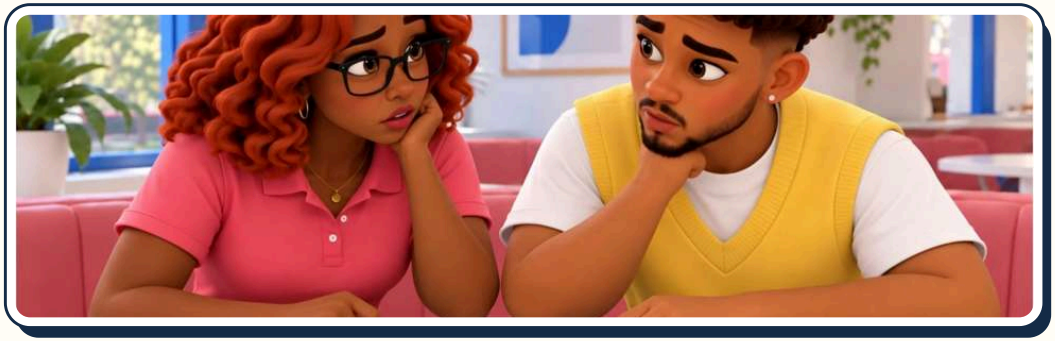
- Scholastic, "Sunrise on the Reaping announcement," June 6, 2024
- Robert M. Entman, "Framing," 1993
- Society of Professional Journalists, "SPJ Code of Ethics," September 6, 2014

Case 1: Is the screening canceled?

A cropped clip in the group chat seems to cancel the crew's screening, so you check the original documents and write an update.

On your own Read What happened. Underline the sentence that worries the crew. About 8 minutes.

Your role: You're the one who reads the full transcript before Gia posts. **New skill:** Find the original source.



Gia and Mateo read the message about tonight's screening.

What happened

It is Friday afternoon at the Common Room, a shared event space inside a bookshop in Fort Greene, Brooklyn. Mateo, 22, booked the room for tonight's 6 p.m. screening, the crew's first in the neighborhood. He has been moving tables and chairs all afternoon.

Gia, 21, is helping between her class and her shift at a café. Jordy is testing the projector and captions. Sami is on her way from the print shop.

At 4:52 p.m., someone forwards a seven-second clip to the group chat. The clip comes from a meeting about the room. Its caption asks whether the screening is canceled.

Gia wants to warn people before they leave home. Mateo hopes the post is wrong. Gia has about ten minutes before she has to leave for work.

Your question: Is the screening really canceled, and what should the crew tell people?

Pacing

Full chapter: 8 min.

Short on time: 5 min. Read What happened aloud. Skip the discussion of the opening question.

Say this

"What would you do if this landed in your chat right now?" — Take two or three answers. Do not correct anyone yet.

Watch for

Misconception: Students decide from the caption alone. **Listen for:** "It's canceled, obviously." **Then:** Ask which document would prove it. Write "We need to check" on the board.

Support

- Read What happened aloud while students follow along.
- Point to the time on the post, 4:52 p.m., and the screening time, 6 p.m.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 8 minutes.

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

En español: afirmación

In this case: The caption "Screening canceled?" is a claim. It ends with a question mark, and no document confirms it.

Context Context is the information around an event or a quote that you need to understand what it means.

En español: contexto

In this case: The full transcript adds the words "through that reader tonight." Those words show that only the broken side door is closing.

Framing Framing is choosing which parts of a situation a message brings forward.

En español: encuadre

In this case: The crop and the caption choose what viewers notice: "removing access," not "through that reader."

Holding statement A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

En español: comunicado provisional

In this case: Jordy posts: "We're checking the original. Hold your plans for a moment."

Who is involved

Mateo

Booked the room for tonight

"I've been moving these tables all afternoon. Please tell me we didn't cancel this in a group chat."

Gia

Leaving soon for a café shift

"Sami's already on the train from the print shop. "We're figuring it out" doesn't tell her whether to keep coming."

Pacing

Full chapter: 8 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 hear "claim" as "lie." **Listen for:** "The claim is fake." **Then:** Reread the definition. A claim can turn out to be true or false; evidence decides.

Support

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

Heat check

■□□ **Low.**

Answer key

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

Your first guess

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

I think the screening is ___ because ___.

I think the screening is canceled because the post says so.

Notes

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

Reading passage

Seven seconds of video

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.
- **Context**: Context is the information around an event or a quote that you need to understand what it means.
- **Framing**: Framing is choosing which parts of a situation a message brings forward.
- **Holding statement**: A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

The story: A clip lands in the group chat

It is Friday afternoon at the Common Room, an event space inside a bookshop in Fort Greene, Brooklyn. Mateo has spent hours setting out chairs for the crew's first screening at 6 p.m. Jordy is testing the projector and captions. Gia is helping before her café shift. Sami is on the train from the print shop.

At 4:52 p.m., a seven-second clip lands in the group chat. In it, the room coordinator says, "we are removing access." Then the video stops. The caption asks, "Screening canceled?"

Gia wants to warn everyone, because people are already asking if they should turn around. Mateo hopes the post is wrong. Jordy notices that the clip cuts off in the middle of a sentence. Jordy asks the group to find the rest before anyone reposts.

You are at the counter with them. Your job is to read the full record before Gia posts.

Stop and think. What words would you want to hear right after "we are removing access"?

Checking the full record

The caption makes a **claim**. A claim is a statement that something is true. You can check a claim with evidence. The best evidence is the coordinator's meeting transcript: "The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it."

Pacing

Reading: about 5 min (468 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A clip lands in the group chat":** What words would you want to hear right after "we are removing access"?
2. **After "Checking the full record":** Which words did the clip cut off, and how do they change the meaning?
3. **After "Why this skill matters in real life":** Why might people trust a post because of how it looks?

Checking the full record, continued

Context is the information around an event or a quote that you need to understand what it means. The clip left out "through that reader." Only one broken side door is closing. Mateo's booking email agrees that the screening is on. It lists a step-free front entrance with staff at the desk from 5:30 p.m.

Framing is choosing which parts of a situation a message brings forward. The crop brought forward "removing access" and hid the rest. You do not have to prove that anyone meant to trick people. You only need to show what the edit leaves out.

While the crew checks, Jordy posts a **holding statement**: "We're checking the original. Hold your plans for a moment." A holding statement is a short update that says what is known, what is still being checked and when people will hear more. Then Gia posts the correction in the same chat as the rumor. It names the time and the front entrance. Sami needs that detail, because she usually comes in the side way.

Stop and think. Which words did the clip cut off, and how do they change the meaning?

Why this skill matters in real life

In one study, Stanford researchers found that most of 3,446 students judged posts by how they looked. They did not check who made them (Stanford Graduate School of Education, November 18, 2019). Luckily, this skill can be learned. Fact-checkers leave the post, open new tabs and check who made it (CrashCourse, January 22, 2019).

The crew did the same thing with one transcript and one email. This is the first skill in the casebook: find the original source. You will use it again in almost every case that follows.

Stop and think. Why might people trust a post because of how it looks?

Sources

Real source | **Stanford Graduate School of Education** | **November 18, 2019**

High school students are unprepared to judge the credibility of information on the internet, according to Stanford researchers

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

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

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

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 18 minutes.

Evidence A | Group-chat post, Friday 4:52 p.m.

The post

They're removing access tonight. Screening canceled?" A seven-second clip is attached. In it, the coordinator says "we are removing access," and the clip ends there.

Look closely: Which word in the caption goes further than the clip itself?

What it shows

Someone thinks the screening is canceled.

One question I still have

What did the coordinator say after "removing access"?

Evidence C | Booking email to Mateo, sent Tuesday

The booking email

Friday, 6—9 p.m. Screening confirmed. Front entrance: step-free. Staff member at the desk from 5:30 p.m. Contact the coordinator for arrival support.

Look closely: What does this confirm? What does it not say about the side door?

What it shows

The screening is on Friday from 6 to 9 p.m. The front entrance has no steps.

One question I still have

Is the side door working?

Pacing

Full chapter: 18 min.

Short on time: 12 min. Read the transcript aloud once. Students fill in only the "What it shows" boxes.

Say this

"Listen. Raise your hand at the words the clip cut off: "The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it." — Read it twice. Students do not see Evidence B.

Watch for

Misconception: Students call the clip fake. **Listen for:** "It's fake news." **Then:** Ask which word in the clip is wrong. None is. The clip is real; the context is missing.

Support

- Give each document on its own half-page with the key sentence enlarged.
- Read the transcript aloud and offer a recording for replay.
- **Cognates:** context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

Stretch

- Ask which document proves the time and which proves the door, and why the email cannot say anything about the side door.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know if everyone can use the front entrance, or who cut the clip.

Notes

This page continues page 8. The notes for both pages are on the sheet for page 8.

Key idea: framing

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

The clip in the group chat is real, but that only tells you the video is authentic. A **claim** is a statement that something is true. You can check a claim with evidence. **Context** is the information around an event or a quote that you need to understand what it means. Here, the clip stops before the rest of the coordinator's sentence, so the clip alone cannot confirm the caption's claim.

Framing is choosing which parts of a situation a message brings forward. Media researcher Robert Entman uses this idea to study what messages select and emphasize. The crop makes "removing access" stand out and hides "through that reader," the words that limit the change to one broken side door. You do not have to prove that anyone meant to mislead people. You only need to show what the edit leaves out.

A **holding statement** is a short update that says what is known, what is still being checked and when people will hear more. It gives people a next step while the crew checks the documents. The correction that follows needs the time, the door and a contact for arrival help. People who are already traveling need those details before they arrive.

Professional standards

Real source | **Society of Professional Journalists (SPJ)**

SPJ Code of Ethics: Seek Truth and Report It

"Verify information before releasing it. Use original sources whenever possible."

In plain words: Journalists who follow the SPJ code check a claim against the original source before they share it.

Question: What does the full meeting transcript say right after the point where the seven-second clip ends?

Your answer

Right after the clip ends, the transcript says ___.

Right after the clip ends, the transcript says "through that reader tonight." Only the side door is closing.

Pacing

Full chapter: 8 min.

Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Say this

"A frame is what a message chooses to show. What did this clip choose?" — Accept "the scary part" and ask for the exact words.

"The SPJ code says to use original sources whenever possible. Which document here is the original?" — Wait for the transcript.

Watch for

Misconception: Students treat the SPJ code as a law. **Listen for:** "They could get arrested for that." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The SPJ code is not a law."

Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

Stretch

- Read the RTDNA line about going viral. Ask what Jordy can tell Sami right now that they know is accurate.

Heat check

■□□ **Low.**

In the news

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

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

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

Real source | PolitiFact | August 1, 2022

Viral image shows fake story from The Atlantic about Biden

A real fact-check of a fabricated news screenshot: the image looked official, but the outlet never published it.

Notes

This page continues page 10. The notes for both pages are on the sheet for page 10.

Sort the evidence

On your own Compare each piece of evidence with each claim. Write supports, challenges or neither in each box. About 10 minutes.

Draw an arrow from each piece of evidence to the claim it supports or challenges. Which claim is left standing, and which gap still needs a check before you post?

Evidence	**Claim 1** The screening is canceled.	**Claim 2** The screening is on; use the staffed front entrance.
1 The clip: "we are removing access..." ends mid-sentence.	Supports	Neither
2 The transcript: access is removed "through that reader," and existing bookings remain in place.	Challenges	Neither
3 The booking email: Friday 6—9 p.m., screening confirmed, step-free front entrance.	Challenges	Supports

Still open

- Can every visitor use the temporary entrance?

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is ___. I would ask ___.

Sami's view is missing. I would ask her if the front entrance works for her.

Pacing

Full chapter: 10 min.

Short on time: 5 min. Do the first row together and stop.

Say this

"Draw an arrow from each piece of evidence to the claim it supports or challenges." — Model the first row together.

Watch for

Misconception: Students mark the clip as challenging the cancellation claim. **Listen for:** "The clip is against canceled." **Then:** On its own, the clip supports claim 1. That is why people believed it. The transcript narrows it.

Support

- Let students write S or C in each box before writing sentences.

Heat check

Medium. The missing-perspective question can turn to disability access.

Cool-down: Keep it about the characters. No student speaks for a group. Return to what the booking email says about arrival support.

Practice: choose a response

On your own Choose the message you would send and explain why. Then fix the two marked lines. About 8 minutes.

The post arrived a few minutes ago, and nobody has checked the original yet. What do you send to the group chat?

- ☐ **A** Cancel your plans before you travel.
- ☑ **B** We're checking the original. Hold your plans for a moment.
- ☐ **C** The post is fake. Ignore it.

Why I chose it

B. It says the crew is checking and asks people to wait. It does not say the screening is canceled or that the post is fake.

Improve a draft

A student's first draft

Hey everyone, so there was a clip going around that said the screening was canceled but (1) that is NOT true lol. Someone didn't watch the whole thing and posted it anyway which is kind of annoying. I checked with Mateo and he said the booking is still good. They are just removing access through one door so everything is fine and (2) you can come like normal. The event is still happening Friday. Bring snacks if you want, Jordy is doing the projector. See you there!! Also if you have questions ask Mateo.

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

Rewrite phrase 1

The clip is real, but it stopped before the coordinator said which door.

Rewrite phrase 2

Please use the front entrance. The side door is closed tonight.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Nobody has checked the original yet. Which message do you send?" — Vote first.

Watch for

Misconception: Students choose "The post is fake." **Listen for:** "Just ignore it." **Then:** Ask for a false word in the clip. There is none.

Heat check

■■□ **Medium.** Students may guess why the clip was posted.

Cool-down: Say the documents do not show why. Go back to the options.

Answer key

A revised version: Update on Friday's screening: it is still on, 6—9 p.m. The clip going around cut off mid-sentence. The full update from the coordinator says the side-door card reader is broken, so that door is closed tonight, but existing bookings are still in place. Please use the staffed front entrance, which is step-free. Staff will be at the desk from 5:30. I checked the coordinator's transcript and Mateo's booking email. If you need help arriving, message the coordinator before you leave. Thanks for waiting while we checked. Jordy is still confirming arrival support with the coordinator.

Other notes on the draft:

- "Someone didn't watch the whole thing and posted it anyway" This guesses at the poster's motive. The sources don't tell us what they knew.

Grades 6—8

Your task

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

Talk it through, then write a three-sentence group-chat update telling friends whether to come on Friday and which door to use.

Use: The screenshot and the booking email only, with the transcript read aloud by the teacher.

You'll make: Group-chat message, 3—4 sentences

Time: 45 minutes

1. Read the post in Evidence A. Circle the word that goes further than the clip.
2. Listen as your teacher reads the full meeting update. Raise your hand at the words the clip cut off.
3. Match each fact to its proof. Write which document gives the time and which gives the door.
4. Tell a partner what your message will say.
5. Write a group-chat message of 3 or 4 sentences in the Your draft box.
6. Check your message for the time, the door and the proof.

Show it your way

Write it: Write the 3—4 sentence group-chat message with the frame "The post says __. The email says __. So __."

Say it: Record a 30-second voice note for the chat that says whether the screening is on, which door to use and how you know.

Show it: Draw two phone screens side by side: the cropped post, then your update, with an arrow to the words the crop cut off.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 15 min.

Short on time: 15 min.

Say this

"Your friends need three answers from you: is it on, which door, and how do you know?" — Write the three questions on the board.

"Read your message as if you are on the train. Do you know what to do next?" — Have partners read each other's message aloud.

Watch for

Misconception: Messages call the poster a liar. **Listen for:** "Whoever posted that lied." **Then:** Point to the fourth success check: correct the post, not the person.

Misconception: Messages tell people to come like normal. **Listen for:** "Everything's fine, just come." **Then:** Ask which door Sami would use. Name the entrance.

Support

- Frame: "The post says __. The email says __. So __."
- Teacher reads the transcript aloud twice
- Word bank: claim, original, entrance, confirmed
- Partner talk before any writing

Stretch

- Add one question the crew still can't answer, like whether everyone can use the front entrance.

Your task, continued

The word that goes too far

canceled

The time, and the document that shows it

The time is ___. It comes from ___.

Friday, 6—9 p.m. It comes from the booking email.

The door to use, and the document that shows it

Use the ___. It comes from ___.

Use the front entrance. It comes from the meeting update.

Your draft

The post says ___. The email says ___. So ___.

The post says the screening is canceled, but the full meeting update says only the side door is closed. The booking email says the screening is on Friday from 6 to 9 p.m. Use the front entrance, which is staffed from 5:30. I checked the email and the meeting update.

Notes

This page continues page 14.

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: D1.5.6-8; D3.1.6-8.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- States that the screening is still on, with the time
- Names the front entrance change
- Points to the email or transcript as proof
- Does not call anyone a liar

What to notice in the sample:

1. Gives the time and names the document that shows it.
2. Names the door, so nobody goes to the broken side door.

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 message say the screening is still on, with the time?	☑ Yes	☐ No
Does it name the front entrance?	☑ Yes	☐ No
Does it say which document shows this?	☑ Yes	☐ No
Does it avoid calling anyone a liar?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Repeats the screenshot's claim or ignores the documents.	☐ Mentions a source but not the detail that changes the meaning.	☐ Uses the transcript or email to correct the claim accurately.	☐ Uses both documents and names what they still cannot confirm.
Reasoning	☐ Treats the clip as fake or as final.	☐ Corrects the claim but adds a guess about motive.	☐ Explains the difference between an entrance change and a cancellation.	☐ Explains how the crop produced the wrong conclusion and avoids inventing motive.
Audience & purpose	☐ Message would not help someone decide whether to leave.	☐ Gives the verdict but leaves out time or entrance.	☐ Gives time, entrance and a contact.	☐ Anticipates access needs and people who saw only the original post.

Pacing

Full chapter: 5 min.

Short on time: skip this page. Skip this page. Score the messages yourself with the rubric.

Say this

"Mark your level honestly. Then make one change and say why." — Circulate and ask for one added fact or one removed guess.

Watch for

Misconception: Students make surface edits only. **Listen for:** "I fixed the spelling." **Then:** Point to the Revision row. Ask for one added fact or one removed guess.

Support

- Let students mark rubric levels with a partner before they revise.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the update against the four success criteria and listens during partner talk for one piece of named evidence.

Proficient looks like:

- **Evidence:** Uses the transcript or email to correct the claim accurately.
- **Reasoning:** Explains the difference between an entrance change and a cancellation.
- **Audience & purpose:** Gives time, entrance and a contact.
- **Revision:** Adds a missing fact or removes an unsupported claim.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change after feedback.	☐ Surface edits only.	☐ Adds a missing fact or removes an unsupported claim.	☐ Explains why each edit makes the update more usable.

One change I made

I changed ___ because ___.

I changed “come like normal” to “use the front entrance” because the side door is closed.

Notes

This page continues page 16. The notes for both pages are on the sheet for page 16.

Questions to discuss

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

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

The clip stopped before the coordinator said which door. Then the caption added the word “canceled.”

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

No. The documents do not say why it was posted. A guess could start a new argument.

My take

I think the crew should ___ because ___.

I think the crew should tell people the screening is on because the booking email says so.

The evidence that changed my first guess is ___.

The meeting transcript changed my first guess. It says only the side door is closed.

One question I still have is ___.

One question I still have is whether everyone can use the front entrance.

Pacing

Full chapter: 10 min.

Short on time: 3 min. Use the first My take frame as an exit ticket.

Say this

“Answer with a detail from a document, not a feeling about the poster.” — Post the question numbers and call on one student per question.

Stretch

- Map how the rumor would travel through three different chats and who would miss the correction.
- Going further: Ask who has already changed plans because of the post, and how the crew can reach them. Then write two truthful captions for the correction. What does each one make a reader notice first?
- Going further: Trace the clip back to the full meeting transcript. When you share the clip, keep the sentence before it and the words that come right after it.
- Going further: Make a 20-second correction video with readable captions and a link to the source.
- Going further: Ask a teacher or someone in the front office which channel carries official changes, such as email, an app or the school website. Save that channel so you can check it before you repost a screenshot.

Heat check

■■□ **Question 2: Medium.** Students may guess at the poster’s motive or bring up people they know who post rumors.

Cool-down: Ask what the documents say about why it was posted. They say nothing. Write “unknown” on the board and return to the evidence.

Talk about this case at home

Case 1: Is the screening canceled?

In this case, a short video clip in a group chat makes a group of friends think their movie night is canceled. Your student compared the clip with the full meeting notes and a booking email, then wrote a message that corrects the mix-up.

Questions to talk about

1. What would you check before you share a screenshot?
2. Where does your school post official updates, such as closings?
3. What makes a correction easy to trust?

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

See the case online.

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.

Case 2: Does the worksheet show what Dec knows?

Content note

This case discusses disability, evaluations and support plans. No student should share their own grades, diagnosis or support plan, so keep the discussion on Dec's situation.

Overview

Students read about Dec, a high school senior who explains a circuit well out loud but loses his place on a dense practice sheet. They sort the evidence into what is observed, what might explain it and what is not established, using a summary of the IDEA evaluation rule. They then redesign the practice sheet or draft a support request that Dec could approve.

Before this case

Students should already be able to:

- find the main point of a short set of directions
- tell what someone did from why they did it
- write three to five sentences that explain a choice

Objectives

Students will be able to:

- name the learning goal of a task in their own words
- separate a task's goal from its format
- redesign the format so the same goal is easier to show

Objectives, continued

- explain why the new version still tests the same goal

Materials

- This chapter, one copy per student
- Evidence A and B on half-pages, with the goal line enlarged
- A large printed circuit diagram to mark up, one per pair

The task in this edition

Task: Redesign Dec's practice sheet so it still checks circuit understanding, then explain your changes to a partner.

Students make: Annotated sketch plus 3—5 sentence explanation

Pacing

Opener (page 20): 6 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 21 and 22): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 25 and 26): 12 min. Short on time: 10 min. Read Evidence B aloud. Students fill in only the "What it shows" boxes.

Pacing, continued

Key idea (pages 27 and 28): 8 min. Short on time: 3 min. Say the IDEA rule in one sentence. Skip the code of ethics.

Sort the evidence (pages 29 and 30): 8 min. Short on time: skip.

Practice (page 31): 8 min. Short on time: 5 min. Vote on the options. Skip the draft fixes.

Your task (pages 32 and 33): 18 min. Short on time: 15 min. Students sketch in pairs and write two sentences each.

Check your work (pages 34 and 35): 6 min. Short on time: skip. Check sketches against the success criteria yourself.

Questions to discuss (page 36): 8 min. Short on time: 5 min. Use question 2 as an exit ticket.

Talk about this case at home (page 37): at home.

Periods: full chapter 80 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.

Case 2 plan, continued

Standards, continued

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.

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.

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.8.7 Weigh the strengths and weaknesses of presenting a topic in print, video or other media.

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.12.6-8 Judge specific rules and laws, actual or proposed, as ways to address public problems. In this case: Students assess how the IDEA evaluation rule addresses the problem of one-score decisions.

Codes of ethics

- **CEC Ethical Principles and Practice Standards:** Special Education Standards for Professional Practice: Teaching and Assessment
- **CEC Ethical Principles and Practice Standards:** Special Education Professional Ethical Principles
- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 8

Heat map

■■□ **Opener (page 20):** Medium

■□□ **Key terms (pages 21 and 22):** Low

■□□ **Look at the evidence (pages 25 and 26):** Low

■□□ **Key idea (pages 27 and 28):** Low

■■□ **Sort the evidence (pages 29 and 30):** Medium

■■□ **Practice (page 31):** Medium

■□□ **Check your work (pages 34 and 35):** Low

Try it at your school

Learn your school's route for asking about support.

- Find your school's student handbook or website page on learning support

Case 2 plan, continued

Try it at your school, continued

- Write one question you'd want answered, without naming a classmate
- Ask a counselor who handles support requests and how parents or students start one
- If a friend is struggling, ask them what they want before doing anything

Who to ask: School counselor, special-education coordinator or a teacher you trust

Safety: Don't share anyone's grades, diagnosis or support plan. A parent or guardian usually has to be part of a formal evaluation request for students under 18.

Sources

- U.S. Department of Education, "IDEA regulations, 34 CFR § 300.304 (evaluation procedures)," No date listed
- CAST, "Universal Design for Learning Guidelines 3.0," 2024

Case 2: Does the worksheet show what Dec knows?

Dec can explain a circuit out loud but gets lost on a crowded worksheet, so the crew asks what the task measures.

On your own Read What happened. Underline what Dec can do out loud and where he gets stuck. About 6 minutes.

Your role: You're the one who reads the goal line before anyone decides what Dec knows. **New skill:** Check what a task is meant to measure.

Dec points to a small light circuit on the table while Anika watches.

What happened

Anika, 16, and Dec, 17, are at the study table twenty minutes before theater rehearsal. They are building a light circuit for a school set. Dec can explain out loud how the current travels through the circuit. On the written practice sheet, he loses his place in the instructions.

The sheet has six dense paragraphs and one small diagram. Anika's first idea is to run the same timed practice sheet again. Then she draws a larger sketch, and Dec traces the whole circuit correctly.

Mari, 19, is on her break from the bookshop. She does not assume she knows why Dec is stuck. Dec wants help with this task, but he does not want a diagnosis from the group chat.

Your question: Does the practice sheet show what Dec knows, and what should Dec ask his teacher?

Pacing

Full chapter: 6 min.

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

Say this

"Dec can explain the circuit out loud. What could make a written sheet harder than talking?" — Set the norm first: nobody shares their own grades or support plans. Take two or three answers.

Watch for

Misconception: Students decide Dec is not trying. **Listen for:** "He just needs to focus." **Then:** Ask what the story says Dec can do. Write "explains the circuit out loud" on the board.

Support

- Read What happened aloud while students follow along.
- Sketch a simple circuit on the board: battery, switch, LED.

Heat check

■■□ **Medium.** Students may link Dec's struggle to their own diagnosis or a classmate's.

Cool-down: Restate the norm: we talk about Dec and the worksheet only. Nobody shares grades, diagnoses or support plans.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 6 minutes.

Learning goal A learning goal is the knowledge or skill that a task is meant to show.

En español: meta de aprendizaje

In this case: The practice brief names one goal: explain how a simple circuit works. It does not list speed or reading six dense paragraphs.

Evaluation An evaluation is a school's formal process for learning about a student's needs, using more than one measure.

En español: evaluación

In this case: Dec's practice sheet is not an evaluation. It is one observation the crew can describe to a teacher.

Eligibility Eligibility is meeting the requirements for a particular service or program.

En español: elegibilidad

In this case: A practice sheet cannot show whether Dec is eligible for special education. Under IDEA, no single measure can be the only basis for that decision.

Who is involved

Dec

Theater crew, working on the circuit sheet

"I can show you where the current goes. Then I get halfway through the written question and lose my place."

Anika

Studying the circuit with Dec

"I kept pointing at the page and saying "it's right there." I never looked at how the question was written."

Pacing

Full chapter: 6 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 "evaluation" means any test. **Listen for:** "The worksheet was his evaluation." **Then:** Reread the definition. An evaluation is a formal school process, not a practice sheet.

Support

- Pair students who share a language to explain each term.
- Frame: "A learning goal is ___. In this case, the goal is ___."
- **Cognates:** evaluation (evaluación), eligibility (elegibilidad), circuit (circuito), diagram (diagrama), observation (observación), format (formato), instructions (instrucciones), diagnosis (diagnóstico).

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, why do you think Dec gets stuck on the worksheet?

I think Dec gets stuck because ___.

I think Dec gets stuck because he does not understand circuits yet.

Notes

This page continues page 21. The notes for both pages are on the sheet for page 21.

Reading passage

The circuit Dec can explain

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

- **Learning goal**: A learning goal is the knowledge or skill that a task is meant to show.
- **Evaluation**: An evaluation is a school's formal process for learning about a student's needs, using more than one measure.
- **Eligibility**: Eligibility is meeting the requirements for a particular service or program.
- **Context**: Context is the information around an event or a quote that you need to understand what it means.

The story: Twenty minutes before rehearsal

Anika and Dec are at the study table twenty minutes before theater rehearsal. They are building a light circuit for a school set. Dec can explain out loud how the current travels from the battery, through the switch and the LED, and back.

The written practice sheet is a different story. It has six dense paragraphs and one small diagram. Halfway through a question, Dec loses his place. He says it is like a cue sheet with no numbers.

Anika's first idea is to run the same sheet again with a timer. Then she tries something else. She draws the circuit bigger, and Dec traces the whole path correctly. Mari, on her break from the bookshop, asks Dec to walk her through it first. She does not guess why he is stuck.

Dec wants help with this task. He does not want a diagnosis from the group chat. "Say what happened," he tells his friends, "not that you've figured out what's wrong with me."

Stop and think. Why do you think Dec can explain the circuit out loud but gets lost on the page?

What is the sheet checking?

In Case 1, you learned to go back to the original source. Here, the original source is the practice brief itself. Its goal line says: "Explain how a simple circuit works."

A **learning goal** is the knowledge or skill that a task is meant to show.

Pacing

Reading: about 5 min (443 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Twenty minutes before rehearsal":** Why do you think Dec can explain the circuit out loud but gets lost on the page?
2. **After "What is the sheet checking?":** What is the learning goal on the sheet, and what else does the sheet seem to test?
3. **After "What real schools and laws say":** Why should Dec, and not his friends, decide what his teacher hears?

What is the sheet checking?, continued

The goal does not mention speed. It does not mention reading six dense paragraphs either. So when Dec gets lost on the page, the sheet may be testing reading and layout as much as circuits.

This is a lot like the cropped clip in Case 1. One written answer, without **context**, can give the wrong picture. Dec's spoken explanation is the missing context. Together, the two answers tell you more than either one alone.

The crew also knows what it cannot decide. An **evaluation** is a school's formal process for learning about a student's needs, using more than one measure. **Eligibility** is meeting the requirements for a particular service or program. Anika says it plainly: "We're not an evaluation team." Dec decides whether to ask his teacher, Ms. R, how that process starts.

Stop and think. What is the learning goal on the sheet, and what else does the sheet seem to test?

What real schools and laws say

A federal law called IDEA says a public school must use a variety of tools in an evaluation. No single measure can be the only basis for deciding eligibility (U.S. Department of Education, IDEA regulations, 34 CFR 300.304). Design guides for teachers also suggest giving students more than one way to show what they know (CAST, Universal Design for Learning Guidelines 3.0, 2024).

Your role in this case is to read the goal line before anyone decides what Dec knows. That habit, checking what a task is meant to measure, is the new skill you will carry into later cases.

Stop and think. Why should Dec, and not his friends, decide what his teacher hears?

Sources

Real source | U.S. Department of Education | No date listed
IDEA regulations, 34 CFR § 300.304 (evaluation procedures)

Real source | CAST | 2024
Universal Design for Learning Guidelines 3.0

This page continues page 23. The notes for both pages are on the sheet for page 23.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 12 minutes.

Evidence A | Practice brief, handed out Monday

The assignment

Goal: Explain how a simple circuit works. Read the six paragraphs below before you answer. Use the diagram to trace the path of the current from the battery through the switch and the LED and back. Answer questions 1—4 in complete sentences.

Look closely: Which skill does the goal line name, and which does it leave out?

What it shows

The goal is to explain how a simple circuit works.

One question I still have

What are the six paragraphs meant to test?

Evidence B | Study-table notes, Wednesday 3:40 p.m.

Dec's explanation

Out loud, with the larger sketch: traced the whole path, battery to switch to LED and back. Correct. Written sheet: skipped a line in the instructions and answered a different question from the one asked. Dec: the layout is hard to follow.

Look closely: What did Dec get right out loud that the sheet did not record?

What it shows

Dec traced the whole circuit correctly out loud with the larger sketch.

One question I still have

Why is the layout hard for Dec to follow?

Pacing

Full chapter: 12 min.

Short on time: 10 min. Read Evidence B aloud. Students fill in only the "What it shows" boxes.

Say this

"Put your finger on the goal line in Evidence A. Now find what Dec did out loud in Evidence B." — Ask students to compare the two before anyone explains why.

Watch for

Misconception: Students read the notes as proof of a disability. **Listen for:** "So he has a learning disability." **Then:** Ask what the notes record: two observations and Dec's own words. They do not record a cause.

Support

- Give Evidence A with the goal line enlarged and the paragraphs numbered.
- Read Evidence B aloud.
- **Cognates:** evaluation (evaluación), eligibility (elegibilidad), circuit (circuito), diagram (diagrama), observation (observación), format (formato), instructions (instrucciones), diagnosis (diagnóstico).

Stretch

- Ask which parts of Evidence A a teacher could change without changing the goal line.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know if Dec wants help from the school, or how the sheet is scored.

Notes

This page continues page 25. The notes for both pages are on the sheet for page 25.

Key idea: learning goals

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

Dec's written answer and his spoken explanation give the crew different information. A **learning goal** is the knowledge or skill that a task is meant to show. The practice brief names one goal: explain how a simple circuit works. It does not list speed, and it does not list reading six dense paragraphs. So the next question is what the sheet was meant to measure and what got in the way.

CAST's Universal Design for Learning Guidelines encourage giving learners more than one way to take in information and show what they know. For Dec, a larger diagram is a practice option to test. It is not a diagnosis, and it does not change an official test. Ask Dec what helped, and check that he can still explain the circuit.

An **evaluation** is a school's formal process for learning about a student's needs, using more than one measure. Under IDEA, a federal law, a public school must use varied tools in an evaluation. No single measure can be the only basis for deciding **eligibility**. Eligibility is meeting the requirements for a particular service or program. A study session is not an evaluation, so Dec decides whether to ask his school how that process starts.

Professional standards

Real source | Council for Exceptional Children (CEC)

CEC Ethical Principles and Practice Standards: Special Education Standards for Professional Practice: Teaching and Assessment

"Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured"

In plain words: Special educators who follow CEC's standards use assessments that measure the skill the task is meant to measure.

Question: The goal is explaining a circuit. Which parts of the sheet test something else, like reading six dense paragraphs?

Pacing

Full chapter: 8 min.

Short on time: 3 min. Say the IDEA rule in one sentence. Skip the code of ethics.

Say this

"Here is the rule in plain words: a school deciding about special education has to use more than one measure." — Say it once, then ask a student to repeat it.

"Is a study session with friends one of those decisions?" — Wait for "no." It is practice, not an evaluation.

Watch for

Misconception: Students treat the CEC code or IDEA as rules for every quiz. **Listen for:** "It's illegal to give that worksheet." **Then:** Say: "IDEA's rule covers formal evaluations. The CEC code guides special educators. Neither makes this sheet illegal."

Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

Stretch

- Read the second CEC card. Ask how the crew can make sure Dec, not Anika, decides what his message says.

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

The part that tests something else is ___.

The six long paragraphs test reading. The small diagram makes the circuit hard to see.

In the news

Real source | Education Week | October 13, 2025

Does Extended Time on Tests Actually Help Students With ADHD?

Asks the case's question in real life: does a test accommodation help students show what they actually know?

Real source | K-12 Dive | December 3, 2025

IDEA at 50: How the landmark law changed education

Explains where IDEA, evaluations and IEPs came from and why schools must plan around each student's needs.

Notes

This page continues page 27. The notes for both pages are on the sheet for page 27.

Sort the evidence

On your own Read each decision in the diagram. Write who decides it in each blank box. About 8 minutes.

Sort who can decide each question. Which decision belongs to the teacher, which to a formal school process, and which only to Dec?

Try a clearer practice format for the circuit goal	Start a formal IDEA evaluation or a Section 504 conversation
Who decides The teacher, who sets the practice format and the learning goal	**Who decides** The school's evaluation process, with a parent or guardian for a student under 18
Under which rule	**Under which rule** IDEA evaluation rule: varied tools, no single measure as the sole basis
Who lives with it Dec, who decides what to share and whether to ask	**Who lives with it**
Your way in	**Your way in** A counselor or special-education coordinator explains how a request starts

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Each decision in the diagram has a different decider. Which decision belongs only to Dec?" — Model the teacher row together.

Watch for

Misconception: Students give the friends a decider role. **Listen for:** "Anika and Mari should ask for the IEP." **Then:** Point to the diagram. The school's process decides evaluations, and Dec decides what he shares.

Support

- Let students write T (teacher), S (school process) or D (Dec) before writing sentences.

Heat check

Medium. The missing-perspective question can lead students to talk about their own support plans.

Cool-down: Keep it about Dec and Ms. R. Restate the norm, then return to what the diagram says each person decides.

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 ___.

Ms. R's view is missing. I would ask her what the six paragraphs are for.

Notes

This page continues page 29. The notes for both pages are on the sheet for page 29.

Practice: choose a response

On your own Choose what the crew should try and explain why. Then fix the two marked lines. About 8 minutes.

What should the crew try at the study table?

- [ ] **A** Run the same timed sheet again so Dec gets more practice.
- [x] **B** Let Dec explain with a larger diagram, then compare his reasoning with the sheet.
- [ ] **C** Tell Dec he probably needs an IEP.

Why I chose it

B. It keeps the same goal and lets Dec show what he knows. A repeats the problem, and C guesses at a diagnosis.

Improve a draft

A student's first draft

Hi Ms. R, Dec failed the circuit sheet again and we think the test is unfair to him. He obviously knows the material because he explained it to us perfectly. At the study table he went through the whole thing out loud with no mistakes. (1) We think he might have a learning disability and should get an IEP so he can get extra time. My cousin has one and it helped her a lot. (2) Can you give him an easier version? We really think this would help him pass. Thanks, Anika and Mari.

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

Rewrite phrase 1

When we used a bigger diagram, Dec explained the whole circuit out loud.

Rewrite phrase 2

Could Dec try the same questions with a bigger diagram?

Pacing

Full chapter: 8 min.

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

Say this

"Dec has twenty minutes before rehearsal. What should the crew try right now?" — Take a vote before any discussion.

Watch for

Misconception: Students choose C because it sounds caring. **Listen for:** "He needs help, so tell him about an IEP." **Then:** Ask who can decide eligibility. Only the school's evaluation process can.

Heat check

Medium. Option C can prompt stories about classmates' IEPs.

Cool-down: Say that no student's plan is discussed here. Ask what the evidence shows about Dec, then go back to the options.

Answer key

A revised version: Hi Ms. R, I'm working on the circuit practice sheet. The goal says we should explain how a simple circuit works. When I talked it through with a larger diagram, I could trace the whole route. On the written sheet, I lost my place in the paragraphs and answered a different question. Could we talk about how the sheet checks the goal and what support options might help me show my reasoning? I can bring both attempts. Anika and Mari helped me write this, and I asked them to. Thanks, Dec

Grades 6—8

Your task

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

Redesign Dec's practice sheet so it still checks circuit understanding, then explain your changes to a partner.

Use: The practice brief and Dec's study-table notes; the legal rule is summarized by the teacher.

You'll make: Annotated sketch plus 3—5 sentence explanation

Time: 45 minutes

1. Find the goal line in Evidence A. Say it in your own words.
2. List two parts of the sheet that got in Dec's way.
3. Sketch a new sheet with a bigger diagram and numbered steps.
4. Label two changes on your sketch.
5. Write three to five sentences in the Your draft box that explain your changes.
6. Check that your sheet still asks for an explanation of how the circuit works.

Show it your way

Write it: Write 3—5 sentences with the frame "The goal is __. I changed __ so that __."

Say it: Explain your redesigned sheet to a partner in one minute: the goal, two changes and why the goal stays the same.

Show it: Sketch the new practice sheet with a larger diagram and numbered steps, and label your two changes.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 18 min.

Short on time: 15 min. Students sketch in pairs and write two sentences each.

Say this

"Change how the sheet looks, not what it asks." — Describe the sheet, not Dec.

Support

- Large printed diagram to mark up
- Frames: "The goal is __. I changed __ so that __."
- Vocabulary cards: goal, barrier, format
- Talk first, write second

Stretch

- Explain why your version still tests the same goal and isn't just easier.

Standards

Common Core, grade 6: RI.6.1; RI.6.7; 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; W.7.1.a; W.7.1.b; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; RI.8.7; W.8.1.a; W.8.1.b; W.8.1.c; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.12.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

The learning goal, in my words

The goal is ___.

The goal is to explain how a simple circuit works.

What got in the way: 1

Six dense paragraphs to read first.

What got in the way: 2

One small diagram that is hard to follow.

Change 1 on my sketch

A bigger diagram of the circuit.

Change 2 on my sketch

Numbered steps, one at a time.

Your draft

Your explanation

The goal is ___. I changed ___ so that ___.

The goal is to explain how a simple circuit works. I changed the small diagram to a bigger one so that the path of the current is easy to see. I changed the six paragraphs to numbered steps so that Dec can keep his place. The questions still ask him to explain the circuit, so the goal stays the same.

This page continues page 32.

Answer key

A strong response:

- States the learning goal
- Makes at least two format changes
- Explains why the goal stays the same
- Does not say what Dec's diagnosis is

What to notice in the sample:

1. Starts with the learning goal.
2. Explains why the new sheet is not just easier.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 6 minutes.

Does your explanation name the learning goal?	☑ Yes	☐ No
Did you make at least two changes to the format?	☑ Yes	☐ No
Does your new sheet still ask how the circuit works?	☑ Yes	☐ No
Did you leave out any guess about a diagnosis?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Mentions only the score.	☐ Describes Dec's explanation vaguely.	☐ Cites the goal and two specific observations.	☐ Uses observations and notes what they cannot show.
Reasoning	☐ Concludes Dec has a disability or the test is illegal.	☐ Suggests easier content without linking to the goal.	☐ Connects a possible format barrier to the learning goal.	☐ Distinguishes classroom support from IDEA evaluation accurately.
Audience & purpose	☐ Message speaks for Dec without his input.	☐ Mentions Dec but ignores his voice.	☐ Written in Dec's voice with his permission.	☐ Respects Dec's control and gives the teacher a clear next step.

Pacing

Full chapter: 6 min.

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

Say this

"Would Dec agree to your work as written? Mark your level honestly. Then make one change." — Circulate and ask for one removed guess or one added observation.

Watch for

Misconception: Students make surface edits only. **Listen for:** "I fixed the spelling." **Then:** Point to the Revision row. Ask students to replace one diagnosis with an observation.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the sketch and explanation against the four success criteria and listens for the goal being restated during partner talk.

Proficient looks like:

- **Evidence:** Cites the goal and two specific observations.
- **Reasoning:** Connects a possible format barrier to the learning goal.
- **Audience & purpose:** Written in Dec's voice with his permission.
- **Revision:** Replaces the diagnosis with an observation.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Removes one problem line.	☐ Replaces the diagnosis with an observation.	☐ Explains how each change protects Dec's privacy and agency.

One change I made

I changed ___ because ___.

I added "the goal stays the same" because my partner asked if my sheet was just easier.

Notes

This page continues page 34. The notes for both pages are on the sheet for page 34.

Questions to discuss

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

1 **Is the practice sheet checking circuit understanding, reading speed or both?**

It is meant to check circuits. But the six long paragraphs also test reading, even though no time limit is listed.

2 **How would you know a new format shows Dec's learning more clearly instead of giving away the answer?**

If Dec still has to explain how the current travels, the new sheet is not giving him the answer.

My take

I think the crew should ___ because ___.

I think the crew should try a bigger diagram because Dec could explain the circuit that way.

The evidence that changed my first guess is ___.

The study-table notes changed my first guess. Dec traced the whole circuit out loud.

One question I still have is ___.

One question I still have is what the six paragraphs are supposed to test.

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 brief or the notes, not a story about someone you know." — Post the question numbers and call on one student per question.

Stretch

- Design a universal design version of a real quiz from another class. Keep its learning goal the same.
- Going further: Write down your first guess about why Dec got stuck. Then compare the two observations in the evidence, and write what changed your mind.
- Going further: Design two practice sheets that keep the same learning goal: explaining how a simple circuit works. Ask a classmate which one makes the goal easier to show.
- Going further: Find the IDEA evaluation rule in its federal source, 34 CFR § 300.304. Quote the part about using more than one measure, and name where it comes from.
- Going further: Find your school's handbook or web page on learning support. Write one question you want answered, without naming a classmate. Then ask a counselor how students or parents start a request.
- Research how your state describes the timeline for an initial evaluation after a parent consents
- Design a UDL version of a real quiz from another class

Heat check

■□□ **Question 1: Low.**

Talk about this case at home

Case 2: Does the worksheet show what Dec knows?

In this case, a student can explain a light circuit out loud but gets lost on a crowded worksheet. Your student compared the worksheet's goal with notes from a study session and thought about what the worksheet really measures.

Questions to talk about

1. Can one test show everything a person knows? Why or why not?
2. What makes the directions on a worksheet or a form easy to follow?
3. Who at a school can students ask about help with schoolwork?

See the case online.

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

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.

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.**

In the news

Real source | NPR Public Editor | October 21, 2022

That was wrong

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

Real source | NPR | October 8, 2017

Dove Expresses 'Regret' For Racially Insensitive Ad

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

Notes

This page continues page 45. The notes for both pages are on the sheet for page 45.

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.
- [x] **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.

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.

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

I changed ___ because ___.

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

Notes

This page continues page 51. The notes for both pages are on the sheet for page 51.

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.

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.

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.

Your first guess

Before you look at the evidence, what do you think the crew should ask the board for?

I think the crew should ask for ___ because ___.

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

Notes

This page continues page 56. The notes for both pages are on the sheet for page 56.

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.**

In the news

Real source | Education Week | February 6, 2023

Letting Students Decide Where Money Should Go: How One District Did It

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

Real source | First Alert 4 (KMOV) | June 4, 2026

St. Louis shuts down streets to cars, hands them over to neighbors

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

Notes

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?

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?

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

Who is affected

Evening users, including people who cannot attend the meeting

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.
- [x] **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.

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.

Check your work, continued

One change I made

I changed ___ because ___.

I added a question about written comments because some people work during the meeting.

Notes

This page continues page 68. The notes for both pages are on the sheet for page 68.

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.

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.

Case 5: Why is my deposit smaller than what I earned?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a short story in which Gia's bank deposit is smaller than she expected after 18 hours of café shifts. They read her pay statement and shift log, label gross pay, FICA, withholding and net pay, and find out why three hours are missing. They then write a private question to payroll about any line they cannot explain.

Before this case

Students should already be able to:

- multiply a whole number by a dollar amount
- tell whether one date comes before or after another
- write a complete sentence that answers a question

Objectives

Students will be able to:

- tell gross pay from net pay on a pay statement
- name FICA as the Social Security and Medicare lines
- find the shift that belongs to the next pay period

Objectives, continued

- write 3 or 4 sentences that explain where Gia's money went

Materials

- This chapter, one copy per student
- Evidence A and B on half-pages, one set per pair
- Calculators and three colored pencils: green, orange and blue

The task in this edition

Task: Label a practice pay statement and explain to a partner where the money went.

Students make: Labeled statement plus 3—4 sentence explanation

Pacing

Opener (page 72): 5 min. Short on time: 4 min. Read What happened aloud and skip the list of guesses.

Key terms (pages 73 and 74): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 77 and 78): 10 min. Short on time: 10 min.

Key idea (pages 79 and 80): 6 min. Short on time: skip. Say in one sentence that FICA funds Social Security and Medicare.

Sort the evidence (page 81): 8 min. Short on time: 3 min. Do the first row together and stop.

Pacing, continued

Practice (page 82): 6 min. Short on time: skip.

Your task (pages 83 and 84): 15 min. Short on time: 15 min.

Check your work (pages 85 and 86): 5 min. Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

Questions to discuss (page 87): 8 min. Short on time: 7 min. Use questions 1 and 3 only.

Talk about this case at home (page 88): at home.

Periods: full chapter 69 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.

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 5 plan, continued

Standards, continued

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

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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

Standards, continued

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

D2.Civ.13.6-8 Analyze the purposes, carrying out and effects of public policies in different settings. In this case: Students analyze the purpose of payroll taxes and their effect on workers.

Codes of ethics

- **PayrollOrg Code of Ethics:** Item 2
- **PayrollOrg Code of Ethics:** Item 5
- **IABC Code of Ethics for Professional Communicators:** "I communicate accurate information"

Heat map

■□□ **Opener (page 72):** Low

■□□ **Key terms (pages 73 and 74):** Low

■□□ **Look at the evidence (pages 77 and 78):** Low

■□□ **Key idea (pages 79 and 80):** Low

■□□ **Sort the evidence (page 81):** Low

■■□ **Practice (page 82):** Medium

■□□ **Check your work (pages 85 and 86):** Low

Try it at your school

Know how to read your first pay statement.

Try it at your school, continued

- Before a first job, ask how and when you'll be paid and where to see your pay statement
- Keep your own log of hours and shifts
- Look up your state's minimum wage on its labor department site
- Bring pay questions to a supervisor or payroll, in writing

Who to ask: School counselor or career office, a work-permit issuing officer if your state uses them, your supervisor or payroll office

Safety: Never post pay statements, Social Security numbers or bank details online. Workers under 18 have limits on hours and jobs; ask a trusted adult to help check them.

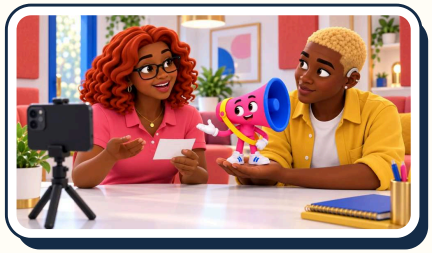
Sources

- Internal Revenue Service, "Understanding Taxes: gross pay and net pay," No date listed
- Internal Revenue Service, "Understanding employment taxes," No date listed
- Internal Revenue Service, "Tax Withholding Estimator," No date listed
- TBS, "Rachel Gets Her First Paycheck from Central Perk," No date listed

Case 5: Why is my deposit smaller than what I earned?

Gia's bank deposit is smaller than the pay she worked out, so she reads her pay statement line by line before asking payroll.

On your own Read What happened and underline the two hour totals that do not match. About 5 minutes.



Gia holds a small card and talks beside a phone on a tripod. Jordy holds Voz, one of the crew's companions, on an open hand.

Your role: You're the one who adds up Gia's hours before she writes to payroll. **New skill:** Read a pay statement line by line.

What happened

It is Thursday evening, and it is payday for Gia. She works café shifts around her college classes. She checks her bank account and sees a deposit that is smaller than the pay she worked out. Gia keeps a shift log in her notes app. The log says 18 hours, but her pay statement says 15.

Jordy works event shifts, and their deposit looks different too. Jordy's shifts fall on different dates and hours, so their pay cannot explain Gia's. Jordy asks Gia to name the line that worries her instead of posting her whole statement.

Gia's pay statement lists her hours, her hourly rate and four tax lines. She expected the lines for Social Security and Medicare. She does not understand the line for federal income tax. Before she writes to payroll, she wants to know what her own records show.

Your question: Why is Gia's deposit smaller than her own count, and what should she ask payroll?

Pacing

Full chapter: 5 min.

Short on time: 4 min. Read What happened aloud and skip the list of guesses.

Say this

"Gia counted 18 hours. Her statement says 15. What are three reasons that could happen?" — List guesses on the board and keep them for the sort page.

Watch for

Misconception: Students assume payroll cheated Gia. **Listen for:** "They're ripping her off." **Then:** Ask which document would prove an error. Write "Check the dates first" on the board.

Support

- Read What happened aloud while students follow along.
- Write 18 and 15 side by side on the board.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Gross pay Gross pay is the money you earn before any taxes or other deductions are taken out.

En español: salario bruto

In this case: Gia's statement pays 15 hours at $17.00 an hour, so her gross pay is $255.00.

Net pay Net pay is the money left after taxes and other deductions, often called take-home pay.

En español: salario neto

In this case: The $220.99 that reached Gia's bank account is her net pay, not the amount she earned.

FICA FICA is the federal payroll tax that funds Social Security and Medicare.

En español: FICA (Seguro Social y Medicare)

In this case: On Gia's statement, FICA appears as two lines: Social Security tax, $15.81, and Medicare tax, $3.70.

Withholding Withholding is money an employer takes out of each paycheck to pay taxes or other costs for the worker.

En español: retención

In this case: Federal income tax withheld, $8.40, is a separate line from FICA. The IRS says its amount depends partly on the W-4.

Who is involved

Gia
Works café shifts and keeps her own shift log

"My notes say 18 hours. The statement says 15. I counted twice, so where did three hours go?"

Jordy
Works event shifts on different dates

"Mine is event work. Different dates, different hours. My deposit can't tell Gia anything about hers."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Which number did Gia see in her bank account, gross pay or net pay?" — Wait for "net pay." Then ask what her gross pay was.

Watch for

Misconception: Students treat FICA and federal income tax as the same tax. **Listen for:** "FICA is just the income tax." **Then:** FICA is two lines, Social Security and Medicare. Federal income tax is a third line.

Support

- Pair students who share a language to explain each term in their own words.
- Draw gross pay at the top and net pay at the bottom, with deductions between them.
- **Cognates:** deduction (deducción), net (neto), total (total), calculate (calcular), period (período), federal (federal), confirm (confirmar), error (error).

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, why do you think Gia's deposit is smaller than she expected?

I think the deposit is smaller because ___.

I think the deposit is smaller because taxes took some of her pay.

Notes

This page continues page 73. The notes for both pages are on the sheet for page 73.

Reading passage

Where did three hours go?

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

- **Gross pay**: Gross pay is the money you earn before any taxes or other deductions are taken out.
- **Net pay**: Net pay is the money left after taxes and other deductions, often called take-home pay.
- **FICA**: FICA is the federal payroll tax that funds Social Security and Medicare.
- **Withholding**: Withholding is money an employer takes out of each paycheck to pay taxes or other costs for the worker.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.

The story: Payday for Gia

It is Thursday evening, and it is payday. Gia works café shifts around her college classes. She opens her bank app and frowns. The deposit is smaller than the pay she worked out.

Gia keeps a shift log in her notes app. It lists five shifts and 18 hours. Her pay statement says 15 hours. "I counted twice," she says. "So where did three hours go?"

Jordy works event shifts, and their deposit looks different too. But Jordy's shifts fall on other dates and hours, so their pay cannot explain Gia's. Jordy asks Gia not to post her whole statement. Just name the line that worries you.

You are sitting next to Gia. Your job is to add up her hours before she writes to payroll.

Stop and think. What is the first thing you would check when a paycheck looks too small?

