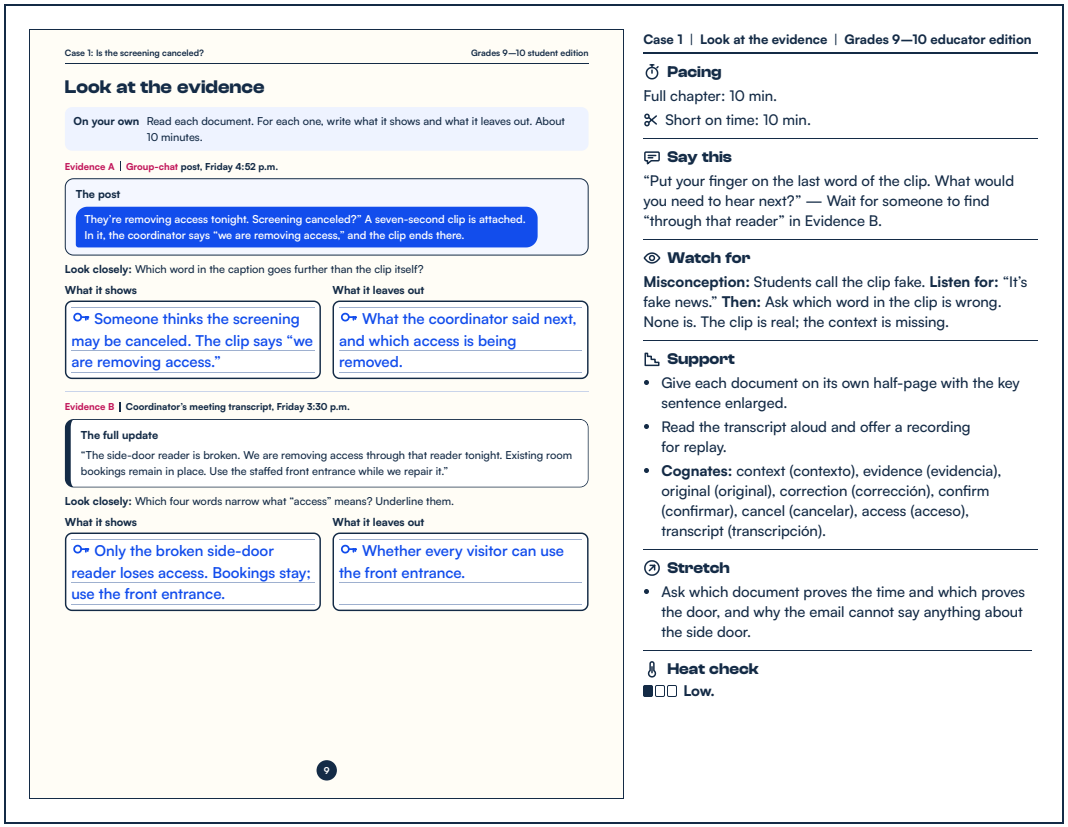
¿No, pero Why?

Educator edition

Grades 9–10

Grades 9 and 10 English, civics, journalism and social studies classes.

20 cases



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?	Write a holding statement and a follow-up correction for the same chat, twenty minutes apart.	Two messages (30—50 words and 60—90 words) plus a two-sentence rationale	100	50	SPJ Code of Ethics
2 Does the worksheet show what Dec knows?	Draft a message to the teacher in Dec's voice, written with his permission, that describes the observations and asks about support options.	Email, 60—100 words, plus 2-sentence note on what you left out and why	94	50	CEC Ethical Principles and Practice Standards
3 What should a group do after a public mistake?	Write a correction and a one-paragraph repair plan with a named owner and a date to check it.	Correction (70—100 words) plus repair paragraph (80—120 words)	92	50	PRSA Code of Ethics
4 Who gets a say when a shared room changes?	Prepare a 90-second public comment recommending an option, using at least one figure accurately.	90-second spoken comment (about 200 words) with written script	91	50	ASPA Code of Ethics
5 Why is my deposit smaller than what I earned?	Write Gia's payroll question and a short explainer for a friend starting their first job.	Payroll message (50—80 words) plus explainer (150—200 words)	93	50	PayrollOrg Code of Ethics
6 What can your family see in your college records?	Write Rafa a one-page guide separating paying the bill from seeing grades.	One-page guide, 200—250 words	91	50	AACRAO Ethics and Practice
7 Did one complaint get the novel banned?	Write input to the review committee using the published selection criteria.	Written input, 150—200 words	91	50	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?	Write a revised script and caption and a short note on why a tag alone isn't enough.	Script (60—90 seconds) plus 100-word note	98	50	FTC Endorsement Guides (16 CFR Part 255)
9 What is on your ballot, and where do you check?	Write a nonpartisan explainer on one local contest: what the office does, what's on the ballot, and where to verify.	Explainer, 250—350 words	97	50	SPJ Code of Ethics
10 Whose job is it to fix the blocked route?	Write an access report to the city's ADA coordinator about the blocked route.	Report, 120—170 words	92	50	ASPA Code of Ethics
11 Why are Jordy and Gia paid different rates?	Build a private comparison sheet and draft Jordy's message to the supervisor.	Sheet plus a message of 80—120 words	78	50	SHRM Code of Ethics
12 When can a school limit what students say?	Write a fact-pattern brief comparing Tinker with the wear-blue plan and the walkout.	Brief, 300—400 words	83	50	ABA Model Rules of Professional Conduct
13 Can the crew cut waste before it reaches the bin?	Write a proposal to the event organizers for one purchasing change, with a measurement plan.	Proposal, 250—350 words	83	50	FTC Green Guides (16 CFR Part 260)
14 Does giving credit let the crew use the song?	Write a four-factor analysis of the crew's planned use and recommend a path.	Analysis, 300—400 words	105	50	AIGA Standards of Professional Practice

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
15 Is Rafa's unpaid internship really a job?	Turn the seven DOL factors into an internship questions sheet and fill it in with the studio's answers.	Questions sheet plus 150-word summary	103	50	NACE Principles for Ethical Professional Practice
16 Who wrote the new building rule?	Write Sami's message to the building manager asking about the rule and requesting access after 8 p.m.	Message, 90—130 words	98	50	ABA Model Rules of Professional Conduct
17 How should the crew give out ten free seats?	Write a 150-word decision note defending one option, its strongest objection and one revision.	Decision note, 150 words	95	50	The Belmont Report
18 Why is the theater curtain still falling apart?	Correct a misleading social post that compares mismatched budget figures, then write a better comparison.	Correction post (80—120 words) plus worked calculation	84	50	ASPA Code of Ethics
19 What should Gia say in her two-minute comment?	Cut Gia's long draft into a 90-second comment, then write a note explaining what you cut and why.	90-second comment plus a 100-word cutting note	80	50	ASPA Code of Ethics
20 Can the crew post this image as true?	Write the verification note Jordy posts instead of the image, plus a one-paragraph explanation of your choices.	Note (50—80 words) plus 120-word rationale	79	50	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.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