Reading the statement line by line

Gia thinks payroll shorted her. That is a **claim**, a word you learned in Case 1. A claim is a statement that something is true. You can check a claim with evidence. So check the original source: the pay statement.

Pacing

Reading: about 4 min (424 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Payday for Gia":** What is the first thing you would check when a paycheck looks too small?
2. **After "Reading the statement line by line":** Why does the Saturday shift not appear on this statement?
3. **After "FICA is not a person":** Which line on Gia's statement would you ask payroll about, and why?

Reading the statement line by line, continued

The statement covers the pay period ending Friday the 12th. It lists 15 hours at $17.00 an hour. That makes $255.00. **Gross pay** is the money you earn before any taxes or other deductions are taken out.

Now look at the log. Four shifts fall on or before Friday the 12th, and they add up to 15 hours. The fifth shift, 3 hours, was on Saturday the 13th. It belongs to the next pay period. Gia still wants payroll to confirm that.

Next come the tax lines. Social Security tax is $15.81 and Medicare tax is $3.70. Together they are **FICA**, the federal payroll tax that funds Social Security and Medicare. Then comes federal income tax withheld, $8.40, and state and local tax, $6.10. **Withholding** is money an employer takes out of each paycheck to pay taxes or other costs for the worker. What is left is $220.99. **Net pay** is the money left after taxes and other deductions, often called take-home pay.

Stop and think. Why does the Saturday shift not appear on this statement?

FICA is not a person

On the TV show Friends, Rachel opens her first paycheck and asks, “Who’s FICA? Why’s he getting all my money?” (TBS, Friends clip, December 14, 2019). The joke works because the money you earn and the money you receive are two different numbers.

The IRS explains that federal income tax withholding depends partly on Form W-4. A worker fills out that form for the employer (Internal Revenue Service, updated May 1, 2026). Gia wonders whether the W-4 she filled out on her first day explains that line. That is a good question to ask payroll.

Stop and think. Which line on Gia’s statement would you ask payroll about, and why?

Sources

Real source | TBS | December 14, 2019
Rachel Gets Her First Paycheck from Central Perk

Real source | Internal Revenue Service | May 1, 2026
Understanding employment taxes

This page continues page 75. The notes for both pages are on the sheet for page 75.

Look at the evidence

On your own Read the pay statement and the shift log, and fill in both boxes for each one. About 10 minutes.

Evidence A | Pay statement

Gia's pay statement

Pay period ending Friday the 12th, paid the following Thursday. Hours: 15.00 at $17.00. Gross pay: $255.00. Social Security tax: $15.81. Medicare tax: $3.70. Federal income tax withheld: $8.40. State and local income tax withheld: $6.10. Net pay: $220.99.

Look closely: Which line shows gross pay? Which two lines together make up FICA?

What it shows

15 hours at $17.00 is $255.00. Four tax lines bring it to $220.99.

One question I still have

How was the federal income tax amount figured?

Evidence B | Notes app

Gia's shift log for the last two weeks

Mon the 8th: 4 hrs. Wed the 10th: 4 hrs. Thu the 11th: 3 hrs. Fri the 12th: 4 hrs. Sat the 13th: 3 hrs. My total: 18 hrs.

Look closely: Which shift falls outside the pay period? Add the hours inside it.

What it shows

Gia worked 18 hours. The Saturday shift is after Friday the 12th.

One question I still have

Will the Saturday hours be on her next statement?

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Put your finger on the date the pay period ends. Now find each shift in the log that comes after it." — Wait for Saturday the 13th.

Watch for

Misconception: Students expect all 18 hours on this statement. **Listen for:** "She worked 18 hours, so she gets paid for 18." **Then:** Ask which dates the pay period covers. Only 15 of the 18 hours fall inside it.

Support

- Give each document on its own half-page with the dates enlarged.
- Offer calculators and model 15 × $17.00 = $255.00.
- **Cognates:** deduction (deducción), net (neto), total (total), calculate (calcular), period (período), federal (federal), confirm (confirmar), error (error).

Stretch

- Ask which two lines make up FICA, and why the statement lists federal income tax on its own line.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know if the Saturday shift will be on the next statement, or what Gia put on her W-4.

Notes

This page continues page 77. The notes for both pages are on the sheet for page 77.

Key idea: gross pay and net pay

On your own Read the key idea and the code of ethics, then answer the question in the box. About 6 minutes.

A bank deposit shows how much money arrived, but the pay statement shows how the employer figured it. **Gross pay** is the money you earn before any taxes or other deductions are taken out. For an hourly worker, gross pay is the hours worked times the hourly rate, plus any other earnings. **Net pay** is the money left after taxes and other deductions, often called take-home pay. Gia's deposit is her net pay.

Deductions are the lines between those two totals. **FICA** is the federal payroll tax that funds Social Security and Medicare. On Gia's statement, FICA appears as two lines: Social Security tax and Medicare tax. **Withholding** is money an employer takes out of each paycheck to pay taxes or other costs for the worker. Federal income-tax withholding is a separate line from FICA, and the IRS says its amount depends partly on the worker's Form W-4.

A statement can also list other deductions, such as benefit contributions, so read each line's name before you decide it is income tax. The federal income tax taken from each paycheck counts toward the tax a worker owes for the whole year. One paycheck cannot show what that yearly total will be. This explanation covers employees in the United States. Self-employed workers follow a different tax process.

Professional standards

Real source | PayrollOrg

PayrollOrg Code of Ethics: Item 2

"To strive for perfect compliance, accuracy, and timeliness of all payroll activities."

In plain words: Payroll professionals who belong to PayrollOrg aim to pay people correctly and on time.

Question: Gia worked Saturday the 13th, after the pay period ended. What should payroll confirm about when she gets paid?

Pacing

Full chapter: 6 min.

Short on time: skip this page. Skip this page. Say in one sentence that FICA funds Social Security and Medicare.

Say this

"PayrollOrg members aim for accuracy and timeliness. Which part of Gia's question is about timeliness?" — Wait for the Saturday shift.

Watch for

Misconception: Students treat the PayrollOrg code as a law. **Listen for:** "Payroll could get sued for breaking the code." **Then:** Say: "The code binds PayrollOrg members. Tax and wage laws are separate."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Read PayrollOrg Item 5 on confidentiality. Ask why Jordy wants Gia to name one line instead of posting her statement.

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

Payroll should confirm ___.

Payroll should confirm that the 3 Saturday hours will be on Gia's next statement.

In the news

Real source | Two Cents, PBS (YouTube) | April 10, 2019

How Do Your Tax Dollars Get Spent?

Starts with a first paycheck that's smaller than expected and explains FICA and income tax withholding.

Real source | NPR, The Indicator from Planet Money | June 6, 2018

Social Insecurity

A short episode on the Social Security part of FICA and why it comes out of nearly every paycheck.

Notes

This page continues page 79. The notes for both pages are on the sheet for page 79.

Sort the evidence

On your own Compare each piece of evidence with each claim and write supports, challenges or neither in each box. About 8 minutes.

Before calling it an error, sort the evidence. Which facts explain the smaller deposit, and which question is still worth asking payroll?

Evidence	**Claim 1** Payroll shorted Gia's pay.	**Claim 2** The missing 3 hours belong on the next statement.
1 Shift log shows 18 hours; the statement shows 15	Supports	Neither
2 The period ended Friday the 12th; the 3-hour shift was Saturday the 13th	Challenges	Supports
3 Gross pay of $255.00 matches 15 × $17.00	Challenges	Neither
4 FICA and withholding lines account for the gap between gross and net	Challenges	Neither

Still open

- Will the Saturday shift actually appear next time? Ask payroll.

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 ___.

Payroll's view is missing. I would ask if the Saturday shift will be on the next statement.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Do the first row together and stop.

Say this

"Which facts explain the smaller deposit, and which question is still open for payroll?" — Model the first row together.

Watch for

Misconception: Students mark the shift log as proof that payroll shorted Gia. **Listen for:** "The log proves she was cheated." **Then:** On its own, the log supports that claim. The pay-period date challenges it.

Support

- Let students write S or C in each box before they write sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose what Gia should do first and explain why, then fix the two marked lines. About 6 minutes.

Gia's deposit is smaller than the pay she worked out. What should she do first?

- ☐ **A** Compare her deposit with Jordy's.
- ☑ **B** Check her hours and the pay period, then read each line of her statement.
- ☐ **C** Treat the whole gap as taxes and let it go.

Why I chose it

B. Checking the hours, the dates and each line shows what happened. Jordy's deposit can't explain Gia's pay.

Improve a draft

A student's first draft

Hi, my paycheck is wrong. (1) I worked way more hours than what I got paid for and also a lot of money was taken out for taxes which doesn't seem right. I've been working really hard and picking up extra shifts so this is really frustrating. My friend Jordy works similar hours and got more than me. Can you fix it? (2) My account number is 4471-xxxx if you need it. Please let me know as soon as possible because I have bills. Thanks, Gia

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

Rewrite phrase 1

My shift log shows 18 hours, but the statement shows 15.

Rewrite phrase 2

I can bring my shift log with the dates if that helps.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Gia just saw the deposit. What should she do first?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students choose comparing deposits with Jordy. **Listen for:** "Just ask Jordy what they got." **Then:** Ask what Jordy's deposit could prove about Gia's hours. Jordy works different dates.

Support

- Read the three options aloud before students choose.

Heat check

■■□ **Medium.** Students may start comparing their own pay or their family's income.

Cool-down: Say: "We use only Gia's and Jordy's numbers today." Return to the statement.

Answer key

A revised version: Hi, I'm checking my pay statement for the period that ended Friday the 12th. My shift log shows 18 hours, and the statement shows 15. I think my Saturday shift on the 13th may fall after the cutoff. Can you confirm whether those 3 hours will appear on my next statement? I also want to understand the federal income-tax withholding line. Is it based on the W-4 I filled out when I started? I can bring my shift log with dates and times to the office if that would help. Thank you, Gia

Grades 6—8

Your task

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

Label a practice pay statement and explain to a partner where the money went.

Use: The pay statement and a one-paragraph explanation of FICA.

You'll make: Labeled statement plus 3—4 sentence explanation

Time: 45 minutes

1. Mark the earnings line green and each tax line orange on Evidence A.
2. Check the earnings line by multiplying 15 hours by $17.00.
3. Circle the net pay in blue. This is the amount in Gia's deposit.
4. Find the shift in Evidence B that falls after Friday the 12th.
5. Write 3 or 4 sentences in the Your draft box that explain where Gia's money went.
6. Check your sentences for gross pay, FICA and net pay.

Show it your way

Write it: Write 3—4 sentences with the frame "Gross pay is __. After __, net pay is __."

Say it: Walk a partner through the statement from top to bottom: what Gia earned, what was taken out and what reached her bank.

Show it: Color the statement (earnings green, deductions orange, deposit blue) and draw an arrow from the Saturday shift to the next pay period.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 15 min.

Short on time: 15 min.

Say this

"Follow the money from the top of the statement down to the deposit." — Trace it once on the board with arrows.

Watch for

Misconception: Students call every deduction income tax. **Listen for:** "Taxes took it all." **Then:** Name the four tax lines. FICA is two of them.

Support

- Color-coded statement: earnings green, deductions orange
- Calculator
- Frames: "Gross pay is __. After __, net pay is __."
- Vocabulary cards with pictures

Stretch

- Find the shift that belongs to the next pay period.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.13.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

Gross pay, and how you checked it

Gross pay is ___. I checked it by ___.

Gross pay is $255.00. I checked it by multiplying 15 hours by $17.00.

The two FICA lines

Social Security tax, $15.81, and Medicare tax, $3.70

The shift for the next pay period

Saturday the 13th, 3 hours. It is after Friday the 12th.

Your draft

Your explanation, 3 or 4 sentences

Gross pay is ___. After ___, net pay is ___.

Gross pay is $255.00, which is 15 hours times $17.00. After four tax lines come out, net pay is $220.99. FICA is two of those lines: Social Security and Medicare. Gia's Saturday shift was after the pay period, so it belongs on her next statement.

This page continues page 83.

Answer key

A strong response:

- Correctly identifies gross and net
- Names FICA as Social Security and Medicare
- Explains one deduction in own words
- No real pay information used

What to notice in the sample:

1. Shows how gross pay was checked.
2. Names what FICA is on the statement.
3. Uses the dates to explain the missing hours.

Check your work

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

Did you find gross pay and net pay?	☑ Yes	☐ No
Did you name FICA as Social Security and Medicare?	☑ Yes	☐ No
Did you explain one deduction in your own words?	☑ Yes	☐ No
Did you use only the practice statement, not real pay information?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No specific numbers.	☐ Mentions hours but no period.	☐ Names hours, period and the line in question.	☐ Cites own records and the statement side by side.
Reasoning	☐ Assumes an error or theft.	☐ Assumes all difference is tax.	☐ Separates hours, deductions and period timing.	☐ Explains which differences are expected and which need checking.
Audience & purpose	☐ Shares private details or demands.	☐ Polite but vague.	☐ Clear question payroll can answer.	☐ Clear, private, and offers the right document.
Revision	☐ No change.	☐ Removes one issue.	☐ Adds period and line, removes private data.	☐ Explains why each change helps payroll respond.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

Say this

"Mark your level honestly. Then make one change and say why." — Circulate and ask for one added date or one removed private detail.

Watch for

Misconception: Students make surface edits only. **Listen for:** "I fixed the spelling." **Then:** Point to the Revision row. Ask for one added line name or one removed private detail.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the labels and the 15 × $17.00 calculation and listens for FICA being named as Social Security and Medicare.

Proficient looks like:

- **Evidence:** Names hours, period and the line in question.
- **Reasoning:** Separates hours, deductions and period timing.
- **Audience & purpose:** Clear question payroll can answer.
- **Revision:** Adds period and line, removes private data.

Check your work, continued

One change I made

I changed ___ because ___.

I changed my claim that taxes took the rest so it names the four tax lines, because FICA is only two of them.

Notes

This page continues page 85. The notes for both pages are on the sheet for page 85.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 8 minutes.

1 **What would Gia's statement need to show for the missing hours to be a payroll mistake?**

It would need to leave out hours from inside the pay period. The Saturday shift was after it.

2 **Why might a new worker think that every missing dollar went to taxes?**

Taxes are the lines people hear about most. A new worker might not check the dates.

3 **Before a first job, what would you want to know about how and when you will be paid?**

I would want to know when payday is, where to see my pay statement and who to ask about it.

My take

I think Gia should ___ because ___.

I think Gia should ask payroll about the Saturday shift because it is not on this statement.

The evidence that changed my first guess is ___.

The evidence that changed my first guess is the shift log. The Saturday shift was after the pay period.

One question I still have is ___.

One question I still have is what the federal income tax line is based on.

Pacing

Full chapter: 8 min.

Short on time: 7 min. Use questions 1 and 3 only.

Say this

"Answer with a line from the statement or the log, not a guess about payroll." — Post the question numbers and hear one answer per question.

Stretch

- Ask what a new worker should keep in their own records before the first payday, and why.
- Going further: What does a new worker need to know before they feel ready to ask payroll a question? Explain the gap between gross pay and net pay without making taxes the answer to every missing dollar.
- Going further: Write down your first guess about why Gia's deposit was small. Then compare it with the line-by-line explanation. What changed?
- Going further: Record a spoken walkthrough of Gia's statement, and mark up a copy of the statement. Ask someone which version answers their question better.

Heat check

■■□ **Question 2: Medium.** Students may turn to opinions about taxes, or mention their own pay.

Cool-down: Say: "We're explaining Gia's statement, not debating taxes." Point back to the four tax lines.

Question 3 cool-down: Say: "Answer as any new worker would. Nobody shares their own pay." Return to Gia's questions.

Talk about this case at home

Case 5: Why is my deposit smaller than what I earned?

In this case, Gia's bank deposit is smaller than the pay she expected. Your student read a practice pay statement line by line and explained where the money went.

Questions to talk about

1. What is the difference between gross pay and net pay?
2. Why might a bank deposit be less than the hours worked times the hourly rate?
3. Who at a workplace can answer questions about a pay statement?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Bring this page home, or read it with someone you trust." — Nobody needs to share their own pay or family money matters.

Case 6: What can your family see in your college records?

Content note

This case is about private records. No student should share their own grades, forms, records or family finances, so keep the discussion on Rafa's situation.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read about Rafa, an 18-year-old in his first year of college whose family wants to help pay tuition and asks for his login. They read an access form, a college FERPA notice and summaries of federal guidance, then sort billing access from access to grades. They then write the question Rafa could send the records office and the smallest access that would help his family.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- put three events on a timeline in order
- write a complete sentence that answers a question

Objectives

Students will be able to:

- explain who holds FERPA rights for a student under 18 in K—12

Objectives, continued

- explain what changes at 18 or when a student starts college
- apply the rule to a student who starts college at 17
- write a question for the school office that uses no real records

Materials

- This chapter, one copy per student
- Evidence A and B on half-pages, one set per pair
- The FERPA summary on the key idea page, read aloud
- Colored pencils for the timeline

The task in this edition

Task: Make a "my records, my family" card explaining who holds FERPA rights for a middle-school student and what changes at 18.

Students make: Illustrated card, 4—6 sentences

Pacing

Opener (page 89): 5 min. Short on time: 4 min. Read What happened aloud and skip the opening discussion.

Key terms (pages 90 and 91): 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Pacing, continued

Look at the evidence (pages 94 and 95): 10 min. Short on time: 8 min. Students fill in the What it shows boxes only.

Key idea (pages 96 and 97): 6 min. Short on time: skip. Read the first paragraph of the key idea aloud instead.

Sort the evidence (page 98): 8 min. Short on time: skip.

Practice (page 99): 6 min. Short on time: 5 min. Hold the vote and skip Improve a draft.

Your task (pages 100 and 101): 15 min. Short on time: 15 min.

Check your work (pages 102 and 103): 5 min. Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

Questions to discuss (pages 104 and 105): 8 min. Short on time: 6 min. Use questions 1 and 3 only.

Talk about this case at home (page 106): at home.

Periods: full chapter 69 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.

Case 6 plan, continued

Standards, continued

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.3.6-8 Examine where constitutions, laws and treaties come from, what they are for and what effects they have. In this case: Students examine the purpose of a federal privacy law and how it affects families.

Codes of ethics

- **AACRAO Ethics and Practice:** Standards of professional practice
- **AACRAO Ethics and Practice:** Principles of professional ethics
- **Credo for Ethical Communication:** "We advocate sharing information, opinions, and feelings..." (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 89):** Medium

Heat map, continued

■□□ **Key terms (pages 90 and 91):** Low

■□□ **Look at the evidence (pages 94 and 95):** Low

■□□ **Key idea (pages 96 and 97):** Low

■■□ **Sort the evidence (page 98):** Medium

■□□ **Practice (page 99):** Low

■□□ **Check your work (pages 102 and 103):** Low

Try it at your school

Find your school's records notice.

- Search your school or district website for its FERPA or "student records" notice
- Find out what counts as directory information and how families can opt out
- Write one question about who can see a record, and ask the front office or counselor
- If you're heading to college, look up its parent-access and authorization forms early

Who to ask: School counselor, registrar or records office, front-office staff

Safety: Never post screenshots of grades, IDs or forms. Talk with a trusted adult about what to share and with whom.

Sources

- U.S. Department of Education, Student Privacy Policy Office, "What is FERPA?," No date listed

Case 6 plan, continued

Sources, continued

- U.S. Department of Education, Student Privacy Policy Office, “What is an education record?,” No date listed
- U.S. Department of Education, Student Privacy Policy Office, “Must postsecondary institutions provide a parent with access to an eligible student’s education records?,” No date listed
- U.S. Department of Education, Student Privacy Policy Office, “Student privacy questions,” No date listed
- American University, AU Central, “FERPA and parent-access guide,” No date listed

Case 6: What can your family see in your college records?

Rafa's parents help pay his college bill, and a family-access form asks whether they should also get information about his grades.

On your own Read What happened and underline what Rafa's dad asks for in the family chat. About 5 minutes.

Rafa and Caio sit on a sofa and look at Rafa's phone. Caio explains something with an open hand.

Your role: You're the one who reads each box on the form before Rafa signs. **New skill:** Read a form section by section before you sign.

What happened

Rafa, 18, has just started college, and his parents help pay his tuition bill. He commutes from the next block and helps at his family's shop after class. At the end of August, the college mailed Rafa a family-access form, but he has not opened the envelope yet.

On Sunday night, his parents ask about the form in the family group chat. His dad wants Rafa's login so the family can handle everything. Rafa is glad to share the bill, but he wants to read the rest of the form first.

Caio, an older friend who rents a room on the block, reads the form with Rafa, not for him. The form has separate sections for billing and for grades. Rafa wants to check the billing box. He wants to talk with his family before he decides about grades.

Your question: What will this form let Rafa's parents see, and what should he ask before he signs?

Pacing

Full chapter: 5 min.

Short on time: 4 min. Read What happened aloud and skip the opening discussion.

Say this

"Rafa's dad asks for his login. What is his dad trying to help with?" — Hear two answers. Keep the talk about Rafa's family, not students' own.

Watch for

Misconception: Students assume paying tuition gives parents full access. **Listen for:** "They pay, so they get to see it." **Then:** Write "paying" and "seeing" as two columns. Ask which document connects them.

Support

- Read What happened aloud while students follow along.
- Remind students that nobody shares their own records or family rules.

Heat check

■■□ **Medium.** Students may compare the case with their own family's rules about grades.

Cool-down: Say: "We're working with Rafa's family." Go straight to the form.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

FERPA FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.

En español: FERPA (Ley de Derechos Educativos y Privacidad de la Familia)

In this case: Rafa is 18 and in college, so under the general rule the FERPA rights to his records are his, not his parents'.

Education record An education record is a record directly about a student that a school or college keeps.

En español: expediente educativo

In this case: Rafa's grades and schedule are education records. Section 2 of his form asks whether his parents may receive information about his grades.

Consent Consent is permission a person gives for something specific, such as sharing a record with a named person.

En español: consentimiento

In this case: Rafa's form asks for consent in two separate sections, one for billing and one for grades. He can say yes to one and no to the other.

Who is involved

Rafa

First-year commuter with a family-access form

"My parents help with the bill. The college mailed this form, and the family chat already wants to know if I signed it. I haven't even opened it."

Caio

Reads the form with Rafa, not for him

"I can sit with Rafa while he asks. Being the older friend doesn't make this my decision."

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Say this

"Which key term tells you whose rights these are?" — Wait for FERPA. Then ask when the rights transfer.

Watch for

Misconception: Students think FERPA protects only children. **Listen for:** "FERPA is for kids." **Then:** Reread the key idea: the rights transfer to the student at 18 or on starting college.

Support

- Pair students who share a language to explain each term in their own words.
- Show a timeline: middle school, high school, 18 or college.
- **Cognates:** consent (consentimiento), privacy (privacidad), authorization (autorización), exception (excepción), information (información), academic (académico), federal (federal), education (educación).

Heat check

■□□ **Low.**

Answer key

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

Your first guess

Before you look at the evidence, what do you think Rafa's parents are allowed to see?

I think Rafa's parents can see ___ because ___.

I think Rafa's parents can see his grades because they help pay the bill.

Notes

This page continues page 90. The notes for both pages are on the sheet for page 90.

Reading passage

One envelope, two boxes

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

- **FERPA**: FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.
- **Education record**: An education record is a record directly about a student that a school or college keeps.
- **Consent**: Consent is permission a person gives for something specific, such as sharing a record with a named person.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.

The story: The family chat wants an answer

Rafa is 18 and has just started college. He commutes from the next block and helps at his family's shop after class. His parents help pay his tuition bill.

At the end of August, the college mailed Rafa a family-access form. He has not opened the envelope. On Sunday night, the family group chat lights up. His mom writes, "Did the tuition form come? We want to help with the bill." His dad goes further: "Send us the login and we'll take care of everything."

Rafa is glad to share the bill. But he wants to read the rest of the form first. His older friend Caio sits with him and reads it with Rafa, not for him. "Being the older friend doesn't make this my decision," Caio says.

You are at the table too. Your job is to read each box on the form before Rafa signs.

Stop and think. Why might Rafa want to share the bill but wait on his grades?

Reading the form section by section

In Case 5, you read a pay statement line by line. A form works the same way. Rafa's form has three sections. Section 1 is about billing: his parents could view statements and make payments. Section 2 is about academic records: his parents could get information about his grades, enrollment and standing. Section 3 says his choice lasts until he changes it in writing.

Pacing

Reading: about 4 min (417 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The family chat wants an answer":** Why might Rafa want to share the bill but wait on his grades?
2. **After "Reading the form section by section":** What would Rafa give up if he just sent his dad his login?
3. **After "The real law behind the form":** What is one question Rafa could ask the records office?

Reading the form section by section, continued

Each section has its own yes-or-no box. That means Rafa does not have to choose all or nothing. He can check yes for billing. He can wait on grades until he talks with his family.

In Case 4, you learned that a **decision-maker** is the person or group with the power to make a particular choice. Here, the decision-maker is Rafa. **Consent** is permission a person gives for something specific, such as sharing a record with a named person. Giving his dad his login would skip that choice entirely.

Stop and think. What would Rafa give up if he just sent his dad his login?

The real law behind the form

FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records. An **education record** is a record directly about a student that a school or college keeps. Grades and schedules can be education records. Under the general rule, FERPA rights move from parents to the student at age 18 or when the student starts college (U.S. Department of Education, Student Privacy Policy Office, no date listed).

There are exceptions. A college may share records with parents if the student is a dependent for federal tax purposes. But the Education Department says this sharing is allowed, not required. So Rafa should ask his records office what his college does.

Stop and think. What is one question Rafa could ask the records office?

Sources

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed
What is FERPA?

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed
Must postsecondary institutions provide a parent with access to an eligible student's education records?

This page continues page 92. The notes for both pages are on the sheet for page 92.

Look at the evidence

On your own Read the form and the notice, and fill in both boxes for each one. About 10 minutes.

Evidence A | College form

Parent and family access authorization, mailed to Rafa on August 28

Section 1, Billing and payments: allow the person named below to view account statements and make payments. Yes or No. Section 2, Academic records: allow the person named below to receive information about grades, enrollment and academic standing. Yes or No. Section 3: this authorization stays in effect until the student changes or withdraws it in writing.

Look closely: Which section covers billing, and which covers grades? Circle each yes-or-no box.

What it shows

Paying the bill and seeing grades are two separate yes-or-no choices.

One question I still have

What can the college share without Rafa saying yes?

Evidence B | College notice

Annual FERPA notice on the registrar's page

Students have the right to inspect their education records, to request corrections and to consent to disclosures, except where the law allows disclosure without consent. Questions go to the Office of the Registrar.

Look closely: Which phrase tells you the law has exceptions? Underline it.

What it shows

At college, Rafa holds the rights to see and share his records.

One question I still have

When can the law allow sharing without his consent?

Pacing

Full chapter: 10 min.

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

Say this

"Put one finger on the billing section and one on the grades section. Could Rafa say yes to one and no to the other?" — Wait for "yes, they are separate."

Watch for

Misconception: Students read the notice as a promise of total privacy. **Listen for:** "So nobody can ever see his grades." **Then:** Point to "except where the law allows disclosure without consent."

Support

- Give each document on its own half-page with the section headings enlarged.
- Read the notice aloud and pause at "except."
- **Cognates:** consent (consentimiento), privacy (privacidad), authorization (autorización), exception (excepción), information (información), academic (académico), federal (federal), education (educación).

Stretch

- Ask what Section 3 lets Rafa do later, and why that matters for the choice he makes today.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know which exceptions Rafa's college uses, or what help his family wants.

Notes

This page continues page 94. The notes for both pages are on the sheet for page 94.

Key idea: education records

On your own Read the key idea and the code of ethics, then answer the question in the box. About 6 minutes.

FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records. It gives parents, and later students, rights over those records. An **education record** is a record directly about a student that a school or college keeps. Grades, transcripts and schedules can be education records, on paper or stored digitally. Under the general rule, the rights transfer to the student at age 18 or when the student starts college, at any age. The law calls that student an "eligible student."

Helping pay tuition does not, by itself, give those rights back to a parent. **Consent** is permission a person gives for something specific, such as sharing a record with a named person. For college records, consent is written and says which record, to whom and for what purpose. Rafa's form asks about billing and about grades in separate sections. He can say yes to one section and no to the other. He can also change his choice later in writing.

FERPA also has exceptions, which are situations in which a college may share records without the student's consent. A college may share records with parents if the student is a dependent for federal tax purposes. It may also share them in a health or safety emergency. The U.S. Department of Education says this sharing is allowed, not required, so Rafa should ask his records office what his college does.

Professional standards

Real source | **American Association of Collegiate Registrars and Admissions Officers (AACRAO)**

AACRAO Ethics and Practice: Standards of professional practice

"Protect the legitimate privacy interests of all individuals and maintain appropriate confidentiality of institutional and student education records"

In plain words: College registrars who belong to AACRAO agree to protect students' privacy and keep education records confidential.

Question: Rafa's form separates billing from grades. What would the registrar need before sharing his grades with his parents?

Pacing

Full chapter: 6 min.

Short on time: skip this page. Skip this page. Read the first paragraph of the key idea aloud instead.

Say this

"The AACRAO code asks registrars to protect privacy. What would a registrar need before sharing Rafa's grades?" — Wait for "his consent in Section 2."

Watch for

Misconception: Students treat the AACRAO code as the law. **Listen for:** "The registrar would go to jail." **Then:** Say: "The code binds AACRAO members. FERPA is the federal law on education records."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Use the second AACRAO row. Ask what a clear, complete answer to each of Rafa's three questions would include.

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

The registrar would need ___.

The registrar would need Rafa to check yes in Section 2, the grades section.

In the news

Real source | U.S. Department of Education (YouTube) | November 7, 2013

Student Privacy 101: FERPA for Parents and Students

The Education Department's own short explainer of FERPA rights and when they move from parents to students.

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed

Must postsecondary institutions provide a parent with access to an eligible student's education records?

Answers the case question directly, including the exception for students claimed as tax dependents.

Notes

This page continues page 96. The notes for both pages are on the sheet for page 96.

Sort the evidence

On your own Fill in the diagram to show who decides each question, which rule applies and who can ask. About 8 minutes.

Who actually decides each question: Rafa, the rule or the college? Mark where paying the bill and seeing grades split into two separate decisions.

Who may see Rafa's grades?	Who may see and pay the tuition bill?
Who decides Rafa, the eligible student, through written consent	**Who decides** Rafa, the eligible student, through written consent
Under which rule FERPA: rights transfer to the student at 18 or on entering college	**Under which rule**
Who lives with it Rafa's family, who help pay tuition	**Who lives with it** Rafa's family, who help pay tuition
Your way in The registrar or records office explains which form and which exceptions apply	**Your way in**

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 ___.

Rafa's parents' view is missing. I would ask what help they want with the bill.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"For each question on the diagram, who decides: Rafa, the rule or the college?" — Model the grades question together.

Watch for

Misconception: Students name the parents as the deciders. **Listen for:** "His parents decide because they pay." **Then:** Point to the diagram: his family can ask, and Rafa decides through written consent.

Support

- Let students label each box Rafa, rule or college before they write sentences.

Heat check

Medium. The missing-perspective question can turn to students' own families.

Cool-down: Keep answers about the characters. No student describes their own family arrangements.

Practice: choose a response

On your own Choose who holds Rafa's rights and explain why, then fix the two marked lines. About 6 minutes.

Rafa is 18 and in college, and his parents help pay his tuition. Under the general FERPA rule, who holds the rights to his education records?

- [x] **A** Rafa does.
- [ ] **B** His parents do, because they help pay the bill.
- [ ] **C** His parents do, until Rafa signs a form that says otherwise.

Why I chose it

A. Rafa is 18 and in college, so the rights are his. Paying the bill does not give them back to his parents.

Improve a draft

A student's first draft

Rafa, (1) your parents are paying so they can probably see everything, that's how it works at most schools. My parents could always see my grades on the portal in high school. FERPA is a privacy law but it's mostly for kids. (2) Once you're 18 it doesn't really matter anymore. If you want to keep your grades private you should just not give them your password. Honestly just ask your parents what they want to see. They're helping you a lot so it's probably fair for them to know how you're doing.

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

Rewrite phrase 1

Paying the bill and seeing your grades need separate permission.

Rewrite phrase 2

At 18, the rights to your records become yours.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Hold the vote and skip Improve a draft.

Say this

"Rafa is 18 and in college. Who holds the rights to his records?" — Vote before any discussion.

Watch for

Misconception: Students pick the paying-parents option. **Listen for:** "They're paying, so it's theirs." **Then:** Ask what the form would be for if his parents already held the rights.

Support

- Read the options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Rafa, under the general FERPA rule, the rights to your education records are yours now, because you're 18 and in college. Paying tuition doesn't automatically give your family access to your grades. At schools like the one in the guide, parent access for paying the bill is separate from permission to see academic records. You can decide what to share. Talk with your family about what help you actually want, then ask the records office which form covers that, what it allows and how to change it later. There are exceptions, so ask them which ones your college uses.

Grades 6—8

Your task

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

Make a "my records, my family" card explaining who holds FERPA rights for a middle-school student and what changes at 18.

Use: The FERPA FAQ summary read aloud and the case quiz.

You'll make: Illustrated card, 4—6 sentences

Time: 45 minutes

1. Find who holds FERPA rights for a student under 18 in K—12.
2. Find what changes at 18 or when a student starts college.
3. Write who holds the rights for a student who starts college at 17.
4. Draw the timeline: middle school, high school, then 18 or college.
5. Write 4 to 6 sentences for your card in the Your draft box.
6. Add one question for the school office, using no real records.

Show it your way

Write it: Write 4—6 sentences with the frame "Right now, __ can see my records. At 18 or in college, __."

Say it: Tell a partner in three sentences who can see your school records now and what changes at 18 or in college.

Show it: Draw the picture timeline (middle school, high school, 18 or college) and write who holds the rights at each stop.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 15 min.

Short on time: 15 min.

Say this

"Who holds the rights now? At 18?" — Draw the timeline on the board and fill in who holds the rights at each stop.

Watch for

Misconception: Cards give middle schoolers the rights.
Listen for: "Students own their records at any age."
Then: Show the timeline. Parents hold the rights until 18 or college.

Support

- Frames: "Right now, __ can see my records. At 18 or in college, __."
- Picture timeline: middle school, then high school, then age 18 or college
- Vocabulary cards: record, consent, rights

Stretch

- Add one question you'd ask the school office about who can see your records.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.3.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

Right now, in K—12

Right now, ___ hold the rights.

Right now, my parents hold the rights.

At 18 or in college

The rights transfer to the student.

A student starts college at 17. Who holds the rights?

The student does, because starting college transfers the rights at any age.

Your draft

Your card, 4 to 6 sentences

Right now, ___ can see my records. At 18 or in college, ___.

Right now, my parents hold the FERPA rights to my school records. They can see my records and have some say over who else can. At 18 or when I start college, the rights transfer to me. Then I decide what to share, but the law has some exceptions. My question for the office: who can see my records now?

This page continues page 100.

Answer key

A strong response:

- States that parents hold the rights for students under 18 in K—12
- Explains the transfer at 18 or college
- Includes a question for the school office
- Contains no real student information

What to notice in the sample:

1. States the rule.
2. Explains the transfer.

Check your work

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

Does your card say that parents hold the rights for students under 18 in K—12?	☑ Yes	☐ No
Does it explain what changes at 18 or in college?	☑ Yes	☐ No
Does it include a question for the school office?	☑ Yes	☐ No
Does it leave out real student information?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No source cited.	☐ Refers to "privacy law" generally.	☐ Cites the transfer rule and the separate-access guide.	☐ Cites both and notes that exceptions exist.
Reasoning	☐ States the rule backwards.	☐ Gets the transfer right but merges billing and grades.	☐ Separates paying from permission correctly.	☐ Explains why least access is a reasonable choice.
Audience & purpose	☐ Tells Rafa what to do.	☐ Gives advice without a next step.	☐ Leaves the decision with Rafa and names the records office.	☐ Respects Rafa's family relationship while protecting his choice.
Revision	☐ No change.	☐ Fixes one fact.	☐ Fixes the rule and adds a next step.	☐ Explains why each correction matters for Rafa's decision.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one corrected rule or one added question for the records office.

Watch for

Misconception: Students leave an absolute claim in place. **Listen for:** "Parents can never see grades." **Then:** Point to the Evidence row. Ask them to add that exceptions exist.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the card for an accurate transfer rule, a real question for the office and no personal information.

Proficient looks like:

- **Evidence:** Cites the transfer rule and the separate-access guide.
- **Reasoning:** Separates paying from permission correctly.
- **Audience & purpose:** Leaves the decision with Rafa and names the records office.
- **Revision:** Fixes the rule and adds a next step.

Check your work, continued

One change I made

I changed ___ because ___.

I changed my line that said my records are private, because my parents hold the rights until I turn 18 or start college.

Notes

This page continues page 102. The notes for both pages are on the sheet for page 102.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 8 minutes.

1 **What is the smallest amount of access that would give Rafa the help he wants from his family?**

Rafa could say yes to billing and no to grades. That lets his family pay without seeing his grades.

2 **Why might Rafa want to talk with his family before he checks the box for grades?**

So his family knows why he is choosing. Talking first can keep them from feeling shut out.

3 **Someone says, "Parents can never see college records." How would you revise that claim after reading this case?**

Parents usually need the student's permission to see college records, but there are exceptions.

My take

I think Rafa should ___ because ___.

I think Rafa should say yes to billing because that is the help his family asked for.

The evidence that changed my first guess is ___.

The evidence that changed my first guess is the form. Billing and grades are separate boxes.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Use questions 1 and 3 only.

Say this

"Answer with a detail from the form or the notice, not from your own family." — Post the question numbers and hear one answer per question.

Stretch

- Ask what Rafa could share with his family in a conversation, without signing any form.
- Going further: Compare FERPA's general rule with American University's parent-access process. Which parts come from the federal law, and which come from one university's forms?
- Going further: What might a student and a family member who pays the bill each misunderstand about access? Write wording that makes the separate permissions clear without promising total secrecy.
- Going further: Draw two permission guides for a sample student: a flowchart and a short conversation. Test both with a reader who does not know this case.
- Going further: Search your school or district website for its FERPA or "student records" notice. Then write one question about who can see a record, and ask the front office or a counselor. If you are heading to college, look up its parent-access and authorization forms early.
- Find your own school's FERPA notice and summarize what it says about directory information and opting out
- Compare FERPA with your state's student-privacy law, if it has one

My take, continued

One question I still have is ___.

One question I still have is which exceptions Rafa's college uses.

Notes

This page continues page 104.

Heat check

■■□ **Question 2: Medium.** Students may describe their own family's rules about grades or money.

Cool-down: Say: "We're talking about Rafa's family, not ours." Return to what the chat shows his family asked for.

Talk about this case at home

Case 6: What can your family see in your college records?

In this case, Rafa's parents help pay his college bill, and a form asks if they should also see his grades. Your student read the form and a federal privacy rule, then explained how paying the bill differs from seeing grades.

See the case online.

Questions to talk about

1. Under the general rule, when do students start to control who sees their school records?
2. Why might a college form keep paying a bill separate from seeing grades?
3. Who at a college could answer a question about records?

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

Pacing

At home: this page takes no class time.

Say this

"Bring this page home, or read it with someone you trust." — Nobody needs to share their own records or family arrangements.

Case 7: Did one complaint get the novel banned?

Overview

Students read a short story in which a group chat claims that one parent's complaint got a novel "banned" from Anika's school library. They compare the claim with the district's reconsideration notice, the committee input form and the ALA's example procedure. They map where the novel is in the review. They then write input to the review committee that is tied to the selection criteria.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- put the steps of a process in order
- write a complete sentence that answers a question

Objectives

Students will be able to:

- tell a complaint apart from a final decision
- place the novel's current stage on a process flowchart
- write a 3- or 4-sentence message that corrects the chat without attacking anyone
- ask the librarian one real question

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A and B on half-pages, one set per pair
- A blank process flowchart: request filed, under review, decision, appeal
- Optional: the Matilda library extract, read aloud

The task in this edition

Task: Draw the steps of a book review and write a message correcting the group chat.

Students make: Flowchart plus 3—4 sentence message

Pacing

Opener (page 107): 5 min. Short on time: 4 min. Read What happened aloud and skip the list on the board.

Key terms (pages 108 and 109): 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 112 and 113): 10 min. Short on time: 8 min. Students fill in the What it shows boxes only.

Key idea (pages 114 and 115): 6 min. Short on time: skip.

Sort the evidence (page 116): 8 min. Short on time: 3 min. Do the first decider together and stop.

Practice (page 117): 6 min. Short on time: skip.

Pacing, continued

Your task (pages 118 and 119): 15 min. Short on time: 15 min.

Check your work (pages 120 and 121): 5 min. Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

Questions to discuss (pages 122 and 123): 8 min. Short on time: 8 min.

Talk about this case at home (page 124): at home.

Periods: full chapter 69 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.

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 7 plan, continued

Standards, continued

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

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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

Standards, continued

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

D2.Civ.11.6-8 Compare how classrooms, schools, civil society and governments make decisions, and what each process is meant to do. In this case: Students differentiate how decisions are made in a school library process.

Codes of ethics

- **ALA Code of Ethics:** Principle 2 (of 9)
- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 2
- **Credo for Ethical Communication:** "We strive to understand and respect other communicators' intent..." (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 107):** Medium

■□□ **Key terms (pages 108 and 109):** Low

■□□ **Look at the evidence (pages 112 and 113):** Low

■■□ **Key idea (pages 114 and 115):** Medium

■■□ **Sort the evidence (page 116):** Medium

■□□ **Practice (page 117):** Low

■□□ **Check your work (pages 120 and 121):** Low

Try it at your school

Find your library's reconsideration policy.

- Ask your school librarian how book challenges are handled
- Find the written policy on the district website
- Learn whether students can give input during a review
- If a review is happening, read the whole book before commenting

Who to ask: School librarian or media specialist, public library staff, school board clerk

Safety: Don't post names of people who filed a challenge or who spoke at a meeting. Disagree with ideas, not individuals.

Sources

- Penguin, "Matilda by Roald Dahl: authorized extract," No date listed
- American Library Association, "Selection and Reconsideration Policy Toolkit: formal reconsideration," No date listed
- American Library Association, "Selection and Reconsideration Policy Toolkit: selection criteria," No date listed

Case 7: Did one complaint get the novel banned?

A group chat says one parent's complaint got a novel banned, so Mari and Gia check what the school library's notice says.

On your own Read What happened and underline the word in the group chat that may go too far. About 5 minutes.

Your role: You're the one who reads the library notice before anyone replies "banned." **New skill:** Find what stage a process has reached.

Gia, Mari and Sami talk around a table on a rooftop terrace at sunset.

What happened

On Thursday night, a message about a novel in the library at Anika's high school appears in a group chat. The message says one parent complained, so the novel is now banned and gone from the library. Gia replies that this is censorship.

On Friday, the school library posts a notice about the novel. Mari reads it and compares it with the group chat. Gia deletes her first reply, because she had not read the notice or the novel.

Mari works the counter at the neighborhood bookshop. She switches between print and audio, and she is halfway through the novel on audio. Gia is planning a discussion at the bookshop. First, both of them want to know what stage the library's process has reached.

Your question: Is the novel really banned, and what can people who care about it do next?

Pacing

Full chapter: 5 min.

Short on time: 4 min. Read What happened aloud and skip the list on the board.

Say this

"The chat says "banned." What would you need to see before you repeat that word?" — List answers on the board: stage, policy, who decides.

Watch for

Misconception: Students treat a complaint as a removal. **Listen for:** "One complaint and it's gone." **Then:** Ask which document would show the book is gone. Write "Check the stage" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

Medium. Book challenges can bring up students' political or religious views.

Cool-down: Say: "Today we check what happened, not who is right about the book."

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Challenge A challenge is a formal request to remove or restrict a book or other library material.

En español: impugnación

In this case: A parent's request about a novel at Anika's school started a review. The novel stays available while the committee reads it.

Reconsideration policy A reconsideration policy is a library's written process for reviewing a challenge to a book.

En español: política de reconsideración

In this case: The library's notice follows district policy: a committee review, the selection criteria, written input by the 15th and an appeal.

Selection criteria Selection criteria are the written standards a library uses to decide which materials to include.

En español: criterios de selección

In this case: The committee judges the whole novel against the district's selection criteria. The input form asks which criteria your comment addresses.

Who is involved

Mari
Works the bookshop counter

"The chat says the book is gone from the library. The notice says it stays available during the review. Those can't both be true."

Gia
Planning a book discussion at the bookshop

"I called it censorship before I'd read the notice. Now I'm planning a discussion at the bookshop, so I'd better get this right."

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Say this

"Which key term names what the parent did, and which names what the committee will use?" — Wait for "challenge" and "selection criteria."

Watch for

Misconception: Students hear "challenge" as "ban." **Listen for:** "A challenge means they took it." **Then:** Reread the key idea: a challenge starts a review. On its own, it does not remove a book.

Support

- Pair students who share a language to explain each term in their own words.
- Show the process as a flowchart: request, review, decision, appeal.
- **Cognates:** reconsideration (reconsideración), criteria (criterios), committee (comité), decision (decisión), appeal (apelación), process (proceso), novel (novela), district (distrito), censorship (censura).

Heat check

■□□ **Low.**

Answer key

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

Your first guess

Before you look at the evidence, what do you think happened to the novel?

I think the novel is ___ because ___.

I think the novel is gone because the group chat says it was banned.

Notes

This page continues page 108. The notes for both pages are on the sheet for page 108.

Reading passage

Banned, or under review?

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

- **Challenge**: A challenge is a formal request to remove or restrict a book or other library material.
- **Reconsideration policy**: A reconsideration policy is a library's written process for reviewing a challenge to a book.
- **Selection criteria**: Selection criteria are the written standards a library uses to decide which materials to include.
- **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.

The story: A rumor on Thursday night

On Thursday night, a message spreads through a group chat. It is about a novel in the library at Anika's high school. The message says one parent complained, so the novel is now banned and gone from the library. Gia replies fast: "censorship, full stop."

On Friday, the school library posts a notice about the novel. Mari reads it. Mari works the counter at the neighborhood bookshop, and she is halfway through the novel on audio. She compares the notice with the chat. "The chat says the book is gone from the library," she says. "The notice says it stays available during the review. Those can't both be true."

Gia deletes her first reply. She had not read the notice, or the book.

Your job in this case is to read the library notice before anyone replies "banned."

Stop and think. Why do you think the rumor said "banned" instead of "under review"?

What stage is the process in?

In Case 1, you learned to find the original source. Here, the original source is the library's notice. It says a request for reconsideration has been received. The book stays available during the review. A committee will read the whole book and judge it against the district's selection criteria.

Pacing

Reading: about 4 min (417 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A rumor on Thursday night":** Why do you think the rumor said "banned" instead of "under review"?
2. **After "What stage is the process in?":** Which sentence in the notice tells you where the book is right now?
3. **After "Book challenges in real life":** Why does Gia say nobody should go after the parent who asked for the review?

What stage is the process in?, continued

People can send written input by the 15th. The decision can be appealed.

A **challenge** is a formal request to remove or restrict a book or other library material. A challenge starts a review. On its own, it does not remove a book. A **reconsideration policy** is a library's written process for reviewing a challenge to a book. **Selection criteria** are the written standards a library uses to decide which materials to include.

So the chat's **claim**, that the book is banned, does not match the notice. In Case 3, you learned that a **correction** is a public statement that replaces wrong information with accurate information. The chat needs one. The book is under review, it is still on the shelf, and anyone who cares can send input by the 15th.

Mari plans to use the input form. It asks whether you read the whole book, so she is finishing it first. Gia plans a discussion at the bookshop. She has one rule: nobody goes after the parent. "They used the process too," she says.

Stop and think. Which sentence in the notice tells you where the book is right now?

Book challenges in real life

The American Library Association recommends that libraries adopt a reconsideration policy. Its example has a committee read the whole work (American Library Association, updated January 2018). That is professional advice, not a law. Rules differ by state. In Tennessee, reporters found that a stricter state law changed the review steps (Chalkbeat Tennessee, September 17, 2024).

Stop and think. Why does Gia say nobody should go after the parent who asked for the review?

Sources

Real source | **American Library Association** | **January 2018**
Selection and Reconsideration Policy Toolkit: formal reconsideration

Real source | **Chalkbeat Tennessee** | **September 17, 2024**
Under stricter Tennessee law, some school library books quietly disappear

This page continues page 110. The notes for both pages are on the sheet for page 110.

Look at the evidence

On your own Read the notice and the input form, and fill in both boxes for each one. About 10 minutes.

Evidence A | Library notice

Reconsideration notice, posted Friday by the school library

A request for reconsideration has been received for one title in the library collection. Under district policy, the title remains available during the review. A review committee will read the full work and evaluate it against the district's selection criteria. Written input may be submitted by the 15th. The committee's decision may be appealed.

Look closely: Which sentence tells you where the book is right now? Underline it.

What it shows

The book is still available. A committee is reviewing it.

One question I still have

Which novel is it, and who is on the committee?

Evidence B | Input form

Review committee input form, due the 15th

Name and role (student, parent, staff or community member). Have you read the entire work? Yes or No. Which selection criteria does your input address? Comments, 300 words maximum.

Look closely: Who can send input? What does the form ask before your comments?

What it shows

Students can send input, and the form asks if you read the whole book.

One question I still have

How will the committee use the comments?

Pacing

Full chapter: 10 min.

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

Say this

"Find the sentence that says where the book is now. Read it aloud." — Wait for "the title remains available during the review."

Watch for

Misconception: Students treat a review as a ban in slow motion. **Listen for:** "They're reviewing it, so it's basically banned." **Then:** Ask what the notice says comes after the review: a decision, then a possible appeal.

Support

- Give each document on its own half-page with the key sentence enlarged.
- Offer the notice as a read-aloud.
- **Cognates:** reconsideration (reconsideración), criteria (criterios), committee (comité), decision (decisión), appeal (apelación), process (proceso), novel (novela), district (distrito), censorship (censura).

Stretch

- Ask why the form asks whether you read the entire work, and what that suggests about the criteria.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know which novel it is, who is on the committee or what the criteria say.

Notes

This page continues page 112. The notes for both pages are on the sheet for page 112.

Key idea: book challenges

On your own Read the key idea and the code of ethics, then answer the question in the box. About 6 minutes.

A **challenge** is a formal request to remove or restrict a book or other library material. A challenge starts a review. On its own, it does not remove a book. A complaint, a temporary change and a final decision can happen at different times. Check which stage a process has reached before you repeat a claim.

A **reconsideration policy** is a library's written process for reviewing a challenge to a book. The American Library Association (ALA) recommends that libraries adopt one, and its example has a committee read the whole work. **Selection criteria** are the written standards a library uses to decide which materials to include. ALA's guidance is a professional recommendation, not a law. Each district's adopted policy and the applicable law govern its own process.

Whether removing a book breaks the law is a harder question. Federal courts disagree about how the First Amendment applies when a library removes a book. The answer can depend on where you live. Right now, the notice at Anika's school describes a review, and the novel is still available.

Professional standards

Real source | American Library Association (ALA)

ALA Code of Ethics: Principle 2 (of 9)

"We uphold the principles of intellectual freedom and resist all efforts to censor library resources."

In plain words: Library workers who follow the ALA code support people's freedom to read and oppose censorship of library materials.

Question: The district notice says the title stays available during review. Does that match the group chat's claim that it's "gone"?

Your answer

The notice says ___, but the chat says ___.

The notice says the book stays available, but the chat says it is gone.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"ALA's code says to resist efforts to censor library resources. Does keeping the book available during review fit that?" — Wait for evidence from the notice.

Watch for

Misconception: Students treat the ALA code as a law. **Listen for:** "The school is breaking the ALA law." **Then:** Say: "ALA's code is a framework for library workers. District policy and the applicable law govern the process."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Use the NEA row. Ask how reading the whole work tests whether a reason to remove a book is reasonable.

Heat check

■■□ **Medium.** The word "censorship" can start a debate about real books or groups.

Cool-down: Keep the talk on this notice. Ask what the notice says, not which side is right.

In the news

Real source | Chalkbeat Colorado | February 10, 2025

Colorado bill to curb school library book challenges clears first legislative hurdle

A state debated requiring clear reconsideration policies, showing a challenge is a process, not an instant ban.

Real source | Chalkbeat Tennessee | September 17, 2024

Under stricter Tennessee law, some school library books quietly disappear

A state law changed the review steps, so you have to check which rules and stage actually applied.

Notes

This page continues page 114. The notes for both pages are on the sheet for page 114.

Sort the evidence

On your own Fill in the diagram to show who decides at each stage, which rules apply and where input goes. About 8 minutes.

Replace “banned” with the real chain of decisions. Who decides at each stage, which rules bind them, and where can a student’s input land?

Keep, restrict or remove the novel after review

Who decides

The school review committee, which reads the whole work and votes

District-level appeal and, finally, the school board

Under which rule

District reconsideration policy and selection criteria

State law and unsettled First Amendment case law (Pico had no majority opinion)

Who lives with it

Your way in

Written input on the committee form by the 15th

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 parent’s view is missing. I would ask what worries them about the book.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Do the first decider together and stop.

Say this

“Replace “banned” with the real chain of decisions. Who decides first?” — Model the first decider together: the review committee.

Watch for

Misconception: Students name the parent as the decider. **Listen for:** “The parent decided.” **Then:** Point to the diagram: the parent can ask, the committee decides and the board hears appeals.

Support

- Let students write D, R or A (decider, rule, affected) before they write sentences.

Heat check

Medium. The missing-perspective question can invite personal reasons a book matters.

Cool-down: No student has to share why a book matters to them. Answer about the characters.

Practice: choose a response

On your own Choose what to check first and explain why, then fix the two marked lines. About 6 minutes.

A group chat says, "One parent complained, so that novel is banned." What should you check first?

- [x] **A** Find the library's policy and where the review stands.
- [ ] **B** Ask everyone in the chat whether they like the book.
- [ ] **C** Read the passage people are upset about, then decide.