RI.9-10.6 Identify an author's view or purpose and analyze how the author uses rhetoric to advance it. **Cases 1 and 3**

RI.9-10.8 Evaluate an argument's claims, reasoning and evidence, and identify false statements and faulty reasoning. **Cases 1, 2, 3 and 4**

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence. **Cases 13, 14, 17 and 19**

W.9-10.1.a Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly. **Cases 1, 2, 3 and 4**

W.9-10.1.b Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind. **Cases 1, 2, 3 and 4**

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately. **Cases 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 18 and 20**

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience. **Cases 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

D2.Civ.1.9-12 C3 Framework. Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. **Cases 9 and 19**

D2.Civ.10.9-12 C3 Framework. Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. **Cases 3, 7, 12 and 14**

D2.Civ.11.9-12 C3 Framework. Evaluate how well different government decision-making procedures meet their civic purposes at each level. **Cases 17 and 18**

D2.Civ.12.9-12 C3 Framework. Analyze how people use and challenge laws at different levels to address public issues. **Cases 5, 6, 7, 10, 11, 14, 15 and 16**

D2.Civ.13.9-12 C3 Framework. Evaluate public policies by their intended and unintended outcomes and consequences. **Cases 2, 4, 5, 10, 15, 16 and 18**

D2.Civ.14.9-12 C3 Framework. Analyze past, present and emerging ways of changing society, promoting the common good and protecting rights. **Case 11**

D2.Civ.2.9-12 C3 Framework. Analyze the role of citizens in the U.S. political system, including how participation has changed over time. **Case 9**

D2.Civ.3.9-12 C3 Framework. Analyze how constitutions, laws, treaties and international agreements affect national and international order. **Case 14**

D2.Civ.4.9-12 C3 Framework. Explain how the U.S. Constitution sets up a government whose powers and limits have changed and are still debated. **Case 12**

Standards in this edition, continued

D2.Civ.6.9-12 C3 Framework. Critique the relationships among governments, civil society and markets. **Cases 8, 15 and 16**

D2.Civ.9.9-12 C3 Framework. Use fitting deliberative processes in different settings. **Cases 4, 17 and 19**

D2.His.1.9-12 C3 Framework. Evaluate how events were shaped by their time and place and by the wider historical context. **Case 11**

D3.1.9-12 C3 Framework. Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. **Cases 1, 6 and 9**

D3.2.9-12 C3 Framework. Judge a source's credibility by looking at how experts value it. **Cases 8 and 20**

D3.3.9-12 C3 Framework. Draw evidence from several sources to find inconsistencies, then revise or strengthen claims. **Case 20**

D3.4.9-12 C3 Framework. Refine claims and counterclaims for precision and significance, noting the strengths and limits of each. **Case 12**

D4.3.9-12 C3 Framework. Present arguments and explanations to audiences outside the classroom in print, oral or digital form. **Cases 1, 3 and 20**

D4.6.9-12 C3 Framework. Use one or more disciplines to understand the causes of local, regional and global problems and the challenges of addressing them. **Case 13**

D4.7.9-12 C3 Framework. Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. **Cases 2, 13 and 16**

D4.8.9-12 C3 Framework. Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. **Cases 7, 18 and 19**

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:** Keep the case concepts available as a reference rather than pre-teaching them all.
- **Read aloud:** Read the key source aloud once for the class.
- **Bilingual planning:** Allow planning notes in any language, provide the Spanish glossary and pair students who share a language for source analysis. Never ask a student to disclose a disability, immigration status, family finances or private records to take part.
- **Oral rehearsal:** Use a two-minute partner rehearsal of the main claim before drafting.
- **Other ways to respond:** Where a route's product is informational, allow a recorded explainer or an annotated slide in place of prose.

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.

Contents

1	Is the screening canceled?	3
2	Does the worksheet show what Dec knows?	22
3	What should a group do after a public mistake?	43
4	Who gets a say when a shared room changes?	62
5	Why is my deposit smaller than what I earned?	81
6	What can your family see in your college records?	101
7	Did one complaint get the novel banned?	120
8	Is it a recommendation or an ad?	140
9	What is on your ballot, and where do you check?	160
10	Whose job is it to fix the blocked route?	181
11	Why are Jordy and Gia paid different rates?	201
12	When can a school limit what students say?	220
13	Can the crew cut waste before it reaches the bin?	240
14	Does giving credit let the crew use the song?	261
15	Is Rafa's unpaid internship really a job?	282
16	Who wrote the new building rule?	301
17	How should the crew give out ten free seats?	321
18	Why is the theater curtain still falling apart?	341
19	What should Gia say in her two-minute comment?	360
20	Can the crew post this image as true?	379

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:

- summarize a short source accurately
- explain the difference between a claim and evidence
- write a short message for a named reader

Objectives

Students will be able to:

- separate what is known from what is still being checked

Objectives, continued

- write a holding statement that names what is being checked and when an update will come
- write a correction that replaces the claim with supported details and cites a source
- explain one word choice and its effect in a two-sentence rationale

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write a holding statement and a follow-up correction for the same chat, twenty minutes apart.

Students make: Two messages (30—50 words and 60—90 words) plus a two-sentence rationale

Pacing

Opener (page 3): 6 min. Short on time: 5 min. Read What happened aloud. Skip the opening question.

Key terms (pages 4 and 5): 6 min. Short on time: skip. Define claim and holding statement aloud in one minute.

Pacing, continued

Look at the evidence (page 9): 10 min. Short on time: 10 min.

Look at the evidence (page 10): 6 min. Short on time: 3 min. Read Evidence C aloud. Students fill in only its "What it shows" box.

Key idea (pages 11 and 12): 8 min. Short on time: skip. Assign the key idea as reading for the next class.

Sort the evidence (page 13): 8 min. Short on time: skip.

Practice (page 14): 8 min. Short on time: 8 min.

Your task (page 15): 6 min. Short on time: 3 min. Read the steps aloud. Students fill in only the Known now box.

Your draft (page 16): 20 min. Short on time: 16 min. Students write both messages in class and finish the rationale at home.

Check your work (pages 17 and 18): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 19 and 20): 14 min. Short on time: 5 min. Use question 1 as an exit ticket.

Talk about this case at home (page 21): at home.

Periods: full chapter 100 minutes; one period 50 minutes.

Case 1 plan, continued

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

RI.9-10.6 Identify an author's view or purpose and analyze how the author uses rhetoric to advance it.

RI.9-10.8 Evaluate an argument's claims, reasoning and evidence, and identify false statements and faulty reasoning.

W.9-10.1.a Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly.

W.9-10.1.b Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D3.1.9-12 Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students use the corroborative value of the booking email to confirm the transcript.