Why I chose it

A. The policy and the notice tell you what stage the review is in. Liking the book or reading one passage can't tell you that.

Improve a draft

A student's first draft

This is so messed up. One parent complains and (1) now the whole school can't read the book?? That's literally censorship and it's illegal because of the First Amendment. (2) Whoever complained is a terrible person and should mind their own business. Everyone should go to the board meeting and yell at them until they put it back. Books like this are the only ones some of us actually finish. I read part of it last year and it was actually really good. I'm so done with this school honestly.

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

Rewrite phrase 1

The book is still on the shelf while a committee reviews it.

Rewrite phrase 2

The parent used the review process, and we can use it too.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"The chat says one parent got the novel banned. What do you check first?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students choose to read the disputed passage and decide. **Listen for:** "Just read the bad part." **Then:** Point to the notice: the committee reads the full work.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Update on the novel: it isn't banned. A parent filed a reconsideration request, which starts a review under the district's policy. The book stays on the shelf while a committee reviews the whole work against the selection criteria, and there's an appeal step after the decision. If you care about it, you can send written input to the committee by the 15th; the librarian has the form. Tie it to the criteria and your own reading, and please don't go after the parent who asked. People are allowed to use the process too.

Other notes on the draft:

- "it's illegal because of the First Amendment" The law here is unsettled and varies. Don't claim a verdict.

Grades 6—8

Your task

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

Draw the steps of a book review and write a message correcting the group chat.

Use: The Matilda extract, the chat claim and a simplified district process.

You'll make: Flowchart plus 3—4 sentence message

Time: 45 minutes

1. Read the chat message in What happened, and underline what it says happened.
2. Circle the sentence in Evidence A that says where the book is now.
3. Write the four stages on the flowchart in order.
4. Mark the stage the novel is at now.
5. Write a message of 3 or 4 sentences in the Your draft box.
6. Write one question you would ask the librarian.

Show it your way

Write it: Write 3—4 sentences with the frame "A complaint was made. Right now, __. The next step is __."

Say it: Explain the steps of a book review to a partner, pointing to where the novel is right now.

Show it: Fill in the flowchart (request filed, under review, decision, appeal) and put a sticker on the current stage.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 15 min.

Short on time: 15 min.

Say this

"Your message answers three questions: Is it banned? Where is it now? What happens next?" — Write them on the board.

Watch for

Misconception: Messages attack the parent. **Listen for:** "Whoever complained should mind their own business." **Then:** Correct the claim, not the person.

Support

- Process flowchart to fill in
- Frames: "A complaint was made. Right now, __. The next step is __."
- Vocabulary: challenge, review, decision, appeal
- Read-aloud

Stretch

- Add one question you'd ask the librarian.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.11.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

The four stages, in order

Request filed, under review, decision, appeal

Where the novel is now

Under review, and still available

The next step

The committee decides. Input is due by the 15th.

My question for the librarian

Who is on the review committee, and when will it decide?

Your draft

Your message, 3 or 4 sentences

A complaint was made. Right now, ___. The next step is ___.

A complaint was made, but the book is not banned. Right now, it is under review and still in the library. The next step is the committee's decision, and you can send input by the 15th. Please don't go after the parent who asked.

This page continues page 118.

Answer key

A strong response:

- Separates complaint from decision
- Names the current stage
- Doesn't attack the parent
- Asks a real question

What to notice in the sample:

1. Names the current stage.
2. Gives the deadline.
3. Corrects the rumor without attacking anyone.

Check your work

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

Does your message separate the complaint from the decision?	☑ Yes	☐ No
Does it name the stage the novel is at now?	☑ Yes	☐ No
Does it avoid attacking the parent?	☑ Yes	☐ No
Did you write a real question for the librarian?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Repeats "banned."	☐ Mentions a complaint without stage.	☐ States the current stage from the policy.	☐ States stage, next steps and input route.
Reasoning	☐ Declares a legal verdict.	☐ Treats outrage as the argument.	☐ Separates complaint, review and decision.	☐ Connects input to criteria and notes legal uncertainty.
Audience & purpose	☐ Attacks people.	☐ Rallies without direction.	☐ Gives a useful participation route.	☐ Invites participation while respecting other readers and the parent.
Revision	☐ No change.	☐ Tone only.	☐ Corrects the stage and removes attacks.	☐ Explains how each change helps the chat act accurately.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one corrected stage or one removed attack.

Watch for

Misconception: Students keep a legal verdict in their reply. **Listen for:** "It's illegal, period." **Then:** Point to the Reasoning row: the law here is unsettled and varies.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the flowchart for the book's current stage and the message against the four success criteria.

Proficient looks like:

- **Evidence:** States the current stage from the policy.
- **Reasoning:** Separates complaint, review and decision.
- **Audience & purpose:** Gives a useful participation route.
- **Revision:** Corrects the stage and removes attacks.

Check your work, continued

One change I made

I changed ___ because ___.

I changed my claim that the book got banned, because the notice says it is still available during the review.

Notes

This page continues page 120. The notes for both pages are on the sheet for page 120.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 8 minutes.

1 **Whose reading experience is missing from the crew's discussion of the novel?**

The parent's reading is missing, and so are students who read the novel. Mari has read only part of it.

2 **Gia says nobody should go after the parent who asked for the review. Why might that matter for her bookshop discussion?**

If people go after the parent, the discussion turns into a fight. Gia wants people to send input by the 15th.

3 **How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?**

"Ban" sounds final. "Review" tells people the book is still there and no decision has been made.

My take

I think the crew should ___ because ___.

I think the crew should tell the chat the book is still there because the notice says so.

The evidence that changed my first guess is ___.

The evidence that changed my first guess is the notice. It says the book stays available.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

"Answer with a detail from the notice or the form, not a feeling about the parent." — Post the question numbers and hear one answer per question.

Stretch

- Ask how Gia's bookshop invitation could name the book, the stage and the deadline without naming the parent.
- Going further: Find the institution, its written policy and the decision process before you make a claim about rights. Which of the three does the district notice tell you about?
- Going further: What problem does a proposed restriction on a book claim to solve? Which readers' experiences or other options are missing from that proposal?
- Going further: Design a library notice that explains where a book review stands, and write a short guide for interviewing a librarian. Test whether a student can name the next document to ask for.
- Going further: Ask your school librarian how book challenges are handled. Find the written policy on the district website, and learn whether students can give input during a review. If a review is happening, read the whole book before you comment.
- Find your district's reconsideration policy and summarize its stages
- Research how your state's laws about school library materials have changed recently

My take, continued

One question I still have is ___.

One question I still have is who is on the review committee.

Notes

This page continues page 122.

Heat check

■■□ **Question 1: Medium.** Students may feel pressed to share why a book matters to them personally.

Cool-down: Say: “Answer about the characters, not yourself.” Nobody has to share a personal reason.

Question 2 cool-down: Say: “We discuss the request, not the person.” Return to what the notice says.

Talk about this case at home

Case 7: Did one complaint get the novel banned?

In this case, a group chat claims one parent's complaint got a novel banned from a school library. Your student compared that claim with the library's notice and learned how a book review works.

Questions to talk about

1. What is the difference between a book being reviewed and a book being removed?
2. Where could someone find out how a library decides which books to keep?
3. How can people disagree about a book without attacking each other?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Bring this page home, or read it with someone you trust." — Nobody needs to share their views on any real book.

Case 8: Is it a recommendation or an ad?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a short story in which a publisher sends Gia a free novel to review. Her video tags the publisher but never says the copy was free. They compare the publisher's email, the video script and Caio's edit notes with the FTC's disclosure guidance for social media. They then rewrite the video's opening and caption so that a viewer watching with the sound off learns about the free copy.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- tell an opinion from a fact
- write a complete sentence that answers a question

Objectives

Students will be able to:

- identify the free copy as a material connection between Gia and the publisher
- place a disclosure early in the video, spoken and on screen
- explain in 3 or 4 sentences where the disclosure goes and why

Materials

- This chapter, one copy per student
- Evidence A, B and C on half-pages, one set per pair
- A disclosure word bank: free copy, sent by, paid by, ad

The task in this edition

Task: Add a clear disclosure to Gia's review script and explain where you put it and why.

Students make: Storyboard plus 3—4 sentence explanation

Pacing

Opener (page 125): 6 min. Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Key terms (pages 126 and 127): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 130): 12 min. Short on time: 10 min. Students fill in only the What it shows boxes.

Look at the evidence (page 131): 5 min. Short on time: 3 min. Read Caio's notes aloud. Students fill in only the What it shows box.

Key idea (pages 132 and 133): 8 min. Short on time: skip. Say that a free product counts, even when no post is required.

Pacing, continued

Sort the evidence (page 134): 8 min. Short on time: skip.

Practice (page 135): 8 min. Short on time: 5 min. Take the vote and read the best option's feedback. Skip Improve a draft.

Your task (pages 136 and 137): 18 min. Short on time: 17 min. Students draw frame 1 only, then write the explanation.

Check your work (pages 138 and 139): 5 min. Short on time: skip. Score the storyboards yourself with the rubric.

Questions to discuss (page 140): 10 min. Short on time: 3 min. Use the first My take frame as an exit ticket.

Talk about this case at home (page 141): at home.

Periods: full chapter 86 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.

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

Case 8 plan, continued

Standards, continued

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.

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

Standards, continued

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.1.6-8 Tell apart the powers and responsibilities of citizens, political parties, interest groups and the media. In this case: Students distinguish the responsibilities of media creators and a government agency.

Codes of ethics

- **FTC Endorsement Guides (16 CFR Part 255):** § 255.5 Disclosure of material connections
- **FTC Endorsement Guides (16 CFR Part 255):** § 255.0 Purpose and definitions, paragraph (f)
- **PRSA Code of Ethics:** Free Flow of Information

Heat map

■□□ **Opener (page 125):** Low

■□□ **Key terms (pages 126 and 127):** Low

■□□ **Look at the evidence (page 130):** Low

■□□ **Look at the evidence (page 131):** Low

■□□ **Key idea (pages 132 and 133):** Low

■□□ **Sort the evidence (page 134):** Low

Heat map, continued

■□□ **Practice (page 135):** Low

■□□ **Your task (pages 136 and 137):** Low

■□□ **Check your work (pages 138 and 139):** Low

Try it at your school

Check the relationship before you trust the review.

- Next time you see a recommendation, look for a disclosure in the video itself
- If you post reviews, practice a clear spoken line like "They sent me this for free"
- Share a disclosure checklist with a school media club
- Don't accuse real creators; practice on your own sample posts

Who to ask: School media or journalism advisor, a librarian, a digital citizenship teacher

Safety: Don't share personal information to get free products. Talk with a trusted adult before accepting any brand deal.

Sources

- TikTok Newsroom, "BookTok and publishing," September 2022
- Federal Trade Commission, "Disclosures 101 for Social Media Influencers," No date listed

Case 8 plan, continued

Sources, continued

- Federal Trade Commission, “FTC’s Endorsement Guides: What People Are Asking,” No date listed
- Federal Trade Commission, “FTC explanatory video,” No date listed

Case 8: Is it a recommendation or an ad?

Gia loves a novel that a publisher sent her for free, and her video review does not mention the free copy yet.

On your own Read What happened. Underline what the publisher sent Gia and what it asked for. About 6 minutes.

Gia, Caio and Mari set up a camera in a bright studio.

Your role: You're the viewer with the sound off who checks the first three seconds. **New skill:** Spot and disclose a material connection.

What happened

At 1:30 p.m. on Saturday, Caio finishes editing Gia's short video review of a new novel. Gia made the review for BookTok, where people recommend books on TikTok. She stayed up until 2 a.m. to finish the novel, and she loves it.

Two weeks ago, the book's publisher emailed Gia. The publicity team offered her a free copy of its spring novel for review. The email said she did not have to post, but it asked for a tag if she did. In the first cut, Gia never says the book was free. The only sign of the publisher is a tag in the caption below the video.

Caio wants to watch the cut the way a stranger would, on a phone with the sound off. He wants to know whether the first three seconds say the book was free. Gia wants to keep her honest opinion in the video. She also wants viewers to know how she got the book.

Your question: Do Gia's viewers need to know the book was free, and how should she tell them?

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Say this

"Gia stayed up until 2 a.m. finishing this book. Does it matter how she got it?" — Take three answers. Do not settle it yet.

Watch for

Misconception: Students decide a free copy makes the review a lie. **Listen for:** "She only likes it because it was free." **Then:** Ask what the evidence says about her opinion. Nothing shows it is false; the free copy is context.

Support

- Read What happened aloud while students follow along.
- Explain BookTok in one sentence: people on TikTok recommending books.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 6 minutes.

Material connection A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.

En español: conexión material

In this case: The publisher sent Gia a free copy of its spring novel for review. That free copy is a material connection.

Disclosure A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

En español: divulgación

In this case: Gia's first cut has no disclosure. The tag in the caption names the publisher but never says the book was free.

Endorsement An endorsement is a message that shares someone's opinion or experience of a product to promote it.

En español: respaldo

In this case: Gia's video review promotes the novel with her own opinion: she stayed up until 2 a.m. to finish it.

Who is involved

Gia
Made the video review

"I stayed up till 2 a.m. finishing it. That part's real. The publisher sending it free is also real, and right now it's nowhere in the video."

Caio
Editing Gia's video

"The publisher's email literally says 'free copy for review.' That's the sentence. It's just not in the video yet."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Which key term names the free copy? Which one names what Gia still has to add?" — Wait for material connection, then disclosure.

Watch for

Misconception: Students hear "material" as physical stuff, like paper. **Listen for:** "The material is the book." **Then:** Reread the definition: a material connection is a relationship with a brand, such as a free product.

Support

- Pair students who share a language to explain each term in their own words.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

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, does Gia need to tell viewers the book was free?

I think Gia ___ because ___.

I think Gia does not need to say it because her opinion is honest.

Notes

This page continues page 126. The notes for both pages are on the sheet for page 126.

Reading passage

The free book in the first three seconds

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

- **Material connection**: A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.
- **Disclosure**: A disclosure is a clear statement that tells people about a relationship or fact they would want to know.
- **Endorsement**: An endorsement is a message that shares someone's opinion or experience of a product to promote it.
- **Framing**: Framing is choosing which parts of a situation a message brings forward.

The story: A review that is almost ready

Gia stayed up until 2 a.m. to finish a new novel, and she loves it. Now she has made a short video review for BookTok, where people recommend books on TikTok. At 1:30 p.m. on Saturday, Caio finishes editing it.

There is one thing the video does not say. Two weeks ago, the book's publisher emailed Gia. The publicity team offered her a free copy for review. The email said she did not have to post, but it asked for a tag if she did.

In the first cut, Gia says, "You guys, I have to tell you about this book because I literally could not put it down!" The only sign of the publisher is a tag in the caption below the video.

Gia is ready to post. Caio asks her to wait and watch it once on mute. Your role is to be that viewer with the sound off. You check the first three seconds.

Stop and think. Why might Gia think a tag in the caption is enough?

What viewers need to know

An **endorsement** is a message that shares someone's opinion or experience of a product to promote it. Gia's review is an endorsement, and her opinion is honest.

Pacing

Reading: about 5 min (444 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A review that is almost ready":** Why might Gia think a tag in the caption is enough?
2. **After "What viewers need to know":** How would you test whether a stranger with the sound off can tell the book was free?
3. **After "The real rules":** Would knowing the book was free change how much you trust the review? Why or why not?

What viewers need to know, continued

A **material connection** is a relationship with a brand, like payment or a free product, that viewers might not expect. The free copy is a material connection. It does not prove Gia's opinion is false. It is simply something viewers would want to know.

A **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Gia thinks the tag is enough. Caio disagrees. A tag says who made the book. It does not say they sent it to her free. And the tag sits in the caption, which many people never open.

Case 1 taught you that **framing** is choosing which parts of a situation a message brings forward. Right now, the video brings forward Gia's excitement and hides the free copy. Caio suggests a new opening: "Quick heads-up, the publisher sent me this free." Gia would say it out loud and show it on screen, so it works with the sound off. Then comes her hook.

Gia also makes one more change. She drops the idea of calling it the best book of the year. She will just say what happened: two nights, and she could not put it down.

Stop and think. How would you test whether a stranger with the sound off can tell the book was free?

The real rules

The Federal Trade Commission, a federal agency, writes guides about endorsements. It says that for a video, the disclosure belongs in the video itself, ideally both spoken and on screen (Federal Trade Commission, updated December 3, 2024). In 2023, the FTC warned a dozen influencers about posts that did not clearly disclose they were paid (Federal Trade Commission, November 14, 2023).

Stop and think. Would knowing the book was free change how much you trust the review? Why or why not?

Sources

Real source | Federal Trade Commission | December 3, 2024
Disclosures 101 for Social Media Influencers

Real source | Federal Trade Commission | November 14, 2023
FTC Warns Two Trade Associations and a Dozen Influencers About Social Media Posts Promoting Consumption of Aspartame or Sugar

This page continues page 128. The notes for both pages are on the sheet for page 128.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 12 minutes.

Evidence A | Email

The publisher's email

"Hi Gia, we love your book reviews! We'd be glad to send you a free copy of our spring novel for review. There's no obligation to post, but if you do, we'd appreciate a tag. Best, the publicity team"

Look closely: What did the publisher give, and what did it ask for?

What it shows

The publisher sent Gia a free book and asked for a tag.

One question I still have

Does Gia have any other deal with the publisher?

Evidence B | Video script and caption

Gia's first cut

Spoken: "You guys, I have to tell you about this book because I literally could not put it down!" On-screen text: none. Caption below the video: "@publisher #booktok

Look closely: Where in this video would a viewer learn about the free copy?

What it shows

Gia loves the book. The publisher's tag is only in the caption.

One question I still have

Where would a viewer learn the book was free?

Pacing

Full chapter: 12 min.

Short on time: 10 min. Students fill in only the What it shows boxes.

Say this

"Put your finger on the start of Gia's script. Where does it say the book was free?" — Wait for "nowhere." Then find the tag in the caption.

Watch for

Misconception: Students count the caption tag as a disclosure. **Listen for:** "She tagged them, so it's disclosed." **Then:** Ask what the tag tells a viewer. It names the publisher; it never says the book was free.

Support

- Give each document on its own half-page, with the email's key sentence enlarged.
- Read Caio's notes aloud. Explain that 0:00—0:03 means the first three seconds.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

Stretch

- Ask why Caio tests the video on mute, and which viewers a spoken-only disclosure would miss.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Edit notes

Caio's edit notes

"Watch once as a stranger, phone on mute. 0:00—0:03: does anything say free copy? Caption sits below the video; most people won't open it. Tag = brand name, not relationship."

Look closely: What does Caio want to test before uploading, and why the first three seconds?

What it shows

Caio will watch it on mute, like a stranger, to test it.

One question I still have

How many of Gia's viewers watch with no sound?

What is still missing from the evidence?

We don't know how many of Gia's viewers watch with no sound, or if she has any other deal with the publisher.

Notes

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read Caio's notes aloud. Students fill in only the What it shows box.

Say this

"Put your finger on the start of Gia's script. Where does it say the book was free?" — Wait for "nowhere." Then find the tag in the caption.

Watch for

Misconception: Students count the caption tag as a disclosure. **Listen for:** "She tagged them, so it's disclosed." **Then:** Ask what the tag tells a viewer. It names the publisher; it never says the book was free.

Support

- Give each document on its own half-page, with the email's key sentence enlarged.
- Read Caio's notes aloud. Explain that 0:00—0:03 means the first three seconds.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

Stretch

- Ask why Caio tests the video on mute, and which viewers a spoken-only disclosure would miss.

Heat check

■□□ **Low.**

Key idea: material connections

On your own Read the key idea and the FTC guide. Then answer the question in the box. About 8 minutes.

An **endorsement** is a message that shares someone's opinion or experience of a product to promote it. Gia's video review is an endorsement, and her opinion in it is honest. A **material connection** is a relationship with a brand, like payment or a free product, that viewers might not expect. The free copy from the publisher is a material connection. Knowing about it gives viewers context, but it does not prove that Gia's opinion is false.

The Federal Trade Commission (FTC) is a federal agency. Its Endorsement Guides explain how a federal law against deceptive practices applies to endorsements. A **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. For a video, the FTC says the disclosure belongs in the video itself, ideally both spoken and on screen. A tag in the caption only names the brand, and it sits below the video.

A disclosure answers one question: how did Gia get the book? Viewers can still ask what supports her claims about the book itself. A clear disclosure does not make every claim in a review accurate. Do not accuse a real creator of hiding a sponsorship based on a guess.

Professional standards

Real source | Law or regulation | Federal Trade Commission (FTC)

FTC Endorsement Guides (16 CFR Part 255): § 255.5 Disclosure of material connections

"They can include monetary payment or the provision of free or discounted products ... to an endorser, regardless of whether the advertiser requires an endorsement in return."

In plain words: The FTC says a free product can be a connection that reviewers must clearly disclose, even if the brand asked for nothing in return.

Question: The publisher's email says there is "no obligation to post." Does that change whether Gia has a connection to disclose?

Pacing

Full chapter: 8 min.

Short on time: skip this page. Skip this page. Say that a free product counts, even when no post is required.

Say this

"The FTC counts free products even when the brand requires no review. What does that mean for Gia?" — Wait for: the email's "no obligation" does not change the connection.

Watch for

Misconception: Students treat the PRSA code and the FTC guides as the same kind of rule. **Listen for:** "Gia broke the PRSA code." **Then:** Say: "The PRSA code binds PRSA members. The FTC guides explain a federal law that reaches endorsers like Gia."

Support

- Read the quotation aloud. Point out the label: Law or regulation, not a code of ethics.

Stretch

- Use the second FTC row: where in the first three seconds would a viewer on mute learn the book was free?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

The email says ___. Gia still ___ because ___.

The email says she does not have to post. Gia still has a connection because the book was free.

In the news

Real source | NBC News | November 15, 2023

Influencers warned by FTC over 'inadequate' disclosures of artificial sweetener promotions

Real creators were warned for not clearly saying they were paid, the exact question this case asks.

Real source | ABC News | November 6, 2019

Popular YouTuber chimes in on federal product disclosure guide for influencers

A creator reacts to the FTC's disclosure rules, showing how the guidance lands for people who actually post.

Notes

This page continues page 132. The notes for both pages are on the sheet for page 132.

Sort the evidence

On your own Follow each choice to its results. Then write whose view is missing. About 8 minutes.

Follow both choices forward. Which consequences can Gia control, which depend on viewers, and what test tells her the disclosure worked?

Post the first cut with only a brand tag in the caption	Disclose aloud and on screen in the first seconds
Sound-off viewers never learn the book was free **Who is affected** Viewers deciding whether to buy or borrow the book	Viewers weigh the recommendation knowing the relationship **Who is affected** Viewers deciding whether to buy or borrow the book
	Some viewers may discount the review as an ad **Who is affected**

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 ___.

Gia's viewers are missing. I would ask one of them if they could tell the book was free.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Follow each choice forward. Which results can Gia control, and which depend on viewers?" — Model the first chain together.

Watch for

Misconception: Students read "some viewers may discount the review" as a reason not to disclose. **Listen for:** "Then she shouldn't say it." **Then:** Ask what happens when viewers find out later. Follow the chain that starts with the tag only.

Support

- Let students write the letter of each result on the arrows before they write sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose the change that makes the relationship clearest. Then fix the two marked phrases. About 8 minutes.

Gia loves the novel the publisher sent her for free. Which change to her video makes the relationship clearest to viewers?

- ☐ **A** Tag the publisher in the caption.
- ☑ **B** Say and show at the start of the video that the publisher sent her the book for free.
- ☐ **C** Leave the video as it is, since the email said there was no obligation to post.

Why I chose it

B. Viewers learn the book was free while they watch, even with the sound off. Gia can still say she loved it.

Improve a draft

A student's first draft

Okay you guys, I have to tell you about this book because I literally could not put it down!! ❶ #ad #booktok @publisher. The characters are so real and the ending destroyed me. I stayed up until 2 a.m. finishing it and then just sat there staring at the wall. Everyone needs to read this, trust me, ❷ it's the best book of the year and you won't regret it. Link is in my bio, go get it before everyone else does!

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

Rewrite phrase 1

Say it and show it at the start: "the publisher sent me this book for free."

Rewrite phrase 2

Say what happened: "I finished it in two nights."

Pacing

Full chapter: 8 min.

Short on time: 5 min. Take the vote and read the best option's feedback. Skip Improve a draft.

Say this

"Gia loves the book, and it was free. Which change makes that clearest?" — Take a vote before any discussion.

Watch for

Misconception: Students choose C because the email said there was no obligation. **Listen for:** "They didn't make her post, so it's fine." **Then:** Reread the FTC quotation. A free product counts even when no post is required.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: On screen and said aloud: "Quick heads-up: the publisher sent me this book for free to review." Then: "Okay, you guys, I could not put this down. The two sisters felt real to me, and the ending caught me completely off guard. If you like slow-burn family stories, this one's for you. If you need a fast plot, maybe not. I finished it in two nights." Caption: "Publisher sent me a free copy for review. #ad #booktok." The disclosure is in the first three seconds, readable without sound, and the claim is about my own reading.

Grades 6—8

Your task

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

Add a clear disclosure to Gia's review script and explain where you put it and why.

Use: The review description, the publisher email and three FTC key points.

You'll make: Storyboard plus 3—4 sentence explanation

Time: 45 minutes

1. Read the email in Evidence A. Circle what Gia got for free.
2. Read the first cut in Evidence B. Underline the only place the publisher appears.
3. Choose words from the word bank for a disclosure of one sentence.
4. Draw three storyboard frames. Put your disclosure in frame 1, spoken and on screen.
5. Write 3 or 4 sentences in the Your draft box. Explain where you put the disclosure and why.
6. Test frame 1 with a partner. Could a viewer with the sound off tell the book was free?

Show it your way

Write it: Write 3—4 sentences with the frame "I put it __ because viewers __."

Say it: Perform or record the first five seconds of the review with your spoken disclosure, then explain why you put it there.

Show it: Draw the three-frame storyboard and show where the words "sent to me free" appear on screen for a viewer with the sound off.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 18 min.

Short on time: 17 min. Students draw frame 1 only, then write the explanation.

Say this

"What must a viewer on mute see in the first three seconds?"

Watch for

Misconception: The disclosure goes at the end. **Listen for:** "She can say it later." **Then:** Move it to frame 1.

Support

- Disclosure word bank: free copy, sent by, paid by, ad
- Frames: "I put it __ because viewers __."
- Storyboard with three frames
- Partner discussion first

Stretch

- Show where the disclosure goes for a viewer with the sound off.

Heat check

■□□ **Low.**

Your task, continued

What Gia got for free

A free copy of the novel

Where the first cut names the publisher

Only in a tag in the caption, below the video.

Frame 1: what Gia says and what the screen shows

Gia says ___. The screen shows ___.

Gia says, "Quick heads-up, the publisher sent me this free." The screen shows the words Free copy from the publisher.

Frame 2

Gia holds up the book and says she could not put it down.

Frame 3

Gia says she read it in two nights and loved the ending.

Your draft

Your explanation, 3 or 4 sentences

I put it ___ because viewers ___.

I put the disclosure in frame 1 because viewers see the start first. I made it spoken and on screen because some viewers watch with the sound off. The tag in the caption only names the publisher. Now a stranger can tell the book was free in three seconds.

This page continues page 136.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.1.6-8.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Names the relationship clearly
- Places it in the video, early
- Works with sound off
- Keeps Gia's honest opinion

What to notice in the sample:

1. Names the placement and gives a reason tied to viewers.
2. Explains why the disclosure takes two forms.
3. Explains why the tag alone is not enough.

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 disclosure say the book was free?	☑ Yes	☐ No
Is the disclosure in frame 1?	☑ Yes	☐ No
Could a viewer with the sound off see it?	☑ Yes	☐ No
Did you keep Gia's honest opinion?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No disclosure or claim support.	☐ Tag only.	☐ Names the relationship clearly.	☐ Names the relationship and supports the product claim.
Reasoning	☐ Treats opinion as a substitute for disclosure.	☐ Discloses but can't explain why.	☐ Explains why placement and clarity matter.	☐ Distinguishes opinion, relationship and product claim.
Audience & purpose	☐ Ignores viewers.	☐ Assumes viewers read captions.	☐ Works for sound-off viewers.	☐ Works across channels with consistent wording.
Revision	☐ No change.	☐ Adds a hashtag.	☐ Adds spoken and on-screen disclosure.	☐ Explains each placement choice for different viewers.

Pacing

Full chapter: 5 min.

Short on time: skip this page. Skip this page. Score the storyboards yourself with the rubric.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one moved disclosure or one cut claim.

Watch for

Misconception: Students add a hashtag and call it done. **Listen for:** "I added #ad." **Then:** Point to the Revision row: a hashtag alone is the second level. Ask where a viewer on mute would see it.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the storyboard for clear words, early placement and a sound-off version, and the explanation for a reason tied to viewers.

Proficient looks like:

- **Evidence:** Names the relationship clearly.
- **Reasoning:** Explains why placement and clarity matter.
- **Audience & purpose:** Works for sound-off viewers.
- **Revision:** Adds spoken and on-screen disclosure.

Check your work, continued

One change I made

I changed ___ because ___.

I changed my disclosure from spoken only to spoken and on screen, because some viewers watch on mute.

Notes

This page continues page 138. The notes for both pages are on the sheet for page 138.

Questions to discuss

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

1 **Would knowing the book was free change how much you trust Gia's review? Why or why not?**

Maybe a little. I would still believe she loved it, but I would know she did not pay for it.

2 **Some viewers may treat a review with a disclosure as just an ad. How could Gia keep their trust?**

She can say the book was free right away. Then she can give her honest opinion, like how she read it in two nights.

3 **Who should make sure disclosures are clear: creators, brands or platforms?**

Gia should, because she is the one talking to viewers. The publisher could remind her in its email.

My take

I think Gia should ___ because ___.

I think Gia should say the book was free at the start because viewers may not read the caption.

The evidence that changed my first guess is ___.

Caio's notes changed my first guess. A tag only names the brand.

One question I still have is ___.

One question I still have is how many viewers watch with no sound.

Pacing

Full chapter: 10 min.

Short on time: 3 min. Use the first My take frame as an exit ticket.

Say this

"Answer with a detail from the evidence, not with a real creator you follow." — Post the question numbers and take one answer per question.

Stretch

- Ask what a disclosure checklist for a school media club would include, and who would check it.
- Going further: What does a viewer need to know about how Gia got the book? Plan one way to check that viewers understood the disclosure. A view count cannot tell you that.
- Going further: Design two versions of a sponsored post, with the disclosure in a different place in each. Keep the relationship equally clear in both versions.
- Going further: Find the line in the evidence that shows the book was free. Before you call any real post sponsored, look for that kind of evidence. Do not accuse a real creator based on a guess.

Heat check

■■□ **Question 2: Medium.** Students may name real creators they believe hide sponsorships.

Cool-down: Say: "We are talking about Gia, not real creators." Return to the viewer comment, which is about a creator.

Talk about this case at home

Case 8: Is it a recommendation or an ad?

In this case, a publisher sends Gia a free novel, and her video review does not say the book was free. Your student read the email and the video script, then rewrote the opening so viewers learn about the free copy.

Questions to talk about

1. How can you tell when a video review is also an ad?
2. Where in a video would you look for a note that a product was free?
3. Why might a review still be honest if the reviewer got the product for free?

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

See the case online.

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.

Case 9: What is on your ballot, and where do you check?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Dec, who turns 18 in October, looks past the headline race on his sample ballot. He finds a school board race, a city council race and a transit bond. They compare the ballot with a creator's voter guide that mixes facts with picks, and they read Vote.gov's guidance for people 18 and under. They then write a personal checklist of official sources for registration, deadlines and their own sample ballot.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- tell a fact from an opinion
- write a complete sentence that answers a question

Objectives

Students will be able to:

- find contests below the big race on a sample ballot
- match at least three contests to something they decide
- point families to official, address-based information without taking sides

Materials

- This chapter, one copy per student
- Evidence A, B and C on half-pages, one set per group
- Office-to-issue matching cards

The task in this edition

Task: Match offices on a sample ballot to the everyday things they decide, then make a poster for families about finding their own ballot.

Students make: Matching sheet plus a poster

Pacing

Opener (page 142): 6 min. Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Key terms (pages 143 and 144): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 147): 12 min. Short on time: 10 min. Students fill in only the What it shows boxes.

Look at the evidence (page 148): 5 min. Short on time: 3 min. Read Gia's reminder aloud. Students fill in only the What it shows box.

Key idea (pages 149 and 150): 8 min. Short on time: skip. Say that a pick tells you how to vote and a fact can be checked.

Pacing, continued

Sort the evidence (pages 151 and 152): 8 min. Short on time: skip.

Practice (page 153): 8 min. Short on time: 5 min. Take the vote and read the best option's feedback. Skip Improve a draft.

Your task (pages 154 and 155): 18 min. Short on time: 17 min. Groups match two contests instead of three.

Check your work (pages 156 and 157): 5 min. Short on time: skip. Check the posters yourself with the rubric.

Questions to discuss (page 158): 10 min. Short on time: 3 min. Use the first My take frame as an exit ticket.

Talk about this case at home (page 159): at home.

Periods: full chapter 86 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.

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

Case 9 plan, continued

Standards, continued

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.

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

Standards, continued

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.2.6-8 Explain the roles citizens play, such as voters, jurors, taxpayers, petitioners and protesters. In this case: Students explain specific roles played by citizens, such as voters.

Codes of ethics

- **SPJ Code of Ethics:** Seek Truth and Report It
- **RTDNA Code of Ethics:** Opening statement (before the guiding principles)
- **Credo for Ethical Communication:** "We advocate sharing information, opinions, and feelings..." (one of nine unnumbered principles)

Heat map

■□□ **Opener (page 142):** Low

■□□ **Key terms (pages 143 and 144):** Low

■□□ **Look at the evidence (page 147):** Low

■□□ **Look at the evidence (page 148):** Low

■□□ **Key idea (pages 149 and 150):** Low

Heat map, continued

■■□ **Sort the evidence (pages 151 and 152):** Medium

■□□ **Practice (page 153):** Low

■□□ **Your task (pages 154 and 155):** Low

■□□ **Check your work (pages 156 and 157):** Low

Try it at your school

Find your official election information.

- With a trusted adult, visit vote.gov and choose your state or territory
- Check eligibility, preregistration and registration rules for your age
- Find a sample ballot for your address and circle one local office
- Learn what that office does before researching candidates

Who to ask: Your county or local election office, a civics teacher, a school librarian

Safety: Never share your address, birthdate or voter information in group chats. Use official government sites (.gov) for registration.

Sources

- Vote.gov, "Your state or territory's voting information," No date listed
- Vote.gov, "Preparing to vote: age 18 and under," No date listed

Case 9 plan, continued

Sources, continued

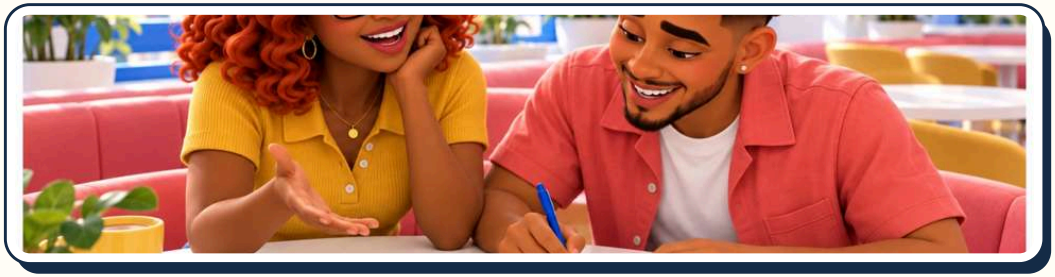
- USAGov, “Sample ballots and voter guides,” No date listed
- National Constitution Center, “The 26th Amendment of the U.S. Constitution,” No date listed

Case 9: What is on your ballot, and where do you check?

Dec turns 18 before the election on November 3, 2026, and his feed covers only one race on his ballot.

On your own Read What happened. Underline the contests Mateo finds below the big race. About 6 minutes.

Your role: You're the one who finds Dec's official sample ballot before anyone tells him how to vote.
New skill: Check an official source for your own area.



Mateo and Gia work in a notebook at a café table.

What happened

It is Sunday at the library desk. Dec turns 18 in October, before the general election on November 3, 2026. His feed is full of posts about one big race. Mateo and Gia are helping him find out what else is on his ballot.

They look at a sample ballot for the November election. The front shows the big race from Dec's feed. The second page has more: a school board race, a city council seat and Measure T, a transit bond. Mateo notices that nobody is posting about Measure T.

A creator's voter guide is also going around. It says registration closes "the 14th," but it never names a state. It also tells people how to vote on the school board race and Measure T. Gia is writing a reminder for the group chat.

Mateo has his own problem. He may still be registered at his mom's address in New Bedford, Massachusetts. Dec says he does not need anyone to pick for him. He needs to know what is on his ballot and whether he is registered in time.

Your question: What is on Dec's ballot, and where should he check his own information?

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Say this

"Dec's feed is full of one race. What else do you think is on his ballot?" — List guesses on the board. Keep them for the sample ballot.

Watch for

Misconception: Students think a ballot holds only the big national races. **Listen for:** "It's just president or Congress." **Then:** Point to the second page of the sample ballot in the story: school board, city council, Measure T.

Support

- Read What happened aloud while students follow along.
- Explain that a measure is a question voters decide directly, like Measure T.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 6 minutes.

Sample ballot A sample ballot is a preview of the contests and measures that will appear on your ballot.

En español: boleta de muestra

In this case: Dec's sample ballot lists a school board race, a city council seat and Measure T below the big race from his feed.

Voter guide A voter guide is a document that explains or recommends choices in an election.

En español: guía para votantes

In this case: A creator's voter guide mixes one deadline with two picks: "vote Candidate B" and "Measure T: yes, obviously."

Registration Registration is signing up with your election office so that you are on the list of people who can vote.

En español: inscripción electoral

In this case: Dec turns 18 in October and needs to know whether he is registered in time. The guide's deadline names no state.

Jurisdiction A jurisdiction is the place or area where a particular government or rule has authority.

En español: jurisdicción

In this case: Mateo may still be registered in New Bedford, Massachusetts. A different place can mean a different ballot and a different deadline.

Who is involved

Mateo
Helping Dec read the sample ballot

"Dec's feed is all the big race. Then you flip the sample ballot: school board, city council, a transit bond. Nobody's posting about Measure T."

Gia
Writing the group-chat reminder

"The creator's guide says 'registration closes the 14th.' Whose 14th? It doesn't even say which state."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Which key term explains why Mateo's ballot might not match Dec's?" — Wait for jurisdiction.

Watch for

Misconception: Students treat a voter guide and a sample ballot as the same document. **Listen for:** "The guide is the ballot." **Then:** Ask which one lists the contests for an address and which one tells you how to vote.

Support

- Pair students who share a language to explain each term in their own words.
- Many election offices publish Spanish materials. Show where to find them.
- **Cognates:** election (elección), candidate (candidato), jurisdiction (jurisdicción), official (oficial), district (distrito), amendment (enmienda), constitution (constitución), vote (voto).

Heat check

■□□ **Low.**

Answer key

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

Your first guess

Before you look at the evidence, what do you think is on Dec's ballot?

I think Dec's ballot has ___ because ___.

I think Dec's ballot has only the big race because that is all his feed talks about.

Notes

This page continues page 143. The notes for both pages are on the sheet for page 143.

Reading passage

Flip the ballot over

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

- **Sample ballot**: A sample ballot is a preview of the contests and measures that will appear on your ballot.
- **Voter guide**: A voter guide is a document that explains or recommends choices in an election.
- **Registration**: Registration is signing up with your election office so that you are on the list of people who can vote.
- **Jurisdiction**: A jurisdiction is the place or area where a particular government or rule has authority.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Material connection**: A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.

The story: More than one race

It is Sunday at the library desk. Dec turns 18 in October, before the general election on November 3, 2026. His feed is full of posts about one big race. Mateo and Gia are helping him find out what else is on his ballot.

They look at a sample ballot. The front shows the big race from Dec's feed. Then Mateo flips it over. The second page has a school board race, a city council seat and Measure T, a transit bond. "Nobody's posting about Measure T," Mateo says.

A creator's voter guide is going around too. It says registration closes "the 14th." It never says which state. It also tells people how to vote on the school board race and Measure T.

Dec is clear about what he wants. "I don't need someone picking for me," he says. He needs to know what is on his ballot and whether he is registered in time. Your job is to find his official sample ballot before anyone tells him how to vote.

Stop and think. Why might a feed show only one race when the ballot has five or more?

Pacing

Reading: about 4 min (433 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: More than one race":** Why might a feed show only one race when the ballot has five or more?
2. **After "Facts, picks and your own address":** Which lines in the creator's guide are facts you can check, and which are picks?
3. **After "How voting rules really work":** Why could Mateo's ballot be different from Dec's?

Facts, picks and your own address

A **sample ballot** is a preview of the contests and measures that will appear on your ballot. A **voter guide** is a document that explains or recommends choices in an election. The two do different jobs. Start with the sample ballot. Then check a guide's facts apart from its picks.

In Case 1, you learned that a **claim** can be checked with evidence. "Registration closes the 14th" is a claim. But the 14th of what month, in which state? Gia asks, "Whose 14th?" The picks, like "Measure T: yes, obviously," are opinions, not facts.

In Case 8, you learned to ask about a **material connection**, a relationship with a brand, like payment or a free product, that viewers might not expect. The guide never says who wrote it or who pays for it. That is worth asking.

Your address decides which contests appear on your ballot. A **jurisdiction** is the place or area where a particular government or rule has authority. Mateo realizes he may still be registered at his mom's address in New Bedford, Massachusetts. His ballot and deadline could be different from Dec's. **Registration** is signing up with your election office so that you are on the list of people who can vote.

Stop and think. Which lines in the creator's guide are facts you can check, and which are picks?

How voting rules really work

The Twenty-Sixth Amendment protects the right to vote for citizens 18 and older (National Constitution Center, no date listed). Rules for registering differ by state. Most states let teens preregister before they turn 18 (Ballotpedia News, September 26, 2025). Gia's reminder for the group chat sends everyone to Vote.gov to check their own registration and sample ballot.

Stop and think. Why could Mateo's ballot be different from Dec's?

Sources

Real source | National Constitution Center | No date listed
The 26th Amendment of the U.S. Constitution

Real source | Ballotpedia News | September 26, 2025
Most states allow teenagers to pre-register to vote before turning 18, and some let them vote in primaries

Real source | Vote.gov | No date listed
Your state or territory's voting information

This page continues page 145. The notes for both pages are on the sheet for page 145.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 12 minutes.

Evidence A | Sample ballot

Sample ballot for the November general election

Federal: U.S. Representative. State: State Senator; Superior Court judge (retention). Local: Board of Education, District 3 (vote for two); City Council, Ward 5. Measures: Measure T, transit improvements bond.

Look closely: Which contests sit below the big race, and which one touches Dec's school?

What it shows	One question I still have
Offices at three levels, plus Measure T, a transit bond.	What does each office decide?

Evidence B | Voter guide post

A creator's voter guide

All you need for November!! Registration closes the 14th. School board: vote Candidate B, the only one who cares about students. Measure T: yes, obviously.

Look closely: Which line could you check, and which lines tell you how to vote?

What it shows	One question I still have
A deadline, plus picks for the school board and Measure T.	Which state is "the 14th" for?

Pacing

Full chapter: 12 min.

Short on time: 10 min. Students fill in only the What it shows boxes.

Say this

"Put one finger on a line you could check and one on a line that tells you how to vote." — Use two highlighter colors if you have them.

Watch for

Misconception: Students treat the guide's picks as facts because the guide sounds sure. **Listen for:** "It says obviously, so it's true." **Then:** Ask what source could prove "Measure T: yes." None can; it is a pick.

Support

- Give each document on its own half-page.
- Read the sample ballot aloud, one level of government at a time.
- **Cognates:** election (elección), candidate (candidato), jurisdiction (jurisdicción), official (oficial), district (distrito), amendment (enmienda), constitution (constitución), vote (voto).

Stretch

- Ask why Gia's reminder leaves out a deadline on purpose, and what each reader has to do instead.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Group-chat draft

Gia's reminder

Check your registration and your own sample ballot at vote.gov. Deadlines depend on your state. Please don't post your address here.

Look closely: What does Gia share, and what does she ask friends to keep private?

What it shows

Gia sends friends to Vote.gov and asks them not to post addresses.

One question I still have

Where do I find my own deadline?

What is still missing from the evidence?

We don't know Dec's state, his deadline or whether he is registered. We also don't know who wrote the creator's guide.

Notes

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read Gia's reminder aloud. Students fill in only the What it shows box.

Say this

"Put one finger on a line you could check and one on a line that tells you how to vote." — Use two highlighter colors if you have them.

Watch for

Misconception: Students treat the guide's picks as facts because the guide sounds sure. **Listen for:** "It says obviously, so it's true." **Then:** Ask what source could prove "Measure T: yes." None can; it is a pick.

Support

- Give each document on its own half-page.
- Read the sample ballot aloud, one level of government at a time.
- **Cognates:** election (elección), candidate (candidato), jurisdiction (jurisdicción), official (oficial), district (distrito), amendment (enmienda), constitution (constitución), vote (voto).

Stretch

- Ask why Gia's reminder leaves out a deadline on purpose, and what each reader has to do instead.

Heat check

■□□ **Low.**

Key idea: sample ballots

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

A **sample ballot** is a preview of the contests and measures that will appear on your ballot. A measure is a question that voters decide directly, such as Measure T. A **voter guide** is a document that explains or recommends choices in an election. The two have different purposes. Start with the ballot for your address, and then check a guide's facts apart from its picks.

Your address decides which contests appear on your ballot. A **jurisdiction** is the place or area where a particular government or rule has authority. A friend two districts over may see different local races. A school board and a city council have different jobs, so each one makes different decisions. Before you research candidates, find out which office has power over the issue you care about.

Registration is signing up with your election office so that you are on the list of people who can vote. Rules and deadlines vary by state, so do not copy a friend's deadline. The Twenty-Sixth Amendment protects the right to vote for citizens 18 and older. Most states let people preregister before they turn 18. Several states let 17-year-olds vote in a primary if they will be 18 by the general election.

Professional standards

Real source | **Society of Professional Journalists (SPJ)**

SPJ Code of Ethics: Seek Truth and Report It

"Label advocacy and commentary."

In plain words: Journalists who follow the SPJ code mark opinions and recommendations so readers can tell them apart from facts.

Question: The creator's guide mixes a registration deadline with "vote Candidate B." Which lines are checkable facts, and which are picks?

Your answer

A fact I can check is ___. A pick is ___.

A fact I can check is "Registration closes the 14th." A pick is "vote Candidate B."

Pacing

Full chapter: 8 min.

Short on time: skip this page. Skip this page. Say that a pick tells you how to vote and a fact can be checked.

Say this

"The SPJ code says to label advocacy. Which lines in the creator's guide are advocacy?" — Wait for the two picks.

Watch for

Misconception: Students treat the SPJ code as a law that creators must follow. **Listen for:** "The creator broke the rules." **Then:** Say: "SPJ's code binds no one by law. It shows how journalists label opinion."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Use the RTDNA row: what would a guide that helps Dec decide include about the school board race?

Heat check

■□□ **Low.**

In the news

Real source | NPR | August 6, 2023

Some states are trying to boost youth voter registration. Here's what they're doing

Explains preregistration and other state steps that let teens sign up before they turn 18.

Real source | Ballotpedia News | September 26, 2025

Most states allow teenagers to pre-register to vote before turning 18, and some let them vote in primaries

Rules differ by state, so where you live decides when you can register and what you vote on.

Notes

This page continues page 149. The notes for both pages are on the sheet for page 149.

Sort the evidence

On your own Match each of Dec's questions to the rule or office that answers it. Then write whose view is missing. About 8 minutes.

Separate the two questions Dec has: what is on his ballot, and can he vote. Which rules and offices answer each, and which source should he check first?

Which contests and measures appear on Dec's ballot	Whether Dec can register and vote in November
Who decides His address and district lines, drawn through redistricting	**Who decides**
Under which rule	**Under which rule** Twenty-Sixth Amendment: the vote at 18 cannot be denied on account of age State rules on preregistration, deadlines and 17-year-old primary voting
Who lives with it	**Who lives with it**
Your way in Vote.gov, which links to his state or local election office	**Your way in** Vote.gov, which links to his state or local election office

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Dec has two questions. Which rule or office answers each one?" — Model the registration question together.

Watch for

Misconception: Students think the Twenty-Sixth Amendment sets every voting rule. **Listen for:** "The Constitution says when you register." **Then:** The amendment protects the vote at 18. States set registration rules and deadlines.

Support

- Let students draw the arrows before they write sentences.

Heat check

Medium. The missing-perspective question can turn to students' own eligibility.

Cool-down: Keep answers about Dec and his friends. No student shares their own or a family member's eligibility.

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 election office's view is missing. I would ask where Dec can find his own sample ballot.

Notes

This page continues page 151. The notes for both pages are on the sheet for page 151.

Practice: choose a response

On your own Choose what you would do with a friend's sample ballot. Then fix the two marked phrases. About 8 minutes.

You live at a new address. A friend sends their sample ballot and says, "Just use this one." What should you do?

- ☐ **A** Use it, because you and your friend live in the same state.
- ☑ **B** Check your registration and find the official sample ballot for your address.
- ☐ **C** Use a creator's voter guide instead, since it covers the whole election.

Why I chose it

B. Your address decides your ballot. A friend's ballot or a guide may not match yours, so check your own first.

Improve a draft

A student's first draft

Guys the election is coming up and it's a big one!! (1) Registration closes on the 14th so do it now. Here's the voter guide I use, it tells you exactly who to vote for so you don't have to research. Also (2) drop your addresses and I'll check if you're registered for you. Only the big race really matters anyway, the rest is small stuff. My cousin in another state said the same deadline works for her too, so just use mine. Let's go vote!!

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

Rewrite phrase 1

Deadlines depend on your state. Check yours at vote.gov.

Rewrite phrase 2

Please don't post your address here.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Take the vote and read the best option's feedback. Skip Improve a draft.

Say this

"A friend sends their sample ballot and says, "Just use this one." What do you do?" — Take a vote before any discussion.

Watch for

Misconception: Students choose A because the friend lives in the same state. **Listen for:** "Same state, same ballot." **Then:** Point to the key idea: a friend two districts over may see different local races.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Election reminder: registration deadlines and voting options depend on your state, so check yours at vote.gov, which links to your state's election office. You can also look up your sample ballot for your own address there. It shows everything you'll vote on, including school board and local measures, not just the big race. If you use a voter guide, check the facts it gives and remember its picks are someone's opinion. Under 18? Many states let you preregister, and some let 17-year-olds vote in primaries. Check your state's rules. No need to share your address here.

Grades 6—8

Your task

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

Match offices on a sample ballot to the everyday things they decide, then make a poster for families about finding their own ballot.

Use: A sample ballot and one-line office descriptions.

You'll make: Matching sheet plus a poster

Time: 45 minutes

1. Read the sample ballot in Evidence A. Circle three contests at the state or local level.
2. Match each circled contest to something it decides. Use the office cards.
3. Read Gia's reminder in Evidence C. Find where a family gets its own ballot.
4. Write your poster text in the Your draft box, 3 to 5 sentences.
5. Add one sentence on why a friend's ballot might look different.
6. Check that your poster does not tell anyone how to vote.

Show it your way

Write it: Write 3 sentences with the frame "The __ decides __. To find your ballot, __."

Say it: Explain to a partner which office on the sample ballot decides something about your school, and how a family can find its own ballot.

Show it: Make the family poster: three offices, each with a picture of what it decides, plus the steps to find your own ballot.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 18 min.

Short on time: 17 min. Groups match two contests instead of three.

Say this

"What does a family need first to find its ballot?" — Point to vote.gov.

Watch for

Misconception: Posters tell families how to vote. **Listen for:** "Vote yes on Measure T!" **Then:** Ask what the measure is about. Write that instead.

Support

- Office-to-issue matching cards
- Frames: "The __ decides __. To find your ballot, __."
- Vocabulary: ballot, office, measure, register
- Group work

Stretch

- Add a note about why a friend's ballot might differ from yours.

Heat check

■□□ **Low.**

Your task, continued

Board of Education, District 3, decides:

the school budget and the school calendar

Measure T asks voters about:

paying for transit improvements, like buses

U.S. Representative votes on:

federal laws, in Congress

Where a family finds its own ballot

Go to vote.gov, choose your state, then find the ballot for your address.

Your draft

Your poster text, 3 to 5 sentences

The ___ decides ___. To find your ballot, ___.

Your ballot is more than the big race. The school board decides the school budget and calendar. Measure T asks voters about transit. To find your ballot, go to vote.gov and choose your state. Your address decides your races, so a friend's ballot may look different.

This page continues page 154.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.2.6-8.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Matches at least three offices accurately
- Points to official sources
- Nonpartisan
- Explains address-based differences

What to notice in the sample:

1. Matches an office to an everyday decision.
2. Points families to an official source.
3. Explains why ballots differ, the challenge in this task.

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 poster match at least three contests to what they decide?	☑ Yes	☐ No
Does it send families to vote.gov or their election office?	☑ Yes	☐ No
Does it avoid telling anyone how to vote?	☑ Yes	☐ No
Does it say why a friend's ballot might differ?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Copies one person's deadlines.	☐ Mentions official sources vaguely.	☐ Points to official sources for each person's state.	☐ Points to official sources and explains why rules differ.
Reasoning	☐ Treats a guide as the ballot.	☐ Mentions the ballot but not local contests.	☐ Separates ballot, guide and registration.	☐ Explains why local offices matter to the audience.
Audience & purpose	☐ Collects private info.	☐ Generic hype.	☐ Useful, private, nonpartisan.	☐ Includes people not yet eligible.
Revision	☐ No change.	☐ Adds a link.	☐ Replaces copied deadlines with official routes.	☐ Explains how each change helps friends in different situations.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Check the posters yourself with the rubric.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one official source added or one pick removed.

Watch for

Misconception: Students keep a copied deadline. **Listen for:** "Registration closes the 14th." **Then:** Point to the Evidence row. Replace the date with the official place to check it.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the matching sheet for at least three accurate matches and the poster for official sources and a nonpartisan tone.

Proficient looks like:

- **Evidence:** Points to official sources for each person's state.
- **Reasoning:** Separates ballot, guide and registration.
- **Audience & purpose:** Useful, private, nonpartisan.
- **Revision:** Replaces copied deadlines with official routes.

Check your work, continued

One change I made

I changed ___ because ___.

I took out a line that told people how to vote on Measure T, because the poster has to stay neutral.

Notes

This page continues page 156. The notes for both pages are on the sheet for page 156.

Questions to discuss

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

1 **Which contest on the sample ballot could affect Dec's school or his bus?**

The Board of Education race could affect his school. Measure T, the transit bond, could affect his bus.

2 **Mateo may still be registered in New Bedford. Why might his ballot differ from Dec's?**

Your address decides your ballot. New Bedford is in another state, so Mateo's races could be different.

3 **Anika is 16. How can she be part of this election before she can vote?**

She can check if her state lets her preregister. She can also learn what the school board decides.

My take

I think Dec should ___ because ___.

I think Dec should check vote.gov first because it leads to his own ballot and deadline.

The evidence that changed my first guess is ___.

The sample ballot changed my first guess. It has local races below the big one.

One question I still have is ___.

One question I still have is what the city council decides.

Pacing

Full chapter: 10 min.

Short on time: 3 min. Use the first My take frame as an exit ticket.

Say this

"Answer with a detail from the evidence, not a candidate or party you like." — Post the question numbers and take one answer per question.

Stretch

- Ask what one local office on the ballot decides, and how a student could learn that before researching candidates.
- Going further: Which election office covers your address? Find it through Vote.gov. If you live away from home for school, write one question asking that office which address and rules apply to you.
- Going further: Plan an election reminder for your own group chat. Who might a group chat miss? Link to an official source so nobody has to trust a screenshot.
- Going further: Record a one-minute audio guide that tells listeners how to find their own sample ballot. Then write the same steps as a checklist. Check that both lead to the same official page.

Heat check

■■□ **Question 3: Medium.** Some students cannot vote for reasons other than age, and may feel singled out.

Cool-down: Keep answers about Anika. No student shares their own or a family member's eligibility.

Talk about this case at home

Case 9: What is on your ballot, and where do you check?

In this case, a teen about to turn 18 finds local races on his ballot that his feed never mentions. Your student compared a sample ballot with a voter guide, then wrote a guide that points to official sources without telling anyone how to vote.

See the case online.

Questions to talk about

1. What offices appear on a local ballot, besides the big races?
2. Where can someone find official information about registering to vote?
3. How can you tell a fact in a voter guide from a recommendation?

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

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 their own voting information or anyone else’s.

Case 10: Whose job is it to fix the blocked route?

Content note

This case involves disability access on a city route. No student should share their own disability or health information, so keep the discussion on Sami's trip.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which construction blocks the curb ramp on Sami's route to a city workshop, and the detour points to stairs. They examine the sign, the route map and the workshop flyer. They use the Department of Justice's Title II guide to see which part of the ADA applies. They then audit the whole trip and write a message to the city's ADA coordinator.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- follow the stages of a trip on a simple map
- write a complete sentence that asks a question

Objectives

Students will be able to:

- trace a trip to a city program in stages
- mark each place on the route where something could go wrong

Objectives, continued

- write one question for the city and check it against what Sami wants

Materials

- This chapter, one copy per student
- A printed route map with five stages, one per pair
- Evidence A, B and C on half-pages

The task in this edition

Task: Map Sami's trip from home to the workshop and mark each place something could go wrong.

Students make: Annotated map plus 3—4 sentences

Pacing

Opener (page 160): 6 min. Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Key terms (pages 161 and 162): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 165): 12 min. Short on time: 10 min. Students fill in only the What it shows boxes.

Look at the evidence (page 166): 5 min. Short on time: 2 min. Read the flyer aloud. Students fill in only its What it shows box.

Pacing, continued

Key idea (pages 167 and 168): 8 min. Short on time: skip. Say that the city runs the workshop, so the city is the office to ask.

Sort the evidence (page 169): 8 min. Short on time: skip.

Practice (page 170): 8 min. Short on time: 5 min. Take the vote and read the best option's feedback. Skip Improve a draft.

Your task (pages 171 and 172): 18 min. Short on time: 18 min.

Check your work (pages 173 and 174): 5 min. Short on time: skip. Check the maps yourself with the rubric.

Questions to discuss (page 175): 8 min. Short on time: 3 min. Use the first My take frame as an exit ticket.

Talk about this case at home (page 176): at home.

Periods: full chapter 84 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.

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

Case 10 plan, continued

Standards, continued

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

Standards, continued

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.4.6-8 Explain the powers and limits of the branches of government, public officials and agencies at different levels. In this case: Students explain the powers and limits of local government offices responsible for access.

D4.7.6-8 Assess what you and others can do about local, regional and global problems, considering strategies and likely outcomes. In this case: Students assess their capacity to take action through a route audit and a question to the city.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **NPPA Code of Ethics for Visual Journalists:** Code of Ethics, standard 3
- **ABA Model Rules of Professional Conduct:** Rule 3.1 Meritorious Claims and Contentions

Heat map

■■□ **Opener (page 160):** Medium

■□□ **Key terms (pages 161 and 162):** Low

■□□ **Look at the evidence (page 165):** Low

■□□ **Look at the evidence (page 166):** Low

■□□ **Key idea (pages 167 and 168):** Low

■■□ **Sort the evidence (page 169):** Medium

■■□ **Practice (page 170):** Medium

■□□ **Your task (pages 171 and 172):** Low

■□□ **Check your work (pages 173 and 174):** Low

Try it at your school

Find your city's ADA contact.

- With a trusted adult, search your city's website for "ADA coordinator" or "accessibility"
- Save how to report a blocked sidewalk or curb ramp (often 311 or a public works page)
- If you notice a barrier, note the location, date and time
- Ask the person affected what they want before reporting on their behalf

Who to ask: City ADA coordinator, 311 or public works, school transportation office for school routes

Safety: Don't film or post people with disabilities without clear permission. Stay out of construction zones.

Case 10 plan, continued

Sources

- HISTORY, “When the ‘Capitol Crawl’ Dramatized the Need for Americans with Disabilities Act,” July 24, 2020
- Minnesota Governor’s Council on Developmental Disabilities, “The Capitol Crawl,” No date listed
- U.S. Department of Justice, “The ADA and City Governments,” No date listed

Case 10: Whose job is it to fix the blocked route?

A construction detour sends Sami toward stairs on her way to a city workshop, and her bus comes in 12 minutes.

On your own Read What happened. Underline where the detour sign points. About 6 minutes.

Your role: You're the one who writes down the corner, the time and the sign before Mateo posts. **New skill:** Report a problem to the office responsible.

Sami, Jordy and Mateo plan with picture cards on a whiteboard.

What happened

It is Tuesday, 4:05 p.m., at the corner of Elm Street and 4th Avenue. Sami is on her way to a free community workshop run by the city's parks department. It starts at 5. Sami uses a manual wheelchair, and her bus comes in 12 minutes. Mateo is with her.

The curb ramp on the northeast corner is blocked by construction fencing. A sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR." Its arrow points to a path that begins with a flight of stairs. That detour does not work for Sami.

Mateo already has the sign on video, and his first idea is to post it. Sami asks whether the video gets her on the bus. It does not, so Mateo puts the camera down. He checks the other corners for a ramp while Sami looks up the next bus stop.

Later, they want to report the corner to the city. Mateo wonders whether the city is breaking the Americans with Disabilities Act (ADA). First, they need to know what one video can show and which office is responsible.

Your question: Whose job is it to fix the blocked route, and what should Sami and Mateo tell the city?

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Say this

"Sami has 12 minutes. What does she need right now, and what can wait?" — Make two columns on the board: now and later.

Watch for

Misconception: Students decide the city broke the law. **Listen for:** "That's illegal." **Then:** Ask what one corner at 4:05 can show. Write "We need more facts" under later.

Support

- Read What happened aloud while students follow along.
- Show the route map in Evidence B before you read.

Heat check

■■□ **Medium.** Students may share their own or a family member's disability.

Cool-down: Thank the student and return to Sami's trip. No one needs to share health information.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 6 minutes.

Program access Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.

En español: acceso a los programas

In this case: The city runs the workshop. Program access asks whether Sami can reach and join the workshop, not only whether one ramp is open.

Barrier A barrier is something that blocks or limits a person from taking part.

En español: barrera

In this case: Fencing blocks the curb ramp at Elm Street and 4th Avenue, and the detour points to stairs. The flyer gives no way to request access.

ADA coordinator An ADA coordinator is the staff member a government names to handle disability access questions and complaints.

En español: coordinador de la ADA

In this case: Mateo plans to send the city's ADA coordinator the corner, the time, the sign and one question, if Sami agrees.

Who is involved

Sami

Trying to catch her bus to the workshop

"The sign says detour. The detour starts with stairs. So, no. Twelve minutes."

Mateo

Filmed the detour sign

"I had the sign on video before I even thought about it. Sami asked if that gets her on the bus. Fair. Camera down."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Which key term explains why the whole trip matters, not only the ramp?" — Wait for program access.

Watch for

Misconception: Students think program access means every door needs a ramp. **Listen for:** "Every building needs a ramp." **Then:** Reread the key idea: the program as a whole must be accessible. A city can move a service to an accessible place.

Support

- Pair students who share a language to explain each term in their own words.
- Spanish words from the case: ruta, barrera, rampa, desvío.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

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, whose job do you think it is to fix Sami's route?

I think it is ___'s job because ___.

I think it is the construction workers' job because they put up the fence.

Notes

This page continues page 161. The notes for both pages are on the sheet for page 161.

Reading passage

Twelve minutes at Elm and 4th

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

- **Program access**: Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.
- **Barrier**: A barrier is something that blocks or limits a person from taking part.
- **ADA coordinator**: An ADA coordinator is the staff member a government names to handle disability access questions and complaints.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Jurisdiction**: A jurisdiction is the place or area where a particular government or rule has authority.

The story: A detour that starts with stairs

It is Tuesday at 4:05 p.m., at the corner of Elm Street and 4th Avenue. Sami is heading to a free community workshop run by the city's parks department. It starts at 5. Sami uses a manual wheelchair, and her bus comes in 12 minutes. Mateo is with Sami.

The curb ramp on the northeast corner is blocked by construction fencing. A sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR." Its arrow points to a path that begins with a flight of stairs. "The sign says detour," Sami says. "The detour starts with stairs. So, no."

Mateo already has the sign on video. His first idea is to post it. Sami asks one question: does that get her on the bus? It does not. So Mateo puts the camera down. He checks the other corners for a ramp while Sami looks up the next bus stop. The report can wait an hour.

Stop and think. Why does Sami care more about the bus than about the video right now?

What one video can show

Later, Mateo wonders whether the city is breaking the Americans with Disabilities Act, or ADA. That is a big **claim**, a word from Case 1. A claim is a statement that something is true. You can check a claim with evidence. But one video of one corner cannot prove what a whole city is doing. It can show what happened, where and when.

Pacing

Reading: about 5 min (446 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A detour that starts with stairs":** Why does Sami care more about the bus than about the video right now?
2. **After "What one video can show":** What can Mateo's video prove, and what can it not prove?
3. **After "How the ADA began":** Why should Mateo ask Sami before he reports a barrier she faced?

What one video can show, continued

A **barrier** is something that blocks or limits a person from taking part. The fenced ramp is one barrier. The workshop flyer may be another. It says “All welcome!” but gives no way to ask about an accessible entrance.

In Case 9, you learned that a **jurisdiction** is the place or area where a particular government or rule has authority. The city runs the workshop, so the city is responsible. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. That is who should get the report, not Mateo’s followers.

Program access is an ADA rule that a city’s services, taken as a whole, must be usable by people with disabilities. A good report names the corner, the day and time and where the sign points. It asks one question: is there an accessible detour, and how long will the ramp be blocked? Mateo will send it only if Sami says yes. Your job is to write down the corner, the time and the sign before anyone posts.

Stop and think. What can Mateo’s video prove, and what can it not prove?

How the ADA began

On March 12, 1990, about 60 disabled activists set aside their wheelchairs and other mobility aids and climbed the steps of the U.S. Capitol. The youngest was eight-year-old Jennifer Keelan. The protest became known as the Capitol Crawl. It showed Congress what stairs do to public life. The ADA was signed that July (HISTORY, July 24, 2020).

Stop and think. Why should Mateo ask Sami before he reports a barrier she faced?

Sources

Real source | **HISTORY** | **July 24, 2020**

When the ‘Capitol Crawl’ Dramatized the Need for Americans with Disabilities Act

Notes

This page continues page 163. The notes for both pages are on the sheet for page 163.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 12 minutes.

Evidence A | Construction sign

The detour sign

The sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR." Its arrow points to a path that begins with a flight of stairs. The sign went up on Monday. Mateo recorded it on Tuesday at 4:05 p.m.

Look closely: Where does the arrow point? Who could not use that path?

What it shows

The detour starts with stairs, so Sami cannot use it.

One question I still have

Is there another way around with no stairs?

Evidence B | Route map

Sami and Mateo's route map

1. Home to the corner of Elm Street and 4th Avenue: sidewalk clear. 2. Northeast curb ramp: blocked by construction fencing. 3. Bus stop: next bus in 12 minutes. 4. Bus to the parks department building. 5. Workshop entrance and room: not yet checked.

Look closely: Which stage is blocked, and which stage has nobody checked?

What it shows

The trip has five stages. The ramp at stage 2 is blocked.

One question I still have

Can Sami get into the workshop room?

Pacing

Full chapter: 12 min.

Short on time: 10 min. Students fill in only the What it shows boxes.

Say this

"Find the stage on the route map that nobody has checked. Why does it matter?" — Wait for stage 5, the workshop entrance and room.

Watch for

Misconception: Students treat the video as proof about the whole route. **Listen for:** "The video proves the city is breaking the law." **Then:** Ask which stage the video shows. It shows stage 2, at one time.

Support

- Give each document on its own half-page.
- Provide a printed route map with the five stages labeled.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

Stretch

- Ask which barrier on the trip is about information, not concrete, and which document shows it.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Flyer

The workshop flyer

The flyer reads “Free Community Workshop Series. Tuesdays, 5—7 p.m., Parks Department Annex. All welcome! Questions? Call the front desk.” It gives no information about accessible entrances or how to request access.

Look closely: What does the flyer tell someone who needs to request access?

What it shows

The workshop is free, on Tuesdays, and says “All welcome!”

One question I still have

How would Sami ask for access?

What is still missing from the evidence?

We don’t know if there is a way around with no stairs or how long the ramp stays blocked. We don’t know if Sami can get into the workshop room.

Notes

Pacing

Full chapter: 5 min.

Short on time: 2 min. Read the flyer aloud. Students fill in only its What it shows box.

Say this

“Find the stage on the route map that nobody has checked. Why does it matter?” — Wait for stage 5, the workshop entrance and room.

Watch for

Misconception: Students treat the video as proof about the whole route. **Listen for:** “The video proves the city is breaking the law.” **Then:** Ask which stage the video shows. It shows stage 2, at one time.

Support

- Give each document on its own half-page.
- Provide a printed route map with the five stages labeled.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

Stretch

- Ask which barrier on the trip is about information, not concrete, and which document shows it.

Heat check

■□□ **Low.**

Key idea: program access

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

Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. The U.S. Department of Justice explains that Title II of the ADA covers state and local government programs and services. Program access generally does not require every older building to be accessible. For example, a city can relocate a service to an accessible place. Existing buildings and new construction have different requirements.

Access covers the whole visit: finding the information, getting there, going in, taking part and leaving. A **barrier** is something that blocks or limits a person from taking part. Sami meets one barrier at the curb ramp. The workshop flyer could be another, because it gives no way to request access. The Justice Department's guide for cities also covers curb ramps during street work.

One video of one corner cannot show whether a city is following the law. It can show what happened, where and when. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. That office can say whether an accessible detour exists. Before you report a barrier someone else faces, ask them what they want said.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 3. Promote democratic participation

"respect and assist all persons in their dealings with public organizations"

In plain words: ASPA members in public service agree to help every person use public programs and services.

Question: The parks flyer says "All welcome!" with no access information. What should it add so Sami can request access?

Your answer

The flyer should add ___.

The flyer should add how to ask for access and who to call about it.

Pacing

Full chapter: 8 min.

Short on time: skip this page. Skip this page. Say that the city runs the workshop, so the city is the office to ask.

Say this

"The ASPA code asks public servants to assist all persons. What would that look like on this flyer?" — Accept any addition that tells Sami how to request access.

Watch for

Misconception: Students treat the ASPA code as a law. **Listen for:** "The city broke the ASPA rule." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. Here, the ADA is the law."

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.
- Draw two boxes: Title II for city programs and sidewalks, Title III for private businesses.

Stretch

- Use the NPPA row: which stages of Sami's route does Mateo's photo leave out?

Heat check

■□□ Low.

In the news

Real source | HISTORY | July 24, 2020

When the 'Capitol Crawl' Dramatized the Need for Americans with Disabilities Act

A throwback to March 12, 1990, when activists climbed the Capitol steps to show what stairs do to access. The ADA was signed that July.

Real source | THE CITY | October 3, 2025

North Bronx Subway Station to Get Elevators, Nearly a Decade After ADA Lawsuit

A lawsuit pushed a transit agency to add elevators, showing how the ADA makes access a public duty.

Notes

This page continues page 167. The notes for both pages are on the sheet for page 167.

Sort the evidence

On your own Mark whether each piece of evidence supports or narrows each claim. Then write whose view is missing. About 8 minutes.

Sort what the evidence supports. Which claim can you make today, which one needs more facts, and who can supply them?

Evidence	**Claim 1** The city is breaking the ADA.	**Claim 2** On Tuesday, the posted detour did not work for a wheelchair user.
1 Photo: the northeast curb ramp blocked by fencing on Tuesday at 4:05 p.m.	Narrows	Supports
2 Detour sign points to a path that starts with stairs	Neither	Supports
3 DOJ: Title II requires program access, not every facility to be accessible	Narrows	Neither

Still open

- Is there another accessible route to the bus and the workshop? Ask the ADA coordinator.

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 city's view is missing. I would ask if there is a way around the ramp with no stairs.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Which claim can you make today, and which one needs more facts?" — Model the photo row together.

Watch for

Misconception: Students mark the photo as supporting "The city is breaking the ADA." **Listen for:** "The photo proves it." **Then:** The photo supports the Tuesday claim and narrows the violation claim. Ask who could supply the missing facts.

Support

- Let students write S (supports) or N (narrows) in each box before writing sentences.

Heat check

Medium. The missing-perspective question can turn to students' own access needs.

Cool-down: Keep answers about Sami, the city and the flyer. No student speaks for a group or shares health information.

Practice: choose a response

On your own Choose what Mateo should do and explain why. Then fix the two marked phrases. About 8 minutes.

Mateo wants people to know about the blocked corner. What should he do?

- [ ] **A** Post the video with a caption saying the city is breaking the ADA.
- [x] **B** Send the ADA coordinator the corner, the time, the detour sign and one question, if Sami agrees.
- [ ] **C** Skip the report if Sami finds another bus stop that works today.

Why I chose it

B. It tells the city what they saw and asks a question. It also lets Sami decide if she is part of it.

Improve a draft

A student's first draft

(1) The city is breaking the ADA. There is construction blocking the ramp and a wheelchair user I know couldn't get to the bus. We were standing there for like ten minutes trying to figure out another way and the sign just pointed to stairs. My friend almost missed her workshop because of it. This is discrimination and completely illegal. Nobody even cares about this. You need to (2) fix every ramp in the neighborhood right away or we will post the photos everywhere.

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

Rewrite phrase 1

The ramp at Elm Street and 4th Avenue was blocked. The sign pointed to stairs.

Rewrite phrase 2

Is there a way around with no stairs while the ramp is blocked?

Pacing

Full chapter: 8 min.

Short on time: 5 min. Take the vote and read the best option's feedback. Skip Improve a draft.

Say this

"Mateo has the video. What should he do with it?" — Vote before discussing.

Watch for

Misconception: Students choose A because posting gets attention. **Listen for:** "Post it, then they'll fix it." **Then:** Ask whether Sami agreed. Point to her line: "Me, ask first."

Support

- Read the three options aloud before students choose.

Heat check

Medium. Students may bring up real viral videos of disabled people.

Cool-down: Keep it about Mateo's video. Ask what Sami wants.

Answer key

A revised version: Hello, I'm writing about the construction at the corner of Elm Street and 4th Avenue, by the bus stop. On Tuesday at about 4 p.m., the curb ramp on the northeast corner was blocked, and the detour sign pointed to a route with stairs. My friend, who uses a wheelchair and agreed to be mentioned, could not reach the bus stop that way. Could you tell us whether there is an accessible detour during construction, how it's marked and how long the ramp will be blocked? We'd also like to know how to report this if it happens again. Thank you.

Grades 6—8

Your task

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

Map Sami's trip from home to the workshop and mark each place something could go wrong.

Use: The route map, the detour sign description and Sami's conversation.

You'll make: Annotated map plus 3—4 sentences

Time: 45 minutes

1. Read the route map in Evidence B. Number the five stages of Sami's trip.
2. Mark the stage where the ramp is blocked.
3. Read the detour sign in Evidence A. Circle where its arrow points.
4. Decide whether Sami can use that detour. Look for stairs.
5. Write 3 or 4 sentences in the Your draft box, with one question for the city.
6. Check that your question matches what Sami wants.

Show it your way

Write it: Write 3—4 sentences with the frame "At __, the barrier was __. We could ask __."

Say it: Walk a partner through Sami's trip stage by stage, pointing to where something could go wrong and what you would ask the city.

Show it: Mark the printed route map with a symbol at each barrier and a question mark wherever you need more information.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 18 min.

Short on time: 18 min.

Say this

"Walk the trip with your finger. Where could something go wrong?" — Take one answer per stage.

Watch for

Misconception: Students mark only the blocked ramp. **Listen for:** "The ramp is the only problem." **Then:** Point to stage 5: not yet checked.

Support

- Printed route map with five stages
- Frames: "At __, the barrier was __. We could ask __."
- Vocabulary: route, barrier, ramp, detour
- Talk with a partner first

Stretch

- Add one barrier a photo would miss, like missing information online.

Heat check

■□□ **Low.**

Your task, continued

The stage where the ramp is blocked

Stage 2, the northeast curb ramp at Elm Street and 4th Avenue

Where the detour sign points

To a path that starts with a flight of stairs

A stage nobody has checked

Stage 5, the workshop entrance and room

Your draft

Your sentences, 3 or 4

At ___, the barrier was ___. We could ask ___.

At the corner of Elm Street and 4th Avenue, the barrier was a blocked curb ramp. The detour sign points to stairs, so Sami cannot use it. Nobody has checked the workshop entrance yet. We could ask the city if there is a way around with no stairs.

This page continues page 171.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.4.6-8; D4.7.6-8.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Marks at least three stages of the trip
- Describes the blocked ramp accurately
- Names one question for the city
- Asks what Sami wants instead of deciding for her

What to notice in the sample:

1. Describes the blocked ramp and where it is.
2. Looks past the ramp to another stage of the trip.
3. Asks one question the city can answer.

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 map mark at least three stages of the trip?	☑ Yes	☐ No
Does it describe the blocked ramp correctly?	☑ Yes	☐ No
Does it ask the city one question?	☑ Yes	☐ No
Did you check your question against what Sami wants?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No location or time.	☐ General description.	☐ Specific location, time and observation.	☐ Specific observation plus what remains unknown.
Reasoning	☐ Declares a violation.	☐ Mixes observation and conclusion.	☐ Separates observation from legal question.	☐ Connects observation to program access and asks the right office.
Audience & purpose	☐ Threatening or vague.	☐ Polite but no clear request.	☐ Specific, answerable request to the right office.	☐ Request plus how to report future issues.
Revision	☐ No change.	☐ Tone only.	☐ Adds specifics and removes the legal conclusion.	☐ Explains how each change helps the city act and respects Sami.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Check the maps yourself with the rubric.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one added detail or one removed legal conclusion.

Watch for

Misconception: Students keep a sentence that declares a violation. **Listen for:** “The city is clearly violating the ADA.” **Then:** Point to the Reasoning row. Replace the sentence with a question for the coordinator.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the map for at least three stages and an accurate description of the blocked ramp, and the sentences for a question that respects Sami’s choices.

Proficient looks like:

- **Evidence:** Specific location, time and observation.
- **Reasoning:** Separates observation from legal question.
- **Audience & purpose:** Specific, answerable request to the right office.
- **Revision:** Adds specifics and removes the legal conclusion.

Check your work, continued

One change I made

I changed ___ because ___.

I changed “the city broke the law” to a question, because one video cannot show that.

Notes

This page continues page 173. The notes for both pages are on the sheet for page 173.

Questions to discuss

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

1. **Which barrier on Sami's trip would a photo miss?**

A photo would miss the flyer. It does not say how to ask for access.

2. **What is the difference between recording a barrier and making Sami the content?**

Recording the barrier shows the ramp and the sign. Making Sami the content means filming her without asking.

3. **Construction is temporary, but the detour affects people now. What should a city do to keep routes usable during repairs?**

The city should post a detour with no stairs and say how long the ramp will be closed.

My take

I think Sami and Mateo should ___ because ___.

I think Sami and Mateo should ask the city for a way around because the sign points to stairs.

The evidence that changed my first guess is ___.

The route map changed my first guess. It shows nobody checked the workshop room.

One question I still have is ___.

One question I still have is how long the ramp will be blocked.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Use the first My take frame as an exit ticket.

Say this

"Answer with a detail from the evidence, not a story about someone you know." — Post the question numbers and take one answer per question.

Stretch

- With an adult, find your city's ADA coordinator page and summarize how it takes complaints.
- Going further: Write a first description of Sami's trip. Then check one stage you skipped, such as the workshop entrance. Rewrite your description and note what changed.
- Going further: Suppose someone says the fix is to install a ramp. What problem does that fix assume? List two barriers from Sami's trip that a new ramp would not remove.
- Going further: Make a route guide for Sami's trip in two forms, such as a map and a numbered list. Check that each form works without color or a picture.

Heat check

■■□ **Question 2: Medium.** Students may bring up online videos of disabled people or share their own experiences.

Cool-down: Keep the talk on Sami and Mateo. No one shares health or disability information. Reread Sami's line: "Me, ask first."

Talk about this case at home

Case 10: Whose job is it to fix the blocked route?

In this case, construction blocks a curb ramp on a young woman's route to a city workshop, and the detour points to stairs. Your student studied what one video can show, then wrote a question for the city office responsible for access.

Questions to talk about

1. Who in our town takes care of sidewalks and curb ramps?
2. What details make a report to the city easy to act on?
3. Why should you ask someone before you post a video of them?

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

See the case online.

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 health or disability information to complete it.

Case 11: Why are Jordy and Gia paid different rates?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Jordy and Gia work the same Saturday event. Jordy is paid $16.50 an hour, and Gia is paid $18.00. They compare the pay statements and the crew schedule, which lists Gia as shift lead, with federal pages on pay discrimination and on discussing wages. They then draft Jordy's message to the supervisor asking how the rates were set.

Before this case

Students should already be able to:

- find a number or a word in a short document
- tell what a document says from what they guess
- write a complete question

Objectives

Students will be able to:

- compare two workers' hours, duties, titles and rates in a chart
- name one fair reason and one unfair reason that could explain a pay difference
- write one respectful question that asks for the reason instead of guessing it

Materials

- This chapter, one copy per student
- Evidence A, B and C, one set per pair
- A blank four-column chart: duties, hours, title, rate

The task in this edition

Task: Make a side-by-side chart of Jordy's and Gia's work, then write one question Jordy could ask.

Students make: Chart plus a one-sentence question

Pacing

Opener (page 177): 5 min. Short on time: 5 min.

Key terms (pages 178 and 179): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 182): 10 min. Short on time: 10 min.

Look at the evidence (page 183): 5 min. Short on time: 5 min.

Key idea (pages 184 and 185): 6 min. Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 186): 8 min. Short on time: 3 min. Do the first row together and stop.

Practice (page 187): 6 min. Short on time: skip.

Pacing, continued

Your task (pages 188 and 189): 12 min. Short on time: 12 min.

Check your work (pages 190 and 191): 5 min. Short on time: skip. Score the questions yourself with the rubric.

Questions to discuss (pages 192 and 193): 8 min. Short on time: 5 min. Use question 2 as an exit ticket.

Talk about this case at home (page 194): at home.

Periods: full chapter 71 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.

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 11 plan, continued

Standards, continued

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

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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

Standards, continued

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

Codes of ethics

- **SHRM Code of Ethics:** Fairness and Justice
- **SHRM Code of Ethics:** Use of Information
- **IABC Code of Ethics for Professional Communicators:** "I protect confidential information"

Heat map

■■□ **Opener (page 177):** Medium

■□□ **Key terms (pages 178 and 179):** Low

■□□ **Look at the evidence (page 182):** Low

■□□ **Look at the evidence (page 183):** Low

■□□ **Key idea (pages 184 and 185):** Low

■□□ **Sort the evidence (page 186):** Low

■■□ **Practice (page 187):** Medium

■□□ **Your task (pages 188 and 189):** Low

■□□ **Check your work (pages 190 and 191):** Low

Try it at your school

Know how pay decisions are made where you work.

- Ask for your pay rate and how it's set in writing when you start a job
- Keep your own record of hours and duties

Try it at your school, continued

- Talk with a trusted adult or counselor if something seems off
- Look up your state labor department's pay-equity page

Who to ask: Supervisor or HR, school counselor, state labor department, the EEOC's public information line

Safety: Don't share coworkers' pay information without their permission. Deadlines apply to formal complaints, so ask a qualified adviser early if you think there's a legal issue.

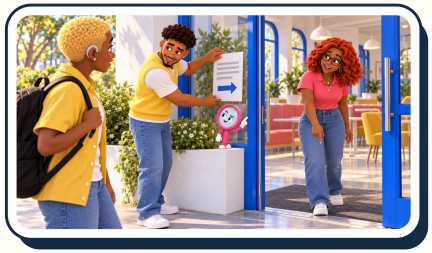
Sources

- NPR, "The U.S. national women's soccer team wins $24 million in equal pay settlement," February 22, 2022
- NPR, "Federal Judge Dismisses U.S. Women's Soccer Team's Equal Pay Claim," May 2, 2020
- U.S. Equal Employment Opportunity Commission (EEOC), "Pay Discrimination," No date listed
- National Labor Relations Board (NLRB), "Your Right to Discuss Wages," No date listed

Case 11: Why are Jordy and Gia paid different rates?

Jordy and Gia worked the same Saturday event, but Gia's pay rate is $1.50 an hour higher, and Jordy wants to know why.

On your own Read What happened. Underline the two pay rates and the job title on the schedule. About 5 minutes.



Mateo attaches an arrival notice at the Common Room entrance. Gia points to the doorway, and Jordy checks what a visitor will see.

Your role: You're the one who lines up both shifts side by side before Jordy writes to Dana. **New skill:** Compare two cases on the same terms.

What happened

Jordy and Gia work event shifts for the same company. They both worked a Saturday event from 3 to 11 p.m. Both helped with setup and closing, and Jordy also ran the caption and audio check.

They were paid the following Friday. On Sunday afternoon, Jordy and Gia compare pay statements. Jordy's lists eight hours at $16.50 an hour. Gia's lists $18.00 an hour for the same event.

The crew schedule lists Gia as "shift lead," but it does not say what that job includes. That day, Gia opened up and handled one guest issue. She does not know if that explains the $1.50 difference. Gia is fine with Jordy knowing her rate. But she does not want her statement posted.

Jordy wants to ask Dana, the supervisor, how rates are set. Jordy will not post anything before Dana answers.

Your question: Why is Gia paid more than Jordy for the same event, and how should Jordy ask about it?

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"Two friends, same event, same hours, different pay. What is your first reaction?" — Hear three answers. Write them on the board without judging them.

Watch for

Misconception: Students decide the gap proves discrimination. **Listen for:** "That's illegal." **Then:** Ask what else could explain $1.50. Add "shift lead" to the board.

Support

- Read What happened aloud. Pause after each pay rate so students can underline it.

Heat check

Medium. Students may connect the gap to Jordy's identity or share a family member's pay.

Cool-down: Say: "We only know what the documents show." Nobody needs to share their own pay or a family member's.

Key terms

On your own Read each key term and its example. Then write your first guess about the pay difference. About 6 minutes.

Compensation Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

En español: compensación

In this case: Jordy's statement shows eight hours at $16.50 an hour, and Gia's shows $18.00. The statements show the rates but not how they were set.

Equal Pay Act The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.

En español: Ley de Igualdad Salarial

In this case: The Equal Pay Act covers pay differences based on sex, not every difference. Different job duties, such as a real shift-lead role, can be a lawful reason.

Title VII Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.

En español: Título VII

In this case: Title VII covers pay decisions based on race, color, religion, sex or national origin. No document shows how Jordy's rate was set.

Who is involved

Jordy
Worked setup through close

"Three to eleven, setup to close, and I ran the caption and audio check. $16.50 an hour. Gia's says $18.00."

Gia
Listed as shift lead

"I only found out I make more because Jordy showed me theirs. The schedule calls me shift lead. Nobody told me what that pays for."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Compensation is more than the hourly rate. What else could count?" — Listen for overtime, bonuses and benefits.

Watch for

Misconception: Students think the Equal Pay Act covers every pay difference. **Listen for:** "Any pay gap breaks the Equal Pay Act." **Then:** Reread the definition. The law is about men and women doing substantially equal work.

Support

- Preteach "rate" and "gross pay" with Jordy's statement: 8 hours × $16.50 = $132.00.
- **Cognates:** compensation (compensación), discrimination (discriminación), supervisor (supervisor), evidence (evidencia), criteria (criterios), difference (diferencia), information (información), private (privado), legitimate (legítimo).

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, why do you think Gia is paid more than Jordy?

I think Gia is paid more because ___.

I think Gia is paid more because she is the shift lead.

Notes

This page continues page 178. The notes for both pages are on the sheet for page 178.

Reading passage

Same event, different rate

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

- **Compensation**: Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.
- **Equal Pay Act**: The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.
- **Title VII**: Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.
- **Gross pay**: Gross pay is the money you earn before any taxes or other deductions are taken out.

The story: Comparing pay statements

Jordy and Gia work event shifts for the same company. Last Saturday, they both worked an event from 3 to 11 p.m. Both helped set up and close. Jordy also ran the caption and audio check.

On Sunday afternoon, they compare pay statements. Jordy's says eight hours at $16.50 an hour. Gia's says $18.00 an hour for the same event. "Wait what," Gia texts. "Is it because I'm shift lead?"

The crew schedule does list Gia as "shift lead." But it never says what that job includes. That day, Gia opened up and handled one guest issue. She honestly does not know if that explains the $1.50 difference.

Jordy wants to ask Dana, the supervisor, how rates are set. Jordy will not post anything before Dana answers. Your role is to line up both shifts side by side before Jordy writes to Dana.

Stop and think. What facts are the same for Jordy and Gia, and what facts are different?

Lining up the facts

In Case 5, you read a pay statement line by line. You learned that **gross pay** is the money you earn before any taxes or other deductions are taken out. Jordy's gross pay for the event is $132.00, which is 8 hours times $16.50.

Pacing

Reading: about 5 min (441 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Comparing pay statements":** What facts are the same for Jordy and Gia, and what facts are different?
2. **After "Lining up the facts":** What could explain the $1.50 difference?
3. **After "The laws and a famous pay fight":** Why does Jordy want Dana's answer before posting anything?

Lining up the facts, continued

Now compare the two jobs on the same terms. The hours match. Setup and closing match. Jordy did the caption and audio check. Gia had the shift lead title, opened up and handled one guest issue. **Compensation** is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime. A job title, extra duties or more experience can explain a pay difference. So can a mistake. The statements show the rates. They do not show how the rates were set.

In Case 10, you learned to take a question to the office responsible. Here, that is Dana. Jordy's message can say what Jordy knows for sure: the hours, the duties and Jordy's own rate. Then it can ask one clear question: what does "shift lead" include, and how are rates set?

Gia is fine with Jordy knowing her rate. But she does not want her statement posted anywhere. That choice belongs to Gia, and posting Jordy's own pay is Jordy's choice.

Stop and think. What could explain the $1.50 difference?

The laws and a famous pay fight

Two federal laws limit how employers set pay. The **Equal Pay Act** is a federal law from 1963 that requires equal pay for men and women who do equal work. **Title VII** is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.

In 2022, the U.S. women's national soccer team won a $24 million settlement in its equal pay fight (NPR, February 22, 2022). The whole fight turned on what to compare. Jordy's question starts the same way.

Stop and think. Why does Jordy want Dana's answer before posting anything?

Sources

Real source | NPR | February 22, 2022

The U.S. national women's soccer team wins $24 million in equal pay settlement

This page continues page 180. The notes for both pages are on the sheet for page 180.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 10 minutes.

Evidence A | **Pay statement**

Jordy's pay statement

Event crew, Saturday. Hours: 8.0 at $16.50. Gross pay for the event: $132.00.

Look closely: Multiply the hours by the rate. Does it match the gross pay?

What it shows

Jordy worked 8 hours at $16.50 an hour and earned $132.00.

One question I still have

How did the company decide Jordy's rate?

Evidence B | **Work schedule**

The crew schedule

Saturday event, 3:00—11:00 p.m. Crew: Gia (shift lead), Jordy and two other crew members. Setup, 3:00—5:00: all crew. Caption and audio check: Jordy. Closing, 10:00—11:00: all crew.

Look closely: Circle "shift lead." Does the schedule say what that job includes?

What it shows

Gia is shift lead. All crew did setup and closing. Jordy did the caption and audio check.

One question I still have

What does a shift lead do?

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Put your finger on "shift lead." What would you need to know about that title?" — Wait for "what the job includes" and "whether it pays more."

Watch for

Misconception: Students treat Gia's pay statement as Jordy's to share. **Listen for:** "Jordy can show everyone Gia's statement." **Then:** Point to Evidence C. Gia agreed to let Jordy know her rate, not to post her statement.

Support

- Give students a four-column table: duties, hours, title, rate.
- Read the text messages aloud with two voices.
- **Cognates:** compensation (compensación), discrimination (discriminación), supervisor (supervisor), evidence (evidencia), criteria (criterios), difference (diferencia), information (información), private (privado), legitimate (legítimo).

Stretch

- Ask which duty on the schedule belongs only to Jordy, and whether it could matter as much as shift lead.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Text messages

Jordy and Gia compare notes

Sunday, 1:15 p.m.

Gia: I'm fine with you knowing my rate. I just don't want my statement posted anywhere.

Jordy: Got it. Did you do anything different as shift lead?

Gia: I opened up and handled one guest issue. Honestly, I don't know if that's why. Let's ask Dana.

Look closely: What does Gia agree to share, and what does she ask Jordy not to do?

What it shows

Gia is fine with Jordy knowing her rate. She opened up and handled a guest issue.

One question I still have

Does opening up and one guest issue explain the $1.50?

What is still missing from the evidence?

We don't know what a shift lead is supposed to do, how the company sets pay, or what the other crew members earn.

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"Put your finger on "shift lead." What would you need to know about that title?" — Wait for "what the job includes" and "whether it pays more."

Watch for

Misconception: Students treat Gia's pay statement as Jordy's to share. **Listen for:** "Jordy can show everyone Gia's statement." **Then:** Point to Evidence C. Gia agreed to let Jordy know her rate, not to post her statement.

Support

- Give students a four-column table: duties, hours, title, rate.
- Read the text messages aloud with two voices.
- **Cognates:** compensation (compensación), discrimination (discriminación), supervisor (supervisor), evidence (evidencia), criteria (criterios), difference (diferencia), information (información), private (privado), legitimate (legítimo).

Stretch

- Ask which duty on the schedule belongs only to Jordy, and whether it could matter as much as shift lead.

Heat check

■□□ **Low.**

Key idea: equal pay

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 6 minutes.

Before you can say why Jordy is paid less, you need to know what each job included. **Compensation** is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime. A job title, extra duties or more experience can explain a pay difference. So can a mistake. The pay statements show the rates, but they do not show how the rates were set.

Federal laws limit the reasons an employer can use to set pay. The **Equal Pay Act** is a federal law from 1963 that requires equal pay for men and women who do equal work. **Title VII** is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin. Both laws apply to covered employers, and the Equal Employment Opportunity Commission (EEOC) enforces them. A legitimate reason, such as different job duties, can lawfully explain a pay difference.

Talking about pay is protected too. The National Labor Relations Board (NLRB) says most private-sector workers have a right to discuss pay with coworkers. That right holds with or without a union. It does not make Gia's pay statement Jordy's to share. Jordy can ask Dana how rates are set without naming Gia's rate.

Professional standards

Real source | Society for Human Resource Management (SHRM)

SHRM Code of Ethics: Fairness and Justice

"Develop, administer, and advocate policies and procedures that foster fair, consistent and equitable treatment for all."

In plain words: HR professionals who belong to SHRM agree to use workplace policies that treat workers fairly and consistently.

Question: The schedule lists Gia as shift lead. What written policy would show whether that title explains the higher rate?

Your answer

Jordy would need a written ___ that says ___.

Jordy would need a written job description that says what a shift lead does and what it pays.

Pacing

Full chapter: 6 min.

Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Say this

"The Equal Pay Act and Title VII limit the reasons for a pay gap. Which reason could be lawful here?" — Wait for "different job duties."

"The SHRM code asks for fair, consistent policies. What written policy would help Jordy?" — Accept "a job description" or "a pay chart."

Watch for

Misconception: Students treat the SHRM code as a law. **Listen for:** "The company broke the SHRM code, so it's illegal." **Then:** Say: "SHRM's code binds its members, who are HR professionals. The laws here are the Equal Pay Act and Title VII."

Support

- Read the code quotation aloud. Point out its label: a quotation from a real source.

Stretch

- Use the second SHRM card: what should a complete answer from Dana include?

Heat check

■□□ **Low.**

In the news

Real source | NPR | February 22, 2022

The U.S. national women's soccer team wins $24 million in equal pay settlement

A real 'same work, different pay' dispute that ended in a settlement and a promise of equal rates.

Real source | NPR | May 2, 2020

Federal Judge Dismisses U.S. Women's Soccer Team's Equal Pay Claim

Why the claim was first dismissed: the judge compared how the contracts were structured. What you compare shapes the answer.

Notes

This page continues page 184. The notes for both pages are on the sheet for page 184.

Sort the evidence

On your own Line up the accounts in the diagram. Then name one view that is missing. About 8 minutes.

Line up the accounts. Where do they agree, where do they differ, and which difference could be a legitimate factor? What would you need to find out before calling it unfair?

Account 1
Jordy's record: 8 hours, setup, caption and audio check, closing, $16.50

Account 2
Gia's account: same hours, setup and closing, opened up and handled one guest issue, $18.00

Account 3
The schedule: Gia listed as shift lead, with no description of the role

Where they agree

Both worked the same event, the same hours, and setup and closing.

Where they differ

Title and rate: shift lead at $18.00 versus crew at $16.50

Check: Ask the supervisor how rates are set and what the shift-lead role requires

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 ___.

Dana's view is missing. I would ask Dana what a shift lead does and how pay is set.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Do the first row together and stop.

Say this

"Line up Jordy's record, Gia's account and the schedule. Where do they agree?" — Model the first link together: both worked setup and closing.

Watch for

Misconception: Students mark the title as proof that the pay is fair. **Listen for:** "She's shift lead, so it's fine." **Then:** Ask what the schedule says shift lead includes. It says nothing. The title leaves the question open.

Support

- Let students write A (agrees), D (differs) or ? (leaves open) before writing sentences.

Heat check

Low.

Practice: choose a response

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

Jordy's statement shows $16.50 an hour. Gia's shows $18.00 for the same Saturday event, and the schedule lists her as "shift lead." What should Jordy do first?

- ☐ **A** Tell the rest of the crew that Gia is paid more for the same work.
- ☑ **B** Compare what each of them did, find out what "shift lead" means and ask Dana how rates are set.
- ☐ **C** Let it go, because an employer can set any pay rate it chooses.

Why I chose it

B. Jordy finds out what "shift lead" means before blaming anyone. It also keeps Gia's statement private.

Improve a draft

A student's first draft

Hi, I found out Gia makes more than me and we did the exact same work so (1) this is discrimination. I know it's because of who I am. I want the same rate as her starting now or I'm going to post about it everywhere so people know how this company treats workers. (2) I have her pay stub as proof. I've worked here longer than some people and I always show up on time. Let me know by tomorrow. Jordy

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

Rewrite phrase 1

I want to know why my rate is lower.

Rewrite phrase 2

My own statement shows $16.50 an hour for the same event.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Jordy has just seen Gia's rate. What should Jordy do first?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students choose C because employers can pay what they want. **Listen for:** "It's their company, they decide." **Then:** Ask what the key idea says. Employers set rates, but federal laws limit the reasons.

Support

- Read the options aloud before students choose.

Heat check

■■□ **Medium.** Students may share their own pay or a boss's treatment.

Cool-down: Return to Jordy: "What does Jordy know for sure?" No one needs to describe their own job.

Answer key

A revised version: Hi Dana, I have a question about my pay rate for the Saturday event. I worked setup and closing, from 3 to 11 p.m., and ran the caption and audio check. My statement shows $16.50 an hour. I understand another worker on the same shift was paid a higher rate. Could you explain how rates are set for event crew, including what the shift-lead role involves and how someone qualifies? If there are criteria I haven't met, I'd like to know what they are. I'd appreciate a reply this week. Thanks, Jordy

Grades 6—8

Your task

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

Make a side-by-side chart of Jordy's and Gia's work, then write one question Jordy could ask.

Use: The two statements and the event schedule.

You'll make: Chart plus a one-sentence question

Time: 45 minutes

1. Read Jordy's pay statement in Evidence A. Circle the hours and the rate.
2. Read the schedule in Evidence B. Underline each person's job title and duties.
3. Fill in the chart for Jordy and for Gia: duties, hours, title and rate.
4. Circle the row where Jordy and Gia are different.
5. Write one question for Dana in the Your draft box. Do not guess the reason.

Show it your way

Write it: Write one question under your chart with the frame "Both __. But __. I want to ask __."

Say it: Tell a partner one way Jordy's and Gia's work was the same and one way it might have been different, then say Jordy's question aloud.

Show it: Complete the side-by-side chart with icons for duties, hours, title and rate, and circle the row that is different.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 12 min.

Short on time: 12 min.

Say this

"Before you write, tell a partner one way their work was the same and one way it was different." — Partner talk first. Then students fill in the chart.

Watch for

Misconception: Questions accuse the company. **Listen for:** "Why are you paying me less because of who I am?" **Then:** Ask which document shows the reason. None does. Ask for the reason instead.

Support

- Comparison table
- Frames: "Both __. But __. I want to ask __."
- Vocabulary: rate, duties, fair, reason
- Partner talk first
- Frame: "Both ___. But ___. I want to ask ___."

Stretch

- Name one reason for the difference that would be fair and one that wouldn't.

Heat check

■□□ **Low.**

Your task, continued

What is the same for Jordy and Gia

Both ___.

Both worked 3 to 11 p.m. and did setup and closing.

What is different

But ___.

But Gia is shift lead at $18.00. Jordy gets $16.50.

Your draft

Jordy's question for Dana

I want to ask ___.

I want to ask Dana how pay rates are set for event crew and what a shift lead does.

Notes

This page continues page 188.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Compares duties and hours accurately
- Asks a specific question
- Doesn't assume the cause
- Respects Jordy's privacy

What to notice in the sample:

1. Asks for the reason instead of guessing it.
2. Targets the title on the schedule, the most likely explanation.

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 chart show the hours, duties, title and rate for each person?	☑ Yes	☐ No
Does your question ask for the reason instead of guessing it?	☑ Yes	☐ No
Does your question keep Gia's pay statement private?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on assumption.	☐ Mentions the gap only.	☐ Cites duties, hours and rate.	☐ Cites records and acknowledges what isn't known.
Reasoning	☐ Declares discrimination.	☐ Assumes the reason.	☐ Asks for criteria before concluding.	☐ Identifies possible legitimate factors to test.
Audience & purpose	☐ Threatens or exposes coworkers.	☐ Polite but vague.	☐ Specific question to the right person.	☐ Specific question that protects coworkers' privacy.
Revision	☐ No change.	☐ Tone only.	☐ Replaces conclusion with a question.	☐ Explains how changes protect Jordy and get an answer.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Score the questions yourself with the rubric.

Say this

"Read your message as Dana. Could you answer it in one reply?" — Partners swap and underline the question.

Watch for

Misconception: Students revise tone only. **Listen for:** "I made it nicer." **Then:** Point to the Revision row. Ask them to replace a conclusion with a question.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the chart for accurate duties and hours and the question for specificity, with no assumed cause and no one else's private information.

Proficient looks like:

- **Evidence:** Cites duties, hours and rate.
- **Reasoning:** Asks for criteria before concluding.
- **Audience & purpose:** Specific question to the right person.
- **Revision:** Replaces conclusion with a question.

Check your work, continued

One change I made

I changed ___ because ___.

I changed my question about Gia's pay to a question about how rates are set, because Gia's pay is hers to share.

Notes

This page continues page 190. The notes for both pages are on the sheet for page 190.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 8 minutes.

1 **What information could explain the $1.50 difference, and what might challenge that explanation?**

The shift-lead title could explain it. But the schedule doesn't say what a shift lead does, and Gia only opened up and handled one guest issue.

2 **Whose choice is it to make Jordy's pay public, and why?**

It is Jordy's choice, because it is Jordy's own pay. Gia's pay is Gia's choice.

3 **What answer from Dana would satisfy Jordy, and what answer would not?**

A clear reason, such as a list of what a shift lead does, would help. An answer with no reason would not.

My take

I think Jordy should ___ because ___.

I think Jordy should ask Dana what a shift lead does because the schedule doesn't say.

The evidence that changed my first guess is ___.

The text messages changed my guess. Gia only opened up and handled one guest issue.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Use question 2 as an exit ticket.

Say this

"Answer with a detail from a document, not a guess about the company." — Hear one answer per question, then ask who disagrees.

Stretch

- Draft the pay-policy page the company could share: each role, its duties, its rate and how to qualify.
- Going further: Read the EEOC page on pay discrimination. Which law could apply to Jordy's question? Which facts would you need before saying the law was broken?
- Going further: What might make it hard for a worker like Jordy to ask about pay? Write one sentence that names Jordy's concern without claiming more than Jordy knows.
- Going further: Draw a timeline of the evidence, from the posted schedule to Jordy's question for Dana. Mark each open question on it. Then compare it with your message: which one makes the open questions easier to follow?
- Going further: When you start a job, ask for your pay rate and how it is set, in writing. Keep your own record of hours and duties. If something seems off, talk with a trusted adult or a school counselor.
- Find your state labor department's page on pay equity
- Research the EEOC's filing deadlines and how they vary by state

My take, continued

One question I still have is ___.

One question I still have is what the two other crew members are paid.

Notes

This page continues page 192.

Heat check

Question 1: Medium. Students may guess that Jordy's race or gender explains the gap, or bring up a family member's pay.

Cool-down: Ask which document shows the reason. None does. Sort the ideas into "could be lawful," "could be unlawful" and "need facts."

Talk about this case at home

Case 11: Why are Jordy and Gia paid different rates?

In this case, two friends who worked the same event find out one is paid $1.50 more an hour. Your student compared their records and wrote a respectful message asking a supervisor how pay rates are set.

Questions to talk about

1. What questions could someone ask about pay when starting a new job?
2. Why might a person want to keep their pay private?
3. What makes a question to a boss sound respectful?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

“Bring this page home or read it with someone you trust.” — Nobody needs to share their own pay or a family member’s pay.

Case 12: When can a school limit what students say?

Content note

The news sources include 2026 student walkouts against federal immigration enforcement, which grew after federal agents fatally shot two people in Minneapolis. Preview them, and keep discussion on the legal questions in Anika's case.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read about Anika, a high school junior whose poster asks students to wear blue Thursday to keep the library open at lunch. They compare her poster, a posting policy and a group chat about a walkout with a summary of Tinker v. Des Moines (1969). They then compare the fact patterns and write two questions for a school contact about the posting policy.

Before this case

Students should already be able to:

- retell the main events of a short summary
- find a rule in a short document
- write sentences that compare two examples

Objectives

Students will be able to:

- describe the facts of Tinker v. Des Moines accurately

Objectives, continued

- name one way the armbands and the wear-blue plan are alike and one way they differ
- explain why walking out raises a different question than wearing blue

Materials

- This chapter, one copy per student
- The U.S. Courts Tinker summary, read aloud
- Picture cards: armband, blue shirt, poster, empty classroom

The task in this edition

Task: Make a two-column chart comparing the Tinker armbands with Anika's wear-blue plan, then explain one way they're alike and one way they're different.

Students make: Chart plus 3—5 sentences

Pacing

Opener (page 195): 5 min. Short on time: 5 min.

Key terms (pages 196 and 197): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 200): 10 min. Short on time: 10 min.

Look at the evidence (page 201): 5 min. Short on time: 3 min. Read Evidence C aloud. Students fill in only its "What it shows" box.

Pacing, continued

Key idea (pages 202 and 203): 8 min. Short on time: 4 min. Read the first paragraph of the key idea aloud. Skip In the news.

Sort the evidence (page 204): 8 min. Short on time: skip.

Practice (page 205): 6 min. Short on time: skip.

Your task (pages 206 to 208): 15 min. Short on time: 15 min.

Check your work (pages 209 and 210): 5 min. Short on time: skip. Check the charts yourself.

Questions to discuss (page 211): 8 min. Short on time: 5 min. Use question 3 as an exit ticket.

Talk about this case at home (page 212): 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.

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

Case 12 plan, continued

Standards, continued

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.