Standards, continued

D4.3.9-12 Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt their explanation into a group-chat update for an audience outside the classroom.

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 (page 9):** Low
■□□ **Look at the evidence (page 10):** Low
■□□ **Key idea (pages 11 and 12):** Low
■■□ **Sort the evidence (page 13):** Medium
■■□ **Practice (page 14):** Medium
■□□ **Check your work (pages 17 and 18):** 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

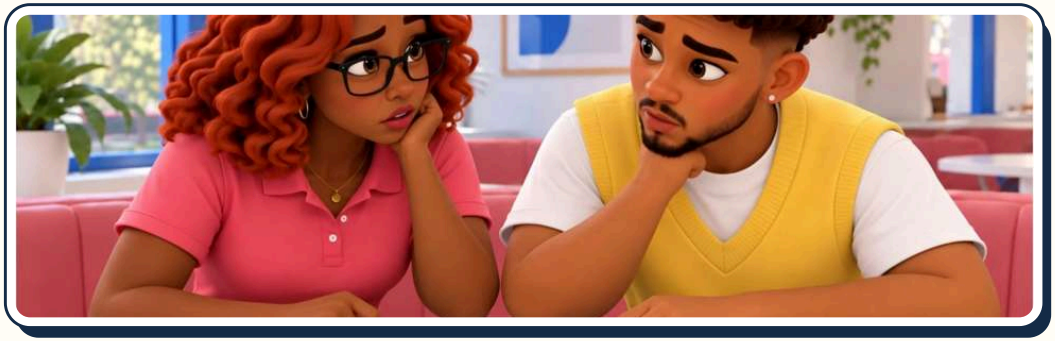
- Scholastic, "Sunrise on the Reaping announcement," June 6, 2024
- Robert M. Entman, "Framing," 1993
- Society of Professional Journalists, "SPJ Code of Ethics," September 6, 2014

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 6 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: 6 min.

Short on time: 5 min. Read What happened aloud. Skip 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 6 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: 6 min.

Short on time: skip this page. Skip this page. Define claim and holding statement aloud in one minute.

Say this

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

Watch for

Misconception: Students 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?

My first guess is ___, because ___.

My first guess is that the room is closing, because the clip says access is being removed.

Notes

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

Reading passage

What the crop left out

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 6 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: Ten minutes before Gia's shift

On Friday afternoon, the Common Room smells like coffee and cardboard. The shared event space sits inside a bookshop in Fort Greene, Brooklyn, and tonight it belongs to the crew. Mateo booked it for a 6 p.m. screening, their first in the neighborhood, and he has been dragging folding chairs into rows since lunch. Jordy is running a caption test on the projector. Gia is squeezing in an hour of help between class and a café shift. Sami is on the train from the print shop.

At 4:52 p.m., the group chat lights up. Someone has forwarded a seven-second clip from a meeting about the room. The coordinator says, "we are removing access," and the video ends. The caption reads, "They're removing access tonight. Screening canceled?"

The pressure arrives at once. Gia sees people asking whether to turn around, and she wants to protect them from a wasted trip. Mateo admits he wants the clip to be fake. Jordy, who spends a lot of time with edited video, notices that the clip stops in the middle of a sentence. Before anyone answers, Jordy asks for the rest of the recording.

In this case, you are the person who reads the full transcript before Gia posts. That is a small job with large effects, because every guest who sees the chat will act on what the crew says next.

Stop and think. Gia and Mateo both have reasons to want a quick answer. How could each reason push the crew toward a mistake?

Pacing

Reading: about 6 min (658 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Ten minutes before Gia's shift":** Gia and Mateo both have reasons to want a quick answer. How could each reason push the crew toward a mistake?
2. **After "Three possible replies, one set of facts":** Why is "The post is fake" a weaker reply than a holding statement, even though the screening is on?
3. **After "Framing in the real world":** Where have you seen a cropped clip or screenshot change what people thought happened?

Three possible replies, one set of facts

The caption makes a **claim**, a statement that something is true. You can check a claim with evidence. The coordinator's meeting transcript from 3:30 p.m. is the original source. It says the side-door reader is broken and that access is being removed "through that reader tonight." It adds that existing room bookings remain in place and that people should use the staffed front entrance. Mateo's booking email, sent Tuesday, confirms the event for 6 to 9 p.m. It lists a step-free front entrance with staff at the desk from 5:30.

Context is the information around an event or a quote that you need to understand what it means. With context, the clip means something narrow: one door is closed. Without it, the clip seems to cancel the whole night.

Consider the three replies the crew could send. "Cancel your plans" spreads the rumor before anyone checks. "The post is fake" goes too far, because the clip is real. The problem is what it leaves out. The strongest first move is a **holding statement**, a short update that says what is known, what is still being checked and when people will hear more. Jordy posts one: "We're checking the original. Hold your plans for a moment." Then Gia corrects the claim in the same chat where it started. She gives the time and the front entrance, which Sami needs because she usually comes in the side way.

> **Stop and think.** Why is "The post is fake" a weaker reply than a holding statement, even though the screening is on?

Framing in the real world

Media researcher Robert Entman described **framing** as a process of selection and emphasis (Robert M. Entman, "Framing," 1993). Framing is choosing which parts of a situation a message brings forward. A crop is one of the simplest frames. It keeps "removing access" and drops "through that reader." You do not need to prove intent to point out a frame. You only need to show what the edit leaves out.

Real fact-checkers see the same pattern with screenshots. PolitiFact examined an image that looked like a story from The Atlantic about President Biden. It looked official, but the outlet never published it (PolitiFact, August 1, 2022). PBS NewsHour Classroom teaches students to treat a screenshot as a claim, not proof, and to trace it back to the original post (PBS NewsHour Classroom, November 17, 2022).

Professional codes say the same thing. The Society of Professional Journalists tells reporters to "verify information before releasing it" and to "use original sources whenever possible" (SPJ Code of Ethics, September 6, 2014). The crew's version of that rule is small and concrete: find the full transcript, then post. Every later case in this series builds on that first skill.

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

Stop and think. Where have you seen a cropped clip or screenshot change what people thought happened?

Sources

Real source | Robert M. Entman | 1993
Framing

Real source | PolitiFact | August 1, 2022
Viral image shows fake story from The Atlantic about Biden

Real source | PBS NewsHour Classroom | November 17, 2022
Lesson plan: How to spot fake screenshots on social media

Real source | Society of Professional Journalists | September 6, 2014
SPJ Code of Ethics

Notes

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 10 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 may be canceled. The clip says "we are removing access."

What it leaves out

What the coordinator said next, and which access is being removed.

Evidence B | Coordinator's meeting transcript, Friday 3:30 p.m.

The full update

"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."

Look closely: Which four words narrow what "access" means? Underline them.

What it shows

Only the broken side-door reader loses access. Bookings stay; use the front entrance.

What it leaves out

Whether every visitor can use the front entrance.

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

"Put your finger on the last word of the clip. What would you need to hear next?" — Wait for someone to find "through that reader" in 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

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, 6—9 p.m. The front entrance is step-free and staffed.

What it leaves out

Anything about the side door. It was sent on Tuesday, before the Friday meeting.

What is still missing from the evidence?

Whether every visitor can use the staffed front entrance (the email says step-free, not that every arrival need is covered), who first cropped the clip and why, and how many people already changed their plans.

Notes

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read Evidence C aloud. Students fill in only its "What it shows" box.

Say this

"Put your finger on the last word of the clip. What would you need to hear next?" — Wait for someone to find "through that reader" in 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.**

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

The transcript goes on to say ___.

The transcript goes on to say access is removed "through that reader tonight" and that existing room bookings remain in place.

Pacing

Full chapter: 8 min.

Short on time: skip this page. Assign the key idea as reading for the next class.

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 11. The notes for both pages are on the sheet for page 11.

Sort the evidence

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

The coordinator's and the poster's. I would ask the coordinator whether every visitor can use the front entrance, and ask the poster where the clip came from.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

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 names the uncertainty without repeating the claim as fact. A could make people change plans too early. C goes further than the evidence, because the clip is real.

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 stops before the coordinator says which access.

Rewrite phrase 2

Please use the staffed, step-free front entrance. The side door is closed.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

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 9—10

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 6 minutes.

Write a holding statement and a follow-up correction for the same chat, twenty minutes apart.

Use: All three documents: screenshot, full transcript and booking email.

You'll make: Two messages (30—50 words and 60—90 words) plus a two-sentence rationale

Time: 50 minutes

1. Reread Evidence A and B. Underline the words the clip cut off.
2. Fill in the planner: what you know now and what you are still checking.
3. Write Message 1, a holding statement of 30 to 50 words. Say when you will post again.
4. Write Message 2, a correction of 60 to 90 words. Give the time, entrance and source.
5. Write a rationale of two sentences that explains one word choice.
6. Check both messages with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

Known now

We know that ___.

The screening is booked for Friday, 6—9 p.m. Only the side-door reader is losing access. Existing bookings stay in place.

Still checking

We are still checking ___.

Whether every visitor can use the front entrance, and who cropped the clip.

When you will post again

In 20 minutes, the same time Mateo promised

Pacing

Full chapter: 6 min.

Short on time: 3 min. Read the steps aloud. Students fill in only the Known now box.

Say this

"Your first message goes out while you are still checking. What can you say for sure at 5:05?" — Give students one minute to list what they know before anyone writes.

Watch for

Misconception: The holding statement repeats the rumor. **Listen for:** "We heard the screening is canceled, we're checking." **Then:** Have students cross out "canceled" and name what they are checking instead.

Support

- Two-column organizer: known now, checking
- Model holding statement from Jordy to annotate
- Checklist: time, place, entrance, contact

Standards

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

C3 Framework: D3.1.9-12; D4.3.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Holding statement names what is being checked and when an update will come
- Correction replaces the claim with supported details
- Cites a specific source
- Rationale explains a word choice

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Message 1: holding statement, 30 to 50 words

We saw ___. We're checking ___.

We saw the clip about the Common Room. We're checking the full meeting update right now, so please hold your plans for a moment. We'll post again here in 20 minutes with an answer.

Message 2: correction, 60 to 90 words

Update: the screening is ___.

Update: the screening is on, Friday 6—9 p.m. The clip stopped before the coordinator said access is being removed "through that reader," meaning the broken side door. Use the staffed front entrance instead. It's step-free, and staff are at the desk from 5:30. I checked the coordinator's full transcript and Mateo's booking email. Need help getting in? Message the coordinator before you leave.

Rationale, two sentences

I chose ___ because ___.

I didn't repeat the word "canceled" in my first message, because people might read only that one word. I gave a time for the next update so people who are already traveling know when to check back.

Pacing

Full chapter: 20 min.

Short on time: 16 min. Students write both messages in class and finish the rationale at home.

Say this

"Read Message 2 as someone who is already on the train. Do you know what to do next?" — Partners read each other's Message 2 aloud.

Watch for

Misconception: Corrections guess at the poster's motive. **Listen for:** "Whoever posted it wanted drama." **Then:** Point to the Reasoning row: a guess about motive keeps a draft at Developing.

Answer key

What to notice in the sample:

1. A specific time tells people who are already traveling when to look again.
2. Quotes the exact words the crop removed.
3. Names the sources so readers can check them.
4. Gives readers a next step and a contact.

Check your work

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

Does Message 1 say what is being checked and when the next update will come?	☑ Yes	☐ No
Does Message 2 replace the claim with the time, the entrance and a source?	☑ Yes	☐ No
Does your rationale explain one word choice?	☑ Yes	☐ No
Did you leave out guesses about why the clip was posted?	☑ 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: 8 min.

Short on time: skip this page. Collect drafts and score them with the rubric yourself.

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: Both messages are scored with the case rubric's Evidence and Audience rows, and the rationale is scored for naming a specific word choice and its effect.

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 after feedback

I changed ___ because ___.

🔑 I removed my guess about why the clip was posted and added the name of the transcript, so readers can check it.

Notes

This page continues page 17. The notes for both pages are on the sheet for page 17.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 14 minutes.

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

The crop ended at “we are removing access,” one sentence before “through that reader.” The caption filled the gap with the biggest meaning.

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

No. Nothing in the sources shows what the poster knew. A guess about motive weakens the correction and can start a new argument.

3 Jordy’s holding message does not repeat the word “canceled.” Why might that matter?

Some people read only one word. If the holding message says “canceled,” they might take it as the answer.

My take

My claim: ___.

The crew should post a holding message, then a correction with the time, the entrance and the source.

The best evidence is ___, because ___.

The transcript, because it has the words the clip cut off: “through that reader.”

Pacing

Full chapter: 14 min.

Short on time: 5 min. Use question 1 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.
- Write a one-paragraph policy for how the Common Room posts urgent updates

My take, continued

Someone who disagrees might say ___.

A fast warning protects people who are already traveling.

I would change my mind if ___.

The coordinator said the room itself was closing.

Notes

This page continues page 19.

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:

- summarize a short document accurately
- tell an observation from a conclusion
- write a short message for a named reader

Objectives

Students will be able to:

- name the learning goal before describing any result
- describe two observations without diagnosing
- ask a question the teacher can answer
- explain what they left out of the message, for accuracy and for privacy

Materials

- This chapter, one copy per student
- Evidence A and B
- The IDEA rule as summarized in the key idea
- The case rubric, printed on the Check your work page

The task in this edition

Task: Draft a message to the teacher in Dec's voice, written with his permission, that describes the observations and asks about support options.