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

Standards, continued

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.8.6-8 Analyze the ideas in the founding documents of the United States and how they shape the political system. In this case: Students analyze how the First Amendment shapes student life at public schools.

Codes of ethics

- **ABA Model Rules of Professional Conduct:** Rule 2.1 Advisor
- **PRSA Code of Ethics:** Disclosure of Information
- **AIGA Standards of Professional Practice:** The designer's responsibility to the public

Heat map

■■□ **Opener (page 195):** Medium

■□□ **Key terms (pages 196 and 197):** Low

■□□ **Look at the evidence (page 200):** Low

■□□ **Look at the evidence (page 201):** Low

■■□ **Key idea (pages 202 and 203):** Medium

■□□ **Sort the evidence (page 204):** Low

Heat map, continued

■■□ **Practice (page 205):** Medium

■□□ **Your task (pages 206 to 208):** Low

■□□ **Check your work (pages 209 and 210):** Low

Try it at your school

Read your school's expression policy before you print.

- Find your student handbook's section on posting, dress or expression
- Write down which spaces allow student posters and whether approval is needed
- Make student-made materials clearly student-made, with no school logo
- Bring questions to student council or an advisor before planning an action

Who to ask: Student council advisor, a civics or government teacher, an assistant principal

Safety: Don't pressure classmates to join a protest or skip class. Talk with a trusted adult before any action that could lead to discipline.

Sources

- U.S. Courts, "Facts and Case Summary: Tinker v. Des Moines," No date listed
- U.S. Courts, "Fictional Scenario: Tinker v. Des Moines," No date listed

Case 12 plan, continued

Sources, continued

- Legal Information Institute, Cornell Law School, “Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969),” 1969

Case 12: When can a school limit what students say?

Anika's poster asks her school to keep the library open at lunch, and now someone in her group chat suggests a walkout.

On your own Read What happened. Underline each plan: the poster, wearing blue and the walkout. About 5 minutes.

Anika records a voice memo while Mateo listens beside a phone on a small tripod.

Your role: You're the one who compares Tinker with each action before anyone says "can't touch us."
New skill: Apply a precedent by comparing fact patterns.

What happened

Anika is a junior at a public high school. She wants the school library to stay open at lunch. On Tuesday afternoon, she prints a poster that says "KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday."

Mateo did the photo and layout. He put a photo of the school's sign and logo across the top. The poster does not name Anika or any student group. The student handbook says posters need approval from the main office and the name of the student or group responsible.

On Wednesday night, someone in the group chat suggests a walkout if the school takes the poster down. The message says a 1969 Supreme Court case, Tinker v. Des Moines, means the school "can't touch us." Anika never suggested a walkout.

Your question: How far does Tinker cover the poster, the wear-blue plan and the walkout, and what facts are missing?

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"There are three plans in this story. Can you name all three?" — Listen for the poster, wearing blue and the walkout. List them on the board.

Watch for

Misconception: Students treat the walkout as Anika's plan. **Listen for:** "Anika wants everyone to walk out." **Then:** Reread the last paragraph. Someone in the chat suggested the walkout. Anika never did.

Support

- Read What happened aloud. Pause after each plan so students can underline it.

Heat check

Medium. Students may bring up walkouts or discipline at their own school.

Cool-down: Say: "Today we're looking at Anika's school." Keep examples to the case, and do not ask who took part in a walkout.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 6 minutes.

Precedent A precedent is an earlier court decision that judges use as a guide in similar later cases.

En español: precedente

In this case: Tinker v. Des Moines (1969) guides Anika's case only as far as the facts match: quiet expression at a public school.

Fact pattern A fact pattern is the specific set of facts in a situation that a rule is applied to.

En español: conjunto de hechos

In this case: Anika lists each plan's action, place, timing and rule: the poster on a school board, wearing blue on Thursday and leaving class.

Substantial disruption Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities.

En español: alteración sustancial

In this case: Wearing blue on Thursday is quiet, like the armbands. Leaving class is conduct under the attendance rule, which Tinker does not settle.

Who is involved

Anika
Made the poster

"My poster says keep the library open at lunch, and wear blue Thursday. Now the chat says we walk out. I never said walk out."

Mateo
Did the photo and layout

"I put the school sign across the top because it looked good. Now it reads like the school is announcing it. It isn't."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"A precedent is an earlier decision. What makes it fit a new case?" — Wait for "similar facts."

Watch for

Misconception: Students think a precedent decides every later case. **Listen for:** "Tinker already decided this." **Then:** Reread the definition: it guides cases with similar facts. Ask which facts match.

Support

- Point out a false cognate: library means biblioteca, not librería.
- **Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

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, can the school do anything about the poster or the walkout?

I think the school ___ because ___.

I think the school can't do anything because students have free speech.

Notes

This page continues page 196. The notes for both pages are on the sheet for page 196.

Reading passage

The poster, the blue shirts and the walkout

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

- **Precedent**: A precedent is an earlier court decision that judges use as a guide in similar later cases.
- **Fact pattern**: A fact pattern is the specific set of facts in a situation that a rule is applied to.
- **Substantial disruption**: Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Framing**: Framing is choosing which parts of a situation a message brings forward.

The story: A poster about lunch

Anika is a junior at a public high school. She wants the school library to stay open at lunch. On Tuesday afternoon, she prints a poster: “KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday.” Mateo did the photo and layout. He put a photo of the school’s sign and logo across the top.

On Wednesday night, a message appears in the group chat: “If they take the poster down we walk out Thursday. Tinker says they can’t touch us.” Someone replies, “Wait, wear blue AND walk out??”

Anika is surprised. “I never asked anyone to leave class,” she says. Mateo notices something else. The school logo makes the poster look like the school made it. He decides to redo the photo.

Your role is to compare Tinker with each action before anyone says “can’t touch us.”

Stop and think. Why did Anika’s poster turn into a walkout plan in the group chat?

One real case, three actions

The chat mentions a real Supreme Court case, Tinker v. Des Moines, from 1969. A **precedent** is an earlier court decision that judges use as a guide in similar later cases. In Tinker, public-school students wore black armbands to protest the Vietnam War. The school suspended them. The Supreme Court ruled for the students.

Pacing

Reading: about 4 min (430 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: A poster about lunch”:** Why did Anika’s poster turn into a walkout plan in the group chat?
2. **After “One real case, three actions”:** Which action matches Tinker’s facts most closely: the poster, wearing blue or the walkout?
3. **After “Student speech today”:** Why might it matter whether a poster looks like the school made it?

One real case, three actions, continued

Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities. The Court said a mere fear of disruption was not enough.

A precedent guides a new case only as far as the facts match. A **fact pattern** is the specific set of facts in a situation that a rule is applied to. In Case 11, you compared two jobs on the same terms. Now compare Tinker with each action. Wearing blue is quiet, like the armbands. A walkout is different, because students leave class, and the school's attendance rule covers that. The poster raises its own question. The handbook says posters need office approval and a student's name. Anika's poster has no name. "That part's on me," she says.

"Tinker says they can't touch us" is a **claim**, a word from Case 1. It goes much further than the case does. And Mateo's logo is a kind of **framing**, also from Case 1. It brings the school forward as the speaker, even though the school did not make the poster.

Stop and think. Which action matches Tinker's facts most closely: the poster, wearing blue or the walkout?

Student speech today

In Tinker, the Court wrote that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (Legal Information Institute, 1969). In 2026, students in several states walked out of class. Some schools counted it as an unexcused absence, and one high school gave one-day suspensions (Chalkbeat Indiana, February 11, 2026).

Stop and think. Why might it matter whether a poster looks like the school made it?

Sources

Real source | Legal Information Institute, Cornell Law School | 1969

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)

Real source | Chalkbeat Indiana | February 11, 2026

How schools in Marion County responded to anti-ICE student protests

This page continues page 198. The notes for both pages are on the sheet for page 198.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 10 minutes.

Evidence A | Poster

Anika's poster, first version

Printed Tuesday, 3:15 p.m. The poster reads "KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday." A photo of the school's sign and logo runs across the top. No student name or group appears anywhere on the poster.

Look closely: Cover the logo photo with your hand. Who seems to be speaking now?

What it shows

The poster asks to keep the library open and says to wear blue Thursday.

One question I still have

Did the main office approve the poster?

Evidence B | Handbook policy

Student handbook, page 14

Students may post materials on the student bulletin boards outside the cafeteria and the library. Materials must be approved by the main office and must show the name of the student or group responsible.

Look closely: Underline the two requirements for every poster.

What it shows

Posters need office approval and the name of the student or group.

One question I still have

What happens to a poster without a name?

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"The handbook names two requirements for every poster. Which one is missing from Anika's poster?" — Wait for "the name of the student or group responsible."

Watch for

Misconception: Students say the handbook bans the poster's message. **Listen for:** "The school can't allow a poster about the library." **Then:** Point to Evidence B. The rule covers where posters go, approval and a name. It says nothing about topics.

Support

- Give each document on its own half-page.
- Read the chat messages aloud and name who is speaking in each.
- **Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

Stretch

- Ask what the walkout message assumes about Tinker, and which document would test that assumption.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | **Group chat**

The walkout message

Wednesday, 9:02 p.m.

First message: “If they take the poster down we walk out Thursday. Tinker says they can’t touch us.

Reply: “Wait, wear blue AND walk out??

Look closely: Which part is a message, and which part is leaving class?

What it shows

One person wants a walkout. Another person is confused about the plan.

One question I still have

What does the attendance rule say about leaving class?

What is still missing from the evidence?

We don’t know what the attendance rule says, whether the office approved the poster, or what the school plans to do.

Notes

Pacing

Full chapter: 5 min.

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

Say this

“The handbook names two requirements for every poster. Which one is missing from Anika’s poster?” — Wait for “the name of the student or group responsible.”

Watch for

Misconception: Students say the handbook bans the poster’s message. **Listen for:** “The school can’t allow a poster about the library.” **Then:** Point to Evidence B. The rule covers where posters go, approval and a name. It says nothing about topics.

Support

- Give each document on its own half-page.
- Read the chat messages aloud and name who is speaking in each.
- **Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

Stretch

- Ask what the walkout message assumes about Tinker, and which document would test that assumption.

Heat check

■□□ **Low.**

Key idea: precedent

On your own Read the key idea and the Professional standards card. Then answer the question in the box. About 8 minutes.

A **precedent** is an earlier court decision that judges use as a guide in similar later cases. In Tinker v. Des Moines (1969), public-school students wore black armbands to protest the Vietnam War. The school suspended them, and the Supreme Court ruled for the students. The Court wrote that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." It also said a mere fear of disruption was not enough to limit their expression.

A precedent guides a new case only as far as the facts match. **Substantial disruption** is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities. Wearing blue on Thursday is quiet, like the armbands. A walkout is different, because students leave class. The school's attendance rule covers that conduct, and Tinker does not settle it.

The poster raises another question. It shows the school's sign and logo but no student name, so it may look like the school is speaking. Schools have more control over speech that looks like it comes from the school. A **fact pattern** is the specific set of facts in a situation that a rule is applied to. Write a fact pattern for each action before you decide whether Tinker fits it.

Professional standards

Adapted from a real source | **American Bar Association (ABA), Center for Professional Responsibility**

ABA Model Rules of Professional Conduct: Rule 2.1 Advisor

Summary: Summary, not a quotation: in representing a client, a lawyer must use independent professional judgment and give candid advice. A lawyer may refer to moral, economic, social and political factors as well as the law.

In plain words: Lawyers must give their clients honest, independent advice, even when the client would rather hear something else.

Question: The chat says "Tinker says they can't touch us." What would candid advice say about the walkout and attendance policy?

Pacing

Full chapter: 8 min.

Short on time: 4 min. Read the first paragraph of the key idea aloud. Skip In the news.

Say this

"Tinker protected quiet armbands. Which of the three plans looks most like that?" — Wait for the wear-blue plan.

"Rule 2.1 asks lawyers for candid advice. What would candid advice tell the group chat?" — Accept "Tinker doesn't cover leaving class."

Watch for

Misconception: Students read "schoolhouse gate" as meaning schools can never limit speech. **Listen for:** "Students can say anything at school." **Then:** Read the next idea aloud: a school may limit speech that would substantially disrupt school.

Support

- Read the two In the news cards aloud. Both are about Mahanoy, a 2021 case about a student's off-campus post.

Stretch

- Use the PRSA card: who would a reader think is behind the first poster?

Heat check

■■□ **Medium.** The In the news cards cover a cheerleader punished for an off-campus Snapchat post. Students may bring up their own posts.

Cool-down: Keep to what the Court decided. Nobody needs to describe their own posts or discipline.

Professional standards, continued

Your answer

Honest advice would say ___.

Honest advice would say Tinker was about quiet armbands. Leaving class falls under the attendance rule.

In the news

Real source | PBS NewsHour | April 28, 2021

Student free speech makes it to the Supreme Court in former high school cheerleader's case

Explains the Snapchat case the Court used to ask when a school can punish off-campus student speech.

Real source | PBS NewsHour (Associated Press) | June 23, 2021

Supreme Court rules in favor of cheerleader who published critical social media post in First Amendment case

The 8-1 ruling protected the student but said schools may still act on some off-campus speech, like threats.

Notes

This page continues page 202. The notes for both pages are on the sheet for page 202.

Sort the evidence

On your own Link each piece of evidence to the claim it supports or challenges. Then name one missing view. About 8 minutes.

Test the slogan against the facts. Which evidence supports each claim, which challenges it, and which fact would you still need?

Evidence	**Claim 1** Tinker means nobody can face consequences for walking out.	**Claim 2** The **wear-blue** plan closely matches Tinker's facts.	**Claim 3** The poster should carry a student byline instead of the school logo.
1 Tinker's facts: silent armbands, no substantial disruption, a public school	Narrows	Supports	Neither
2 A walkout means leaving class, which falls under the attendance rule	Challenges	Neither	Neither
3 The logo photo makes the poster look like school-sponsored speech	Neither	Neither	Supports

Still open

- What does the attendance policy say, and what process follows?

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 school's view is missing. I would ask the main office if the poster is allowed.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Test the slogan. Which evidence narrows "Tinker means nobody can face consequences"?" — Model the first link together: Tinker's facts narrow the claim.

Watch for

Misconception: Students say the logo does not matter. **Listen for:** "It's just a picture." **Then:** Ask who a stranger would think made the poster. That question is about who is speaking.

Support

- Let students write S, C or N (supports, challenges, narrows) before writing sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose the best reply to the group chat and explain why. Then fix the two marked lines. About 6 minutes.

Someone in Anika's group chat says, "Tinker means nobody can get in trouble for walking out of class." How should you respond?

- ☐ **A** Agree, because Tinker protected students who protested at school.
- ☐ **B** Disagree, because schools can make any rule they want about student speech.
- ☑ **C** Say that the message and leaving class are separate questions, then check the attendance rule.

Why I chose it

C. The poster's message and leaving class are two different questions. Checking the attendance rule comes next.

Improve a draft

A student's first draft

No, the school can't take it down because of Tinker v. Des Moines. In that case (1) the Supreme Court said students have free speech at school. The poster is just saying the library should stay open at lunch which is not hurting anybody. We even used a nice photo of the school sign so it looks professional. The principal would be breaking the law if he took it down. This is America and students have rights. Everyone should wear blue Thursday and (2) walk out if they try.

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

Rewrite phrase 1

Students have free speech at school unless it would seriously disrupt school.

Rewrite phrase 2

Wear blue Thursday. Walking out is a different question, because of the attendance rule.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Someone says Tinker means nobody gets in trouble. What do you reply?" — Vote first, then discuss.

Watch for

Misconception: Students pick B: schools set the rules. **Listen for:** "Schools can do whatever they want." **Then:** Point to the schoolhouse-gate sentence.

Support

- Read the options aloud.

Heat check

Medium. Talk may turn to real protests at school.

Cool-down: Ask which fact in Anika's case decides it. Keep real students' names out.

Answer key

A revised version: Tinker v. Des Moines (1969) says public-school students keep free-speech rights at school, unless their expression would substantially disrupt school or invade others' rights. Anika's message, keep the library open at lunch, and the plan to wear blue Thursday are quiet and look a lot like the armbands in Tinker. But two facts matter. The poster uses a school-logo photo, so it may look like an official announcement, which schools can regulate more. And walking out of class is conduct under an attendance rule, a different question. I'd remove the logo and ask the office which posting policy applies.

Grades 6—8

Your task

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

Make a two-column chart comparing the Tinker armbands with Anika's wear-blue plan, then explain one way they're alike and one way they're different.

Use: The U.S. Courts Tinker summary (read aloud) and the poster description.

You'll make: Chart plus 3—5 sentences

Time: 45 minutes

Notes

Pacing

Full chapter: 15 min.

Short on time: 15 min.

Say this

"Show the armband and blue-shirt cards. What's the same?" — Then show the empty-classroom card.

Support

- Picture cards: armband, blue shirt, poster, empty classroom
- Frames: "Both __. But __."
- Vocabulary: precedent, disruption, rule
- Discussion before writing

Stretch

- Add a row for the walkout idea and explain why it raises a different question.

Heat check

■□□ **Low.**

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.8.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

1. Listen to the Tinker summary. Write what the students did and what the school did.
2. Write Tinker's rule in your own words: when can a public school limit student speech?
3. Fill in the chart for the armbands and the wear-blue plan.
4. Circle the plan that raises a different question: the walkout.
5. Write 3 to 5 sentences in the Your draft box. Use "Both ___. But ___."

Show it your way

Write it: Write 3—5 sentences with the frame "Both __. But __."

Say it: Explain to a partner one way the armbands and the wear-blue plan are alike and one way they are different, using the picture cards.

Show it: Build the two-column chart with the picture cards (armband, blue shirt, poster, empty classroom) and circle the one that raises a different question.

Prefer typing? Scan to open the online workspace.

What happened in Tinker

Students wore black armbands to protest a war. The school suspended them.

Tinker's rule in my words

A public school may limit student speech that would seriously disrupt school.

This page continues page 206.

Answer key

A strong response:

- Describes Tinker's facts accurately
- Names one similarity and one difference
- Separates the message from leaving class
- Avoids "you can say anything" or "you have no rights"

What to notice in the sample:

1. A real similarity from Tinker's facts.
2. Keeps leaving class apart from the message.

Your task, continued

Armbands

Quiet, worn at school, and nobody left class.

Wear-blue plan

Quiet, worn at school, and nobody leaves class.

Your draft

Your sentences

Both ___. But ___.

Both the armbands and wearing blue are quiet messages that students wear at school. But the armbands protested a war, and wearing blue is about the library. The walkout is different, because students would leave class.

Notes

This page continues page 206. The notes for both pages are on the sheet for page 206.

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 chart describe Tinker's facts correctly?	☑ Yes	☐ No
Do you name one way the plans are alike and one way they differ?	☑ Yes	☐ No
Do you explain why the walkout is a different question?	☑ Yes	☐ No
Do you avoid saying students can say anything, or that they have no rights?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No case facts.	☐ Names Tinker without its rule.	☐ States Tinker's facts and substantial -disruption test.	☐ Adds a second precedent or the walkout exercise accurately.
Reasoning	☐ Treats a slogan as the answer.	☐ Applies Tinker to everything.	☐ Compares facts and separates speech from conduct.	☐ Varies facts to show where the precedent stops fitting.
Audience & purpose	☐ Tells others to break rules.	☐ Argues for one side only.	☐ Recommends a clear next question for the school.	☐ Balances effective expression with respect for process.
Revision	☐ No change.	☐ Softens tone only.	☐ Adds the rule's limit and removes a legal conclusion.	☐ Explains how each edit makes the argument more precise.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Check the charts yourself.

Say this

"Find the sentence where you separate the message from leaving class." — If it is missing, that is the revision.

Watch for

Misconception: Students soften the tone and call it revision. **Listen for:** "I made it sound nicer." **Then:** Point to the Revision row: add the rule's limit or remove a legal conclusion.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the chart for accurate Tinker facts, one real similarity and one real difference, and listens for the speech-versus-conduct distinction in discussion.

Proficient looks like:

- **Evidence:** States Tinker's facts and substantial-disruption test.
- **Reasoning:** Compares facts and separates speech from conduct.
- **Audience & purpose:** Recommends a clear next question for the school.
- **Revision:** Adds the rule's limit and removes a legal conclusion.

Check your work, continued

One change I made

I changed ___ because ___.

I changed my sentence that Tinker protects everything, because a walkout means leaving class.

Notes

This page continues page 209. The notes for both pages are on the sheet for page 209.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 8 minutes.

1 **Which changed fact would make Tinker a weaker comparison for the wear-blue plan?**

If wearing blue stopped class or caused a big disruption, Tinker would fit less well.

2 **Why might it matter whether a poster looks like it comes from the school?**

People might think the school wrote it. Schools have more control over speech that looks like theirs.

3 **If the poster had Anika's name and no school logo, what would change?**

It would follow the handbook's name rule and clearly be Anika's message.

My take

I think Tinker fits ___ best because ___.

I think Tinker fits the wear-blue plan best because it is quiet, like the armbands.

The evidence that changed my first guess is ___.

The handbook changed my first guess. The poster needs a name and office approval.

One question I still have is ___.

One question I still have is what the attendance rule says about walkouts.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Use question 3 as an exit ticket.

Say this

"Change one fact at a time. Say which fact you changed before you answer." — Hear one answer per question.

Stretch

- Rewrite the walkout message so it says only what the chat knows for sure.
- Going further: Read the U.S. Courts summary of Tinker. List two facts from Tinker and two facts from Anika's situation. Which difference matters most, and why?
- Going further: Write two headlines about the same walkout, one using the words "a protest" and one using "leaving class" instead. What does each headline make readers think the dispute is about?
- Going further: Write a short dialogue in which Anika explains to a friend why Tinker fits the wear-blue plan better than the walkout. Ask a reader to explain the difference back to you.
- Going further: Find the section of your student handbook on posting, dress or expression. Write down which spaces allow student posters and whether you need approval. Bring questions to a student council advisor before you plan any action.
- Read about Bethel v. Fraser (1986) and Morse v. Frederick (2007) and add them to the comparison

Heat check

■□□ **Question 1: Low.**

Talk about this case at home

Case 12: When can a school limit what students say?

In this case, a student's poster asks her school to keep the library open at lunch, and someone in a group chat suggests a walkout. Your student compared a 1969 Supreme Court case with each plan and wrote a short analysis.

See the case online.

Questions to talk about

1. What rules do schools often have about posters or flyers?
2. Why might a school treat wearing a color differently from leaving class?
3. How can a reader tell who made a poster?

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

Pacing

At home: this page takes no class time.

Say this

"Bring this page home or read it with someone you trust." — Nobody needs to share their own views about protests or school discipline.

Case 13: Can the crew cut waste before it reaches the bin?

Overview

Students read a story in which Dec's box of replacement parts arrives half full of packaging. The crew's "recyclable" cups turn out to be on the city's not-accepted list. They place items from the supply list on EPA's waste hierarchy and check them against the city's accepted-materials list. They then fill in an event materials sheet and propose one change with a way to measure it.

Before this case

Students should already be able to:

- read numbers in a list
- sort items into groups
- write complete sentences that give a reason

Objectives

Students will be able to:

- list items and quantities from the screening supply list
- place items on the waste hierarchy: reduce, reuse, recycle or throw away
- choose one change and a way to count whether it worked
- name one problem the change could cause

Materials

- This chapter, one copy per student
- Evidence A, B and C, one set per group

Materials, continued

- A picture hierarchy and a sheet template with the first row filled in

The task in this edition

Task: Make a materials sheet for the next Common Room screening and pick one change to try.

Students make: Materials sheet plus 3—4 sentences

Pacing

Opener (page 213): 5 min. Short on time: 5 min.

Key terms (pages 214 and 215): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 218): 10 min. Short on time: 10 min.

Look at the evidence (page 219): 5 min. Short on time: 5 min.

Key idea (pages 220 and 221): 6 min. Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the rest.

Sort the evidence (pages 222 and 223): 8 min. Short on time: skip.

Practice (page 224): 6 min. Short on time: skip.

Your task (pages 225 and 226): 15 min. Short on time: 15 min.

Pacing, continued

Check your work (pages 227 and 228): 5 min. Short on time: skip. Check the sheets yourself.

Questions to discuss (pages 229 and 230): 8 min. Short on time: 5 min. Use question 1 as an exit ticket.

Talk about this case at home (page 231): at home.

Periods: full chapter 73 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.

W.6.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 13 plan, continued

Standards, continued

W.7.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

Standards, continued

D2.Civ.13.6-8 Analyze the purposes, carrying out and effects of public policies in different settings. In this case: Students analyze the purposes and consequences of local waste policies.

D4.7.6-8 Assess what you and others can do about local, regional and global problems, considering strategies and likely outcomes. In this case: Students assess their capacity to act through a measurable event change.

Codes of ethics

- **FTC Green Guides (16 CFR Part 260):** § 260.12 Recyclable claims
- **AIGA Standards of Professional Practice:** The designer's responsibility to society and the environment
- **IABC Code of Ethics for Professional Communicators:** "I do not guarantee results"

Heat map

■□□ **Opener (page 213):** Low

■□□ **Key terms (pages 214 and 215):** Low

■□□ **Look at the evidence (page 218):** Low

■□□ **Look at the evidence (page 219):** Low

■■□ **Key idea (pages 220 and 221):** Medium

■□□ **Sort the evidence (pages 222 and 223):** Low

Heat map, continued

■■□ **Practice (page 224):** Medium

■□□ **Your task (pages 225 and 226):** Low

■□□ **Check your work (pages 227 and 228):** Low

Try it at your school

Change one thing before the next event.

- Pick one repeated item at a school event: cups, flyers, plates
- Count how many were used last time
- Check your city's recycling list and propose one reduction or reuse option
- Count again after the event and share results with the organizers

Who to ask: Student council, custodial or facilities staff, a science teacher, your city's sanitation or recycling office

Safety: Don't sort through trash with your hands; unsafe items can be hidden. Make sure changes don't leave out people who need disposable items.

Sources

- NPR, "Starbucks To Eliminate Plastic Straws In Its Stores By 2020," July 9, 2018
- NPR, "Why People With Disabilities Want Bans On Plastic Straws To Be More Flexible," July 11, 2018

Case 13 plan, continued

Sources, continued

- U.S. Environmental Protection Agency (EPA), “Sustainable Materials Management: Non-Hazardous Materials and Waste Management Hierarchy,” No date listed

Case 13: Can the crew cut waste before it reaches the bin?

The last Common Room screening used about 120 cups the city won't recycle, and a box of parts arrived half full of packaging.

On your own Read What happened. Underline the number of cups and what the city list says about them. About 5 minutes.

Anika, Dec and Sami react to a round of their tabletop game.

Your role: You're the one who counts the cups before and after the change. **New skill:** Count a starting point before you claim a change works.

What happened

It is Tuesday in the theater shop. Dec opens a box of replacement parts. Three separate orders of small LED connectors and switches, placed over one week, arrived together. About half of the box is plastic air pillows and foam.

The supply list from last Friday's screening at the Common Room shows a second problem. The crew used about 120 single-use cups. The cups are plastic-lined paper and labeled "recyclable." But the city's recycling list does not take plastic-lined paper cups.

Dec wants to fix how they order parts before anyone redoes the recycling sign. Anika tracks the parts and the budget. She agrees with Dec, but she wants numbers before anyone says a change saves money. Some people need a disposable cup or a straw, so any plan has to work for them too.

Your question: What could the crew change before the next screening, and how would they know it worked?

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"The cups say "recyclable." Where do you think they went after the screening?" — Hear guesses. Do not reveal the city list yet.

Watch for

Misconception: Students think the label decides where the cups go. **Listen for:** "They said recyclable, so they got recycled." **Then:** Ask who decides what a city recycles. Promise to check the city list in the evidence.

Support

- Read What happened aloud. Show a paper cup if you have one.

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.

Source reduction Source reduction is preventing waste before it is created, for example by buying less packaging.

En español: reducción en la fuente

In this case: Dec wants to combine the parts orders so less packaging arrives in the first place.

Reuse Reuse is using an item again instead of throwing it away after one use.

En español: reutilización

In this case: Borrowing washable cups from the bookshop is reuse. Washing uses water and someone's time.

Local acceptance Local acceptance is the list of materials that your own city's recycling or compost program actually takes.

En español: materiales aceptados en tu ciudad

In this case: The cups say "recyclable," but the crew's city does not accept plastic-lined paper cups.

Who is involved

Dec
Opened the parts order

"Three orders of tiny connectors in one week. One big box, and half of it's packaging."

Anika
Tracks the parts and the budget

"I'm in. But if anyone says it saves money, I want the numbers. Right now we have one box and a guess."

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Source reduction happens before the waste exists. Which item in the story could the crew stop buying?" — Listen for the packaging and the cups.

Watch for

Misconception: Students treat reuse and recycling as the same. **Listen for:** "Reusing is recycling." **Then:** Reuse means using the same item again, like a washable cup. Recycling depends on what the city list accepts.

Support

- Use picture cards: a washable cup, a paper cup and a recycling bin.
- **Cognates:** reduction (reducción), recycle (reciclar), plastic (plástico), material (material), accessible (accesible), alternative (alternativa), container (contenedor), quantity (cantidad).

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 is the best way for the crew to cut waste?

I think the crew should ___ because ___.

I think the crew should put out more recycling bins because the cups say “recyclable.”

Notes

This page continues page 214. The notes for both pages are on the sheet for page 214.

Reading passage

Half a box of air

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

- **Source reduction**: Source reduction is preventing waste before it is created, for example by buying less packaging.
- **Reuse**: Reuse is using an item again instead of throwing it away after one use.
- **Local acceptance**: Local acceptance is the list of materials that your own city's recycling or compost program actually takes.
- **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.

The story: Air pillows and 120 cups

It is Tuesday in the theater shop. Dec opens a box of replacement parts. Three small orders of LED connectors and switches came together in one big box. About half of the box is plastic air pillows and foam. “Three tiny orders,” Dec says. “One giant box.”

There is a second problem. The supply list from last Friday’s screening at the Common Room shows the crew used about 120 single-use cups. The cups say “recyclable.” But the city’s recycling list does not take plastic-lined paper cups.

Dec wants to fix how they order parts before anyone redoes the recycling sign. Anika tracks the parts and the budget. She agrees with Dec, but she wants numbers before anyone says a change saves money. Some people need a disposable cup or a straw, so any plan has to work for them too.

Your role is to count the cups before and after the change.

Stop and think. Why does Dec want to fix the order form before the recycling sign?

Stopping waste before the bin

Source reduction is preventing waste before it is created, for example by buying less packaging. Dec’s idea is source reduction: order the parts together, not every time one breaks, and ask the supplier about packaging.

Pacing

Reading: about 4 min (419 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: Air pillows and 120 cups”:** Why does Dec want to fix the order form before the recycling sign?
2. **After “Stopping waste before the bin”:** Why is the word “recyclable” on the cups not enough?
3. **After “Real companies, real straws”:** What would the crew need to count to know if washable cups worked?

Stopping waste before the bin, continued

Reuse is using an item again instead of throwing it away after one use. The bookshop has washable cups the crew could borrow. But reuse has costs too. Washing takes water and someone's time.

A "recyclable" label does not tell you where a cup will go. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. In Case 9, you learned to check an official source for your own area. Here, that source is the city's list. It does not take plastic-lined cups, and it does not take items labeled compostable either.

Anika's plan is a test. At one screening, the crew borrows washable cups. They count what they use and compare it with 120. Water and washing time go on the sheet too. That makes it a fair **proposal**, a word from Case 4. A proposal is a change that someone suggests and that has not been approved yet. It is also a **trade-off**: fewer cups in the trash, but more washing. The crew will keep some disposable cups and straws for people who ask.

Stop and think. Why is the word "recyclable" on the cups not enough?

Real companies, real straws

In 2018, Starbucks said it would phase out plastic straws in its stores by 2020 (NPR, July 9, 2018). Two days later, NPR reported that some people with disabilities need flexible plastic straws to drink (NPR, July 11, 2018). Cutting waste works best when it still works for everyone.

Stop and think. What would the crew need to count to know if washable cups worked?

Sources

Real source | NPR | July 9, 2018
Starbucks To Eliminate Plastic Straws In Its Stores By 2020

Real source | NPR | July 11, 2018
Why People With Disabilities Want Bans On Plastic Straws To Be More Flexible

This page continues page 216. The notes for both pages are on the sheet for page 216.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 10 minutes.

Evidence A | Supply list

Screening supply list, last Friday

Single-use cups (plastic-lined paper, labeled “recyclable”): about 120. Paper plates: 80. Printed flyers: 150. Paper straws, on request: 40. Folding chairs: borrowed from the bookshop.

Look closely: Which item did the crew use the most? Could it be reused?

What it shows

The screening used about 120 cups, 80 plates, 150 flyers and 40 straws.

One question I still have

Where did the cups go after the screening?

Evidence B | Delivery

The parts order

Delivered Tuesday to the theater shop. Three separate orders of small LED connectors and switches, placed over one week, arrived together. They came in one full box, about half of it plastic air pillows and foam around tiny parts.

Look closely: How many orders came in this one box? Why does that matter?

What it shows

Three small orders came in one big box. About half of it was packaging.

One question I still have

Would one order come with less packaging?

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

“Put the supply list next to the city list. Which item appears on both?” — Wait for the plastic-lined paper cups.

Watch for

Misconception: Students say the cup label is a lie. **Listen for:** “The label is fake.” **Then:** Ask what the city list tells us: this city does not accept them. Other places are not in the evidence.

Support

- Give each document on its own half-page.
- Read the city list aloud, pausing after “Not accepted.”
- **Cognates:** reduction (reducción), recycle (reciclar), plastic (plástico), material (material), accessible (accesible), alternative (alternativa), container (contenedor), quantity (cantidad).

Stretch

- Ask which document shows waste made before the event and which shows what happens after it.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Sanitation guide

City recycling list

Accepted in recycling: metal cans, glass bottles and jars, rigid plastic bottles and containers, flattened cardboard. Not accepted: plastic-lined paper cups, plastic bags and film, foam, items labeled compostable.

Look closely: Find the plastic-lined paper cups. Which list are they on?

What it shows

The city does not recycle plastic-lined paper cups, foam or compostable items.

One question I still have

Where do the items the city won't accept go?

What is still missing from the evidence?

We don't know how many washable cups the crew could borrow, how much time washing would need, or where the trash goes.

Notes

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"Put the supply list next to the city list. Which item appears on both?" — Wait for the plastic-lined paper cups.

Watch for

Misconception: Students say the cup label is a lie. **Listen for:** "The label is fake." **Then:** Ask what the city list tells us: this city does not accept them. Other places are not in the evidence.

Support

- Give each document on its own half-page.
- Read the city list aloud, pausing after "Not accepted."
- **Cognates:** reduction (reducción), recycle (reciclar), plastic (plástico), material (material), accessible (accesible), alternative (alternativa), container (contenedor), quantity (cantidad).

Stretch

- Ask which document shows waste made before the event and which shows what happens after it.

Heat check

■□□ **Low.**

Key idea: source reduction

On your own Read the key idea and the Professional standards card. Then answer the question in the box. About 6 minutes.

Source reduction is preventing waste before it is created, for example by buying less packaging. The Environmental Protection Agency (EPA) ranks ways to handle waste. Source reduction and reuse come first. Recycling and composting come next, then energy recovery, then treatment and disposal. The EPA also notes that no single approach fits every item or situation.

Reuse is using an item again instead of throwing it away after one use. Borrowing washable cups from the bookshop is one example. Reuse has costs too. Washing takes water and someone's time, so a fair comparison counts those costs along with the cups.

A "recyclable" label does not tell you where an item will go. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. The crew's cups say "recyclable," but their city's list does not take plastic-lined paper cups. The list does not take items labeled compostable either. So the crew has to check the list before choosing any new cup.

Professional standards

Real source | Law or regulation | Federal Trade Commission (FTC)

FTC Green Guides (16 CFR Part 260): § 260.12 Recyclable claims

"A product or package should not be marketed as recyclable unless it can be collected, separated, or otherwise recovered from the waste stream through an established recycling program"

In plain words: FTC guidance says a company should call a product recyclable only when recycling programs can collect and process it.

Question: The crew's city rejects plastic-lined paper cups. What else must you know before saying the "recyclable" label breaks the guide?

Your answer

I would need to know ___.

I would need to know if recycling programs in other places accept these cups. One city is not everywhere.

Pacing

Full chapter: 6 min.

Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the rest.

Say this

"The EPA ranks source reduction and reuse first. Where on that list is Dec trying to act?" — Wait for "source reduction."

"This card is FTC guidance, not an ethics code. Who does it apply to?" — Marketers who call a product recyclable.

Watch for

Misconception: Students treat the EPA ranking as a rule for every item. **Listen for:** "Reuse is always better." **Then:** Reread the key idea: no single approach fits every item. Washing has costs too.

Support

- Draw the ranking as a staircase, with source reduction and reuse on the top step.

Stretch

- Use the AIGA card: what could the next parts order change before anything reaches the shop?

Heat check

Medium. The straw story raises disability access, and students may describe their own needs or others'.

Cool-down: Keep the talk to the NPR report. No one needs to say what they or anyone they know needs.

In the news

Real source | NPR | July 9, 2018

Starbucks To Eliminate Plastic Straws In Its Stores By 2020

A throwback to a company cutting waste at the counter, before anything reached a bin.

Real source | NPR | September 11, 2020

How Big Oil Misled The Public Into Believing Plastic Would Be Recycled

Investigation finding less than 10% of plastic has ever been recycled, which is why reduction comes first.

Notes

This page continues page 220. The notes for both pages are on the sheet for page 220.

Sort the evidence

On your own Follow each choice to its consequences in the diagram. Then name one view that is missing. About 8 minutes.

Follow each choice to its consequences, including new costs. Which consequence would you measure first, and what would count as success?

Keep buying "recyclable" single-use cups	Borrow washable cups and run a wash station	Combine parts orders into one shipment
About 120 cups go to the trash because the city does not accept them **Who is affected** The city collection service and the neighborhoods near where waste ends up	Fewer cups in the trash, if people use the washable ones **Who is affected** **Check:** Count cups and bags after the next event and compare with last time	Less packaging arrives before anything reaches a bin **Who is affected** **Check:** Count cups and bags after the next event and compare with last time
	New costs: water, washing time and volunteers **Who is affected**	

Notes

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Follow the washable-cup choice. What new costs appear?" — Model the first chain together.

Watch for

Misconception: Students list only benefits for the washable cups. **Listen for:** "Washable cups are just better." **Then:** Point to the new-costs box: water, washing time and volunteers.

Support

- Let students draw arrows before writing labels.

Heat check

■□□ **Low.**

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 view of people who need a straw is missing. I would ask them what cup or straw works for them.

Notes

This page continues page 222. The notes for both pages are on the sheet for page 222.

Practice: choose a response

On your own Choose the plan the crew should try and explain why. Then fix the two marked lines. About 6 minutes.

The last screening used about 120 single-use cups, and the city's recycling list does not take that type. Which plan should the crew try for the next screening?

- [x] **A** Compare a washable-cup option, washing time, cost, access and the city list, then test one change.
- [ ] **B** Buy a different cup labeled "recyclable" and put up a clearer recycling sign.
- [ ] **C** Stop offering disposable cups and straws, and ask everyone to bring their own.

Why I chose it

A. It compares the options before choosing. It also makes sure the plan works for people who need a disposable cup.

Improve a draft

A student's first draft

We should make the screening zero waste. Everyone should bring their own cup and we'll (1) ban all plastic. We can also put up posters that say "save the planet" so people remember to recycle. Recycling is the best thing you can do for the environment. This will be easy and (2) it will save money too. Last screening there were cups everywhere and the bins were overflowing by the end of the night. People will love it once they get used to it. Let's start next week!

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

Rewrite phrase 1

We will keep some cups and straws for people who need them.

Rewrite phrase 2

We will count the cups to see if it saves money.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"You are planning the next screening. Which plan would you try first?" — Vote before any discussion.

Watch for

Misconception: Students choose C because a ban cuts the most waste. **Listen for:** "Just ban them all." **Then:** Ask who at the screening might need a disposable cup or a straw. Point to the straw story.

Support

- Read the three options aloud before students choose.

Heat check

Medium. Talk about bans can turn to who "really" needs a straw.

Cool-down: Say: "Nobody has to prove a need." Keep the focus on how the plan offers items on request.

Answer key

A revised version: For the next screening, we propose one change: cups. Last time we used about 120 single-use cups, and our city's recycling list doesn't accept that type. We'll borrow 60 washable cups from the bookshop, keep 40 compostable cups for anyone who needs one, and ask Rafa and Jordy to run a quick wash station. Flexible straws and single-use cups stay available on request. We'll count cups used and leftover supplies after the event and compare with last time before deciding whether to keep the change. We're not claiming it saves money yet.

Grades 6—8

Your task

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

Make a materials sheet for the next Common Room screening and pick one change to try.

Use: The EPA hierarchy graphic and the supply list.

You'll make: Materials sheet plus 3—4 sentences

Time: 45 minutes

1. Count the items on the supply list in Evidence A. Write the number for each.
2. Place each item on the hierarchy: reduce, reuse, recycle or throw away.
3. Check the city list in Evidence C. Does it accept the cups?
4. Pick one change for the next screening.
5. Write 3 or 4 sentences in the Your draft box. Say how you would count whether it worked.

Show it your way

Write it: Write 3—4 sentences with the frame "We use __. We could __. A problem might be __."

Say it: Explain to your group which item you would change, what you would do instead and one problem your change might cause.

Show it: Draw the waste hierarchy as a staircase and place each item from the supply list on the step where it is now and the step it could move to.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 15 min.

Short on time: 15 min.

Say this

"Pick the item you would change first. Why that one?" — Listen for the cups.

Support

- Picture hierarchy
- Sheet template with the first row filled in
- Frames: "We use __. We could __. A problem might be __."
- Group work
- Let groups share one sheet.

Stretch

- Explain how you'll know if the change worked.

Heat check

■□□ **Low.**

Standards

Common Core, grade 6: RI.6.1; W.6.1; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.1; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.1; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.13.6-8; D4.7.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

Item I will change, and how many were used

Cups: about 120.

Where it is on the hierarchy now

Throw away. The city won't recycle them.

My change

Borrow washable cups from the bookshop.

Your draft

Your sentences

We use ___. We could ___. A problem might be ___.

We use about 120 single-use cups at a screening. We could borrow washable cups from the bookshop. A problem might be that someone needs a disposable cup, so we would keep some. We would count the cups after the next screening and compare with 120.

Notes

This page continues page 225.

Answer key

A strong response:

- Lists items and quantities
- Picks a reduction or reuse option
- Names a trade-off
- Includes a way to measure

What to notice in the sample:

1. Starts with a count from the supply list.
2. Names a problem and a fix.
3. Gives a way to measure the change.

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 sheet list the items and how many were used?	☑ Yes	☐ No
Did you pick a reduce or reuse change?	☑ Yes	☐ No
Did you name a problem the change could cause?	☑ Yes	☐ No
Did you say how you would count whether it worked?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No data.	☐ General claims about recycling.	☐ Uses quantities and local rules.	☐ Uses quantities, local rules and a before/after plan.
Reasoning	☐ Treats one fix as solving everything.	☐ Ignores trade-offs.	☐ Applies the hierarchy and names a trade-off.	☐ Weighs trade-offs including access and cost with a measurement boundary.
Audience & purpose	☐ Commands people.	☐ Relies on slogans.	☐ Specific change organizers can do.	☐ Specific, inclusive change with roles assigned.
Revision	☐ No change.	☐ Wording only.	☐ Narrows to a measurable change.	☐ Explains how narrowing makes success testable.

Pacing

Full chapter: 5 min.

Short on time: skip this page. Skip this page. Check the sheets yourself.

Say this

“Find the sentence that says what you will count. Is there a number in it?” — If not, that is the revision.

Watch for

Misconception: Proposals still promise savings. **Listen for:** “It will definitely save money.” **Then:** Ask what the crew has counted so far. Replace the promise with the count.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the sheet for quantities, a reduction or reuse option, a named trade-off and a way to measure.

Proficient looks like:

- **Evidence:** Uses quantities and local rules.
- **Reasoning:** Applies the hierarchy and names a trade-off.
- **Audience & purpose:** Specific change organizers can do.
- **Revision:** Narrows to a measurable change.

Check your work, continued

One change I made

I changed ___ because ___.

I added “we would keep some” because some people need a disposable cup.

Notes

This page continues page 227. The notes for both pages are on the sheet for page 227.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 8 minutes.

1 **Could a change that reduces waste create an access problem for someone, and how would you find out?**

Yes. Someone who needs a straw or a disposable cup could be left out. You could ask people what they need.

2 **How does "add more bins" define the problem differently from "order less packaging"?**

The phrase "add more bins" means the problem is sorting. The phrase "order less packaging" means the problem starts when you buy.

3 **What would the crew need to count before saying a change saves money?**

They would count how many cups they use and how much washing costs.

My take

I think the crew should ___ because ___.

I think the crew should borrow washable cups because the city won't recycle the old ones.

The evidence that changed my first guess is ___.

The city list changed my first guess. It does not accept the cups that say "recyclable."

Pacing

Full chapter: 8 min.

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

Say this

"Use a number or a document in every answer." — Hear one answer per question, then ask for a different view.

Stretch

- Design the count sheet for the next screening: items, numbers before and after, and new costs.
- Going further: Compare two plans for the theater shop: order all the parts at once, or keep ordering when a part breaks. What problem does each plan solve? What new problem could each one create?
- Going further: List who would have to change a routine if the crew switched to washable cups. Write a two-sentence note to them. Say what the crew will count to show whether the change worked.
- Going further: Write two event plans for the next screening and a small test for each. After the tests, explain which plan you would improve and which you would drop.
- Going further: Pick one item that appears at many school events, such as cups, flyers or plates. Count how many were used last time, and check your city's recycling list. Do not sort through trash with your hands.
- Find your city's recycling rules and compare with a neighboring city
- Research where your area's trash goes after pickup

My take, continued

One question I still have is ___.

One question I still have is who will wash the cups.

Notes

This page continues page 229.

Heat check

■■□ **Question 1: Medium.** Students may describe their own disabilities or those of people they know.

Cool-down: Keep the talk to the case and the straw story. No one needs to say what they or anyone they know needs.

Talk about this case at home

Case 13: Can the crew cut waste before it reaches the bin?

In this case, a group of friends learns that the cups from their movie night can't be recycled in their city. Your student planned one change to cut waste before the next event and a way to count whether it worked.

Questions to talk about

1. How could someone find out what their city or town recycles?
2. What is one item people often throw away after a party or event?
3. Why might a rule to cut waste need an exception for some people?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Bring this page home or read it with someone you trust." — Nobody needs to share personal needs or health information.

Case 14: Does giving credit let the crew use the song?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Caio's film recap uses a sampled track and a six-second TikTok clip. Mateo wants to post it tonight with a credit in the caption. They separate attribution, permission and fair use, then apply the U.S. Copyright Office's four fair-use factors to the crew's planned use. They then complete a rights log and propose a licensed or original alternative.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- sort items into two groups and give a reason
- write a complete sentence that answers a question

Objectives

Students will be able to:

- list each part of a creative project that someone else made
- explain the difference between giving credit and having permission
- suggest music the crew is allowed to use

Materials

- This chapter, one copy per student
- Evidence A and C on half-pages, one set per pair
- A list of music libraries your school allows students to use

The task in this edition

Task: Make a rights log for the crew's short film and suggest a way to use music they're allowed to use.

Students make: Rights log plus 3—4 sentences

Pacing

Opener (page 232): 5 min. Short on time: 5 min.

Key terms (pages 233 and 234): 8 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 237 and 238): 12 min. Short on time: 12 min.

Key idea (pages 239 and 240): 8 min. Short on time: skip. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 241): 10 min. Short on time: 3 min. Do the first row together and stop.

Practice (pages 242 and 243): 8 min. Short on time: skip.

Pacing, continued

Your task (pages 244 to 246): 20 min. Short on time: 18 min. Fill in the rights log together on the board.

Check your work (pages 247 and 248): 6 min. Short on time: skip. Score the work yourself with the rubric.

Questions to discuss (page 249): 10 min. Short on time: 4 min. Use question 1 as an exit ticket.

Talk about this case at home (page 250): at home.

Periods: full chapter 87 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.

W.6.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 14 plan, continued

Standards, continued

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

W.7.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

Codes of ethics

- **AIGA Standards of Professional Practice:** The designer's responsibility to other designers
- **RTDNA Code of Ethics:** Independence and transparency
- **PRSA Code of Ethics:** Competition

Heat map

■□□ **Opener (page 232):** Low

■□□ **Key terms (pages 233 and 234):** Low

■□□ **Look at the evidence (pages 237 and 238):** Low

■□□ **Key idea (pages 239 and 240):** Low

■□□ **Sort the evidence (page 241):** Low

■□□ **Practice (pages 242 and 243):** Low

■□□ **Your task (pages 244 to 246):** Low

■□□ **Check your work (pages 247 and 248):** Low

Try it at your school

Start a rights log for your next project.

- List every outside clip, image, sound and quote before you edit
- Record the source and the license or permission for each
- Use your school's licensed media or openly licensed libraries when you can

Try it at your school, continued

- Ask your media teacher or librarian about uses you're unsure of

Who to ask: School librarian or media specialist, a media or film teacher, a college library's copyright help page

Safety: Don't share other people's creative work as your own. If you get a takedown notice, talk with a trusted adult before responding.

Sources

- NPR, "TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift," February 1, 2024
- U.S. Copyright Office, "Fair Use Index," No date listed

Case 14: Does giving credit let the crew use the song?

Mateo wants to post the crew's film tonight and credit the song's artist, but Caio wants to check the license first.

On your own Read What happened and underline the two pieces of the film that the crew did not make. About 5 minutes.

Caio, Mateo and Rafa laugh as they look at photos on a small digital camera.

Your role: You're the one who fills in the rights log before the film goes up. **New skill:** Check permission, not just credit.

What happened

It is Friday night, and Caio, 24, is editing the crew's festival film. The film is a short recap made from crew footage and interviews. At 9:40 p.m., he saves a rough cut. For 20 seconds, a released song plays under the setup montage. Caio pitched the song up slightly, and the song sets the mood for the whole scene.

The cut borrows one more piece. From 1:40 to 1:46, it shows a six-second clip downloaded from a TikTok post. That post used Stitch, TikTok's remix tool. The crew did not make the song or the clip.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" He wants the film online tonight. Caio asks what the credit gets them, and Mateo does not have an answer. Caio wants to check the license before they post.

Your question: Does a credit give the crew permission to use the song, and what should they do before they post?

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"Mateo wants to post tonight with a credit in the caption. Is that enough?" — Hold a quick thumbs-up or thumbs-down vote. Do not settle it yet.

Watch for

Misconception: Students treat credit as permission. **Listen for:** "They gave credit, so it's fine." **Then:** Ask what question a credit answers. Write "Who made it?" and "Who said yes?" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

Low.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 8 minutes.

Attribution Attribution is naming the person who made a work, such as a song, a photo or a video.

En español: atribución

In this case: Mateo's plan, "We'll credit them in the caption," would name the artist. It answers who made the song, not whether the crew may use it.

License A license is permission from a rights holder to use a work under specific terms.

En español: licencia

In this case: The rights log says "permission unknown" for both borrowed pieces. A license from each owner would fill in that column.

Fair use Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.

En español: uso justo

In this case: The crew would weigh the four factors for 20 seconds of a released song used as background mood. No number of seconds settles it.

Who is involved

Caio

Editing the crew's festival film

"Twenty seconds of that song carries the whole montage. That's exactly why I can't just borrow it and hope."

Mateo

Wanted the film online tonight

"I really texted 'we'll credit them, post tonight?' Then Caio asked what the credit gets us. I didn't have an answer."

Pacing

Full chapter: 8 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Write your first guess now. You will check it against the evidence later." — First guesses stay private unless a student wants to share.

Watch for

Misconception: Students hear "fair use" as any use that seems fair. **Listen for:** "It's fair because they aren't making money." **Then:** Point to "judged case by case on four factors." Everyday fairness does not decide it.

Support

- Draw three boxes: credit, permission, fair use. Students add one detail from the case to each box.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

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, do you think a credit in the caption lets the crew use the song?

I think the credit ___ because ___.

I think the credit is enough because it tells people who made the song.

Notes

This page continues page 233. The notes for both pages are on the sheet for page 233.

Reading passage

Credit is not permission

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

- **Attribution**: Attribution is naming the person who made a work, such as a song, a photo or a video.
- **License**: A license is permission from a rights holder to use a work under specific terms.
- **Fair use**: Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.
- **Disclosure**: A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

The story: A song that carries the scene

It is Friday night, and Caio is editing the crew's festival film. It is a short recap made from crew footage and interviews. At 9:40 p.m., he saves a rough cut.

For 20 seconds, a released song plays under the setup montage. Caio pitched it up slightly, and the song sets the mood for the whole scene. The cut borrows one more piece. From 1:40 to 1:46, it shows a six-second clip downloaded from a TikTok post. That post used Stitch, TikTok's remix tool. The crew did not make the song or the clip.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" Caio writes back one question: "Credit gets us what, exactly?" Mateo does not have an answer.

Your role is to fill in the rights log before the film goes up.

Stop and think. Why might Mateo think a credit in the caption is enough?

Two different questions

Attribution is naming the person who made a work, such as a song, a photo or a video. It answers the question "Who made this?" A **license** is permission from a rights holder to use a work under specific terms. It answers a different question: "Did the owner say yes to this use?" Mateo's caption would give attribution. It would not give the crew a license.

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: A song that carries the scene":** Why might Mateo think a credit in the caption is enough?
2. **After "Two different questions":** What is the difference between attribution and a license?
3. **After "When the music went silent":** Why doesn't Stitch permission cover a festival film?

Two different questions, continued

In Case 8, you learned that a **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Naming the artist is honest, like a disclosure. But being honest about where something came from is not the same as having permission to use it.

Pitching the song up does not make it the crew's song either. "It's still their song, just a little higher," Caio says.

The crew starts a rights log. It lists each borrowed piece, who made it, where it came from and whether there is permission. Right now, both rows say "permission unknown." Mateo thought Stitch covered the TikTok clip. But Stitch works inside TikTok. A festival film is somewhere else.