Students make: Email, 60—100 words, plus 2-sentence note on what you left out and why

Pacing

Opener (page 22): 6 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 23 and 24): 6 min. Short on time: skip. Define evaluation and eligibility aloud in one minute.

Look at the evidence (pages 28 and 29): 12 min. Short on time: 10 min. Read Evidence B aloud. Students fill in only the "What it shows" boxes.

Key idea (pages 30 and 31): 10 min. Short on time: 5 min. Read the third paragraph of the key idea aloud. Skip the code of ethics.

Pacing, continued

Sort the evidence (pages 32 and 33): 8 min. Short on time: skip.

Practice (page 34): 8 min. Short on time: 6 min. Vote on the options. Skip the draft fixes.

Your task (pages 35 and 36): 8 min. Short on time: 5 min. Students fill in only the two observation boxes.

Your draft (page 37): 18 min. Short on time: 15 min. Students write the email in class and the note at home.

Check your work (pages 38 and 39): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 40 and 41): 10 min. Short on time: 5 min. Use question 3 as an exit ticket.

Talk about this case at home (page 42): at home.

Periods: full chapter 94 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

RI.9-10.8 Evaluate an argument's claims, reasoning and evidence, and identify false statements and faulty reasoning.

Case 2 plan, continued

Standards, continued

W.9-10.1.a Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly.

W.9-10.1.b Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate the intended outcome of varied-measure rules and what can still go wrong in practice.

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students identify an appropriate school contact and a question as their action option.

Codes of ethics

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

Codes of ethics, continued

- **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 22):** Medium

■□□ **Key terms (pages 23 and 24):** Low

■□□ **Look at the evidence (pages 28 and 29):** Low

■□□ **Key idea (pages 30 and 31):** Low

■■□ **Sort the evidence (pages 32 and 33):** Medium

■■□ **Practice (page 34):** Medium

■□□ **Check your work (pages 38 and 39):** 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
- 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

Try it at your school, continued

- 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: skip this page. Skip this page. Define evaluation and eligibility aloud in one minute.

Say this

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

Watch for

Misconception: Students think "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?

My first guess is ___, because ___.

My first guess is that Dec needs more practice, because he loses his place on the written sheet.

Notes

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

Reading passage

Is the test measuring the right thing?

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: A cue sheet with no numbers

The study table is covered in wire, a battery pack and a drawing that is getting bigger by the minute. Anika, 16, and Dec, 17, are building a light circuit for a school set, and rehearsal starts in twenty minutes. Dec can trace the current out loud without a pause: battery, switch, LED and back. On the written practice sheet, he gets halfway through a question and loses his place. The sheet has six dense paragraphs and one small diagram. “It’s like a cue sheet with no numbers,” he says.

Anika’s first instinct is repetition. She suggests running the same timed practice sheet again. Later she admits she kept pointing at the page and saying “it’s right there” without ever looking at how the question was written. When she sketches the circuit larger, Dec traces the whole path correctly. Mari, 19, is on her break from the bookshop. She switches between print and audio in her own reading, and she does not assume she knows why Dec is stuck. She asks him to walk her through it first.

Dec is clear about one boundary. He wants help with this task, but he does not want his friends to diagnose him. Before anyone tells his teacher, Ms. R, what he needs, they have to ask him.

Stop and think. Anika’s first idea was to repeat the timed sheet. What would a second try on the same sheet show, and what would it miss?

Reading the goal line

In Case 1, you found the original source before trusting a cropped clip. The original source here is the practice brief. Its goal line reads: “Explain how a simple circuit works.” The brief lists no time limit.

Pacing

Reading: about 5 min (589 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: A cue sheet with no numbers”:** Anika’s first idea was to repeat the timed sheet. What would a second try on the same sheet show, and what would it miss?
2. **After “Reading the goal line”:** How would you know that a new format shows Dec’s learning more clearly instead of giving away the answer?
3. **After “Where the crew’s power ends”:** Why does a study session fall outside the IDEA evaluation rule?

Reading the goal line, continued

A **learning goal** is the knowledge or skill that a task is meant to show. Once you know the goal, you can ask a sharper question. Is the sheet measuring circuit understanding, reading speed or both? Dec's study-table notes answer part of it. Out loud, with the larger sketch, he traced the whole circuit correctly. On paper, he skipped a line in the instructions and answered a different question from the one asked.

Case 1 also gave you the word **context**, the information around an event or a quote that you need to understand what it means. A single written answer is a little like a cropped clip. It is real, but it leaves out the spoken explanation that shows what Dec knows.

Stop and think. How would you know that a new format shows Dec's learning more clearly instead of giving away the answer?

Where the crew's power ends

The crew can change a practice plan. It cannot decide what support Dec qualifies for. 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. Under IDEA, a federal law, a public school must use varied tools in an evaluation, and no single measure can be the only basis for deciding eligibility (U.S. Department of Education, IDEA regulations, 34 CFR 300.304). Special educators hold themselves to a similar standard. The Council for Exceptional Children asks them to use assessments that "accurately measure what is intended to be measured" (CEC Ethical Principles and Practice Standards, no date listed).

Federal guidance on testing makes the same point from another side. Tests should measure a person's skill, not their disability (ADA.gov, U.S. Department of Justice, February 28, 2020). Reporters are still asking whether common supports, such as extended time, help students show what they know (Education Week, October 13, 2025).

So the crew does what it can. Dec tries the clearer diagram and explains his reasoning again. Anika changes the study plan. Dec decides for himself whether to ask Ms. R about more support. Your role is to read the goal line before anyone decides what Dec knows.

Stop and think. Why does a study session fall outside the IDEA evaluation rule?

Sources

Real source | U.S. Department of Education | No date listed

IDEA regulations, 34 CFR § 300.304 (evaluation procedures)

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

Sources, continued

Real source | Council for Exceptional Children (CEC) | No date listed

CEC Ethical Principles and Practice Standards

Real source | ADA.gov (U.S. Department of Justice) | February 28, 2020

ADA Requirements: Testing Accommodations

Real source | Education Week | October 13, 2025

Does Extended Time on Tests Actually Help Students With ADHD?

Notes

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

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	What it leaves out
The goal is explaining a circuit. The page has six dense paragraphs and a small diagram.	How the sheet is scored, and what the six paragraphs are 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	What it leaves out
Out loud, Dec traced the circuit correctly. On paper, he skipped a line.	Why the layout is hard for him, and whether he wants formal support.

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?

Whether Dec wants formal support at all, how the sheet is scored, whether other students lose their place in the same layout, and what the teacher meant the six paragraphs to test.

Notes

This page continues page 28. The notes for both pages are on the sheet for page 28.

Key idea: learning goals

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 10 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: 10 min.

Short on time: 5 min. Read the third paragraph of the key idea aloud. Skip the code of ethics.

Say this

"A learning goal names what a task should show. What does this sheet show besides the goal?" — Wait for "reading the paragraphs."