Caio has two backup plans. The crew can use a library track with clear terms, or Dec can record a drum loop the crew owns. Either way, they post Sunday.

Stop and think. What is the difference between attribution and a license?

When the music went silent

In February 2024, a licensing deal between Universal Music Group and TikTok ended. Videos using songs by artists like Taylor Swift and Olivia Rodrigo went silent (NPR, February 1, 2024). Nobody forgot to credit Taylor Swift. The license was the problem.

Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors (U.S. Copyright Office, updated July 2026).

Stop and think. Why doesn't Stitch permission cover a festival film?

Sources

Real source | **NPR | February 1, 2024**
TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift

Real source | **U.S. Copyright Office | July 2026**
Fair Use Index

This page continues page 235. The notes for both pages are on the sheet for page 235.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 12 minutes.

Evidence A | **Edit timeline**

Caio's rough cut, Friday, 9:40 p.m.

0:00—0:18 crew footage, no music. 0:18—0:38 sampled track, pitched up slightly, under the setup montage. 0:38—1:52 crew footage and interviews. 1:40—1:46 a 6-second clip downloaded from a stitched TikTok post.

Look closely: Which two parts of the cut did the crew not make?

What it shows

The film uses 20 seconds of a released song and a six-second TikTok clip.

One question I still have

Who owns the song, and did they say the crew could use it?

Evidence C | **Rights log**

Rights log, started Saturday morning

Columns: element, who made it, where it came from, permission or license and date. Row 1: setup-montage music, the recording artist, a streaming download, permission unknown. Row 2: 6-second clip, a TikTok creator, downloaded from TikTok, permission unknown.

Look closely: Which column says "unknown" in both rows?

What it shows

The crew listed the song and the TikTok clip and who made each one.

One question I still have

How can the crew find out if they have permission?

Pacing

Full chapter: 12 min.

Short on time: 12 min.

Say this

"Put your finger on each row of the rights log. Which column says "unknown"?" — Wait for the permission column.

"Listen to Mateo's message: "We'll credit them in the caption. Post tonight?" Which question does it answer?" — Evidence B is not printed for grades 6—8. Read it twice.

Watch for

Misconception: Students think the pitch change makes the song the crew's own. **Listen for:** "They changed it, so it's theirs now." **Then:** Ask what the change added. The song is still recognizable, and nobody gave permission.

Support

- Reduce the work to one element, the song, for students who need it.
- Read the timeline aloud and list each borrowed piece on the board.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

Stretch

- Ask why Stitch permission inside TikTok may not cover the same clip in a festival film.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know if a license covers the song or what the TikTok creator agreed to.

Notes

This page continues page 237. The notes for both pages are on the sheet for page 237.

Key idea: fair use

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

Credit and permission answer different questions. **Attribution** is naming the person who made a work, such as a song, a photo or a video. It answers the question "Who made this?" A **license** is permission from a rights holder to use a work under specific terms. It answers another question: "Did the owner say yes to this use?" Mateo's caption would give attribution. It would not give the crew a license.

Without a license, the crew could ask whether the use is fair use. **Fair use** is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. The U.S. Copyright Office names the four factors. They are the purpose of the use, the nature of the original work, the amount used and the effect on the original's market. No number of seconds is automatically safe. Even a short part can count against fair use if it is the most recognizable part of the song.

Platform tools come with their own limits. Stitch lets people remix another person's video inside TikTok. That permission does not automatically cover a downloaded clip in a film shown somewhere else. Using music the crew records, or a track with a clear license, can avoid the fair-use question. Caio's two backup plans follow this idea: a library track with clear terms, or a drum loop that Dec records.

Professional standards

Real source | **AIGA, the professional association for design**

AIGA Standards of Professional Practice: The designer's responsibility to other designers

"A professional designer shall not accept instructions from a client that involve infringement of another person's property rights without permission"

In plain words: Designers who belong to AIGA agree not to use other people's creative work without permission, even when a client asks.

Question: The rights log says "permission unknown" for the track and the TikTok clip. What does Caio need for each row?

Pacing

Full chapter: 8 min.

Short on time: skip this page. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Say this

"Credit answers one question and a license answers another. Which question does each answer?" — Accept "who made it" and "did the owner say yes."

"The AIGA code says not to use someone's work without permission. What would Caio need?" — Wait for "a license for each row."

Watch for

Misconception: Students treat the AIGA code as a law.
Listen for: "The crew could get arrested for breaking it."
Then: Say: "A code of ethics is a standard a profession sets for its members. AIGA's code binds its members, not the crew."

Support

- Read the code quotation aloud. Point out the label: it is a real source, quoted word for word.

Stretch

- Compare the RTDNA line, which calls using work without attribution or permission plagiarism. Why does it name both?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

For the song, Caio needs ___. For the clip, he needs ___.

For the song, Caio needs a yes from the song's owner. For the clip, he needs the TikTok creator's permission.

In the news

Real source | CrashCourse (YouTube) | May 7, 2015

Copyright, Exceptions, and Fair Use: Crash Course Intellectual Property #3

Explains why giving credit is not the same as permission, and how fair use is weighed.

Real source | NPR | May 18, 2023

Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Even a famous artist's new version wasn't fair use when it served the same purpose as the original.

Notes

This page continues page 239. The notes for both pages are on the sheet for page 239.

Sort the evidence

On your own Match each piece of evidence to the claim it supports, challenges or narrows. About 10 minutes.

Test the crew's two assumptions against the sources. Which evidence knocks each one down, and what single check could still make the plan work?

Evidence	**Claim 1** Crediting the artist makes the use okay.	**Claim 2** Twenty seconds is short enough to be fair use.
1 Credit names the creator but grants no permission	Challenges	Neither
2 Copyright Office: no formula makes a set amount safe; the heart of a work matters	Neither	Challenges
3 The sample is background mood, not commentary on the song	Neither	Challenges
4 Stitch permission applies inside TikTok, not to a downloaded clip in another film	Narrows	Neither

Still open

- Does any license cover this use? Check before posting.

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 TikTok creator's view is missing. I would ask if the crew can use the clip in their film.

Pacing

Full chapter: 10 min.

Short on time: 3 min. Do the first row together and stop.

Say this

"Which piece of evidence challenges the idea that credit is enough?" — Model the first row together.

Watch for

Misconception: Students mark Stitch permission as proof the clip is fine to use. **Listen for:** "TikTok lets you stitch, so it's allowed." **Then:** Stitch works inside TikTok. It narrows the claim; it does not settle the festival use.

Support

- Let students write S, C or N in each box before they write sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose the plan you would pick and explain why, then fix the two marked lines. About 8 minutes.

Caio's cut uses about 20 seconds of a released song as background mood for the crew's festival film. Mateo texts, "We'll credit them in the caption. Post tonight?" Which plan should the crew choose?

- ☐ **A** Credit the artist in the caption and post tonight.
- ☑ **B** Pause the upload. Check the track's license, and swap in licensed or original music if the license does not cover this use.
- ☐ **C** Cut the song to ten seconds, since short clips are fair use.

Why I chose it

B. It checks for permission before posting and still has a plan to finish the film. A credit alone does not give permission.

Improve a draft

A student's first draft

We're good to post! (1) We only used like 20 seconds of the song and we're putting the artist's name in the caption so they get credit. Plus it's not like we're making money off it, it's just for our page. (2) Everyone uses songs like this on TikTok anyway so it's fine. We even changed the pitch a little so it's basically our own version now, and the whole cut is under two minutes. If they don't like it they can just ask us to take it down.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"It is 10:02 p.m. and Mateo wants to post. Which plan do you choose?" — Hold a vote before any discussion.

Watch for

Misconception: Students choose the ten-second plan. **Listen for:** "Ten seconds is always fair use." **Then:** Ask where the Copyright Office names a safe number of seconds. It names none.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Improve a draft, continued

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

Rewrite phrase 1

We used about 20 seconds of the song. No number of seconds is automatically safe.

Rewrite phrase 2

Songs inside TikTok have their own license. Ours is a download, so we must check.

Notes

This page continues page 242.

Answer key

A revised version: Plan: we're pausing the upload tonight. We used about 20 seconds of the song as background mood, which isn't commentary on the song, and crediting the artist doesn't give us permission. We'll try two options. First, Caio will check whether the track has a license that covers this use. If not, we'll swap in a track from a library with a clear license, or Dec will record a short drum loop we own. We'll keep a rights log with the source, license and date for every clip and sound, then post by Sunday.

Other notes on the draft:

- "putting the artist's name in the caption" Good practice, but credit isn't permission.
- "it's not like we're making money off it" Noncommercial use is one consideration, not an automatic yes.
- "they can just ask us to take it down" That puts the risk on the artist. Check first.

Grades 6—8

Your task

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

Make a rights log for the crew's short film and suggest a way to use music they're allowed to use.

Use: The case scenario and a kid-friendly summary of the Copyright Office page.

You'll make: Rights log plus 3—4 sentences

Time: 45 minutes

Notes

Pacing

Full chapter: 20 min.

Short on time: 18 min. Fill in the rights log together on the board.

Say this

"Two parts of this film came from someone else. What do you need to know about each?" — Write "Who made it?" and "Did they say yes?" on the board.

Watch for

Misconception: Students write that the song is fine because it is short. **Listen for:** "It's only 20 seconds." **Then:** Point to the key idea: no number of seconds is automatically safe.

Support

- Rights-log template: what, who made it, permission?
- Frames: "Credit tells people __. Permission means __."
- Vocabulary: copyright, credit, license
- List of free-to-use music libraries for school

Stretch

- Explain why "it's only ten seconds" isn't a rule.

Heat check

■□□ **Low.**

Your task, continued

1. Circle each part of the rough cut in Evidence A that the crew did not make.
2. Write who made each part, using the rights log in Evidence C.
3. Mark each part with a check for permission or a question mark for unknown.
4. Choose music the crew is allowed to use in place of the song.
5. Write 3 or 4 sentences in the Your draft box that explain your plan.
6. Check that your sentences say what credit does and what permission means.

Show it your way

Write it: Write 3—4 sentences with the frame "Credit tells people __. Permission means __."

Say it: Explain to a partner the difference between giving credit and having permission, using the song in Caio's film as your example.

Show it: Fill the rights log as a picture table: a small drawing of each clip or sound, who made it and a check or question mark for permission.

Prefer typing? Scan to open the online workspace.

Borrowed part 1, and who made it

The song, 20 seconds. The recording artist made it.

Permission for part 1

? Unknown. A credit does not give permission.

Borrowed part 2, and who made it

The six-second TikTok clip. A TikTok creator made it.

Permission for part 2

? Unknown. Stitch covers remixes inside TikTok.

This page continues page 244.

Standards

Common Core, grade 6: RI.6.1; W.6.1; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.1; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.1; W.8.5; SL.8.1.c; SL.8.1.d.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Lists each outside element
- Separates credit from permission
- Suggests a realistic alternative
- Doesn't claim a guaranteed legal answer

What to notice in the sample:

1. States what credit does, in the student's own words.
2. Applies the difference to the crew's film.
3. Suggests a realistic alternative.

Your task, continued

Music the crew is allowed to use

A library track with clear terms or Dec's own drum loop

Your draft

Credit tells people ___. Permission means ___.

Credit tells people who made the song. Permission means the owner said yes to how we use it. We have credit but no permission yet. We should use a library track with clear terms or record our own music.

Notes

This page continues page 244. The notes for both pages are on the sheet for page 244.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 6 minutes.

Does your rights log list both borrowed parts?	☑ Yes	☐ No
Does it say who made each part?	☑ Yes	☐ No
Do your sentences explain credit and permission separately?	☑ Yes	☐ No
Does your plan avoid promising that the use is legal?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on myths.	☐ Cites credit as permission.	☐ Uses the four factors or license terms.	☐ Uses factors, license terms and platform differences.
Reasoning	☐ Assumes any use is fine.	☐ Applies one factor.	☐ Separates credit, permission and fair use.	☐ Weighs factors honestly and chooses a lower-risk path.
Audience & purpose	☐ Ignores the artist.	☐ Considers only the crew.	☐ Considers the artist and the audience.	☐ Balances creative goals with respect for the original creator.
Revision	☐ No change.	☐ Adds a credit.	☐ Replaces myths with a rights plan.	☐ Explains each step and a realistic alternative.

Pacing

Full chapter: 6 min.

Short on time: skip this page. Skip this page. Score the work yourself with the rubric.

Say this

“Mark your level in each row. Then make one change and say why.” — Circulate and ask for one myth removed or one source added.

Watch for

Misconception: Students add a credit line and call it a revision. **Listen for:** “I added the artist’s name.” **Then:** Point to the Revision row. Adding a credit is level 2; a rights plan is level 3.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the rights log for every outside element and the sentences for the credit-versus-permission distinction and a realistic alternative.

Proficient looks like:

- **Evidence:** Uses the four factors or license terms.
- **Reasoning:** Separates credit, permission and fair use.
- **Audience & purpose:** Considers the artist and the audience.
- **Revision:** Replaces myths with a rights plan.

Check your work, continued

One change I made

I changed ___ because ___.

I changed “credit is enough” to “we need permission” because credit only names the artist.

Notes

This page continues page 247. The notes for both pages are on the sheet for page 247.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 10 minutes.

1 **Caio pitched the song up slightly. Does changing a song make it a new work? Why or why not?**

No. It is still their song, only a little higher. Changing the pitch does not give the crew permission.

2 **Mateo says the TikTok clip goes in the rights log as "unknown." What would the crew need to find out to fill in that row?**

Who made the clip, and whether that person says the crew can use it in their film.

My take

I think the crew should ___ because ___.

I think the crew should check the license before posting because a credit does not give permission.

The evidence that changed my first guess is ___.

The rights log changed my first guess. It says "permission unknown" for both pieces.

One question I still have is ___.

One question I still have is who owns the song, the artist or someone else.

Pacing

Full chapter: 10 min.

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

Say this

"Answer with a detail from the evidence, not a rule you heard online." — Post the question numbers and collect one answer per question.

Stretch

- Compare Caio's two backup plans: a library track with clear terms or a drum loop Dec records. What does each need in the rights log?
- Going further: Apply the four fair-use factors to the six-second TikTok clip instead of the song. Which factor is hardest to judge, and why?
- Going further: Sketch two short storyboards of the setup montage: one with the sampled song and one with licensed or original music. Compare what each version makes viewers feel and what each one needs before it can be posted.
- Going further: Choose a sound or clip you have seen reused in several online videos. Trace it back to the earliest post you can find. Write a credit line for it, and note whether that post says anything about permission.
- Going further: Before you edit your next video or slideshow, list every outside clip, image, sound and quote. Record the source and the license or permission for each one. Ask your school librarian or media teacher about any use you are unsure of.

Heat check

■□□ **Question 1: Low.**

Talk about this case at home

Case 14: Does giving credit let the crew use the song?

In this case, a group of friends wants to post a short film that uses 20 seconds of a released song. Your student compared giving credit with getting permission, then planned what the crew should do before posting.

Questions to talk about

1. What is the difference between giving credit and getting permission?
2. Why might a short part of a song still need permission?
3. Where could a student find music they have permission to use?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

“Share this page at home, or read it with an adult you trust.” — Nobody needs to share a personal story to complete it.

Case 15: Is Rafa's unpaid internship really a job?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which a studio offers Rafa an unpaid summer internship running its inbox. The studio says college credit makes it legal. They read the listing, the studio's reply and Gia's questions, and they apply the seven factors in the Department of Labor's Fact Sheet #71. They then write Rafa's email asking the studio about the learning plan and supervision.

Before this case

Students should already be able to:

- underline key words in a short text
- sort examples into two groups
- write a question that asks for a fact

Objectives

Students will be able to:

- separate learning tasks from working tasks in a job listing
- decide whether an offer looks more like school or a job, with a reason
- write one question Rafa should ask before saying yes

Materials

- This chapter, one copy per student
- Task cards cut from the listing, one set per pair
- Evidence A and C on half-pages

The task in this edition

Task: Sort the internship's daily tasks into "learning" and "working," then tell a partner whether it looks more like school or a job.

Students make: Sorted chart plus 3—4 sentences

Pacing

Opener (page 251): 5 min. Short on time: 5 min.

Key terms (pages 252 and 253): 8 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 256 and 257): 12 min. Short on time: 12 min.

Key idea (pages 258 and 259): 8 min. Short on time: skip. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 260): 10 min. Short on time: 3 min. Do the first row together and stop.

Practice (page 261): 8 min. Short on time: skip.

Pacing, continued

Your task (pages 262 and 263): 20 min. Short on time: 18 min. Sort the task cards together on the board.

Check your work (pages 264 and 265): 6 min. Short on time: skip. Score the work yourself with the rubric.

Questions to discuss (page 266): 10 min. Short on time: 4 min. Use question 3 as an exit ticket.

Talk about this case at home (page 267): at home.

Periods: full chapter 87 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.

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 15 plan, continued

Standards, continued

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

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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

Standards, continued

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

Codes of ethics

- **NACE Principles for Ethical Professional Practice:** 4. Comply with laws
- **ABA Model Rules of Professional Conduct:** Rule 4.1 Truthfulness in Statements to Others
- **ABA Model Rules of Professional Conduct:** Rule 4.3 Dealing with Unrepresented Person

Heat map

■□□ **Opener (page 251):** Low

■□□ **Key terms (pages 252 and 253):** Low

■□□ **Look at the evidence (pages 256 and 257):** Low

■□□ **Key idea (pages 258 and 259):** Low

■□□ **Sort the evidence (page 260):** Low

■□□ **Practice (page 261):** Low

■□□ **Your task (pages 262 and 263):** Low

■□□ **Check your work (pages 264 and 265):** Low

Try it at your school

Ask what the work is before you accept it.

- Before accepting any internship, ask for duties, hours, supervision and pay in writing

Try it at your school, continued

- Take the offer to your school counselor or college career center
- Check your state labor department's page on minimum wage and youth work
- Compare the offer with your other commitments before deciding

Who to ask: School counselor, college career center, work-permit officer where your state uses them, state labor department

Safety: If you're under 18, federal and state rules limit hours and certain jobs. Involve a trusted adult before accepting any work arrangement.

Sources

- U.S. Court of Appeals for the Second Circuit, via Justia, "Glatt v. Fox Searchlight Pictures," 2016
- U.S. Department of Labor, Wage and Hour Division, "Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act," No date listed

Case 15: Is Rafa's unpaid internship really a job?

A studio offers Rafa an unpaid summer internship running its customer inbox and says college credit makes it legal.

On your own Read What happened and underline what Rafa would do all summer. About 5 minutes.

Nexo, one of the crew's companions, points to where a meeting and a work shift overlap on a calendar. Rafa's internship would take time from his shifts at the family shop.

Your role: You're the one who checks each factor of the test before Rafa says yes. **New skill:** Apply a legal test factor by factor.

What happened

Rafa, 18, is a first-year college student who commutes to class and helps at his family's shop. In April, a studio posted a listing on the campus job board for a "Summer Editing Intern." The internship is unpaid. The listing says the intern will run the customer inbox all summer. Rafa reads it twice, looking for the editing.

On Tuesday at 11:20 a.m., the studio answers Rafa's message. The email says college credit makes it "totally legal" not to pay him. It also asks him to start right after finals.

At lunch, Rafa talks it over with Gia, who fits café shifts around her classes. Gia asks whether the studio paid someone to run the inbox last year. Rafa says the studio's assistant ran it. Taking the internship would also cost Rafa paid shifts at the shop. He has not said yes yet.

Your question: Is the internship mainly training for Rafa or unpaid work for the studio, and what should he ask before he decides?

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"The job title says "Editing Intern." What would you expect to do all summer?" — Collect two or three answers, then read the listing.

Watch for

Misconception: Students trust the job title. **Listen for:** "It says editing, so he'll learn editing." **Then:** Ask them to find "editing" in the list of duties. It appears only in the title.

Support

- Read What happened aloud while students follow along.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 8 minutes.

Primary beneficiary test The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.

En español: prueba del beneficiario principal

In this case: The studio gets its customer inbox answered all summer. Rafa asks what he would learn and who would train him.

Fair Labor Standards Act The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

En español: Ley de Normas Justas de Trabajo

In this case: If Rafa counts as an employee under this law, the studio must pay him at least the minimum wage.

Academic credit Academic credit is credit toward a degree that a school gives for approved work, such as an internship.

En español: créditos académicos

In this case: The studio says credit makes the unpaid role "totally legal." Credit is one factor out of seven.

Who is involved

Rafa
Offered an unpaid summer internship

"The listing says 'Summer Editing Intern.' Then it says I'd run the customer inbox all summer. I read it twice looking for the editing."

Gia
Talking the offer over with Rafa

"I almost said 'take it, it'll look good.' Easy for me to say. I'm not the one giving up a summer."

Pacing

Full chapter: 8 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Write your first guess now. You will check it against the evidence later." — First guesses stay private unless a student wants to share.

Watch for

Misconception: Students think the test asks whether Rafa likes the job. **Listen for:** "He benefits if he enjoys it." **Then:** Reread the term. The test asks who mainly benefits: the intern's learning or the employer's work.

Support

- Give factor cards with an icon and one line each: training, credit, school calendar, length, paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

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, is Rafa's offer more like training or more like a job?

I think it is more like ___ because ___.

I think it is more like training because it is called an internship.

Notes

This page continues page 252. The notes for both pages are on the sheet for page 252.

Reading passage

Looking for the editing

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

- **Primary beneficiary test**: The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.
- **Fair Labor Standards Act**: The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.
- **Academic credit**: Academic credit is credit toward a degree that a school gives for approved work, such as an internship.
- **Compensation**: Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

The story: An internship with a catch

Rafa is 18. He is in his first year of college, commutes to class and helps at his family's shop. In April, a studio posts a listing on the campus job board: "Summer Editing Intern (unpaid)." The listing says the intern will run the customer inbox all summer. Rafa reads it twice, looking for the editing.

On Tuesday at 11:20 a.m., the studio answers his message. "Since interns get college credit, it's totally legal for us not to pay," the email says. The studio wants him to start right after finals.

At lunch, Rafa talks it over with Gia. She asks a sharp question: didn't the studio pay someone to run the inbox last year? Yes, Rafa says. Their assistant did. Taking the internship would also cost Rafa paid shifts at the shop.

Your role is to check each part of the test before Rafa says yes.

Stop and think. Why does Rafa read the listing twice?

A test with seven parts

The **primary beneficiary test** is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee. It asks who mainly benefits from the internship, the intern or the company. An intern who counts as an employee must be paid under the **Fair Labor Standards Act**. That is a federal law that sets minimum wage and overtime rules for most workers.

Pacing

Reading: about 5 min (460 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: An internship with a catch":** Why does Rafa read the listing twice?
2. **After "A test with seven parts":** Why doesn't college credit settle whether Rafa should be paid?
3. **After "Real interns who sued":** What questions should Rafa ask the studio before he decides?

A test with seven parts, continued

The test has seven factors. They include training, links to coursework or **academic credit**, the school calendar and how long the learning lasts. Academic credit is credit toward a degree that a school gives for approved work, such as an internship. Another factor asks whether the intern's work adds to paid workers' work or replaces it. No single factor decides the test.

So the studio's email does not settle anything. Rafa put it well: "Credit is one factor out of seven. So that's one. What about the other six?"

In Case 12, you compared facts to a court case. Here, you compare facts to a test, one factor at a time. Some facts point one way. The main job is the inbox, and a paid assistant did it last year. Other facts are missing. Who trains Rafa? How many hours a week? In Case 11, you learned that **compensation** is all the pay and benefits a worker receives. Here, the offer includes none.

Gia almost told Rafa to take it because it would look good. Then she stopped. "Easy for me to say," she admits. She is not the one giving up a summer. She leaves the decision to him.

Stop and think. Why doesn't college credit settle whether Rafa should be paid?

Real interns who sued

Two unpaid interns on the 2010 film Black Swan sued Fox Searchlight. They said they should have been paid. In 2015, a federal appeals court said the question is who is the primary beneficiary of the internship (LAist, July 2, 2015). That is the test used today.

Stop and think. What questions should Rafa ask the studio before he decides?

Sources

Real source | LAist (AirTalk) | July 2, 2015

Appeals court reverses 'Black Swan' interns' victory over Fox

Notes

This page continues page 254. The notes for both pages are on the sheet for page 254.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 12 minutes.

Evidence A | Job listing

Studio listing on the campus job board, April

"Summer Editing Intern (unpaid). Join our fast-paced studio! You'll run the customer inbox all summer, help with client files and get great exposure to the industry. College credit available."

Look closely: Which words describe learning? Which words describe work?

What it shows

Rafa would run the customer inbox all summer for no pay.

One question I still have

What editing would Rafa learn, and who would teach him?

Evidence C | Chat

Gia and Rafa, Tuesday lunch

Gia: Didn't they pay someone to do the inbox last year?

Rafa: Yeah, their assistant.

Gia: And it's your summer, not theirs. What about your shifts at the shop?

Look closely: Who ran the customer inbox last year? Was that person paid?

What it shows

Last year, a paid assistant ran the customer inbox.

One question I still have

How many paid shifts at the shop would Rafa lose?

Pacing

Full chapter: 12 min.

Short on time: 12 min.

Say this

"Underline every task in the listing. Now circle the ones where Rafa learns." — Pause and ask what that tells them.

"Listen to the studio's reply: "Since interns get college credit, it's totally legal for us not to pay." What does it claim?" — Evidence B is not printed for grades 6—8. Read it twice.

Watch for

Misconception: Students call the studio's email a lie. **Listen for:** "They're lying to him." **Then:** The email makes a claim. Ask which document could test it. Nobody knows what the studio believes.

Support

- Read the listing aloud and offer it on its own half-page.
- Reduce the factors to three: training, credit and paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

Stretch

- Ask which factors the studio's email addresses and which it skips.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know who would train Rafa, how many hours he would work or if his school gives credit.

Notes

This page continues page 256. The notes for both pages are on the sheet for page 256.

Key idea: the primary beneficiary test

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

A job title does not show how the work is arranged. The **primary beneficiary test** is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee. It asks whether the intern or the employer mainly benefits from an unpaid internship. An intern who counts as an employee must be paid under the **Fair Labor Standards Act**. The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

The Department of Labor's Fact Sheet #71 lists seven factors. They include training, links to coursework or **academic credit**, the school calendar and how long the learning lasts. Academic credit is credit toward a degree that a school gives for approved work, such as an internship. Another factor is whether the intern's work adds to paid employees' work or replaces it. The test is flexible, and no single factor decides it.

So the studio's email does not settle the question. Calling a job an internship does not decide it. Neither does college credit, or an intern agreeing to work for no pay. The test also has limits. It applies to for-profit employers, and state rules may differ. To apply the test, you need facts about the duties, training, supervision and hours.

Professional standards

Real source | National Association of Colleges and Employers (NACE)

NACE Principles for Ethical Professional Practice: 4. Comply with laws

"Comply with laws ... associated with local, state, and federal entities"

In plain words: Career offices and employer recruiters who belong to NACE agree to follow federal, state and local laws.

Question: The campus job board lists the internship. What should the career office ask the studio about the seven DOL factors?

Your answer

The career office should ask ___.

The career office should ask who trains the intern and whether a paid worker did this job before.

Pacing

Full chapter: 8 min.

Short on time: skip this page. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Say this

"The studio says one factor settles the test. What does the key idea say about a single factor?" — Wait for "no single factor decides it."

"The NACE principle asks career offices to follow the law. What should the office ask the studio?" — List answers on the board.

Watch for

Misconception: Students think the NACE principles bind the studio. **Listen for:** "The studio broke the NACE code." **Then:** Say: "NACE's principles guide its members, career offices and employer recruiters. A code of ethics is not a law."

Support

- Read the code quotation aloud. Point out the label: it is a real source, quoted word for word, with a gap marked "...".

Stretch

- Try the ABA Rule 4.1 question: what does Fact Sheet #71 say about whether one factor, credit, decides the test?

Heat check

■□□ **Low.**

In the news

Real source | **PBS NewsHour (YouTube) | August 26, 2023**

Why unpaid internships still exist despite hardships for young workers

Reports that nearly half of U.S. interns were unpaid in 2022 and who can afford to take those jobs.

Real source | **NPR | May 18, 2013**

Internships: Low-Paid, Unpaid Or Just Plain Illegal?

Explains when an unpaid internship can break wage law, using the 'Black Swan' intern lawsuit.

Notes

This page continues page 258. The notes for both pages are on the sheet for page 258.

Sort the evidence

On your own Match each piece of evidence to the claim it supports or challenges, and mark what is still unknown. About 10 minutes.

Test the studio's claim against the factor list. Which evidence points toward training, which toward a job, and what is still unknown?

Evidence	**Claim 1** College credit makes the unpaid internship legal.	**Claim 2** The role looks more like a job than training.
1 DOL: credit is one of seven factors, and no single factor decides	Challenges	Neither
2 The listing: Rafa runs the customer inbox all summer	Neither	Supports
3 A paid assistant ran the inbox last year	Neither	Supports
4 The role is openly unpaid and offers credit (factors 1 and 3)	Neither	Challenges

Still open

- Is there a learning plan, and who supervises?

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 assistant who ran the inbox last year is missing. I would ask what that job was like.

Pacing

Full chapter: 10 min.

Short on time: 3 min. Do the first row together and stop.

Say this

"Some evidence points toward a job and some toward training. Find one of each." — Model the first row with the listing.

Watch for

Misconception: Students ignore the evidence that points toward an internship. **Listen for:** "Every single fact says it's a job." **Then:** Point to the unpaid label and the credit offer. A fair analysis counts evidence on both sides.

Support

- Let students write S, C or ? in each box before they write sentences.

Heat check

Low.

Practice: choose a response

On your own Choose what Rafa should do next and explain why, then fix the two marked lines. About 8 minutes.

The studio's unpaid internship has Rafa running its customer inbox all summer, the job a paid assistant did last year. The studio says college credit makes it legal. What should Rafa do next?

- ☐ **A** Accept the studio's answer, since college credit settles the question.
- ☑ **B** Ask for the learning plan, supervision, schedule and how the role relates to paid employees' work.
- ☐ **C** Tell the studio that unpaid internships are against the law.

Why I chose it

B. It asks for the facts that show whether Rafa would learn or only work. A and C both decide too fast.

Improve a draft

A student's first draft

Hi, thanks so much for the offer! I'm really excited about this opportunity and I know it will look great on my résumé. I just wanted to ask ❶ if this is legal since it's unpaid? My friend said unpaid internships aren't allowed. Also how many hours is it? ❷ I can start whenever you need me. I really want to get into editing and this seems like a good way in. Let me know! Thank you again for thinking of me, Rafa

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

Rewrite phrase 1

Who would train me, and what would I learn each week?

Rewrite phrase 2

Before I agree to a start date, could you tell me the weekly hours?

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Rafa has the studio's email open. What should he do next?" — Hold a vote before any discussion.

Watch for

Misconception: Students choose to tell the studio the internship is illegal. **Listen for:** "Unpaid internships are against the law." **Then:** Ask where the evidence says that. The test depends on facts, so ask what facts Rafa needs first.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Hi, thank you for the offer. Before I decide, could you help me understand the arrangement? What would a normal week look like, and how much of it is the customer inbox? Who would supervise and give feedback, and is there a written learning plan? How many hours per week, and for how many weeks? Does the role cover work a paid staff member did before? You mentioned college credit; I'm checking with my school about that. I also work at my family's shop, so I need to know the schedule before committing. Thanks, Rafa

Other notes on the draft:

- "I know it will look great on my résumé" Repeats the listing's pitch. What do you want to learn?

Grades 6—8

Your task

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

Sort the internship's daily tasks into "learning" and "working," then tell a partner whether it looks more like school or a job.

Use: The listing and a kid-friendly summary of the seven factors.

You'll make: Sorted chart plus 3—4 sentences

Time: 45 minutes

1. Underline each task Rafa would do in the listing in Evidence A.
2. Sort each task into the Learning box or the Working box.
3. Count the tasks in each box and circle the bigger box.
4. Tell a partner whether the offer looks more like school or a job.
5. Write 3 or 4 sentences in the Your draft box, ending with one question for the studio.

Show it your way

Write it: Write 3—4 sentences with the frame "Most of the tasks are __, so __."

Say it: Tell a partner whether the internship looks more like school or a job, using two task cards as your proof.

Show it: Sort the task cards into two columns, learning and working, and star the task Rafa would do most.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 20 min.

Short on time: 18 min. Sort the task cards together on the board.

Say this

"Hold up one task card. Is Rafa learning here, or working for the studio?" — Sort the first two cards together.

Watch for

Misconception: Students put "help with client files" under learning. **Listen for:** "He'll learn from the files." **Then:** Ask what the listing says he would learn. It names no teacher and no skill.

Support

- Task cards to sort
- Frames: "Most of the tasks are __, so __."
- Vocabulary: intern, employee, wage, training
- Discussion first
- Frame: "Most of the tasks are ___, so ___."

Stretch

- Name one question Rafa should ask before saying yes.

Heat check

■□□ **Low.**

Your task, continued

Learning

"Great exposure" and college credit, but no teacher is named.

Working

Run the customer inbox all summer. Help with client files.

Your draft

Most of the tasks are ___, so ___.

Most of the tasks are working, so the offer looks more like a job. Rafa would run the customer inbox all summer. A paid assistant did that last year. Rafa should ask who would teach him editing.

Notes

This page continues page 262.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Sorts tasks accurately
- Gives a reason
- Asks a useful question
- Doesn't declare it illegal

What to notice in the sample:

1. Uses Evidence C as a reason.
2. Ends with a question that asks for a fact.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 6 minutes.

Did you sort every task from the listing?	☑ Yes	☐ No
Do your sentences give a reason from the evidence?	☑ Yes	☐ No
Do you end with a question Rafa could ask?	☑ Yes	☐ No
Did you avoid saying the internship is illegal?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on rumor.	☐ Mentions pay only.	☐ Asks about several factors.	☐ Asks about factors and notes what the credit claim doesn't settle.
Reasoning	☐ Declares legal or illegal.	☐ Asks for a verdict.	☐ Gathers facts before deciding.	☐ Connects each question to a reason it matters.
Audience & purpose	☐ Gives away leverage or accuses.	☐ Polite but vague.	☐ Specific, respectful questions.	☐ Specific questions plus Rafa's own constraints.
Revision	☐ No change.	☐ Tone only.	☐ Replaces rumor with factor-based questions.	☐ Explains how each question helps Rafa decide.

Pacing

Full chapter: 6 min.

Short on time: skip this page. Skip this page. Score the work yourself with the rubric.

Say this

"Mark your level in each row. Then change one question so it asks for a fact." — Circulate and ask which factor each question connects to.

Watch for

Misconception: Students soften the tone but keep the legal question. **Listen for:** "I made it more polite." **Then:** Point to the Revision row. Tone alone is level 2; replace the legal question with factor questions.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the sort for accuracy and the sentences for a reason and a useful question, with no legal verdict.

Proficient looks like:

- **Evidence:** Asks about several factors.
- **Reasoning:** Gathers facts before deciding.
- **Audience & purpose:** Specific, respectful questions.
- **Revision:** Replaces rumor with factor-based questions.

Check your work, continued

One change I made

I changed ___ because ___.

I changed "it's illegal" to a question about training, because we don't know the facts yet.

Notes

This page continues page 264. The notes for both pages are on the sheet for page 264.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 10 minutes.

1 **What would count as evidence that the promised training is happening?**

A person teaching Rafa editing, a plan of what he will learn and time set aside for learning.

2 **If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?**

No. Credit is only one factor. Training and whether Rafa replaces a paid worker matter too.

My take

I think Rafa should ___ because ___.

I think Rafa should ask questions before saying yes because the listing is mostly inbox work.

The evidence that changed my first guess is ___.

The chat changed my first guess. A paid assistant did the inbox job last year.

One question I still have is ___.

One question I still have is who would teach Rafa editing.

Pacing

Full chapter: 10 min.

Short on time: 4 min. Use question 3 as an exit ticket.

Say this

"Answer with a detail from the evidence, not a story about a job you or your family had." — Post the question numbers and collect one answer per question.

Stretch

- Compare what the offer costs Rafa with what it would cost a student who does not need summer pay.
- Going further: Read Fact Sheet #71 from the Department of Labor. For each of the seven factors, mark whether Rafa's offer points toward training, toward a job or is still unknown.
- Going further: Suppose the studio answers, "We'll give college credit." What problem does that solve for the studio? What problem does it leave for Rafa?
- Going further: Make a two-column worksheet that compares what the listing promises with a normal week of duties. Ask a classmate to fill it in, and see which gaps they find.
- Going further: Before you accept any internship, ask for the duties, hours, supervision and pay in writing. Take the offer to your school counselor or college career center. If you are under 18, involve a trusted adult before you agree to any work.
- Look up whether your state has its own internship or minimum-wage rules

Heat check

■□□ **Question 1: Low.**

Talk about this case at home

Case 15: Is Rafa's unpaid internship really a job?

In this case, a college student is offered an unpaid summer internship, and the studio says college credit makes that legal. Your student compared the offer with a federal test and wrote questions to ask before saying yes.

Questions to talk about

1. What questions would you ask before accepting an unpaid internship?
2. How can someone tell whether a role is mostly learning or mostly work?
3. Who can help a student check a job or internship offer?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Share this page at home, or read it with an adult you trust." — Nobody needs to share a personal story to complete it.

Case 16: Who wrote the new building rule?

Content note

This case involves disability access and a request for an exception to a building rule. No student should share their own disability, health information or housing situation, so keep the discussion on Sami's building.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a short story in which an unsigned notice says a building's rear door will be locked at 8 p.m. That step-free door is the only one Sami can use. Students compare the notice with last year's house rules and the entrance plan, and they map how the rule affects different residents. They read HUD's Fair Housing Act overview as a source of questions, then rewrite the notice or write Sami's question to the building manager.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- compare two short texts
- write clear sentences for a reader

Objectives

Students will be able to:

- name what a notice leaves out

Objectives, continued

- identify what changed between two building rules
- rewrite a notice so residents know what changed, when and whom to ask
- include residents who need step-free access

Materials

- This chapter, one copy per student
- Evidence A and B side by side, with the changes highlighted
- A clear school notice to use as a model

The task in this edition

Task: Rewrite the building notice so every resident knows who wrote it, what changed, when and who to ask.

Students make: Rewritten notice, 60—90 words

Pacing

Opener (page 268): 5 min. Short on time: 5 min.

Key terms (pages 269 and 270): 7 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 273): 10 min. Short on time: 9 min. Read Evidence B aloud; students fill in the boxes for Evidence A.

Pacing, continued

Look at the evidence (page 274): 5 min. Short on time: 4 min. Students fill in only the "What it shows" box.

Key idea (pages 275 and 276): 8 min. Short on time: skip. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 277): 8 min. Short on time: 3 min. Do the first row together and stop.

Practice (pages 278 and 279): 8 min. Short on time: skip.

Your task (pages 280 and 281): 20 min. Short on time: 18 min. Fill in the planner together on the board.

Check your work (pages 282 and 283): 6 min. Short on time: skip. Score the notices yourself with the rubric.

Questions to discuss (page 284): 10 min. Short on time: 3 min. Use question 1 as an exit ticket.

Talk about this case at home (page 285): at home.

Periods: full chapter 87 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.

Case 16 plan, continued

Standards, continued

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

Codes of ethics

- **ABA Model Rules of Professional Conduct:** Rule 3.1 Meritorious Claims and Contentions
- **Credo for Ethical Communication:** "We strive to understand and respect other communicators' intent..." (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 268):** Medium

■□□ **Key terms (pages 269 and 270):** Low

■□□ **Look at the evidence (page 273):** Low

■□□ **Look at the evidence (page 274):** Low

■□□ **Key idea (pages 275 and 276):** Low

■■□ **Sort the evidence (page 277):** Medium

■□□ **Practice (pages 278 and 279):** Low

Heat map, continued

■□□ **Your task (pages 280 and 281):** Low

■□□ **Check your work (pages 282 and 283):** Low

Try it at your school

Ask who wrote the rule before you argue about it.

- When a new rule is posted where you live or at school, write down the date and take a photo
- Look for who issued it and what document it changes
- Ask a trusted adult to help you ask the building manager or office
- Find your city's or county's tenant or housing help page with an adult

Who to ask: A parent or guardian, the building manager, a local tenant or housing help line, a school social worker

Safety: Don't post neighbors' names, unit numbers or private situations online. Let adults handle lease disputes.

Sources

- Gothamist, "Brooklyn Landlord Does An About Face On Facial Recognition Plan," November 21, 2019

Case 16 plan, continued

Sources, continued

- Legal Services NYC, “Brooklyn tenants file legal opposition to landlord’s application to install facial recognition entry system in building,” May 1, 2019
- U.S. Department of Housing and Urban Development (HUD), “Fair Housing Act overview,” No date listed

Case 16: Who wrote the new building rule?

An unsigned notice says the building's only step-free door locks at 8 p.m., and Sami's workshop runs later.

On your own Read What happened and underline the two changes the notice announces. About 5 minutes.

Mari hands a yellow sheet to Sami across a white table while Caio listens. This scene comes from Case 4.

Your role: You're the one who photographs the notice and writes down when and where it was found.
New skill: Find who has the authority to make a rule.

What happened

It is Monday morning in Sami's apartment building. A new notice is posted beside the common-room door. It says the rear door will be locked at 8:00 p.m. every night. It also says the common room is "for resident social use only," with "NO BUSINESS USE" in capital letters. The notice has no name, no date and no contact.

That rear door matters to Sami, who lives in apartment 3B and uses a manual wheelchair. It is the building's only step-free entrance. The front entrance has four steps and no ramp. Sami also runs a workshop in the common room, and it goes past 8 p.m.

Caio reads last year's house rules beside the notice. Those rules let residents reserve the common room for classes and resident-run workshops. The new notice does not say whether it replaces them. Before anyone starts arguing, Sami photographs the notice and writes down when and where she found it.

Your question: Who has the authority behind this notice, and what should Sami ask the building manager?

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"Suppose this notice appeared by your door tomorrow. What is your first question?" — Write questions on the board. Circle any that ask who wrote it.

Watch for

Misconception: Students assume bold type means the rule is official. **Listen for:** "It's in capital letters, so it's real." **Then:** Ask what would prove who wrote it. Write "issuer, date, contact" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

Medium. Students may share their own disability or housing situation.

Cool-down: Say: "Nobody needs to share their own health or home. We're talking about Sami's building."

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 7 minutes.

Authority Authority is the power a person or group has to make or change a particular rule or decision.

En español: autoridad

In this case: The notice uses bold type and capital letters but names no issuer. Sami has to find out who has the power to make this rule.

Reasonable accommodation A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.

En español: acomodo razonable

In this case: Sami could ask the building for a key fob for the rear door, so she can get in after 8 p.m.

Documentation Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.

En español: documentación

In this case: Sami photographs the notice and writes down when and where she found it, before anyone argues about what it said.

Who is involved

Sami
Lives in 3B and runs a workshop in the common room

"Rear door locked at 8. That's the only door I can get through. My workshop runs later. So, questions. Plural."

Caio
Reading last year's house rules beside the notice

"All caps, bold, no name, no date. Somebody made it look official. I still don't know who."

Pacing

Full chapter: 7 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Write your first guess now. You will test it against three documents." — First guesses stay private unless a student wants to share.

Watch for

Misconception: Students think a building must grant every accommodation request. **Listen for:** "She asks, so they have to say yes." **Then:** Point to the key idea: whether a building grants an accommodation depends on the facts.

Support

- Pair students who share a language to explain each term in their own words.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

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, should Sami follow the new notice?

I think Sami should ___ because ___.

I think Sami should ignore it because nobody signed it.

Notes

This page continues page 269. The notes for both pages are on the sheet for page 269.

Reading passage

The notice with no name

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

- **Authority**: Authority is the power a person or group has to make or change a particular rule or decision.
- **Reasonable accommodation**: A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.
- **Documentation**: Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.
- **Barrier**: A barrier is something that blocks or limits a person from taking part.

The story: A new sign by the door

On Monday morning, a new notice appears beside the common-room door in Sami's apartment building. In bold capital letters, it says the rear door will be locked at 8:00 p.m. every night. It also says the common room is "for resident social use only." At the bottom: "NO BUSINESS USE."

The notice has no name, no date and no contact. That matters to Sami. She lives in apartment 3B and uses a manual wheelchair. The rear door is the building's only step-free entrance. The front entrance has four steps and no ramp. Sami also runs a workshop in the common room, and it goes past 8 p.m.

Before anyone starts arguing, Sami takes a photo of the notice. She writes down when and where she found it. Caio brings last year's house rules to compare.

Your role is to help Sami keep a clear record of what the notice says and when it appeared.

Stop and think. Why does Sami take a photo before anyone argues about the notice?

Who made this rule?

Authority is the power a person or group has to make or change a particular rule or decision. Bold type and capital letters do not show who has that power. As Caio says, somebody made it look official. He still does not know who.

Pacing

Reading: about 5 min (450 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A new sign by the door":** Why does Sami take a photo before anyone argues about the notice?
2. **After "Who made this rule?":** What is missing from the notice that a real building rule should include?
3. **After "Real tenants, real doors":** What two questions does Sami keep separate, and why?

Who made this rule?, continued

In Case 4, you learned that a **decision-maker** is the person or group with the power to make a particular choice. Sami needs to find out who the decision-maker is here. In Case 1, you learned to find the original source. Last year's house rules say residents may reserve the common room for "gatherings, classes and resident-run workshops." The new notice does not say whether it replaces those rules. It also never says what "business use" means.

In Case 10, you learned that a **barrier** is something that blocks or limits a person from taking part. A locked rear door would be a barrier for Sami after 8 p.m. **Documentation** is a record, such as a photo, a note or an email, that shows what was said or done and when. Sami's photo and note are documentation.

Sami keeps two questions apart. Who has the authority behind this notice? And how does she get in after 8? A **reasonable accommodation** is a change to a rule or practice that gives a person with a disability equal use of a place. For Sami, a key fob for the rear door could work. Neither Sami nor Caio calls the notice illegal. They do not know enough yet.

Stop and think. What is missing from the notice that a real building rule should include?

Real tenants, real doors

In 2018 and 2019, tenants in a Brooklyn apartment complex learned their landlord wanted to install a face-scanning entry system. Because the change needed a state agency's permission, the tenants had a place to object. In November 2019, the landlord dropped the plan (Gothamist, November 21, 2019).

Stop and think. What two questions does Sami keep separate, and why?

Sources

Real source | Gothamist | November 21, 2019

Brooklyn Landlord Does An About Face On Facial Recognition Plan

This page continues page 271. The notes for both pages are on the sheet for page 271.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 10 minutes.

Evidence A | Posted notice

Unsigned notice by the common-room door, found Monday morning

NOTICE TO ALL RESIDENTS. Effective immediately, the rear door will be locked at 8:00 p.m. nightly. The common room is for resident social use only. NO BUSINESS USE.

Look closely: Which features give the notice an official look? What is missing?

What it shows	One question I still have
The rear door locks at 8:00 p.m., and business use of the common room is banned.	Who wrote this notice, and when?

Evidence B | House rules (excerpt)

Last year's house rules, given out at lease signing

"Residents may reserve the common room for gatherings, classes and resident-run workshops. Reservations are made through the building office."

Look closely: What did last year's rules allow in the common room?

What it shows	One question I still have
Last year, residents could reserve the room for resident-run workshops.	Are last year's rules still in effect?

Pacing

Full chapter: 10 min.

Short on time: 9 min. Read Evidence B aloud; students fill in the boxes for Evidence A.

Say this

"Lay the notice beside last year's rules. What changed, and what does the notice leave out?" — Wait for the missing issuer, date and contact.

Watch for

Misconception: Students decide the notice is fake because it is unsigned. **Listen for:** "No name means it doesn't count." **Then:** Ask what happens at 8:15 if the door is locked anyway. Unsigned does not mean invalid.

Support

- Give the notice and last year's rules side by side with the changes highlighted.
- Read the entrance plan aloud and sketch it on the board.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

Stretch

- Ask which document would settle the business-use question, and who holds it.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Entrance plan

Building entrance plan from the lobby directory

Front entrance: four steps, no ramp. Rear door: step-free, opens to the elevator hallway. Side door: service use only.

Look closely: Which entrance is step-free? What happens to it after 8 p.m.?

What it shows

The rear door is the only entrance without steps.

One question I still have

How would Sami get in after 8 p.m.?

What is still missing from the evidence?

We don't know who wrote the notice, if it replaces last year's rules or how Sami gets in after 8.

Notes

Pacing

Full chapter: 5 min.

Short on time: 4 min. Students fill in only the "What it shows" box.

Say this

"Lay the notice beside last year's rules. What changed, and what does the notice leave out?" — Wait for the missing issuer, date and contact.

Watch for

Misconception: Students decide the notice is fake because it is unsigned. **Listen for:** "No name means it doesn't count." **Then:** Ask what happens at 8:15 if the door is locked anyway. Unsigned does not mean invalid.

Support

- Give the notice and last year's rules side by side with the changes highlighted.
- Read the entrance plan aloud and sketch it on the board.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

Stretch

- Ask which document would settle the business-use question, and who holds it.

Heat check

■□□ **Low.**

Key idea: authority

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

A building rule should name who made it, give a date and list a contact. This notice has none of them. **Authority** is the power a person or group has to make or change a particular rule or decision. Bold type and capital letters do not show who has that power. An unsigned notice is not automatically invalid, either. Sami has to find out who issued it and which document it claims to change.

A landlord's policy and the law are different sources of rules. The Fair Housing Act is a federal law. HUD, the federal housing department, says it bars housing discrimination based on race, color, religion, sex, national origin, familial status or disability. It covers most housing, with some exceptions. Under the Act, a person with a disability can ask a building for a **reasonable accommodation**. A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place. For Sami, that could be a key fob for the rear door.

Sami cannot yet say the notice breaks the law. She does not know who wrote it, whether it replaces the house rules or how the building handles access requests. Whether a building grants an accommodation also depends on the facts. **Documentation** helps her keep those facts straight. Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when. Her photo of the notice, with the date and place she found it, is documentation.

Professional standards

Adapted from a real source | **American Bar Association (ABA), Center for Professional Responsibility**

ABA Model Rules of Professional Conduct: Rule 3.1 Meritorious Claims and Contentions

Summary: Summary, not a quotation: a lawyer may not bring or defend a proceeding, or argue an issue in it, without a basis in law and fact that is not frivolous. The ABA comment says lawyers must first learn the facts and the applicable law.

In plain words: Before lawyers bring a claim, they must have facts and law that support it.

Question: Before claiming a Fair Housing Act violation, what should Sami learn about the notice's author and the building's access process?

Pacing

Full chapter: 8 min.

Short on time: skip this page. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Say this

"Bold type and capital letters: do they tell you who has authority?" — Accept "no," then ask what would.

"The ABA rule asks lawyers for facts before a claim. What facts does Sami need first?" — List them on the board.

Watch for

Misconception: Students think ABA Rule 3.1 binds Sami. **Listen for:** "Sami breaks the rule if she complains." **Then:** Say: "Rules like this bind lawyers. Each state adopts its own version, and lawyers can be disciplined. It shows how professionals check facts first."

Support

- Read the summary aloud. Point out the label: it is adapted from a real source, not a quotation.

Stretch

- Try the NCA credo's question: what could Sami ask the building office to learn who wrote the notice and why?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

Before Sami says the notice breaks the law, she needs to know ___.

Before Sami says the notice breaks the law, she needs to know who wrote it and if the building will let her in.

In the news

Real source | **Gothamist** | **November 21, 2019**

Brooklyn Landlord Does An About Face On Facial Recognition Plan

A throwback about a door rule: the landlord needed state permission to change how tenants got in, and tenants used that process to object.

Real source | **HUD (YouTube)** | **January 31, 2014**

The Federal Fair Housing Act and Reasonable Accommodations

HUD explains how a person with a disability can ask for an exception to a building rule.

Notes

This page continues page 275. The notes for both pages are on the sheet for page 275.

Sort the evidence

On your own Fill in each box of the map: who decides, which rules apply, who is affected and where to ask. About 8 minutes.

Map who made this rule, which rules it has to fit, who it affects and where residents can take a question. Which box is still empty?

Lock the rear door at 8 p.m. and ban business use of the common room

Who decides

Unknown issuer: the owner, the manager or someone else?

Under which rule

Last year's house rules allowed resident-run workshops

Fair Housing Act: disability is a protected characteristic

Who lives with it

Sami and other residents who need the only step-free entrance

Your way in

A local tenant or housing help line, or HUD for a fair-housing concern

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 person who wrote the notice is missing. I would ask why the door is locked at 8.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Do the first row together and stop.

Say this

"Fill in who decides, which rules apply, who is affected and where residents can ask. Which box stays empty?" — Wait for the issuer box.

Watch for

Misconception: Students write "the landlord" in the decider box. **Listen for:** "The landlord made it." **Then:** Ask which document says so. None does. Write "unknown" and how Sami could find out.

Support

- Let students write short labels in each box before they write sentences.

Heat check

Medium. The affected-people box can turn to classmates' own access needs.

Cool-down: Keep answers about Sami and residents in the story. No student speaks for a group.

Practice: choose a response

On your own Choose what Sami should do first and explain why, then fix the two marked lines. About 8 minutes.

The notice says the rear door, the building's only step-free entrance, locks at 8 p.m. It also bans "business use" of the common room. It has no name, no date and no contact. What should Sami do first?

- ☐ **A** Ignore it until someone signs it, since an unsigned notice may not be official.
- ☑ **B** Photograph it, compare it with last year's house rules and ask the manager who issued it and how residents get in after 8.
- ☐ **C** Post online that the building is breaking disability law.

Why I chose it

B. Sami keeps a record and asks two questions: who wrote it and how she gets in. A and C decide too fast.

Improve a draft

A student's first draft

Hi, I saw the notice about the common room and rear door. (1) This is illegal and discriminatory against disabled people like me. You can't just make rules like this without asking. Nobody signed it and nobody told us it was coming, so I don't even know if it's real. I'm going to keep using the room for my workshop because the old rules said I could. A lot of neighbors are upset too. (2) Please take the notice down. Sami, 3B

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"It is Monday morning, and the door locks at 8 tonight. What should Sami do first?" — Hold a vote before any discussion.