"The CEC standard asks for assessments that measure what they are meant to measure. Does this sheet?" — Take a thumbs vote, then ask for evidence.

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

Besides circuits, the sheet tests ___.

Besides circuits, the sheet tests reading six dense paragraphs in order and following a small diagram.

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 30. The notes for both pages are on the sheet for page 30.

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 how the sheet is scored and whether reading counts toward the goal.

Notes

This page continues page 32. The notes for both pages are on the sheet for page 32.

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 circuit goal and gathers a second observation. A does not test the layout problem Dec described, and C decides something only a school evaluation can decide.

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

On the sheet, he lost his place and answered a different question.

Rewrite phrase 2

Could we talk about how the sheet checks the goal and about support options?

Pacing

Full chapter: 8 min.

Short on time: 6 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 9—10

Your task

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

Draft a message to the teacher in Dec's voice, written with his permission, that describes the observations and asks about support options.

Use: All three evidence cards, including the IDEA evaluation excerpt.

You'll make: Email, 60—100 words, plus 2-sentence note on what you left out and why

Time: 50 minutes

1. Underline the goal line in Evidence A.
2. List two observations from Evidence B: one spoken and one written.
3. Write one question the evidence cannot answer.
4. Write an email of 60 to 100 words in Dec's voice on the Your draft page.
5. Finish the email with one question Ms. R can answer.
6. Write a two-sentence note that explains what you left out and why.
7. Check your email with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

The learning goal

Explain how a simple circuit works.

Observation 1: spoken

Out loud, with a larger sketch, Dec traced the whole circuit correctly.

Observation 2: written

On the sheet, he skipped a line and answered a different question.

Pacing

Full chapter: 8 min.

Short on time: 5 min. Students fill in only the two observation boxes.

Say this

"Whose message is this? It is Dec's. What does he want Ms. R to know first?" — Wait for "the goal." Then write goal, observations, question on the board.

Watch for

Misconception: The email leads with the score. **Listen for:** "Dec failed the sheet again." **Then:** Point to the annotated draft. Start with what the sheet is meant to measure.

Support

- Model message with blanks
- Checklist: goal, two observations, one unknown, one question
- Glossary: evaluation, eligibility, IEP, 504
- Frame: "The goal says ___. When I ___, I ___. Could we talk about ___?"

Stretch

- Add a sentence that shows you know a classroom support conversation is not a formal evaluation.

Standards

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

C3 Framework: D2.Civ.13.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

One question the evidence cannot answer

Why is the layout hard for Dec to follow?

Notes

This page continues page 35.

Answer key

A strong response:

- Names the learning goal
- Describes two observations without diagnosing
- Asks a specific question the teacher can answer
- Keeps private records out

Your draft

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

Your email to Ms. R, 60 to 100 words

Hi Ms. R,

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 traced the whole circuit correctly. On the written sheet, I skipped a line in the instructions 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? Thanks, Dec

What I left out, and why: two sentences

I left out ___ because ___.

I left out any guess about a diagnosis, because two observations cannot show why Dec loses his place. I also left out his grades, because they are his private information.

Pacing

Full chapter: 18 min.

Short on time: 15 min. Students write the email in class and the note at home.

Say this

"Read your email as Dec. Is there any line he would not want Ms. R to see?" — Partners mark one line to cut or rewrite.

Watch for

Misconception: The email asks for easier content. **Listen for:** "Can he get an easier version?" **Then:** Ask what the notes point to: the layout, not the difficulty of the circuit.

Answer key

What to notice in the sample:

1. Leads with the learning goal, not the score.
2. Describes what happened without naming a cause.
3. Gives Ms. R a specific question she can answer.
4. Explains an omission with a reason about the evidence.

Check your work

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

Does your email name the learning goal first?	☑ Yes	☐ No
Does it describe two observations without a diagnosis?	☑ Yes	☐ No
Does it ask Ms. R a question she can answer?	☑ Yes	☐ No
Would Dec agree to send it as written?	☑ 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: 8 min.

✂ Short on time: skip this page. Collect drafts and score them with the rubric 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 email is scored with the case rubric's Evidence, Reasoning and Audience rows, and the two-sentence note is checked for a defensible reason behind each omission.

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 after feedback

I changed ___ because ___.

🔑 I replaced "I think I might have ADHD or something" with a sentence about the six long paragraphs, because the notes support that sentence.

Notes

This page continues page 38. The notes for both pages are on the sheet for page 38.

Questions to discuss

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

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

The goal line names only circuit understanding, and no time limit is listed. But six dense paragraphs mean the sheet also checks reading, so a wrong answer can come from either.

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

Check that the new sheet still asks Dec to explain the path of the current in his own words. A bigger diagram shows the circuit, but it does not explain it for him.

3. **What does the IDEA evaluation rule cover, and why does a study session fall outside it?**

It covers formal evaluations by a public school, which must use varied tools. A study session is friends practicing, not a school evaluation.

My take

My claim: ___.

The sheet may be measuring reading as much as circuit knowledge.

The best evidence is ___, because ___.

The study-table notes, because Dec traced the circuit out loud but went off track on paper.

Pacing

Full chapter: 10 min.

Short on time: 5 min. Use question 3 as an exit ticket.

Say this

"Answer with a detail from the 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

My take, continued

Someone who disagrees might say ___.

Dec just needs more practice with the same timed sheet.

I would change my mind if ___.

Dec could not explain the circuit out loud either.

Notes

This page continues page 40.

Heat check

■■□ **Question 3: Medium.** Students may bring up their own IEP or 504 plan, or a classmate's.

Cool-down: Restate the norm: nobody shares their own or anyone else's support plans. Then return to what the rule says.

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:

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

Objectives

Students will be able to:

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

Objectives, continued

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

Materials

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

The task in this edition

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

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

Pacing

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

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

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

Pacing, continued

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

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

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

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

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

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

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

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

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

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

Case 3 plan, continued

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

RI.9-10.6 Identify an author's view or purpose and analyze how the author uses rhetoric to advance it.

RI.9-10.8 Evaluate an argument's claims, reasoning and evidence, and identify false statements and faulty reasoning.

W.9-10.1.a Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly.

W.9-10.1.b Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal interest (protecting the crew's image) competes with fairness.

Standards, continued

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

Codes of ethics

- **PRSA Code of Ethics:** Free Flow of Information
- **RTDNA Code of Ethics:** Independence and transparency
- **Credo for Ethical Communication:** "We accept responsibility for the short- and long-term consequences of our own communication…" (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 43):** Medium
■□□ **Key terms (pages 44 and 45):** Low
■□□ **Look at the evidence (page 49):** Low
■□□ **Look at the evidence (page 50):** Low
■□□ **Key idea (pages 51 and 52):** Low
■■□ **Sort the evidence (page 53):** Medium
■□□ **Practice (page 54):** Low
■□□ **Check your work (pages 57 and 58):** Low

Try it at your school

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

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

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

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

Sources

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

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

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

On your own Read What happened. Underline the caption and the time the projector failed. About 5 minutes.

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

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

What happened

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

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

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

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

Pacing

Full chapter: 5 min.

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

Say this

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

Watch for

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

Support

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

Heat check

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

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

Key terms

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

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

En español: afirmación

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

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

En español: corrección

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

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

En español: rendición de cuentas

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

Who is involved

Gia

Wrote the recap caption

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

Jordy

Kept the setup log on Friday

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

Pacing

Full chapter: 5 min.

Short on time: skip this page. Skip this page. Define correction and accountability aloud in one minute.

Say this

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

Watch for

Misconception: Students think saying sorry is the same as a correction. **Listen for:** "She apologized, so it's fixed." **Then:** Reread the definition. A correction replaces wrong information with supported information.

Support

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

Heat check

■□□ **Low.**

Answer key

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

Your first guess

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

My first guess is ___, because ___.

My first guess is an apology to Anika and Dec, because the caption hurt them.

Notes

This page continues page 44. The notes for both pages are on the sheet for page 44.

Reading passage

Fix the post, not just the feeling

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

Words to know

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

The story: Sunday at the edit desk

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

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

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

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

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

Building the correction

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

Pacing

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

Stop and think

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

Building the correction, continued

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

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

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

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

How real organizations get this right or wrong

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

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

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

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

Sources

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

The 6 elements of an effective apology, according to science

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

Sources, continued

Real source | Negotiation and Conflict Management Research (Lewicki et al.) | April 6, 2016

An Exploration of the Structure of Effective Apologies

Real source | NPR | October 8, 2017

Dove Expresses 'Regret' For Racially Insensitive Ad

Real source | NBC News | January 17, 2018

H&M hires diversity leader after outrage over 'monkey hoodie' ad

Real source | Public Relations Society of America (PRSA) | October 2000

PRSA Code of Ethics

Notes

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

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 8 minutes.

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

The caption

Great night, once the younger crowd finally got organized.

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

What it shows	What it leaves out
The crew told viewers that younger people caused the slow start.	Any evidence for that, and what caused the delay.

Evidence B | Setup log, Friday evening

Jordy's event log

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

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

What it shows	What it leaves out
Projector failed at 5:40 p.m., replaced at 6:20. Anika and Dec helped set up.	Whether any latecomers affected the start at all.

Pacing

Full chapter: 8 min.

Short on time: 7 min. Students fill in only the "What it shows" boxes.

Say this

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

Watch for

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

Support

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

Stretch

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

Heat check

■□□ **Low.**

Look at the evidence, continued

Evidence C | **Voice note to the crew**

Anika's message

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

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

What it shows

Anika was helping with setup, and the caption blamed her anyway.

What it leaves out

Whether Anika wants any public response from the crew.

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

Gia's first correction

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

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

What it shows

Gia's good intentions and her wish to apologize.

What it leaves out

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

What is still missing from the evidence?

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

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read Anika's message and Gia's draft aloud. Students fill in only the "What it shows" boxes.

Say this

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

Watch for

Misconception: Students decide Gia is a bad person. **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

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

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

Pacing

Full chapter: 8 min.

Short on time: 4 min. Read the third paragraph of the key idea aloud. Skip the code of ethics.

Say this

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

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

Watch for

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

Support

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

Stretch

- Read the RTDNA card. Ask whether a new post or an edit to the original would reach more of the same readers.

Heat check

■□□ **Low.**

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

Sort the evidence

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

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

Account 1

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

Account 2

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

Account 3

Anika: "We were helping you set up."

Where they agree

The screening started late.

Where they differ

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

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

Whose perspective is missing?

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

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

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

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

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

Watch for

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

Support

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

Heat check

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

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

Practice: choose a response

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

What should go first in the correction?

- [ ] **A** An explanation of how bad Gia feels about the caption.
- [x] **B** The wrong claim, and what the event log shows.
- [ ] **C** Delete the post and stay quiet.

Why I chose it

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

Improve a draft

A student's first draft

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

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

Rewrite phrase 1

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

Rewrite phrase 2

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

Pacing

Full chapter: 8 min.

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

Say this

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

Watch for

Misconception: Students choose A because it sounds sincere. **Listen for:** "She should say how bad she feels." **Then:** Ask what A tells Anika about the delay.

Heat check

■□□ **Low.**

Answer key

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

Other notes on the draft:

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

Grades 9—10

Your task

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

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

Use: All three evidence cards and the decision feedback.

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

Time: 50 minutes

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

Prefer typing? Scan to open the online workspace.

Action

Edit the original caption and add a correction note.

Owner

Gia edits the caption. Jordy checks the next recap.

When

The caption today. The log check before every recap.

How we'll know

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

Pacing

Full chapter: 8 min.

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

Say this

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

Watch for

Misconception: The plan asks Anika to vouch for the crew. **Listen for:** "Anika can post that it's fine now." **Then:** Ask who should do the repair. Offer a private reply.

Support

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

Stretch

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

Standards

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

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

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

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

Your draft

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

Your correction, 70 to 100 words

Correction:

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

Your repair plan, 80 to 120 words

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

Pacing

Full chapter: 18 min.

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

Say this

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

Watch for

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

Answer key

What to notice in the sample:

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

Check your work

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

Does your correction name the wrong claim before it apologizes?	☑ Yes	☐ No
Does it cite the times in the log?	☑ Yes	☐ No
Does your plan name who does what, and by when?	☑ Yes	☐ No
Did you avoid asking Anika or Dec to reassure anyone?	☑ Yes	☐ No

How your work is scored

Mark one box in each row.

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

Pacing

Full chapter: 8 min.

✂ Short on time: skip this page. Collect drafts and score them with the rubric yourself.

Say this

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

Watch for

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

Heat check

■□□ **Low.**

Answer key

How to assess: The correction is scored with the case rubric, and the repair paragraph is checked for a named owner, a date and an observable measure.

Proficient looks like:

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

How your work is scored, continued

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

One change I made after feedback

I changed ___ because ___.

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

Notes

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

Questions to discuss

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

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

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

2. **What evidence would show that the repair happened?**

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

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

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

My take

My claim: ___.

The correction should name the wrong claim before it apologizes.

The best evidence is ___, because ___.

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

Someone who disagrees might say ___.

An apology that shows feelings is enough between friends.

Pacing

Full chapter: 10 min.

Short on time: 5 min. Use question 3 as an exit ticket.

Say this

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

Stretch

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

My take, continued

I would change my mind if ___.

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

Notes

This page continues page 59.

Heat check

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

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

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

Talk about this case at home

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

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

Questions to talk about

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

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

See the case online.