Watch for

Misconception: Students choose to post that the building breaks the law. **Listen for:** "Post it everywhere so they get in trouble." **Then:** Ask what Sami knows for sure. Point to the missing issuer and the request she has not made yet.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Improve a draft, continued

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

Rewrite phrase 1

I use a wheelchair, and the rear door is the only entrance without steps.

Rewrite phrase 2

Could I get a key fob so I can use the rear door after 8?

Notes

This page continues page 278.

Answer key

A revised version: Hi, I'm writing about the notice posted by the common room on Monday. It says the rear door will be locked after 8 p.m. and bans business use of the room. I use a wheelchair, and the rear door is the building's only step-free entrance, so I need a way to get in after 8. I'd like to request an accommodation, such as a key fob for that door. Could you also tell me who issued the notice and whether it replaces the house rules from last year, which allowed resident workshops? Thank you, Sami, 3B

Other notes on the draft:

- "disabled people like me" Sami's access need is real and relevant. Describe it concretely: the step-free door.
- "because the old rules said I could" Useful: quote the older rule so the manager can check it.

Grades 6—8

Your task

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

Rewrite the building notice so every resident knows who wrote it, what changed, when and who to ask.

Use: The notice and a short excerpt from the older house rules.

You'll make: Rewritten notice, 60—90 words

Time: 45 minutes

1. List what the notice in Evidence A leaves out.
2. Compare it with last year's rules in Evidence B and write what changed.
3. Find the step-free door on the entrance plan in Evidence C.
4. Rewrite the notice in 60 to 90 words in the Your draft box.
5. Add one line that tells residents who need the step-free door how to get in after 8 p.m.
6. Leave a blank for the name of whoever issued the notice.

Show it your way

Write it: Write the 60—90 word notice with the checklist, including one line about getting in after 8 p.m.

Say it: Read your rewritten notice aloud to a partner who plays a resident using the step-free door; answer the one question they ask.

Show it: Redesign the notice as a poster with five labeled boxes: who, what changed, when, who it affects, who to ask.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 20 min.

Short on time: 18 min. Fill in the planner together on the board.

Say this

"We don't know who wrote the notice. What should your version do about that?" — Accept "leave a blank." A real notice would fill it in.

Watch for

Misconception: Students write the landlord's name as the issuer. **Listen for:** "From: the landlord." **Then:** Ask which document says who wrote it. None does, so leave the blank.

Support

- Checklist: who, what, when, who it affects, who to ask
- Word bank: resident, policy, effective date, contact
- Model of a clear school notice
- Pair work
- Checklist on the board: who, what, when, who it affects, whom to ask.

Stretch

- Add one line about how residents who need the step-free door can get in after 8 p.m.

Heat check

■□□ **Low.**

Your task, continued

What the notice leaves out

Who wrote it, the date, a contact and what “business use” means.

What changed from last year

Workshops were allowed. Now the room is for social use only.

The step-free door

The rear door. It will be locked at 8:00 p.m.

Your draft

Notice from ___.

Notice from ___ (name and title), dated ___. Starting ___, the rear door will be locked at 8:00 p.m. The common room will be for social use only. “Business use” means ___. Residents who need the step-free rear door after 8 p.m. can ask the building office for a way in. Questions? Contact the building office.

This page continues page 280.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Names who issued it
- States what changed and when
- Gives a contact
- Considers residents who need step-free access

What to notice in the sample:

1. Leaves a blank for the issuer instead of guessing who wrote it.
2. Includes residents who need step-free access, as the challenge asks.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 6 minutes.

Does your notice have a space for who issued it and the date?	☑ Yes	☐ No
Does it say what changed and when?	☑ Yes	☐ No
Does it give a contact?	☑ Yes	☐ No
Does it tell residents who need the step-free door how to get in after 8 p.m.?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No specifics from the notice.	☐ Mentions the notice generally.	☐ Quotes the notice and older rule.	☐ Quotes both and names what is still unknown.
Reasoning	☐ Declares a legal violation.	☐ Complains without a clear need.	☐ Connects the rule to a concrete effect.	☐ Separates the communication problem from the legal question.
Audience & purpose	☐ Hostile or vague.	☐ Polite but no request.	☐ Specific request the manager can act on.	☐ Specific request plus questions that clarify authority.
Revision	☐ No change.	☐ Tone edits only.	☐ Replaces the conclusion with a question and request.	☐ Explains how each change makes a yes more likely.

Pacing

Full chapter: 6 min.

✂ Short on time: skip this page. Skip this page. Score the notices yourself with the rubric.

Say this

“Mark your level in each row. Then change one sentence so the manager can say yes to it.” — Circulate and ask for one request made more specific.

Watch for

Misconception: Students soften the tone and keep the legal conclusion. **Listen for:** “I said it nicely.” **Then:** Point to the Revision row. Replace the conclusion with a question and a request.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the rewrite against the four success criteria, paying particular attention to the line about step-free access after 8 p.m.

Proficient looks like:

- **Evidence:** Quotes the notice and older rule.
- **Reasoning:** Connects the rule to a concrete effect.
- **Audience & purpose:** Specific request the manager can act on.
- **Revision:** Replaces the conclusion with a question and request.

Check your work, continued

One change I made

I changed ___ because ___.

I changed “Contact: the landlord” to “the building office,” because that is where reservations go.

Notes

This page continues page 282. The notes for both pages are on the sheet for page 282.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 10 minutes.

1 **Which missing fact would most change how you see the notice?**

Who wrote it. Then Sami would know if it is a real rule and whom to ask for help.

2 **The notice bans "business use" without saying what that means. What would you need to know to decide whether Sami's workshop counts?**

What "business" means, and whether Sami charges money for her workshop.

My take

I think Sami should ___ because ___.

I think Sami should ask the manager who wrote the notice because it has no name on it.

The evidence that changed my first guess is ___.

The entrance plan changed my first guess. The rear door is the only entrance without steps.

One question I still have is ___.

One question I still have is whether last year's rules still count.

Pacing

Full chapter: 10 min.

Short on time: 3 min. Use question 1 as an exit ticket.

Say this

"Answer with a detail from the evidence. You do not need to share details about your own home." — Post the question numbers and collect one answer per question.

Stretch

- List every kind of resident the 8 p.m. lock could affect, without names or unit numbers, and one question each would ask.
- Going further: Read HUD's Fair Housing Act overview. Which protected characteristic applies to Sami? List two facts you would need before saying the law was broken.
- Going further: The notice affects other residents too. Write a short note from Sami to other residents that explains the change and asks who else it affects. Leave out names, unit numbers and claims you cannot support.
- Going further: Rewrite the notice so every resident can tell who issued it, what changed, when it starts and who to ask. Put your version next to the original. Ask a reader which details they would still want to check.
- Going further: When a new rule is posted where you live or at school, write down the date and take a photo. Look for who issued it and what document it changes. Ask a trusted adult to help you bring your questions to the building manager or school office.

Heat check

■□□ **Question 1: Low.**

Talk about this case at home

Case 16: Who wrote the new building rule?

In this case, an unsigned notice in an apartment building says the only step-free door will lock at 8 p.m. Your student compared the notice with last year's building rules and practiced asking who made the new rule.

Questions to talk about

1. What should a clear building or school notice include?
2. Whom can people ask when a posted rule is unclear?
3. Why might someone keep a photo of a notice with the date?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Share this page at home, or read it with an adult you trust." — Nobody needs to share a personal story to complete it.

Case 17: How should the crew give out ten free seats?

Overview

Students read a short story in which the crew has ten free workshop seats and thirty people who want one. They compare three options, first come, a lottery and a needs-based rubric, and apply two ethical lenses from the Markkula Center framework. They then write a note that explains one method to the people affected, names its strongest objection and revises it.

Before this case

Students should already be able to:

- name who is affected by a simple choice
- give one reason for an opinion
- write a complete sentence that answers a question

Objectives

Students will be able to:

- explain that every way of sharing ten seats leaves some people without one
- name who gains and who carries the cost under each of the three options
- write a note of 4 to 6 sentences that gives a method, a reason, a cost and one fix

Materials

- This chapter, one copy per student
- Evidence A, B and C on half-pages, one set per group

Materials, continued

- Role cards for the group discussion: facilitator, recorder, questioner

The task in this edition

Task: Hold a small-group discussion, then write a short note to the thirty students explaining how the ten seats will be given out.

Students make: Note, 4—6 sentences

Pacing

Opener (page 286): 6 min. Short on time: 4 min. Read What happened aloud while students follow along.

Key terms (pages 287 and 288): 6 min. Short on time: 2 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 291): 10 min. Short on time: 8 min. Read Evidence A and B aloud. Students fill in only the What it shows boxes.

Look at the evidence (page 292): 6 min. Short on time: 3 min. Read the whiteboard aloud. Students circle one cost for each option.

Key idea (pages 293 and 294): 8 min. Short on time: skip.

Sort the evidence (page 295): 10 min. Short on time: 3 min. Do the first-come row together and stop.

Practice (page 296): 8 min. Short on time: skip.

Pacing, continued

Your task (pages 297 and 298): 20 min. Short on time: 20 min.

Check your work (pages 299 and 300): 5 min. Short on time: skip. Score the notes with the success list yourself.

Questions to discuss (page 301): 10 min. Short on time: 5 min. Hold the group discussion on question 2 only.

Talk about this case at home (page 302): at home.

Periods: full chapter 89 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.

W.6.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 17 plan, continued

Standards, continued

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

W.7.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

Standards, continued

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 fairness in a club decision.

D2.Civ.10.6-8 Explain how personal interests, civic virtues and democratic principles matter when people address public problems. In this case: Students explain how personal interests shape views of the best option.

Codes of ethics

- **The Belmont Report:** B. Basic Ethical Principles: 3. Justice
- **The Belmont Report:** C. Applications: 1. Informed Consent
- **ASPA Code of Ethics:** 4. Strengthen social equity.

Heat map

■□□ **Opener (page 286):** Low

■□□ **Key terms (pages 287 and 288):** Low

■□□ **Look at the evidence (page 291):** Low

■□□ **Look at the evidence (page 292):** Low

■□□ **Key idea (pages 293 and 294):** Low

■■□ **Sort the evidence (page 295):** Medium

■□□ **Practice (page 296):** Low

■□□ **Your task (pages 297 and 298):** Low

■□□ **Check your work (pages 299 and 300):** Low

Try it at your school

Ask how your school decides who gets limited spots.

- Pick one limited resource at school: a class, a trip, a club seat
- Find out the selection method and whether it's published
- Ask who the method helps and who it might leave out
- Suggest publishing criteria in advance if they aren't

Who to ask: Club advisor, activities director, school counselor, student council

Safety: Never ask classmates to share financial or personal information for a needs-based process. Adults should handle that privately.

Sources

- Ticketmaster, "The Eras Tour onsale explained," November 19, 2022
- Markkula Center for Applied Ethics, Santa Clara University, "A Framework for Ethical Decision Making," No date listed

Case 17: How should the crew give out ten free seats?

Thirty people want ten free workshop seats, and the crew must choose a fair way to decide who gets them.

On your own Read What happened and underline the sentence that tells how many people want a seat. About 6 minutes.

Duda holds up a phone and points at a blank card on a bulletin board.

Your role: You're the one who writes down the rule before the crew picks the ten names. **New skill:** Set fair criteria before choosing.

What happened

The crew has ten free seats for a workshop, and thirty people want one. The crew opened a sign-up sheet on Monday at 9 a.m. Twenty-two names were on it before 10 a.m. By Wednesday, the sheet has thirty names.

The sheet says only "How seats will be chosen: to be announced." The crew has argued about the rule since dinner on Sunday. Gia is running the sign-up. She wants to give the seats to the first ten names, because that is simple and fast. Mateo suggests a lottery instead.

Anika, 16, is at rehearsal most days, and she checks her phone after rehearsal ends. Under first-come, she would see the message after the seats were gone. A third option on the crew's whiteboard would give seats to people who cannot afford the paid version of the workshop. That option would ask people for personal information.

Every method seats exactly ten people. The crew has to decide which ten, and then explain the rule to all thirty.

Your question: How should the crew choose who gets the ten seats, and how should they explain the choice to all thirty people?

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read What happened aloud while students follow along.

Say this

"Ten seats, thirty names. Before we read on, how would you pick?" — Collect three quick answers. Do not judge any of them yet.

Watch for

Misconception: Students assume one method can be fair to everyone. **Listen for:** "A lottery is fair, so nobody loses." **Then:** Ask how many people still get no seat. Every method leaves out twenty.

Support

- Read What happened aloud. Draw 30 dots on the board and circle 10.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Criteria Criteria are the standards or reasons a group uses to make a decision.

En español: criterios

In this case: The sheet says "How seats will be chosen: to be announced." Twenty-two names arrived before 10 a.m. Monday, before the crew stated any criteria.

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: First-come is fast for Gia to run but favors whoever sees the message first. A lottery gives everyone the same chance but needs a sign-up window and a drawing.

Equity Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.

En español: equidad

In this case: Option C would give seats to people who cannot afford the paid version of the workshop. It would also ask applicants for personal information.

Who is involved

Gia
Running the sign-up

"First ten to reply get a seat. It's simple, I can post it tonight, and I have a shift at seven."

Anika
Checks her phone after rehearsal

"By the time I see the message, ten people will have answered. I don't even need a seat. I just want to know how you're picking."

Pacing

Full chapter: 6 min.

Short on time: 2 min. Read the key terms aloud. Skip Who is involved.

Say this

"Criteria are stated before anyone decides. Why does the timing matter?" — Point to "to be announced" on the sign-up sheet.

Watch for

Misconception: Students treat equity and equality as the same word. **Listen for:** "Equity means everyone gets the same." **Then:** Contrast option B, the same chance for all, with option C, which adjusts for need.

Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

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, how do you think the crew should choose who gets the ten seats?

I think the crew should ___ because ___.

I think the crew should hold a lottery because it gives everyone the same chance.

Notes

This page continues page 287. The notes for both pages are on the sheet for page 287.

Reading passage

Ten seats, thirty names

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

- **Criteria**: Criteria are the standards or reasons a group uses to make a decision.
- **Trade-off**: A trade-off is a choice where getting one benefit means accepting a cost or giving something up.
- **Equity**: Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.
- **Consent**: Consent is permission a person gives for something specific, such as sharing a record with a named person.

The story: The sheet fills up fast

The crew has ten free seats for a workshop. Thirty people want one. The crew opened a sign-up sheet on Monday at 9 a.m. Twenty-two names were on it before 10 a.m. By Wednesday, there are thirty. The sheet still says, “How seats will be chosen: to be announced.”

Gia is running the sign-up. She wants to give the seats to the first ten names. It is simple, she can post it tonight and she has a shift at seven. Mateo suggests a lottery instead. A third idea on the whiteboard would give seats to people who cannot afford the paid version of the workshop.

Anika is 16 and at rehearsal most days. She checks her phone after rehearsal ends. “By the time I see the message, ten people will have answered,” she says. “I don’t even need a seat. I just want to know how you’re picking.”

Your role is to write down the rule before the crew picks the ten names.

Stop and think. Why did most names arrive in the first hour, before any rule was posted?

Every rule has a cost

Any way of giving out ten seats to thirty people leaves twenty people without one. In Case 4, you learned that a **trade-off** is a choice where getting one benefit means accepting a cost or giving something up.

Pacing

Reading: about 5 min (457 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: The sheet fills up fast”:** Why did most names arrive in the first hour, before any rule was posted?
2. **After “Every rule has a cost”:** Which option would you choose, and who would it leave out?
3. **After “How real sellers choose”:** Why should the crew write down its rule before choosing names?

Every rule has a cost, continued

Look at the three options on the whiteboard. First come, first served is fast, but it favors whoever sees the message first. A lottery gives everyone the same chance, but it takes more work, and it does not consider need. A needs-based option helps people who cannot afford the paid workshop. **Equity** is a way of sharing that adjusts for different needs so everyone gets a fair chance. But that option asks people to share personal information. In Case 6, you learned that **consent** is permission a person gives for something specific. Applicants would need to agree to share that information, and the crew would need to protect it.

Criteria are the standards or reasons a group uses to make a decision. The crew should write its criteria down before anyone is chosen. Then everyone knows the rule ahead of time. Even people who do not get a seat may accept the result if the rule was clear. If the crew picks a rule after seeing the names, people may wonder if it was chosen to favor someone.

Anika is not asking the plan to revolve around her. “Just don’t tell me nobody loses out,” she says, “because I would.” Gia admits she mostly wanted the job off her list.

Stop and think. Which option would you choose, and who would it leave out?

How real sellers choose

In November 2022, more than 3.5 million people registered for presale codes for Taylor Swift’s Eras Tour. Ticketmaster says about 1.5 million got codes. The other 2 million went on a waitlist (Ticketmaster, November 19, 2022). Someone chose a method for deciding who got a chance.

Stop and think. Why should the crew write down its rule before choosing names?

Sources

Real source | Ticketmaster | November 19, 2022

The Eras Tour onsale explained

This page continues page 289. The notes for both pages are on the sheet for page 289.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 10 minutes.

Evidence A | Sign-up sheet

The workshop sign-up sheet

"Free workshop: 10 seats. Add your name to show interest. How seats will be chosen: to be announced." The sheet opened Monday at 9 a.m. By Wednesday it had thirty names. The first 22 names were added before 10 a.m. on Monday.

Look closely: When did most names arrive, and what rule was posted then?

What it shows	One question I still have
Thirty people want ten seats. The first 22 signed up before 10 a.m. Monday.	Who signed up later, and why did they see the sheet late?

Evidence B | Group-chat thread

The crew's thread, Sunday at 8:30 p.m.

Gia: first come is easiest to run, we just take the top ten.

Anika: I'm at rehearsal most days, I'd see it after it's full.

Mateo: lottery?

Gia: then we need a sign-up window and someone to run the drawing.

Look closely: Which cost does each person name? Which cost does nobody name?

What it shows	One question I still have
First-come is easy for Gia. Anika would see the message too late.	What do the thirty people on the sheet think?

Pacing

Full chapter: 10 min.

Short on time: 8 min. Read Evidence A and B aloud. Students fill in only the What it shows boxes.

Say this

"Look at the times on the sign-up sheet. Who was likely to see it in the first hour?" — Wait for someone to connect the times to Anika at rehearsal.

Watch for

Misconception: Students read an early sign-up as proof of stronger interest. **Listen for:** "The first ten wanted it more." **Then:** Ask what else could explain an early name. The sheet shows timing, not need.

Support

- Give each document on its own half-page.
- Read the crew's thread aloud with three voices.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

Stretch

- Ask which document would let the crew count need, and why none of the three can.

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | Whiteboard

Three options on the whiteboard

A. First come, first served: fast to run; favors whoever sees it first. B. Lottery after a three-day sign-up: equal chance for everyone; needs a sign-up window and a drawing. C. Needs-based rubric: prioritizes people who can't afford the paid version; needs personal information and someone to judge it.

Look closely: Underline the cost the crew wrote for each option.

What it shows

Three options, each with a good side and a cost.

One question I still have

Who would see people's personal information in option C?

What is still missing from the evidence?

We don't know how many people need a seat the most, or if the crew can hold a second session.

Notes

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the whiteboard aloud. Students circle one cost for each option.

Say this

"Look at the times on the sign-up sheet. Who was likely to see it in the first hour?" — Wait for someone to connect the times to Anika at rehearsal.

Watch for

Misconception: Students read an early sign-up as proof of stronger interest. **Listen for:** "The first ten wanted it more." **Then:** Ask what else could explain an early name. The sheet shows timing, not need.

Support

- Give each document on its own half-page.
- Read the crew's thread aloud with three voices.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

Stretch

- Ask which document would let the crew count need, and why none of the three can.

Heat check

■□□ **Low.**

Key idea: fair criteria

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

Any way of giving out ten seats to thirty people leaves twenty people without one. A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. First-come is fast, but it favors people who see the message first. A lottery gives everyone the same chance, but it does not consider need. A needs-based rubric aims at equity by helping people who cannot afford the paid version, but applicants must share personal information. Each option has a cost, so the crew has to choose which cost to accept.

Criteria are the standards or reasons a group uses to make a decision. When the crew states its criteria early, everyone knows the rule before anyone is chosen. Even people who do not get a seat may accept the result if the rule was clear in advance. If the crew picks a rule after seeing the names, people may wonder whether it was chosen to favor someone.

The Markkula Center for Applied Ethics at Santa Clara University suggests looking at a decision through several ethical lenses. They include consequences, rights, fairness, the common good, character and care. The lenses can point toward different options, and they do not add up to one automatic score. A strong decision explains which concern matters most in this case, who carries the cost and what could reduce it.

Professional standards

Adapted from a real source

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research; published by the U.S. Department of Health, Education, and Welfare

The Belmont Report: B. Basic Ethical Principles: 3. Justice

Summary: Summary, not a quotation: the report treats justice as fairness in distribution and lists five widely accepted ways to share benefits and burdens: an equal share, individual need, individual effort, societal contribution and merit.

In plain words: The Belmont Report, written for research with people, lists several fair ways to share limited benefits, such as equal shares or need.

Question: Which whiteboard option comes closest to “an equal share,” and which comes closest to “individual need”?

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

“The Belmont Report lists fair ways to share benefits, such as an equal share or need. Which option matches each?” — Point out that it was written for research with people.

Watch for

Misconception: Students treat the Belmont Report as a law the crew must follow. **Listen for:** “They have to follow the Belmont rules.” **Then:** Say: “It was written for research with people. The crew can use it as a way to think.”

Support

- Read the code summary aloud. Point out the label: it is a summary, not a quotation.

Stretch

- Use the Informed Consent row: what should option C applicants be told before they share personal information?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

The option closest to an equal share is ___. The option closest to need is ___.

The option closest to an equal share is B, the lottery. The option closest to need is C, the needs-based rubric.

In the news

Real source | NPR | December 20, 2020

The Ethics Of Who Gets The COVID-19 Vaccine And When

A bioethicist explains how leaders chose who went first when there wasn't enough for everyone.

Real source | Scientific American | September 3, 2020

How to Decide Who Should Get a COVID-19 Vaccine First

Lays out competing criteria such as risk, fairness and benefit, the same lenses the crew uses.

Notes

This page continues page 293. The notes for both pages are on the sheet for page 293.

Sort the evidence

On your own Follow each option to its effects and write who carries the cost in each box. About 10 minutes.

Follow each method to its consequences. Who carries the cost under each one, and what makes the chosen process legitimate to the twenty who lose?

First come, first served

The ten fastest responders get seats; people at rehearsal or work see the sign-up late

Who is affected

Anika and others who check messages late

Lottery after a three-day sign-up

Each of the thirty has the same chance, and need is not considered

Who is affected

Needs-based rubric

Those with the greatest need are prioritized; applicants must share personal information

Who is affected

Applicants asked to disclose their finances

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 people on the sign-up sheet are missing. I would ask them how they want the seats given out.

Pacing

Full chapter: 10 min.

Short on time: 3 min. Do the first-come row together and stop.

Say this

"Follow each option to its effect. Who carries the cost?" — Model the first-come row together.

Watch for

Misconception: Students list costs only for the options they dislike. **Listen for:** "The lottery has no downside." **Then:** Ask what a lottery does for someone with the greatest need. Write that cost in the box.

Support

- Let students write names or simple icons in the boxes before writing sentences.

Heat check

Medium. The missing-perspective question can lead students to talk about money at home.

Cool-down: Keep it about the applicants in the case. Nobody shares their own finances. Return to the whiteboard wording.

Practice: choose a response

On your own Choose the note you would send, explain why and fix the two marked phrases. About 8 minutes.

Gia is drafting a note to the thirty people on the sign-up sheet. Which sentence could the crew defend?

- ☐ **A** "We picked the fairest method, so nobody loses out."
- ☑ **B** "We're holding a lottery so everyone has the same chance. A lottery doesn't favor people with the most need, so we're looking into a second session."
- ☐ **C** "Seats go to the first ten names on the sheet, because those people wanted it most."

Why I chose it

B. It names the lottery, the reason and its cost. It also says what the crew will do about that cost. A and C are not accurate.

Improve a draft

A student's first draft

We should do first come first served because (1) it's the most fair. Everyone has the same chance to sign up and if you really want it you'll sign up fast. It's simple and (2) nobody can complain because they had the same opportunity as everyone else. Also it's way less work for us than reading thirty applications or doing some random drawing. The people who don't get in can just come to the next workshop whenever we have one. This is obviously the best way.

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

Rewrite phrase 1

First-come is the fastest way to give out the seats.

Rewrite phrase 2

Anika could complain, because she sees messages after rehearsal.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Gia has to post tonight. Which note could the crew defend to all thirty people?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students pick the note that sounds kindest. **Listen for:** "A is nicest, nobody gets upset." **Then:** Ask whether A is accurate. Twenty people will not get a seat.

Support

- Read the three notes aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: We recommend a lottery after a three-day sign-up period. A lottery gives each of the thirty people an equal chance, while first-come, first-served favors whoever sees the message first, which leaves out people like Anika who check their phones after rehearsal. The cost is that a lottery doesn't prioritize people with the greatest need. To reduce that, we'll announce the sign-up in the group chat, at the bookshop counter and on paper, and we'll run a second session for the twenty people who don't get seats. We'd reconsider if the second session can't happen.

Grades 6—8

Your task

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

Hold a small-group discussion, then write a short note to the thirty students explaining how the ten seats will be given out.

Use: The three options and Gia and Anika's perspectives.

You'll make: Note, 4—6 sentences

Time: 45 minutes

1. Read the three options on the whiteboard in Evidence C.
2. Fill in the chart: who gains and who pays a cost under each option.
3. Discuss your choice in your group, using your role card.
4. Write your choice and your reason in the planner.
5. Write a note of 4 to 6 sentences in the Your draft box.
6. Add one change that helps people who do not get a seat.

Show it your way

Write it: Write a 4—6 sentence note with the frame "We chose __ because __. This is hard for __."

Say it: In your group, take a role (facilitator, recorder or questioner) and explain aloud which method you picked and who it is harder for.

Show it: Fill the who-gains, who-pays chart for all three options, with a simple icon for each person affected.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"Four parts: method, reason, who loses, one fix."

Support

- Who-gains, who-pays chart
- Frames: "We chose __ because __. This is hard for __."
- Discussion roles: facilitator, recorder, questioner
- Vocabulary: fair, equal, need

Stretch

- Add one change that reduces the cost for people who won't get a seat.

Heat check

Low.

Standards

Common Core, grade 6: RI.6.1; W.6.1; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.1; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.1; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.7.6-8; D2.Civ.10.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

First come, first served: who gains, who pays

Gains: ___. Pays: ___.

Gains: people who see it first. Pays: Anika.

Lottery: who gains, who pays

Gains: ___. Pays: ___.

Gains: all thirty get the same chance. Pays: people in need.

Needs-based rubric: who gains, who pays

Gains: ___. Pays: ___.

Gains: people who cannot afford the paid workshop. Pays: everyone who must share personal information.

My choice and my reason

We chose ___ because ___.

We chose a lottery because everyone on the sheet gets the same chance.

Your draft

We chose ___ because ___. This is hard for ___.

We chose a lottery after a three-day sign-up because everyone gets the same chance. This is hard for people who cannot afford the paid workshop, because a lottery does not look at need. It is also hard for the twenty people who do not get a seat. We will try to plan a second session for them.

This page continues page 297.

Answer key

A strong response:

- Explains the method clearly
- Gives a reason
- Names who it's harder for
- Offers one fix

What to notice in the sample:

1. Gives a reason tied to how the method works.
2. Names who carries the cost.
3. Offers one fix without promising more than the crew knows.

Check your work

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

Does your note say how the seats will be given out?	☑ Yes	☐ No
Does it give a reason?	☑ Yes	☐ No
Does it name who the choice is harder for?	☑ Yes	☐ No
Does it offer one fix?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No reference to who is affected.	☐ Mentions people vaguely.	☐ Names specific people and effects from the case.	☐ Uses case facts to show who gains and who pays.
Reasoning	☐ Claims an option is obviously best.	☐ Gives one reason only.	☐ Uses a lens and names the strongest objection.	☐ Uses two lenses and proposes a revision tied to the objection.
Audience & purpose	☐ Ignores the twenty who miss out.	☐ Mentions them briefly.	☐ Explains the process to all applicants.	☐ Builds legitimacy by publishing criteria and a remedy.
Revision	☐ No change.	☐ Wording only.	☐ Adds a named cost and revision.	☐ Explains how the revision addresses the objection.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Score the notes with the success list yourself.

Say this

“Find the sentence that names who carries the cost. If you cannot find it, add one.” — Circulate and ask for one named cost or one fix.

Watch for

Misconception: Students revise wording only. **Listen for:** “I fixed my spelling.” **Then:** Point to the Revision row. Ask for an added cost or a change tied to the objection.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the note for a method, a reason, a named cost and one fix, and observes whether each student speaks in the group discussion.

Proficient looks like:

- **Evidence:** Names specific people and effects from the case.
- **Reasoning:** Uses a lens and names the strongest objection.
- **Audience & purpose:** Explains the process to all applicants.
- **Revision:** Adds a named cost and revision.

Check your work, continued

One change I made

I changed ___ because ___.

I added who the lottery is hard for, because my first note said nobody loses.

Notes

This page continues page 299. The notes for both pages are on the sheet for page 299.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 10 minutes.

1 **Whose view would most challenge the option you prefer?**

If I pick first-come, Anika would challenge it. She sees messages after rehearsal.

2 **Anika says she does not need a seat. What is she asking the crew for?**

She wants to know how the crew is picking. She wants them to be honest that she would lose out.

3 **What would make the twenty people without seats accept the result as fair?**

Tell everyone the rule before picking anyone. Then plan a second session if the crew can.

My take

I think the crew should use ___ because ___.

I think the crew should use a lottery because everyone gets the same chance.

This choice is harder for ___.

This choice is harder for people who cannot pay for the paid workshop.

One change that would help is ___.

One change that would help is a second session for people who do not get a seat.

Pacing

Full chapter: 10 min.

Short on time: 5 min. Hold the group discussion on question 2 only.

Say this

"Answer with a detail from the evidence, such as a time on the sheet or a line on the whiteboard." — Ask for one answer per question.

Stretch

- Find out how your school fills one limited spot, such as a trip or a club seat, and whether the rule is published first.
- Going further: Each method treats a different problem as the main one. For each of the three options, write the problem it tries to solve and one problem it leaves unsolved.
- Going further: Write down the option you picked first. Then find one person in the case that option treats unfairly. Decide whether you would change your criteria or explain them more carefully.
- Going further: Write two short sign-up announcements, each using a different method. Ask a friend to read both. Check whether they can tell who each plan leaves out and how to ask a question about it.
- Going further: Pick one limited spot at school, such as a class, a trip or a club seat. Find out how people are chosen and whether the rule is published. Ask who the rule helps and who it might leave out. Never ask classmates to share financial or personal information.

Heat check

■□□ **Question 1: Low.**

Talk about this case at home

Case 17: How should the crew give out ten free seats?

In this case, a group of friends has ten free workshop seats and thirty people who want one. Your student compared three ways to choose and wrote a note that explains the choice and who carries its cost.

Questions to talk about

1. When something is limited, like tickets or seats, what makes a way of choosing feel fair?
2. Why might it help to announce a rule before anyone signs up?
3. What is one kind way to tell people they were not picked?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

“Read this page at home with someone you trust.” — Nobody needs to share personal or money information to complete it.

Case 18: Why is the theater curtain still falling apart?

Overview

Students read a short story in which the theater curtain at Dec and Anika's school will not close. Meanwhile, a social post points to the district's $48 million budget. Students label a proposed-budget excerpt by year, stage and units, explain why the post compares a total with a per-pupil figure and map who decides. They then write a budget question and a 60-second comment for the school board.

Before this case

Students should already be able to:

- find a label on a document
- tell a total from an amount for each person
- write a polite question

Objectives

Students will be able to:

- label a budget document's year, stage and units
- connect the torn curtain to one specific budget line
- write a question of 2 or 3 sentences that the school board can answer

Materials

- This chapter, one copy per student
- Evidence A and C on half-pages, one set per pair

Materials, continued

- A source-card template: year, stage, units, line

The task in this edition

Task: Make a source card for the district budget and write one question the theater crew could bring to the school board.

Students make: Source card plus a 2—3 sentence question

Pacing

Opener (page 303): 6 min. Short on time: 4 min. Read What happened aloud while students follow along.

Key terms (pages 304 and 305): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 308 and 309): 12 min. Short on time: 10 min. Read the budget note aloud. Students fill in only the What it shows boxes.

Key idea (pages 310 and 311): 8 min. Short on time: 3 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 312): 8 min. Short on time: skip.

Practice (page 313): 8 min. Short on time: 5 min. Vote on the three options and skip the marked draft.

Pacing, continued

Your task (pages 314 and 315): 18 min. Short on time: 16 min. Fill in the source card together, then students write the question.

Check your work (pages 316 and 317): 5 min. Short on time: skip. Check the questions with the success list yourself.

Questions to discuss (page 318): 8 min. Short on time: 4 min. Use question 2 as an exit ticket.

Talk about this case at home (page 319): 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.

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

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 18 plan, continued

Standards, continued

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

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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

Standards, continued

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

D2.Civ.4.6-8 Explain the powers and limits of the branches of government, public officials and agencies at different levels. In this case: Students explain the powers of local school boards compared with state and federal governments.

Codes of ethics

- **ASPA Code of Ethics:** 5. Fully Inform and Advise.
- **SPJ Code of Ethics:** Seek Truth and Report It
- **Credo for Ethical Communication:** "We advocate truthfulness, accuracy, honesty, and reason..." (one of nine unnumbered principles)

Heat map

■□□ **Opener (page 303):** Low

■□□ **Key terms (pages 304 and 305):** Low

■□□ **Look at the evidence (pages 308 and 309):** Low

■□□ **Key idea (pages 310 and 311):** Low

■□□ **Sort the evidence (page 312):** Low

■□□ **Practice (page 313):** Low

■□□ **Your task (pages 314 and 315):** Low

Heat map, continued

■□□ **Check your work (pages 316 and 317):** Low

Try it at your school

Find one line in your school's budget.

- With a teacher or advisor, find your district's budget on its website
- Label the document's year and stage
- Find one line connected to something you use (facilities, arts, technology)
- Ask your student council how students can submit a budget question or comment

Who to ask: Student council advisor, school business office, school board clerk, principal

Safety: Get permission before photographing spaces or people at school. Stick to observed facts when posting about budgets.

Sources

- ABC, "About Abbott Elementary," No date listed
- National Center for Education Statistics, "Revenue sources for public schools by state, 2022—23 (Digest table 235.20)," No date listed

Case 18: Why is the theater curtain still falling apart?

The district's proposed budget is $48 million, the school theater curtain won't close, and Dec wants to ask the school board about it.

On your own Read What happened and underline the three dollar amounts. About 6 minutes.

Anika, Dec and Mari test a small light circuit in a theater workshop, with Pauta beside them.

Your role: You're the one who works out the per-student number before anyone repeats the post. **New skill:** Compare numbers on the same scale.

What happened

The curtain in the school theater is torn, and it no longer closes all the way. Dec, 17, pulls that curtain at every show. He and Anika, 16, are on the theater crew. The facilities office gave the theater advisor a quote to replace the curtain: $6,800.

Mari, 19, is helping them prepare a question for the school board. They find the district's proposed budget for next school year. The total is $48 million for a projected 3,200 students. One line sets aside $310,000 for building repairs at all schools. A note says the figures may change before the board adopts the budget.

On Tuesday at 6:10 p.m., a post starts going around. It compares the district's $48 million with another district, Westbrook, at $21,000 per student. "And they can't fix ONE curtain??" it asks. Dec has a photo of the torn curtain. He wants to be the one who asks the board about it.

Your question: What can the $48 million total tell Dec about the curtain, and what should he ask the school board?

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read What happened aloud while students follow along.

Say this

"$48 million, and the curtain still won't close. What is your first reaction?" — Collect reactions. Then ask what kind of number $48 million is.

Watch for

Misconception: Students assume a large total means money is free for any need. **Listen for:** "They have millions, they're just wasting it." **Then:** Ask what the $48 million has to cover. Write "whole district, next year" on the board.

Support

- Read What happened aloud. List the three dollar amounts on the board with their labels.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Revenue Revenue is money that comes into a government or an organization, such as taxes and grants.

En español: ingresos

In this case: NCES reports that public schools get revenue from federal, state and local sources. That national data cannot show what Dec's district spends on a curtain.

Expenditure An expenditure is money that a government or an organization spends.

En español: gasto

In this case: The $48 million is a proposed plan for next school year. It lists planned expenditures, but none of that money has been spent yet.

Per-pupil amount A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.

En español: monto por estudiante

In this case: $48,000,000 ÷ 3,200 students = $15,000 per student. Westbrook's $21,000 is already per student, but its year and stage are unknown.

Who is involved

Mari
Helping the theater crew with a budget question

"Forty-eight million dollars, and the curtain still won't close. Ay, bendito. Before we get mad at the big number, which line is supposed to fix it?"

Dec
Pulls the curtain at every show

"I pull that curtain every show. It doesn't close all the way anymore. That part I can show you."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Has any of the $48 million been spent yet?" — No. It is a proposed plan. Planned expenditures are not money already spent.

Watch for

Misconception: Students treat revenue and expenditure as the same. **Listen for:** "Revenue is what they spend." **Then:** Revenue comes in and an expenditure goes out. Draw two arrows on the board.

Support

- Pair students who share a language to explain each term with a number from the case.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

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, why do you think the theater curtain is still not fixed?

I think the curtain is not fixed because ___.

I think the curtain is not fixed because the district spends its money on other needs.

Notes

This page continues page 304. The notes for both pages are on the sheet for page 304.

Reading passage

$48 million and one torn curtain

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

- **Revenue**: Revenue is money that comes into a government or an organization, such as taxes and grants.
- **Expenditure**: An expenditure is money that a government or an organization spends.
- **Per-pupil amount**: A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.
- **Proposal**: A proposal is a change that someone suggests and that has not been approved yet.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.

The story: The curtain that won't close

The curtain in the school theater is torn, and it no longer closes all the way. Dec, 17, pulls that curtain at every show. He and Anika, 16, are on the theater crew. The facilities office has priced a new curtain at $6,800.

Mari, 19, is helping them prepare a question for the school board. They find the district's proposed budget for next school year. The total is $48 million for a projected 3,200 students. One line sets aside $310,000 for building repairs at all schools.

On Tuesday at 6:10 p.m., a post starts going around. It compares the district's $48 million with another district, Westbrook, at $21,000 per student. "And they can't fix ONE curtain??" it asks.

Mari's first question is simple: where are those numbers from? Your role is to work out the per-student number before anyone repeats the post.

Stop and think. Why is comparing $48 million with $21,000 per student unfair?

Same scale, fair comparison

In Case 11, you learned to compare two things on the same terms. The post does not. It compares a total for a whole district with an amount per student. That is like comparing a whole pizza with one slice.

Pacing

Reading: about 5 min (458 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The curtain that won't close":** Why is comparing $48 million with $21,000 per student unfair?
2. **After "Same scale, fair comparison":** What does the word "proposed" tell you about the budget?
3. **After "A TV show asks the same question":** Why does Dec start with his photo and the quote instead of guessing?

Same scale, fair comparison, continued

A **per-pupil amount** is a total divided by the number of students, so that districts of different sizes can be compared. Do the math: $48,000,000 divided by 3,200 students is $15,000 per student. Now the two numbers are on the same scale. Even so, the comparison is not complete. Nobody knows Westbrook's budget year or stage.

An **expenditure** is money that a government or an organization spends. **Revenue** is money that comes into a government or an organization, such as taxes and grants. The budget is marked "proposed." In Case 4, you learned that a **proposal** is a change that someone suggests and that has not been approved yet. The figures may change before the board adopts the budget.

In Case 5, you read a pay statement line by line. A budget works the same way. Mari looks for the line that might pay for a curtain. The building repairs line is one guess. Dec starts with what he can show: the curtain, his photo and the $6,800 quote. "I don't know where the money went," he says, "so I'm not guessing."

In Case 4, you also learned that a **decision-maker** is the person or group with the power to make a particular choice. Here, the school board adopts the budget. So Dec's question goes to the board: which line pays for stage equipment, and when does the board hear requests?

Stop and think. What does the word "proposed" tell you about the budget?

A TV show asks the same question

In the first episode of the TV comedy Abbott Elementary (ABC, December 7, 2021), teachers need rugs and supplies. The principal gets money and spends it on a new sign instead. The money existed. The question is which line it was in, and who decided.

Stop and think. Why does Dec start with his photo and the quote instead of guessing?

Sources

Real source | ABC | No date listed

About Abbott Elementary

This page continues page 306. The notes for both pages are on the sheet for page 306.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 12 minutes.

Evidence A | **Budget excerpt**

The proposed budget for next school year

PROPOSED BUDGET, NEXT SCHOOL YEAR. Total proposed budget: $48,000,000. Projected enrollment: 3,200 students. Facilities, building repairs (all schools): $310,000. Note: figures are proposed and may change before the board adopts the budget.

Look closely: Circle the year, the stage and the unit for each number.

What it shows

It is a plan for next year: $48 million for 3,200 students.

One question I still have

Does the $310,000 for repairs cover a stage curtain?

Evidence C | **Repair quote**

The facilities quote for a new curtain

Stage curtain replacement, main auditorium: remove the torn curtain, supply and install a flame-retardant replacement. Total: $6,800.

Look closely: What does the quote confirm, and who received it?

What it shows

A new curtain would cost $6,800.

One question I still have

Which budget line would pay for it?

Pacing

Full chapter: 12 min.

Short on time: 10 min. Read the budget note aloud. Students fill in only the What it shows boxes.

Say this

"Before you react to any number, find its year, its stage and its unit." — Model it on the $48 million: next year, proposed, whole district.

Watch for

Misconception: Students read the proposed budget as money already spent. **Listen for:** "They spent $48 million and didn't fix it." **Then:** Point to "PROPOSED" and "NEXT SCHOOL YEAR." Nothing here has been spent.

Support

- Give students a calculator and the budget excerpt with its labels highlighted.
- Read the budget note aloud.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

Stretch

- Ask why the $310,000 line cannot show whether the curtain is funded, even though it is the right kind of line.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know if the repair money covers a curtain, or who decides which repairs come first.

Notes

This page continues page 308. The notes for both pages are on the sheet for page 308.

Key idea: per-pupil amounts

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

Before you compare two budget numbers, check three labels: the year, the stage and the unit. An **expenditure** is money that a government or an organization spends. A proposed budget is a plan for expenditures. An adopted budget is the plan the board approves. Actual spending is what the district really spent. The $48 million is a proposed total for the whole district. The Westbrook figure is an amount per student.

A **per-pupil amount** is a total divided by the number of students, so that districts of different sizes can be compared. Dec's district proposes $48,000,000 for a projected 3,200 students. That works out to $15,000 per student. The comparison is still not complete, because Westbrook's budget year and stage are unknown. A per-pupil figure also cannot show whether either district has enough for its students' needs.

Revenue is money that comes into a government or an organization, such as taxes and grants. The National Center for Education Statistics (NCES) reports that public schools get revenue from federal, state and local sources. The mix differs from state to state. National data like this gives context, but it cannot say what one district spends on a curtain. In most states, an elected local school board adopts the budget within state and federal rules. That is why Dec's question should name one budget line, one need and the board's next chance to hear requests.

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 school board members, accurate and complete information.

Question: The $6,800 curtain quote went to the theater advisor. What should the board see to rank that repair?

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

"Divide $48,000,000 by 3,200 students. Compare it with $21,000. Is the comparison fair yet?" — Not yet. Westbrook's year and stage are unknown.

Watch for

Misconception: Students treat the ASPA code as a law for school boards. **Listen for:** "The board is breaking the ASPA code." **Then:** Say: "ASPA's code is for its members in public service. It is not a law."

Support

- Work the division on the board. Label the answer $15,000 per student, proposed.

Stretch

- Use the SPJ row: what context would a news story need before comparing the two districts?

Heat check

■□□ **Low.**

Professional standards, continued

Your answer

The board should see ___.

The board should see the $6,800 quote, a photo of the torn curtain and the budget line that could pay for it.

In the news

Real source | NPR | April 18, 2016

Why America's Schools Have A Money Problem

Explains how local property taxes make school budgets very different from one district to the next.

Real source | Chalkbeat | May 28, 2026

A financial reckoning is hitting America's public schools

Big districts are making cuts, showing how a huge budget can still leave little for extras like a stage curtain.

Notes

This page continues page 310. The notes for both pages are on the sheet for page 310.

Sort the evidence

On your own Trace the curtain request from the photo to the vote and fill in each box. About 8 minutes.

Trace the curtain request from the photo to the vote. Who ranks it, who adopts the budget, which rules limit them, and where can students speak?

Fund the $6,800 curtain replacement next year

Who decides

The elected local school board, which adopts the budget

The facilities office, which ranks repair requests (how is still unknown)

Under which rule

State and federal rules and funding streams set limits on district budgets

Proposed building-repairs line: $310,000 for all schools

Who lives with it

Your way in

A written question or public comment before the budget is adopted

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 school board's view is missing. I would ask which line pays for stage repairs.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

"Trace the curtain request. Who ranks it, who adopts the budget and where can students speak?" — Model the first box: the facilities office.

Watch for

Misconception: Students name the principal as the decider. **Listen for:** "Just ask the principal to buy it." **Then:** Point to the chain: the elected school board adopts the budget.

Support

- Let students write the name of each office before writing sentences.

Heat check

■□□ **Low.**

Practice: choose a response

On your own Choose what the crew should do first, explain why and fix the two marked phrases. About 8 minutes.

A post compares the district's $48 million total with Westbrook's $21,000 per student. Someone reposts it and adds "we get way less." What should the crew do first?

- ☐ **A** Share it. Both figures are in dollars, and the curtain really is torn.
- ☑ **B** Check that both figures use the same year, budget stage and units before comparing them.
- ☐ **C** Divide $48 million by 3,200 students, and post that the district is underfunded.

Why I chose it

B. One number is a total and one is per student. You have to check the year, the stage and the units before you compare them.

Improve a draft

A student's first draft

Our district has a (1) $48 million budget but our theater curtain is ripped and gross. That's so much money and they can't even fix one curtain? It has been like this since before any of us joined the crew and it keeps getting worse every show. Where is all the money going? Other districts get way more. I saw a post that said so. We deserve better and (2) the board needs to explain themselves. We are honestly tired of waiting for this.

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

Rewrite phrase 1

Our district has a proposed $48 million budget for next year.

Rewrite phrase 2

Could the board tell us which line pays for stage repairs?

Pacing

Full chapter: 8 min.

Short on time: 5 min. Vote on the three options and skip the marked draft.

Say this

"Someone reposts the comparison with "we get way less." What do you do first?" — Hold a quick vote before any discussion.

Watch for

Misconception: Students pick C because the math is right. **Listen for:** "$15,000 is less, so we're underfunded." **Then:** Ask what one per-student figure can prove. It cannot show need.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: Our question is about next year's proposed budget. The theater curtain is torn at the seam and no longer closes fully; we have a photo and a $6,800 replacement quote from the facilities office. The proposed budget lists $310,000 for building repairs across the district. We'd like to know whether stage equipment is covered by that line or a different one, how repair requests are ranked, and when the board considers them. Could a student from the theater crew submit a written request before the budget is adopted? Thank you for considering it.

Grades 6—8

Your task

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

Make a source card for the district budget and write one question the theater crew could bring to the school board.

Use: A one-page budget excerpt with the facilities line and a photo of the curtain.

You'll make: Source card plus a 2—3 sentence question

Time: 45 minutes

1. Read the top of the budget in Evidence A. Write its year and stage on the source card.
2. Check the units. Write whether $48 million is a total or a per-student number.
3. Find the line that might pay for repairs. Copy it onto the card.
4. Write a question of 2 or 3 sentences in the Your draft box.
5. Name the curtain, the $6,800 quote and the budget line in your question.
6. Read your question aloud and check that it blames no one.

Show it your way

Write it: Write 2—3 sentences with the frame "The budget says __. We noticed __. Could the board explain __?"

Say it: Practice asking your board question aloud in 30 seconds, holding up the photo of the curtain.

Show it: Build the source card as sticky notes on the budget excerpt: year, stage, units and the line that might pay for the curtain.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 18 min.

Short on time: 16 min. Fill in the source card together, then students write the question.

Say this

"A good board question names one line and one need." — Write "one line, one need, one question" on the board.

Watch for

Misconception: Questions accuse the board. **Listen for:** "Why are you wasting our money?" **Then:** Ask what the board could answer. Turn it into a which or when question.

Support

- Source-card template: year, stage, units, line
- Frames: "The budget says __. We noticed __. Could the board explain __?"
- Vocabulary: revenue, expenditure, per pupil
- Worked example

Stretch

- Explain why the district total alone can't tell you whether there's money for the curtain.

Heat check

■□□ **Low.**

Your task, continued

Year

Next school year

Stage

Proposed

Units

Total for the district

The line that might pay for the curtain

Building repairs, all schools: $310,000

Your draft

The budget says ___. We noticed ___. Could the board explain ___?

The proposed budget for next year sets aside $310,000 for building repairs at all schools. We noticed the theater curtain is torn and does not close all the way, and a new one costs $6,800. Could the board explain which budget line pays for stage repairs?

Notes

This page continues page 314.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.4.6-8.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Labels year, stage and units correctly
- Connects the curtain to a specific line
- Asks a question the board can answer
- Doesn't accuse anyone of wasting money

What to notice in the sample:

1. Labels the stage and the year.
2. Brings the repair quote as evidence.
3. Asks a question the board can answer, without blaming anyone.

Check your work

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

Does your question say the budget is proposed and for next year?	☑ Yes	☐ No
Does it name the curtain and the $6,800 quote?	☑ Yes	☐ No
Does it name one budget line?	☑ Yes	☐ No
Does it ask without blaming anyone?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Uses an unlabeled total.	☐ Uses a figure without year or stage.	☐ Labels year, stage and line and cites the need.	☐ Adds a repair quote and notes what the figures can't show.
Reasoning	☐ Assumes waste or theft.	☐ Compares mismatched numbers.	☐ Links the need to a specific budget line.	☐ Explains process questions: ranking, timing, decision-maker.
Audience & purpose	☐ Accuses the board.	☐ Complains without a request.	☐ Asks a question the board can answer.	☐ Asks a question and offers a concrete way for students to contribute.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Check the questions with the success list yourself.

Say this

"Find the sentence in your question that names one budget line and one need." — Circulate and ask for the label "proposed" if it is missing.

Watch for

Misconception: Revisions only soften the tone. **Listen for:** "I took out the rude part." **Then:** Point to the Revision row. Ask for an added label or a specific budget line.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the source-card labels and the question against the four success criteria.

Proficient looks like:

- **Evidence:** Labels year, stage and line and cites the need.
- **Reasoning:** Links the need to a specific budget line.
- **Audience & purpose:** Asks a question the board can answer.
- **Revision:** Adds labels and a specific line.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Removes insults only.	☐ Adds labels and a specific line.	☐ Explains how each change makes an answer more likely.

One change I made

I changed ___ because ___.

🔑 I took out my guess about wasted money, because we don't know where the money went.

Notes

This page continues page 316. The notes for both pages are on the sheet for page 316.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 8 minutes.

1 **Dec wants to ask the board himself. Why might it matter who brings the question?**

Dec pulls the curtain every show. He can say what is wrong because he sees it himself.

2 **What else would you want to know before saying one district gets less than another?**

I would want both numbers per student, from the same year.

My take

I think Dec should ask ___ because ___.

I think Dec should ask which line pays for the curtain because the total does not say.

The evidence that changed my first guess is ___.

The evidence that changed my first guess is the word “proposed” on the budget.

One question I still have is ___.

One question I still have is who decides which repairs come first.

Pacing

Full chapter: 8 min.

Short on time: 4 min. Use question 2 as an exit ticket.

Say this

“Answer with a label or a number from the evidence.” — Ask for one answer per question.

Stretch

- With an adult, find your district’s budget, label its year and stage and find one line for a space you use.
- Going further: Write two headlines about the same budget: one with the $48 million total and one with $15,000 per student. Compare the story each headline tells. Then name one group that uses the theater but is missing from this discussion.
- Going further: Some people say every school should get the same amount. What problem does that plan assume it is solving? Name one need it might miss.
- Going further: Make a chart of the proposed budget that shows the total, the per-student amount and the building-repairs line. Label the year, the stage and the units. Ask a reader to explain what the chart cannot show.

Heat check

■■□ **Question 2: Medium.** Students may compare wealthy and poor districts they know, or talk about family income.

Cool-down: Keep it to the two figures in the case. Ask what we would need to check, and list year, stage, units and need.

Talk about this case at home

Case 18: Why is the theater curtain still falling apart?

In this case, a group of friends reads a school district budget to find out why a torn theater curtain has not been fixed. Your student checked what the numbers mean and wrote a clear question for the school board.

Questions to talk about

1. Where do you think a school's money comes from?
2. Why can it be misleading to compare a total with an amount per person?
3. Who would you ask if something at school needed fixing?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Read this page at home with someone you trust." — Nobody needs to share family money information to complete it.

Case 19: What should Gia say in her two-minute comment?

Overview

Students read a short story in which Gia wants to speak against a proposal to close the park's lighted courts at 8 p.m. They read the parks committee agenda, the comment instructions and a nearby resident's comment. They find the item, the deciding body, the deadline and the time limit. They then cut Gia's three-page draft into a timed comment that makes one specific request.

Before this case

Students should already be able to:

- find a number and a time in a short document
- tell something they saw from something they feel
- read a short text aloud to a partner

Objectives

Students will be able to:

- find the agenda item, the deciding body and the time limit
- build a comment from four parts: the item, what I saw, why it matters and what I ask
- make one request the parks committee can act on
- deliver the comment in 60 seconds or less

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A and B on half-pages, one set per pair
- A timer for each pair

The task in this edition

Task: Write and practice a 60-second comment for the parks committee about the court hours.

Students make: 60-second comment (about 130 words)

Pacing

Opener (page 320): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the key terms.

Key terms (pages 321 and 322): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 325 and 326): 10 min. Short on time: 8 min. Read Evidence A and B aloud. Students fill in only the What it shows boxes.

Key idea (pages 327 and 328): 6 min. Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 329): 6 min. Short on time: skip.

Practice (page 330): 6 min. Short on time: 4 min. Vote on the three openings and skip the marked draft.

Pacing, continued

Your task (pages 331 to 333): 8 min. Short on time: 8 min.

Your draft (page 334): 12 min. Short on time: 12 min.

Check your work (pages 335 and 336): 5 min. Short on time: skip. Check each comment against the four success points yourself.

Questions to discuss (pages 337 and 338): 8 min. Short on time: 4 min. Use question 4 as an exit ticket.

Talk about this case at home (page 339): at home.

Periods: full chapter 72 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.

W.6.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

Case 19 plan, continued

Standards, continued

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

W.7.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

Standards, continued

D2.Civ.2.6-8 Explain the roles citizens play, such as voters, jurors, taxpayers, petitioners and protesters. In this case: Students explain the role of residents as commenters in local government.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **Credo for Ethical Communication:** "We endorse freedom of expression, diversity of perspective, and acknowledgement of dissent..." (one of nine unnumbered principles)
- **SPJ Code of Ethics:** Minimize Harm

Heat map

■□□ **Opener (page 320):** Low

■□□ **Key terms (pages 321 and 322):** Low

■□□ **Look at the evidence (pages 325 and 326):** Low

■□□ **Key idea (pages 327 and 328):** Low

■■□ **Sort the evidence (page 329):** Medium

■■□ **Practice (page 330):** Medium

■□□ **Your task (pages 331 to 333):** Low

■□□ **Your draft (page 334):** Low

■□□ **Check your work (pages 335 and 336):** Low

Try it at your school

Find your next local agenda.

- With a trusted adult, find the website for your city council, school board or parks board
- Open the next meeting agenda and find one item that affects you
- Read the public-comment instructions: sign-up, time limit, written option
- Draft a practice comment and decide with your adult whether to submit it

Who to ask: Clerk of the council or school board, a civics teacher, a student representative to the board if your district has one

Safety: Public comments and names may be published. Leave out addresses, phone numbers and anyone else's private story. Attend meetings with a trusted adult.

Sources

- Peacock, "Parks and Recreation," No date listed
- Seattle City Council, "Public Comment," No date listed

Case 19: What should Gia say in her two-minute comment?

Gia has two minutes to speak to the parks committee about the court lights, but her draft is three pages long.

On your own Read What happened and underline the sentence that says what item 4 proposes. About 5 minutes.

Gia and Mateo sit on a front stoop, each holding pages of notes.

Your role: You're the one holding the timer and listening for the request. **New skill:** Fit a request to the body's remit and time limit.

What happened

It is Tuesday, 5:40 p.m. The parks committee meets at 6. Item 4 on its agenda is a proposal to turn off the park's court lights at 8 p.m. The reason given is complaints about evening noise from nearby residents.

Gia, 21, wants to speak against item 4. It is her first time speaking at a public meeting. Each speaker gets two minutes. On Monday night, Gia wrote a three-page draft. When she reads page one out loud, it takes two minutes and forty seconds.

Mateo, 22, is timing her from a bench. He follows every word, but he cannot tell what she wants the committee to do. The draft also mentions a friend's private situation, and page two is about the bus. Everything Gia says will become part of the public record, along with her name.

Your question: What should Gia keep in her two-minute comment, and what should she cut?

Pacing

Full chapter: 5 min.

Short on time: 4 min. Read What happened aloud and go straight to the key terms.

Say this

"You get two minutes at a public meeting. What would you say first?" — Collect two or three answers. Do not correct anyone yet.

Watch for

Misconception: Students think the park is closing. **Listen for:** "They're shutting down the park." **Then:** Ask what item 4 says exactly. It turns off the court lights at 8 p.m.

Support

- Read What happened aloud while students follow along.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Agenda item An agenda item is one topic listed on a meeting's official schedule of business.

En español: punto del orden del día

In this case: Item 4, "Evening court hours," proposes turning off the court lights at 8:00 p.m. Its action is a committee recommendation to the full council.

Remit A remit is the set of matters that a committee or other body is responsible for and can act on.

En español: competencia

In this case: The parks committee can recommend court hours. It cannot change bus routes, so page two of Gia's draft belongs with a different body.

Public record A public record is information a government keeps that anyone can ask to see, such as meeting comments.

En español: registro público

In this case: Comments and speakers' names become part of the public record. That is why Gia leaves her friend's private situation out of her comment.

Who is involved

Gia

Speaking at a public meeting for the first time

"I timed page one out loud. Two minutes forty. There are three pages."

Mateo

Timing Gia's practice run from a bench

"I followed all of it. I still couldn't tell you what she wants them to do."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Which part of item 4 tells you what the committee can do?" — Point to the action line: a recommendation to the full council.

Watch for

Misconception: Students think the committee makes the final decision. **Listen for:** "The committee decides tonight." **Then:** Reread the action line. The committee recommends, and the full council decides.

Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

Heat check

■□□ **Low.**

Answer key

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

Your first guess

Before you look at the evidence, what do you think Gia should say in her two minutes?

I think Gia should say ___ because ___.

I think Gia should say why the park matters because she goes there all the time.

Notes

This page continues page 321. The notes for both pages are on the sheet for page 321.

Reading passage

Two minutes at the microphone

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

- **Agenda item**: An agenda item is one topic listed on a meeting's official schedule of business.
- **Remit**: A remit is the set of matters that a committee or other body is responsible for and can act on.
- **Public record**: A public record is information a government keeps that anyone can ask to see, such as meeting comments.
- **Proposal**: A proposal is a change that someone suggests and that has not been approved yet.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.

The story: Three pages, two minutes

It is Tuesday at 5:40 p.m. The parks committee meets at 6. Item 4 on its agenda is a proposal to turn off the park's court lights at 8 p.m. The reason given is complaints about evening noise from nearby residents.

Gia, 21, wants to speak against item 4. It is her first time speaking at a public meeting. Each speaker gets two minutes. On Monday night, she wrote a three-page draft. When she reads page one out loud, it takes two minutes and forty seconds.

Mateo is timing Gia from a bench. He follows every word, but he cannot tell what she wants the committee to do. So he asks her one question: "If they only remember one sentence, what is it?"

Your role is to hold the timer and listen for the request.

Stop and think. Why can't Mateo tell what Gia wants, even though he followed every word?

What the committee can do

An **agenda item** is one topic listed on a meeting's official schedule of business. Item 4 is only about the court lights and closing time. Gia's draft says, "Please don't close the park." But nobody is closing the park. It is the lights at 8 p.m.

Pacing

Reading: about 5 min (454 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Three pages, two minutes":** Why can't Mateo tell what Gia wants, even though he followed every word?
2. **After "What the committee can do":** Why does the bus question not belong in this comment?
3. **After "Real students at real meetings":** Why does Gia leave her friend's story out?

What the committee can do, continued

A **remit** is the set of matters that a committee or other body is responsible for and can act on. Page two of Gia's draft is all about the bus. The bus is a real problem, but the parks committee cannot change bus routes. In Case 10, you learned to take a problem to the office responsible. The bus question belongs somewhere else.

In Case 4, you learned that a **proposal** is a change that someone suggests and that has not been approved yet. Item 4 is a proposal. You also learned that a **decision-maker** is the person or group with the power to make a particular choice. The agenda says the committee makes a recommendation, and the full council decides.

A short comment can do four jobs. It names the agenda item, shares something the speaker saw, says why it matters and ends with a clear request. Gia's version is short. Item 4. What she counted: twenty or thirty people on the courts between 8 and 9. Many of them work late. Her request: keep the lights on until 9 on weekdays this summer.

One more thing comes out. The draft mentions a friend's private situation. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. Gia's words and her name will be public. Her friend's story is her friend's to share.

Stop and think. Why does the bus question not belong in this comment?

Real students at real meetings

In Philadelphia, students testified at school board meetings about school closures, using the district's own data (Chalkbeat Philadelphia, April 3, 2026). In Newark, a student coalition brought its own research and specific requests to the school board (Chalkbeat Newark, November 26, 2025).

Stop and think. Why does Gia leave her friend's story out?

Sources

Real source | **Chalkbeat Philadelphia** | **April 3, 2026**

'Not what democracy is all about': Philly students slam school leaders' approach to school closures

Real source | **Chalkbeat Newark** | **November 26, 2025**

How a Newark student coalition is using its own research to press for change in schools

This page continues page 323. The notes for both pages are on the sheet for page 323.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 10 minutes.

Evidence A | **Meeting agenda**

Item 4 on the parks committee agenda

Item 4. Evening court hours. Proposal to turn off the court lights and close the lighted courts at 8:00 p.m. Background: complaints about evening noise from nearby residents. Action: committee recommendation to the full council.

Look closely: Circle the item number, the proposed time and the action.

What it shows	One question I still have
Item 4 would turn off the court lights at 8 p.m.	How many people complained about the noise?

Evidence B | **Comment rules**

How to comment at the meeting

Sign up to speak by 5:00 p.m. on the day of the meeting. Each speaker has 2 minutes. Written comments may be submitted before the meeting. Comments and speakers' names become part of the public record.

Look closely: Underline the deadline, the time limit and what becomes public.

What it shows	One question I still have
Each speaker gets 2 minutes. People can also send a written comment.	Who can read the comments after the meeting?

Pacing

Full chapter: 10 min.

Short on time: 8 min. Read Evidence A and B aloud. Students fill in only the What it shows boxes.

Say this

"Put your finger on the action line in item 4. Who makes the final decision?" — The full council. The committee only recommends.

"Now find the time limit in the comment rules." — Two minutes. Write it on the board.

Watch for

Misconception: Students skip the public-record line. **Listen for:** "It's just a meeting, nobody reads that." **Then:** Reread the last sentence of Evidence B. Names and comments stay on the record.

Support

- Give Evidence A and B on half-pages with the key lines enlarged.
- Read both documents aloud before students write.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

Stretch

- Ask which document shows who decides and which shows how to speak, and what neither one says about the complaints.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know how many people complained, or what court users who can't come at 6 p.m. think.

Notes

This page continues page 325. The notes for both pages are on the sheet for page 325.

Key idea: remit

On your own Read the key idea and the code of ethics, then answer the question in the box. About 6 minutes.

A **remit** is the set of matters that a committee or other body is responsible for and can act on. The parks committee can make a recommendation about court hours. It cannot change bus routes. That is why Gia's comment should ask for something the parks committee can do.

An **agenda item** is one topic listed on a meeting's official schedule of business. Each committee, council or board sets its own rules for who can speak, when and for how long. Seattle City Council is one real example. Its public comment page describes speaking in person or by phone and signing up before the meeting. Each speaker gets up to two minutes, and written comments can be sent by email.

A short comment can do four jobs. It names the agenda item, shares something the speaker observed, says why it matters and ends with a clear request. Before adding personal details, check whether comments become public. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. At Gia's meeting, comments and speakers' names become part of the public record.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 3. Promote democratic participation

"Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations."

In plain words: ASPA's code asks people in public service to make it easy for every affected person to take part in decisions.

Question: The instructions allow written comments in advance. How does that help court users who cannot come at 6 p.m.?

Your answer

Written comments help because ___.

Written comments help because people who work late can still send their ideas before the meeting.

Pacing

Full chapter: 6 min.

Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Say this

"A remit is what a body can act on. Can the parks committee change bus routes?" — No. It can recommend court hours.

"The ASPA code asks public servants to help people join in. How do written comments help?" — Wait for court users who work late.

Watch for

Misconception: Students treat the ASPA code as a law. **Listen for:** "The committee is breaking the law if it ignores her." **Then:** Say: "ASPA's code is a standard for public servants who belong to ASPA. It is not a law."

Support

- Read the code aloud. Point out the label: it is a quotation from a real code.

Stretch

- Use the NCA row: how could Gia acknowledge the resident's noise concern in one sentence?

Heat check

■□□ **Low.**

In the news

Real source | Chalkbeat Philadelphia | April 3, 2026

'Not what democracy is all about': Philly students slam school leaders' approach to school closures

Students testified at board meetings and used district data, real public comment with a clear destination.

Real source | Chalkbeat Newark | November 26, 2025

How a Newark student coalition is using its own research to press for change in schools

Teens brought evidence and specific requests to their school board, the formula this case teaches.

Notes

This page continues page 327. The notes for both pages are on the sheet for page 327.

Sort the evidence

On your own Follow a comment from the speaker to the final decision and fill in each box. About 6 minutes.

Follow a comment from the speaker to the final decision. Which body hears it, which body decides, and whose concerns reach the room?

Turn off the court lights at 8 p.m.?

Who decides

Full council: takes the final action

Under which rule

Who lives with it

Your way in

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 ___.

Court users who work late are missing. I would ask them what time they usually play.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Follow Gia's comment from the meeting to the final decision. Who hears it, and who decides?" — Model the first box together: the parks committee.

Watch for

Misconception: Students leave out the full council. **Listen for:** "If the committee says no, it's over." **Then:** Point to the action line in Evidence A. The full council decides.

Support

- Let students write the name of each body before writing sentences.

Heat check

Medium. The missing-perspective question can turn to students' own work hours or their neighbors.

Cool-down: Keep answers about the court users and residents in the case. No one shares a personal schedule.

Practice: choose a response

On your own Choose the best opening sentence, explain why and fix the two marked phrases. About 6 minutes.

Gia has two minutes on item 4. Which opening sentence gives the committee the most to work with?

- ☐ **A** "The park is really important to everyone, and closing it is a terrible idea."
- ☑ **B** "Good evening. I'm Gia, and I'm commenting on item 4, the proposal to turn off the court lights at 8 p.m."
- ☐ **C** "You guys never listen to young people, so I hope tonight is different."

Why I chose it

B. It names item 4 and the lights at 8 p.m., so the committee knows right away what Gia is talking about.

Improve a draft

A student's first draft

Hi, my name is Gia and I have lived in this neighborhood my whole life. The park is really important to everyone and closing it is a terrible idea. I go there all the time with my friends and it's one of the only free things to do around here. My friend works late and this is the only time she can play and (1) she's been going through a lot at home. You guys never listen to young people. (2) Please don't close the park.

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

Rewrite phrase 1

Many of us work late, so after 8 is the only time we can play.

Rewrite phrase 2

Please keep the court lights on until 9 p.m. on weekdays.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Vote on the three openings and skip the marked draft.

Say this

"Gia has two minutes. Which opening gives the committee the most to work with?" — Vote before any discussion.

Watch for

Misconception: Students choose C because it feels honest. **Listen for:** "But it's true, they never listen." **Then:** Ask what the committee could do with that sentence.

Heat check

■■□ **Medium.** Students may voice frustration about adults ignoring young people.

Cool-down: Acknowledge the feeling. Then ask which sentence gives the committee a request.

Answer key

A revised version: Good evening. I'm Gia Brooks-Romano, and I live two blocks from the park. I'm commenting on item 4, the proposal to turn off the court lights at 8 p.m. I play there after café shifts, and on weekday evenings I've counted twenty to thirty people using the courts between 8 and 9. Many of us work until evening. I understand the concern about noise from nearby residents. I'm asking the committee to keep the lights on until 9 p.m. on weekdays through the summer and to review noise complaints before making a permanent change. Thank you.

Grades 6—8

Your task

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

Write and practice a 60-second comment for the parks committee about the court hours.

Use: The agenda item summary and comment instructions.

You'll make: 60-second comment (about 130 words)

Time: 45 minutes

Notes

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

"Your comment has four boxes: the item, what you saw, why it matters and what you ask." — Draw the four boxes on the board.

Watch for

Misconception: The request is too big or too vague. **Listen for:** "Save our park." **Then:** Ask what the committee could recommend. Name the hours and the days.

Support

- Four-box organizer: item, what I saw, why it matters, what I ask
- Frames: "I'm here about item __. I noticed __."
- Timer practice
- Option to submit in writing
- Frames: "I'm here about item ___. I noticed ___."
- Offer a written comment instead of speaking.

Stretch

- Add one fact from the agenda to support your point.

Heat check

■□□ **Low.**

Your task, continued

1. Read item 4 in Evidence A. Write the item number and what it proposes.
2. Read the comment rules in Evidence B. Write the time limit.
3. Write what Gia saw at the courts and why it matters.
4. Write one request the parks committee can act on.
5. Put the four parts together in a comment of about 130 words in the Your draft box.
6. Read your comment aloud with a timer. Stop at 60 seconds.

Show it your way

Write it: Submit the comment in writing, about 130 words, using the four-box organizer.

Say it: Deliver your 60-second comment to a partner who plays a committee member and must repeat your request back.

Show it: Make a four-box cue card (item, what I saw, why it matters, what I ask) with a small drawing in each box, and speak from it.

Prefer typing? Scan to open the online workspace.

The item

I'm here about item ___.

Item 4, turning off the court lights at 8 p.m.

What I saw

I noticed ___.

Twenty to thirty people on the courts between 8 and 9.

Why it matters

Many people work late, so after 8 is when they can play.

What I ask

Keep the lights on until 9 p.m. on weekdays.

This page continues page 331.

Standards

Common Core, grade 6: RI.6.1; W.6.1; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.1; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.1; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.2.6-8.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Names the agenda item
- Shares one observation
- Makes one clear request
- Fits the time

Your task, continued

My time limit

60 seconds

Notes

This page continues page 331. The notes for both pages are on the sheet for page 331.

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 12 minutes.

Your comment, about 130 words

Good evening. I'm here about item ___.

Good evening. My name is Gia, and I'm here about item 4, the plan to turn off the court lights at 8 p.m. I play on the courts after my café shifts. On weekday evenings, I counted twenty to thirty people on the courts between 8 and 9. Many of us work late, so after 8 is the only time we can play. I know some neighbors are worried about noise. Please keep the court lights on until 9 p.m. on weekdays this summer. Thank you.

Notes

Pacing

Full chapter: 12 min.

Short on time: 12 min.

Say this

"Read your comment to a partner. Can your partner repeat your request?" — Partners play committee members.

Watch for

Misconception: Comments run past the time limit. **Listen for:** "I'm not done yet." **Then:** Cut any sentence that does not belong in one of the four boxes.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Names the item and the exact proposal first.
2. Gives one observation with numbers and times.
3. Makes one request the committee can act on.

Check your work

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

Does your first sentence name item 4?	☑ Yes	☐ No
Does your comment share one observation from Gia?	☑ Yes	☐ No
Does it make one clear request?	☑ Yes	☐ No
Does it fit in 60 seconds when you read it aloud?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No facts.	☐ General claim about importance.	☐ One specific observation tied to the item.	☐ Observation plus acknowledgment of another perspective.
Reasoning	☐ Attacks the body.	☐ States a feeling only.	☐ Explains why the change matters.	☐ Weighs the concern and offers a middle path.
Audience & purpose	☐ Wrong body or no request.	☐ Request is vague.	☐ Names the item and a specific request.	☐ Request fits the body's remit and includes a follow-up.
Revision	☐ No change.	☐ Shortens only.	☐ Removes private details and adds a request.	☐ Explains each cut in terms of time, privacy and purpose.

Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Check each comment against the four success points yourself.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one removed private detail or one sharper request.

Watch for

Misconception: Students only shorten the draft. **Listen for:** "I just cut some words." **Then:** Point to the Revision row. Ask why each cut helps the committee or protects someone.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the comment against the four success criteria and whether a listener can repeat the request back.

Proficient looks like:

- **Evidence:** One specific observation tied to the item.
- **Reasoning:** Explains why the change matters.
- **Audience & purpose:** Names the item and a specific request.
- **Revision:** Removes private details and adds a request.

Check your work, continued

One change I made

I changed ___ because ___.

I changed “don’t close the park” to “keep the lights on until 9” because item 4 is about the lights.

Notes

This page continues page 335. The notes for both pages are on the sheet for page 335.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 8 minutes.

1 **The parks committee cannot fix the bus problem. Who should get that question instead?**

The office or board in charge of the buses. Gia could look up its meeting and its comment rules.

2 **What does Gia get from speaking, even if the committee recommends turning off the lights?**

Her comment goes on the record, so the committee knows people use the courts after 8.

3 **Court users who work late may miss a 6 p.m. meeting. How could their views reach the committee?**

They could send a written comment before the meeting. The rules allow that.

My take

I think Gia should ___ because ___.

I think Gia should ask for lights until 9 on weekdays because the committee can act on that.

The evidence that changed my first guess is ___.

The evidence that changed my first guess is the agenda. Item 4 is about the lights, not closing the park.

Pacing

Full chapter: 8 min.

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

Say this

“Answer with a detail from a document, not a guess about the committee.” — Ask for one answer per question.

Stretch

- Compare Evidence B with Seattle City Council’s public comment page. Which rules match, and which would you check locally?
- Going further: Write Gia’s request as one sentence a listener could repeat. Then reread your comment. Does it speak for anyone who has not asked you to?
- Going further: Compare the comment rules in Evidence B with Seattle City Council’s public comment page. Which rules match? Which would you need to check for your own city or school board?
- Going further: Record your comment as audio, then turn it into a written comment. Keep the same point in both. Ask a listener which version made the request clearer.
- Going further: With a trusted adult, find the website for your city council, school board or parks board. Open the next meeting agenda and find one item that affects you. Read the comment rules: the sign-up, the time limit and the written option. Leave addresses, phone numbers and other people’s private stories out of anything you submit.
- Compare comment rules for two different local bodies
- Track a real agenda item from discussion to vote

My take, continued

One question I still have is ___.

One question I still have is how many people complained about the noise.

Notes

This page continues page 337.

Heat check

Question 1: Low.

Talk about this case at home

Case 19: What should Gia say in her two-minute comment?

In this case, Gia gets two minutes at a parks committee meeting to speak about a plan to turn off the court lights. Your student helped cut her three-page draft into a short comment with one clear request.

Questions to talk about

1. Who makes decisions about parks and other public spaces in a town or city?
2. What makes a short request easy for a listener to remember?
3. Why might someone leave a friend's story out of a public comment?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

"Read this page at home with someone you trust." — Nobody needs to share a personal story to complete it.

Case 20: Can the crew post this image as true?

Content note

The real sources include AI-generated images from disasters such as Hurricane Helene. Preview them, and do not share images of real people in distress, even to debunk them.

Overview

Students read a short story in which a realistic image captioned “Courtyard flooded today, stay away” spreads through a campus group chat. They compare the image, Sami’s zoom-in, a secondhand reply, a detector score and the campus alerts page with NIST’s overview of detection. They then write the verification note Jordy posts instead of the image.

Before this case

Students should already be able to:

- find a date and a time in a short document
- tell what a picture shows from what a caption says
- write a complete sentence that answers a question

Objectives

Students will be able to:

- separate what an image shows from what its caption claims
- name a better source to check

Objectives, continued

- use “unverified” correctly when proof is missing
- write 2 or 3 sentences that do not accuse the poster

Materials

- This chapter, one copy per student
- Evidence A and D on half-pages, one set per pair
- An image-check card: claim, who posted first, date, other proof

The task in this edition

Task: With a partner, fill an image-check card and write two sentences telling friends whether to trust the courtyard picture.

Students make: Completed card plus 2—3 sentences

Pacing

Opener (page 340): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the key terms.

Key terms (pages 341 and 342): 6 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 345 and 346): 10 min. Short on time: 8 min. Read Evidence A and D aloud. Students fill in only the What it shows boxes.

Pacing, continued

Key idea (pages 347 and 348): 6 min. Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 349): 6 min. Short on time: skip.

Practice (page 350): 6 min. Short on time: 4 min. Vote on the three options and skip the marked draft.

Your task (pages 351 and 352): 15 min. Short on time: 15 min.

Check your work (pages 353 and 354): 5 min. Short on time: 3 min. Students answer the Check your work questions only.

Questions to discuss (pages 355 and 356): 8 min. Short on time: 6 min. Use question 4 as an exit ticket.

Talk about this case at home (page 357): at home.

Periods: full chapter 67 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.

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

Case 20 plan, continued

Standards, continued

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

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.

W.7.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

W.8.2 Write an informative text that explains a topic by choosing, organizing and analyzing relevant information.

Standards, continued

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

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.

D3.1.6-8 Gather information from several sources, using origin, authority, structure, context and corroboration to choose them. In this case: Students choose sources by origin and authority, like the campus facilities page.

Codes of ethics

- **RTDNA Code of Ethics:** Truth and accuracy above all
- **SPJ Code of Ethics:** Seek Truth and Report It
- **PRSA Code of Ethics:** Disclosure of Information

Heat map

■□□ **Opener (page 340):** Low

■□□ **Key terms (pages 341 and 342):** Low

■□□ **Look at the evidence (pages 345 and 346):** Low

■□□ **Key idea (pages 347 and 348):** Low

Heat map, continued

■□□ **Sort the evidence (page 349):** Low

■□□ **Practice (page 350):** Low

■□□ **Your task (pages 351 and 352):** Low

■□□ **Check your work (pages 353 and 354):** Low

Try it at your school

Pause before you share an image as news.

- Find where the image first appeared before reposting
- Check an official or independent source for the event
- If you can't confirm it, say so or don't share it
- Suggest a "check before posting" rule for a club account you help run

Who to ask: School librarian or media specialist, journalism advisor, campus communications office

Safety: Don't download or share images of real people that could embarrass or harm them, even to debunk them. Report harmful fakes to a trusted adult and the platform.

Sources

- UC Berkeley School of Information, "Hany Farid breaks down the viral Helene image," October 4, 2024

Case 20 plan, continued

Sources, continued

- National Institute of Standards and Technology (NIST), “Reducing Risks Posed by Synthetic Content: An Overview of Technical Approaches to Digital Content Transparency,” No date listed

Case 20: Can the crew post this image as true?

A realistic image says the campus courtyard flooded today, and Jordy must decide what the six o'clock recap can say about it.

On your own Read What happened and underline the caption's claim. About 5 minutes.

Lupa holds a cropped photo of a courtyard next to the full photo pinned on a board. The full photo also shows a blue doorway.

Your role: You're the one who writes the verification note Jordy posts at six. **New skill:** Confirm an image with independent sources.

What happened

It is Wednesday, 3:10 p.m. For twenty minutes, an image has been going around the group chat. It looks like a photo of the campus courtyard, with water over the paving and benches. The caption says, "Courtyard flooded today, stay away." It showed up at 2:48 p.m. with no link, no date and no name.

Jordy is putting together the crew's recap, which goes out at six. Sami has zoomed in on a hand in the picture, and the fingers seem to merge at the knuckles. Someone ran the image through a free online detector. It reported "12% likely AI-generated."

A reply in the chat says the writer's roommate's friend saw water near the library. Jordy checks the campus facilities alerts page. It shows no active alerts, but its last update was Monday morning.

Your question: Did the courtyard flood today, and what should the recap say about the image?

Pacing

Full chapter: 5 min.

Short on time: 4 min. Read What happened aloud and go straight to the key terms.

Say this

"This image lands in your chat with the caption "Courtyard flooded today, stay away." Would you share it?" — Ask for a show of hands. Do not correct anyone yet.

Watch for

Misconception: Students decide from how real the image looks. **Listen for:** "It looks totally real, so it happened." **Then:** Ask what the image cannot tell you: who took it, when and where.

Support

- Read What happened aloud. Describe the image aloud for students with low vision.

Heat check

■□□ **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Provenance Provenance is information about where an image or a document came from and how it has been handled.

En español: procedencia

In this case: The courtyard image arrived at 2:48 p.m. with no link, no date and no named poster. Its provenance is unknown.

Corroboration Corroboration is support for a claim from an independent source.

En español: corroboración

In this case: A campus alert or someone's dated photo of the courtyard could corroborate the flood. A roommate's friend's report of water near the library cannot.

Verification note A verification note is a short record of what you checked, what you found and what is still unknown.

En español: nota de verificación

In this case: Instead of posting the image, the recap says what the crew checked, what it found and what is still unknown.

Who is involved

Sami

Checking where the image came from

"Everyone's zooming in on the hand. I did too, and it's weird. But I still don't know who posted this."

Jordy

Putting the six o'clock recap together

"The recap goes out at six. Right now I have an image with no source, a strange hand and an alerts page that hasn't updated since Monday."

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Say this

"Provenance asks where a file came from. What do we know about this image's provenance?" — Only when it appeared, 2:48 p.m. No link, no date, no name.

Watch for

Misconception: Students treat any second report as corroboration. **Listen for:** "Someone else saw water, so it's confirmed." **Then:** Ask who saw what, where and when. The report is secondhand, and the library is a different place from the courtyard.

Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

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, do you think the courtyard flooded today?

I think the courtyard ___ because ___.

I think the courtyard flooded because the picture shows water everywhere.

Notes

This page continues page 341. The notes for both pages are on the sheet for page 341.

Reading passage

The flood nobody can confirm

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

- **Provenance**: Provenance is information about where an image or a document came from and how it has been handled.
- **Corroboration**: Corroboration is support for a claim from an independent source.
- **Verification note**: A verification note is a short record of what you checked, what you found and what is still unknown.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Holding statement**: A holding statement is a short update that says what is known, what is still being checked and when people will hear more.
- **Correction**: A correction is a public statement that replaces wrong information with accurate information.

The story: An image with no source

It is Wednesday at 3:10 p.m. For twenty minutes, an image has been going around the group chat. It looks like a photo of the campus courtyard, with water over the paving and the benches. The caption says, “Courtyard flooded today, stay away.” It showed up at 2:48 p.m. with no link, no date and no name.

Jordy is putting together the crew’s recap, which goes out at six. Sami zooms in on a hand in the picture. The fingers seem to merge at the knuckles. Someone runs the image through a free online detector. It says “12% likely AI-generated.” Someone else says their roommate’s friend saw water near the library.

Jordy checks the campus facilities alerts page. It shows no active alerts, but its last update was Monday morning.

This is the last case in the casebook, and it uses almost every skill you have learned. Your role is to write the verification note Jordy posts at six.

Stop and think. Why does Sami care more about who posted the image first than about the hand?

Pacing

Reading: about 5 min (489 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: An image with no source”:** Why does Sami care more about who posted the image first than about the hand?
2. **After “Where did it come from?”:** Why is the alerts page not enough to prove there was no flood?
3. **After “Real fake images”:** Why is a verification note better than posting the image with a question mark?

Where did it come from?

In Case 1, a real clip in a group chat seemed to cancel a screening. You learned to find the original source. That is the first move here too. **Provenance** is information about where an image or a document came from and how it has been handled. This image has no link, no date and no named poster, so its provenance is unknown.

The caption makes a **claim**, a statement that something is true that you can check with evidence. The hand is a clue, not proof. The detector score is a clue, not proof. As Sami asks, “Twelve percent of what?” And a roommate’s friend is not a source. Near the library is not the courtyard, either.

Corroboration is support for a claim from an independent source. A campus alert would count. So would someone’s dated photo of the courtyard. In Case 9, you learned to check an official source. The alerts page is official, but it has not been updated since Monday, so it cannot prove there was no flood.

Should Jordy post the image with a question mark? No. “A question mark still spreads the picture,” Jordy says. Instead, Jordy writes a **verification note**, a short record of what you checked, what you found and what is still unknown. It works like the **holding statement** from Case 1: it says what is known, what is being checked and when people will hear more. If better evidence appears, the crew will post an update. In Case 3, you learned that a **correction** is a public statement that replaces wrong information with accurate information. If the note turns out to be wrong, the crew will post one where people saw it.

Stop and think. Why is the alerts page not enough to prove there was no flood?

Real fake images

After Hurricane Helene in October 2024, an image of a crying girl holding a puppy in a rescue boat spread fast. Fact-checkers found no original photographer or news source. A digital-forensics expert pointed to details that did not hold together (UC Berkeley School of Information, October 4, 2024).

Stop and think. Why is a verification note better than posting the image with a question mark?

Sources

Real source | **UC Berkeley School of Information** | **October 4, 2024**
Hany Farid breaks down the viral Helene image

This page continues page 343. The notes for both pages are on the sheet for page 343.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 10 minutes.

Evidence A | Group-chat post

The courtyard image and its caption

Image, described: a photo-like view of the campus courtyard with water over the paving and benches. A person in the foreground holds up a phone. Caption: “Courtyard flooded today, stay away.” Shared Wednesday at 2:48 p.m. with no link, no date on the image and no original poster named.

Look closely: Underline what the caption claims. Circle what the post is missing.

What it shows

Someone says the courtyard flooded today, and the picture shows water.

One question I still have

Who posted this picture first, and when?

Evidence D | Web page

The campus facilities alerts page, checked at 3:10 p.m.

“No active alerts. Last update: Monday, 9:15 a.m. Scheduled elevator maintenance in Science Hall, completed.”

Look closely: When was this page last updated? Compare that with the caption’s claim.

What it shows

On Wednesday at 3:10 p.m., the page had no alert about the courtyard.

One question I still have

Would this page show a flood on the same day?

Pacing

Full chapter: 10 min.

Short on time: 8 min. Read Evidence A and D aloud. Students fill in only the What it shows boxes.

Say this

“Read the caption, then the alerts page. Do they agree?” — The page shows no alert, but it was last updated Monday.

“What would you need to know to trust the picture?” — List answers: who posted it first, when, another proof.

Watch for

Misconception: Students treat the detector score as a verdict. **Listen for:** “Twelve percent means it’s real.” **Then:** Ask what the tool measured and how often it is wrong. The score is silent about the flood.

Support

- Describe the image aloud before students write.
- Give Evidence A and D on half-pages with the key lines enlarged.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

Stretch

- Ask which evidence bears on how the image was made and which bears on whether the courtyard flooded.

Heat check

■□□ **Low.**

Look at the evidence, continued

What is still missing from the evidence?

We don't know who posted the picture first, or if anyone has a dated photo of water in the courtyard.

Notes

This page continues page 345. The notes for both pages are on the sheet for page 345.

Key idea: provenance

On your own Read the key idea and the code of ethics, then answer the question in the box. About 6 minutes.

Provenance is information about where an image or a document came from and how it has been handled. Check it first when an image claims to show a news event. An image can look polished and still be generated, edited, old or shared with the wrong caption. The courtyard image arrived with no link, no date and no named poster, so its provenance is unknown.

A detail or a tool can give a clue, but it cannot settle the question. An odd-looking hand is a reason to look closer. A natural-looking hand does not prove that an image is real, either. The National Institute of Standards and Technology (NIST) describes several ways to track, label, watermark and detect synthetic content, such as AI-generated images. NIST explains that each approach has technical limits.

For a claim about a real event, look for the earliest post, its date and place, and corroboration. **Corroboration** is support for a claim from an independent source. Here, that could be a campus alert or someone's dated photo of the courtyard. If you cannot confirm the claim, write a verification note. A **verification note** is a short record of what you checked, what you found and what is still unknown.

Professional standards

Real source | Radio Television Digital News Association (RTDNA)

RTDNA Code of Ethics: Truth and accuracy above all

"Journalism verifies, provides relevant context, tells the rest of the story and acknowledges the absence of important additional information."

In plain words: The RTDNA code asks news staff to say what they checked and to admit what they still do not know.

Question: The facilities page shows no active alerts but was last updated Monday. What should Jordy's note say is still unknown?

Your answer

The note should say we don't know ___.

The note should say we don't know if the courtyard flooded today, because the page has not changed since Monday.

Pacing

Full chapter: 6 min.

Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Say this

"A clue can start a question. Can it end one? Look at the hand and the score." — Neither settles the question. Both are clues.

"The RTDNA code says journalism acknowledges missing information. What is missing here?" — Wait for the first post and a dated photo.

Watch for

Misconception: Students treat the RTDNA code as a law. **Listen for:** "The crew could get in legal trouble." **Then:** Say: "The RTDNA code is guidance for news staff. It is not a law."

Support

- Preview the In the news sources. Do not show images of real people in distress, even to debunk them.

Stretch

- Use the SPJ row: what can the crew truthfully say about where the image came from?

Heat check

■□□ **Low.**

In the news

Real source | NPR | May 22, 2023

Fake viral images of an explosion at the Pentagon were probably created by AI

A realistic fake image spread fast and briefly moved markets before officials confirmed nothing happened.

Real source | CNN | May 22, 2023

'Verified' Twitter accounts share fake image of 'explosion' near Pentagon, causing confusion

A blue check was not proof: accounts that looked trustworthy still shared an image with no real source.

Notes

This page continues page 347. The notes for both pages are on the sheet for page 347.

Sort the evidence

On your own Sort each piece of evidence under the claim it bears on and fill in each box. About 6 minutes.

Two claims are in play: the flood and the image. Sort each piece of evidence under the claim it actually bears on. What would settle either one?

Evidence	Claim 1 The courtyard flooded today.	Claim 2 The image was generated by AI.
1 The image shows water in a courtyard, with no date or source	Supports	Neither
2 Facilities alerts page at 3:10 p.m.: no active alerts	Challenges	Neither
3 Secondhand report of water near the library	Supports	Neither
4 An odd hand and a 12% detector score	Neither	Leaves open

Still open

- The image's earliest source and date

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 person who posted the picture first is missing. I would ask where and when they got it.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

Say this

"Two claims are in play: the flood, and how the image was made. Sort each clue under the claim it bears on." — Model the hand together.

Watch for

Misconception: Students put the detector score under the flood claim. **Listen for:** "Low score, so the flood happened." **Then:** Ask whether the tool looked at the courtyard. It looked only at the file.

Support

- Let students write F for the flood claim or M for how it was made before writing sentences.

Heat check

Low.

Practice: choose a response

On your own Choose what Jordy should do, explain why and fix the two marked phrases. About 6 minutes.

The recap goes out at six. What should Jordy do about the courtyard image?

- ☐ **A** Post the image with a question: "Is the courtyard flooded?"
- ☐ **B** Say the image is fake, because the hand looks wrong.
- ☑ **C** Leave the image out, report what the crew checked and say the flood is not confirmed.

Why I chose it

C. The crew does not know if the flood is real. So it should say what it checked and leave the picture out.

Improve a draft

A student's first draft

Heads up everyone!! ❶ The courtyard flooded today so don't go over there. Some people are saying the picture is AI because the hand looks weird but I ran it through a detector and it said 12% AI so it's basically real. My roommate also said her friend saw water near the library earlier, so that pretty much confirms it. Stay safe and ❷ tell your friends, we don't want anyone getting hurt or ruining their shoes lol. We'll post more if we hear anything else about it.

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

Rewrite phrase 1

We can't confirm that the courtyard flooded today.

Rewrite phrase 2

Please don't share the picture until we know more.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Vote on the three options and skip the marked draft.

Say this

"The recap goes out at six. What should Jordy do about the image?" — Vote before any discussion.

Watch for

Misconception: Students choose B because the hand looks wrong. **Listen for:** "Look at the fingers, it's obviously fake." **Then:** Ask whether the image could be a real photo from another day. The hand cannot rule that out.

Support

- Read the three options aloud before students choose.

Heat check

■□□ **Low.**

Answer key

A revised version: About the courtyard flood image going around: we can't confirm it yet. We couldn't find who posted it first, and the campus alerts page shows no active alerts, though its last update was Monday. A detector gave a low score, but detectors make mistakes and can't tell us whether the event happened. So we're not sharing the image as news. If you're on campus now, check the official alert page before changing plans. We'll update here by 6 p.m. Thanks for checking before sharing. If you have a dated photo or an original post, send it to Jordy.

Grades 6—8

Your task

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

With a partner, fill an image-check card and write two sentences telling friends whether to trust the courtyard picture.

Use: The image description, caption and campus facilities page only.

You'll make: Completed card plus 2—3 sentences

Time: 45 minutes

1. Read the caption in Evidence A. Write what it says happened, and when.
2. Write who posted the picture first and when. Write "unknown" if you cannot find out.
3. Check the alerts page in Evidence D. Write what it says about a flood.
4. Decide with your partner: is the claim confirmed, false or unverified?
5. Write 2 or 3 sentences in the Your draft box that tell friends whether to trust the picture.
6. Check that your sentences do not blame the person who posted it.

Show it your way

Write it: Write 2—3 sentences with the frame "The picture shows __. It doesn't show __."

Say it: Tell a partner in 30 seconds whether you would share the picture and which proof you would want first.

Show it: Draw the image-check card as a four-box chart and circle the box that is still empty.

Prefer typing? Scan to open the online workspace.

Pacing

Full chapter: 15 min.

Short on time: 15 min.

Say this

"Fill the card first. Which box is still empty?" — Who posted it first.

Watch for

Misconception: Notes call the image fake. **Listen for:** "It's fake, ignore it." **Then:** Ask which evidence proves it fake. None does. Write "not confirmed" instead.

Support

- Image-check card: claim, who posted first, date, other proof
- Frames: "The picture shows __. It doesn't show __."
- Vocabulary cards: source, evidence, unverified
- Talk before writing

Stretch

- Add one other piece of evidence that would change your mind.

Heat check

■□□ **Low.**

Your task, continued

The claim

The courtyard flooded today.

Who posted it first

Unknown. No link and no name.

Date on the image

None. It came into the chat at 2:48 p.m.

Other proof

The alerts page shows no flood alert.

Confirmed, false or unverified?

Unverified

Your draft

The picture shows ___. It doesn't show ___.

The picture shows water in a courtyard. It doesn't show who took it or when. The campus alerts page has no flood alert, so the flood is unverified. Please don't share it yet.

This page continues page 351.

Standards

Common Core, grade 6: RI.6.1; W.6.2; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.2; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.2; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D3.1.6-8.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Separates what the image shows from what it claims
- Names a better source to check
- Uses "unverified" correctly
- Doesn't accuse the poster

What to notice in the sample:

1. Separates what the image shows from what it claims.
2. Names a better source to check.
3. Uses the word unverified correctly.

Check your work

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

Do your sentences say what the picture shows and what it doesn't show?	☑ Yes	☐ No
Do they name a better source to check?	☑ Yes	☐ No
Do they use the word "unverified" correctly?	☑ Yes	☐ No
Do they avoid blaming the person who posted it?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Treats the image as proof.	☐ Cites a detector or a detail as a verdict.	☐ Checks the earliest source and an independent record.	☐ Checks several sources and names what each can't show.
Reasoning	☐ Declares real or fake with no basis.	☐ Hedges without explaining why.	☐ Matches confidence to evidence.	☐ Separates authenticity of the file from truth of the event.
Audience & purpose	☐ Urges spreading.	☐ Warns without guidance.	☐ Gives followers a safe next step.	☐ Gives a next step, a follow-up time and a way to contribute evidence.

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students answer the Check your work questions only.

Say this

"Mark your level honestly. Then make one change and say why." — Ask for one removed verdict or one added source.

Watch for

Misconception: Revisions only soften words. **Listen for:** "I changed fake to probably fake." **Then:** Point to the Revision row. Replace the verdict with what was checked.

Heat check

■□□ **Low.**

Answer key

How to assess: The educator checks the card and sentences against the four success criteria, listening in partner talk for the difference between "unverified" and "fake."

Proficient looks like:

- **Evidence:** Checks the earliest source and an independent record.
- **Reasoning:** Matches confidence to evidence.
- **Audience & purpose:** Gives followers a safe next step.
- **Revision:** Replaces the verdict with a verification note.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Softens words only.	☐ Replaces the verdict with a verification note.	☐ Explains how each change protects followers and credibility.

One change I made

I changed ___ because ___.

🔑 I changed “it’s fake” to “unverified” because we don’t know where the picture came from.

Notes

This page continues page 353. The notes for both pages are on the sheet for page 353.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 8 minutes.

1 **What would you need beyond the image to support the caption's claim?**

Who posted it first and when, and another proof, like a campus alert or a photo with a date.

2 **Do you agree with Jordy's choice to leave the image out of the recap, and why?**

Yes. If the crew posts the picture, people might believe it even if the note says it is not confirmed.

3 **The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?**

No. The page might not be updated yet. It shows no alert, but that is not proof.

My take

I think the crew should ___ because ___.

I think the crew should say the flood is not confirmed because nobody knows who posted the picture.

The evidence that changed my first guess is ___.

The evidence that changed my first guess is the alerts page. It shows no flood alert.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Use question 4 as an exit ticket.

Say this

"Answer with a detail from a document, not a feeling about the image." — Ask for one answer per question.

Stretch

- Compare the crew's note with the RumorGuard check on the Helene image. What does each say is known and unknown?
- Going further: List every place the crew could look for the first post of the courtyard image. For each one, write what it could prove and what it could not.
- Going further: Write two captions that say the flood is not confirmed. Which one makes the image feel more trustworthy than it is? Name who could be hurt if the crew gets this wrong.
- Going further: Write two short notices that tell followers the flood is not confirmed. Ask two readers what each notice lets them conclude. Rewrite any line that made them more certain than the evidence allows.
- Going further: Before you repost an image as news, find where it first appeared. Check an official or independent source for the event. If you cannot confirm it, say so or do not share it. If you help run a club account, suggest a "check before posting" rule.
- Compare how two news organizations describe their image-verification process
- Research what content credentials record and what they cannot show

My take, continued

One question I still have is ___.

One question I still have is who took the picture first.

Notes

This page continues page 355.

Heat check

Question 1: Low.

Talk about this case at home

Case 20: Can the crew post this image as true?

In this case, a realistic image in a group chat claims that a campus courtyard flooded today. Your student checked where the image came from and wrote a short note that says what is known and what is not.

Questions to talk about

1. What would you check before you share a picture of breaking news?
2. Where does your town or school post official alerts?
3. Why can saying you are not sure yet be better than guessing?

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

See the case online.

Pacing

At home: this page takes no class time.

Say this

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

Key terms

Academic credit Academic credit is credit toward a degree that a school gives for approved work, such as an internship.
En español: créditos académicos

Accountability Accountability is owning a mistake and doing what you said you would do to fix it.
En español: rendición de cuentas

ADA coordinator An ADA coordinator is the staff member a government names to handle disability access questions and complaints.
En español: coordinador de la ADA

Agenda item An agenda item is one topic listed on a meeting's official schedule of business.
En español: punto del orden del día

Attribution Attribution is naming the person who made a work, such as a song, a photo or a video.
En español: atribución

Authority Authority is the power a person or group has to make or change a particular rule or decision.
En español: autoridad

Barrier A barrier is something that blocks or limits a person from taking part.
En español: barrera

Challenge A challenge is a formal request to remove or restrict a book or other library material.
En español: impugnación

Claim A claim is a statement that something is true. You can check a claim with evidence.
En español: afirmación

Compensation Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.
En español: compensación

Consent Consent is permission a person gives for something specific, such as sharing a record with a named person.
En español: consentimiento

Context Context is the information around an event or a quote that you need to understand what it means.
En español: contexto

Correction A correction is a public statement that replaces wrong information with accurate information.
En español: corrección

Corroboration Corroboration is support for a claim from an independent source.
En español: corroboración

Criteria Criteria are the standards or reasons a group uses to make a decision.
En español: criterios

Decision-maker A decision-maker is the person or group with the power to make a particular choice.
En español: quien toma la decisión

Disclosure A disclosure is a clear statement that tells people about a relationship or fact they would want to know.
En español: divulgación

Say this

"Each definition here matches the one in the case, word for word." — Show one term in both places.

"The Spanish term follows each definition." — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses "claim" to mean "lie." **Then:** Have the student reread the definition and the case's "In this case" line together.

Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

Key terms, continued

Documentation Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.
En español: documentación

Education record An education record is a record directly about a student that a school or college keeps.
En español: expediente educativo

Eligibility Eligibility is meeting the requirements for a particular service or program.
En español: elegibilidad

Endorsement An endorsement is a message that shares someone's opinion or experience of a product to promote it.
En español: respaldo

Equal Pay Act The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.
En español: Ley de Igualdad Salarial

Equity Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.
En español: equidad

Evaluation An evaluation is a school's formal process for learning about a student's needs, using more than one measure.
En español: evaluación

Expenditure An expenditure is money that a government or an organization spends.
En español: gasto

Fact pattern A fact pattern is the specific set of facts in a situation that a rule is applied to.
En español: conjunto de hechos

Fair Labor Standards Act The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.
En español: Ley de Normas Justas de Trabajo

Fair use Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.
En español: uso justo

FERPA FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.
En español: FERPA (Ley de Derechos Educativos y Privacidad de la Familia)

FICA FICA is the federal payroll tax that funds Social Security and Medicare.
En español: FICA (Seguro Social y Medicare)

Framing Framing is choosing which parts of a situation a message brings forward.
En español: encuadre

Gross pay Gross pay is the money you earn before any taxes or other deductions are taken out.
En español: salario bruto

Holding statement A holding statement is a short update that says what is known, what is still being checked and when people will hear more.
En español: comunicado provisional

Jurisdiction A jurisdiction is the place or area where a particular government or rule has authority.
En español: jurisdicción

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Support

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Key terms, continued

Learning goal A learning goal is the knowledge or skill that a task is meant to show.
En español: meta de aprendizaje

License A license is permission from a rights holder to use a work under specific terms.
En español: licencia

Local acceptance Local acceptance is the list of materials that your own city's recycling or compost program actually takes.
En español: materiales aceptados en tu ciudad

Material connection A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.
En español: conexión material

Net pay Net pay is the money left after taxes and other deductions, often called take-home pay.
En español: salario neto

Per-pupil amount A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.
En español: monto por estudiante

Precedent A precedent is an earlier court decision that judges use as a guide in similar later cases.
En español: precedente

Primary beneficiary test The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.
En español: prueba del beneficiario principal

Program access Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.
En español: acceso a los programas

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

Provenance Provenance is information about where an image or a document came from and how it has been handled.
En español: procedencia

Public record A public record is information a government keeps that anyone can ask to see, such as meeting comments.
En español: registro público

Reasonable accommodation A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.
En español: acomodo razonable

Reconsideration policy A reconsideration policy is a library's written process for reviewing a challenge to a book.
En español: política de reconsideración

Registration Registration is signing up with your election office so that you are on the list of people who can vote.
En español: inscripción electoral

Remit A remit is the set of matters that a committee or other body is responsible for and can act on.
En español: competencia

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Key terms, continued

Reuse Reuse is using an item again instead of throwing it away after one use.
En español: reutilización

Revenue Revenue is money that comes into a government or an organization, such as taxes and grants.
En español: ingresos

Sample ballot A sample ballot is a preview of the contests and measures that will appear on your ballot.
En español: boleta de muestra

Selection criteria Selection criteria are the written standards a library uses to decide which materials to include.
En español: criterios de selección

Source reduction Source reduction is preventing waste before it is created, for example by buying less packaging.
En español: reducción en la fuente

Substantial disruption Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities.
En español: alteración sustancial

Title VII Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.
En español: Título VII

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

Verification note A verification note is a short record of what you checked, what you found and what is still unknown.
En español: nota de verificación

Voter guide A voter guide is a document that explains or recommends choices in an election.
En español: guía para votantes

Withholding Withholding is money an employer takes out of each paycheck to pay taxes or other costs for the worker.
En español: retención

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My progress

After each case, write the date and your level for each skill: Beginning, Developing, Proficient or Advanced.

Case	Date	Evidence	Reasoning	Audience and purpose	Revision
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

Say this

"After each case, mark your level for Evidence, Reasoning, Audience and purpose, and Revision." — Use the rubric on the case's Check your work page.

"Pick one row you want to raise next time." — Students keep this page private.

Watch for

Misconception: My progress is a grade. **Listen for:** "Is this going in the grade book?" **Then:** Explain that it is a self-check; grades come from your scoring with the rubric.

Support

- Model one row with Case 1 before students fill in their own.

My progress, continued

Case	Date	Evidence	Reasoning	Audience and purpose	Revision
18					
19					
20					

Say this

"After each case, mark your level for Evidence, Reasoning, Audience and purpose, and Revision." — Use the rubric on the case's Check your work page.

"Pick one row you want to raise next time." — Students keep this page private.

Watch for

Misconception: My progress is a grade. **Listen for:** "Is this going in the grade book?" **Then:** Explain that it is a self-check; grades come from your scoring with the rubric.

Support

- Model one row with Case 1 before students fill in their own.

Track the work across the year

Each case has the same four rubric rows, so growth is easy to see. Mark the level each student or group reached, case by case.

Case	Evidence	Reasoning	Audience	Revision	Took a civic step
1 Is the screening canceled?					
2 Does the worksheet show what Dec knows?					
3 What should a group do after a public mistake?					
4 Who gets a say when a shared room changes?					
5 Why is my deposit smaller than what I earned?					
6 What can your family see in your college records?					
7 Did one complaint get the novel banned?					
8 Is it a recommendation or an ad?					
9 What is on your ballot, and where do you check?					
10 Whose job is it to fix the blocked route?					
11 Why are Jordy and Gia paid different rates?					
12 When can a school limit what students say?					
13 Can the crew cut waste before it reaches the bin?					
14 Does giving credit let the crew use the song?					
15 Is Rafa's unpaid internship really a job?					

Track the work across the year, continued

Case	Evidence	Reasoning	Audience	Revision	Took a civic step
16 Who wrote the new building rule?					
17 How should the crew give out ten free seats?					
18 Why is the theater curtain still falling apart?					
19 What should Gia say in her two-minute comment?					
20 Can the crew post this image as true?					

About course names and standards

AP, Pre-AP and IB activities are practice designed by No, Pero Why?. They are not official College Board or IB materials. Honors expectations are set by your school.

Framework sources

Common Core State Standards for English Language Arts and Literacy (grades 6—8) and the C3 Framework for Social Studies State Standards

- Common Core State Standards: Reading Informational Text, grade 8: https://www.thecorestandards.org/ELA-Literacy/RI/8/
- Common Core State Standards: Speaking and Listening, grade 8: https://www.thecorestandards.org/ELA-Literacy/SL/8/
- Common Core State Standards: Writing, grade 8: https://www.thecorestandards.org/ELA-Literacy/W/8/
- Common Core State Standards: Literacy in History/Social Studies, grades 6—8: https://www.thecorestandards.org/ELA-Literacy/RH/6-8/
- National Council for the Social Studies: College, Career, and Civic Life (C3) Framework: https://www.socialstudies.org/standards/c3

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