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 simple budget and find a gap
- state a position on a choice between options
- speak from a short script

Objectives

Students will be able to:

- recommend one option and state it early
- use a figure accurately and as a projection
- name a group the option would affect
- make a request the board can act on

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The four-part comment template
- A timer for practice with a partner

The task in this edition

Task: Prepare a 90-second public comment recommending an option, using at least one figure accurately.

Students make: 90-second spoken comment (about 200 words) with written script

Pacing

Opener (page 62): 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 63 and 64): 5 min. Short on time: skip. Define proposal and trade-off aloud in one minute.

Look at the evidence (page 68): 10 min. Short on time: 9 min. Work the gap together. Students fill in only the “What it shows” boxes.

Look at the evidence (page 69): 5 min. Short on time: 3 min. Read the listening notes aloud. Students fill in only the first box.

Key idea (pages 70 and 71): 8 min. Short on time: 4 min. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 72): 8 min. Short on time: skip.

Practice (page 73): 6 min. Short on time: skip.

Your task (page 74): 8 min. Short on time: 6 min. Students fill in the option and figure boxes only.

Pacing, continued

Your draft (page 75): 18 min. Short on time: 16 min. Students write the comment in class and time it at home.

Check your work (pages 76 and 77): 8 min. Short on time: 3 min. Students record their time and one change. Skip the rubric boxes.

Questions to discuss (pages 78 and 79): 10 min. Short on time: 5 min. Use question 1 as an exit ticket.

Talk about this case at home (page 80): at home.

Periods: full chapter 91 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

RI.9-10.8 Evaluate an argument’s claims, reasoning and evidence, and identify false statements and faulty reasoning.

W.9-10.1.a Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly.

W.9-10.1.b Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind.

Case 4 plan, continued

Standards, continued

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate each option's intended and unintended outcomes.

D2.Civ.9.9-12 Use fitting deliberative processes in different settings. In this case: Students use a deliberative process to weigh options before recommending one.

Codes of ethics

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

Heat map

■□□ **Opener (page 62):** Low

■□□ **Key terms (pages 63 and 64):** Low

■□□ **Look at the evidence (page 68):** Low

■□□ **Look at the evidence (page 69):** Low

■□□ **Key idea (pages 70 and 71):** Low

Heat map, continued

■■□ **Sort the evidence (page 72):** Medium

■□□ **Practice (page 73):** Low

■□□ **Check your work (pages 76 and 77):** Low

Try it at your school

Find the room where your community's decisions happen.

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

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

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

Sources

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

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

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

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

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

Mari shows Sami a printed schedule.

What happened

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

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

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

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

Pacing

Full chapter: 5 min.

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

Say this

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

Watch for

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

Support

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

Heat check

■□□ **Low.**

Key terms

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

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

En español: propuesta

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

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

En español: compensación entre opciones

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

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

En español: quien toma la decisión

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

Who is involved

Mari

Closes the bookshop, then stays for zine night

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

Sami

Runs a print workshop in the room

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

Pacing

Full chapter: 5 min.

Short on time: skip this page. Skip this page. Define proposal and trade-off aloud in one minute.

Say this

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

Watch for

Misconception: Students think 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?

My first guess is ___, because ___.

My first guess is keeping both evenings free, because the free nights are why people use the room.

Notes

This page continues page 63. The notes for both pages are on the sheet for page 63.

Reading passage

A headline is not a budget

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

Words to know

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

The story: A room with two kinds of value

It is the Friday after the crew's first screening, and the board meeting is coming up. The Common Room is run by a small neighborhood nonprofit alongside the bookshop, and its board is considering paid rentals on two evenings a week to help cover staffing. Nothing has been decided. Still, the group chat moves fast. Mateo announces that he already has a petition headline.

Mari slows him down. She is 19, works the bookshop counter and is the person paid to close the shop at night. She is also one of the people who use the room afterward, for zine nights with her friends. "I can't pretend either half away," she says. On rental nights, she would be staffing a stranger's event instead of making zines. Maybe that is fine, she admits, but it is still a cost, and nobody has written it down.

Sami, who works afternoons and runs a print workshop in the room in the evening, points to a different gap. The crew keeps deciding what evening users need without asking them. Moving her workshop online would not help. Her printing tools do not fit in a video call. Mateo reads the thread and concedes the point. He had a headline. He did not have the budget.

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

Options, numbers and trade-offs

Start with the Case 1 skill and read the original documents. The board agenda lists three options for discussion. Option A keeps the free evenings, and the funding gap remains.

Pacing

Reading: about 5 min (596 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A room with two kinds of value":** Mari is paid to close the shop and also uses the room at night. How does that shape what she asks for?
2. **After "Options, numbers and trade-offs":** Option B frames the $200 gap as the problem. What does that way of stating the problem leave out?
3. **After "Who decides, in the room and in the city":** If the board chooses an option the crew did not support, how should the crew tell the group what happened?

Options, numbers and trade-offs, continued

Option B replaces the Tuesday and Thursday evenings with paid rentals. Option C pilots one rental evening for six weeks while the board seeks more funding. Each is a **proposal**, a change that someone suggests and that has not been approved yet.

The weekly budget note shows $600 in evening staffing and utilities against $400 in grants and donations, a $200 gap. Each rental is projected to add $120 after its extra costs. Two would add $240 and one would add $120, but the note warns that demand is uncertain. The listening notes add the human side. Sami works afternoons. Dec rehearses on Thursdays. Mari closes the shop. A nearby resident worries about late noise, and the meeting time overlaps several shifts.

Every option is a **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Case 2 taught you to ask what a task is meant to measure. Ask the same of each option: what problem is it designed to solve? Case 1's idea of **framing** helps too. Option B frames the $200 gap as the problem and the free evenings as the price. That frame 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.

> **Stop and think.** Option B frames the $200 gap as the problem. What does that way of stating the problem leave out?

Who decides, in the room and in the city

A **decision-maker** is the person or group with the power to make a particular choice. The nonprofit's board controls its own schedule. A city is different. When budget cuts closed New York's libraries on Sundays, Brooklyn's last Sunday of service was December 17, 2023 (NY1, November 17, 2023). The restored funding, part of a $58.3 million investment, let the libraries resume Sunday service in July 2024 (NYC Mayor's Office, July 1, 2024). Council members credited New Yorkers who called and wrote (New York City Council, July 14, 2024).

Other communities have handed more of the choice to residents. Evanston, Illinois, let anyone 14 and older help decide how to spend $3 million in public money (PBS, May 29, 2024). Your role in this case is to check the budget figures before the crew speaks to the board.

> **Stop and think.** If the board chooses an option the crew did not support, how should the crew tell the group what happened?

Sources

Real source | NY1 | November 17, 2023

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

This page continues page 65. The notes for both pages are on the sheet for page 65.

Sources, continued

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

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

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

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

Real source | PBS (Preserving Democracy) | May 29, 2024

Get Involved: How will this Chicago-area community collectively spend $3 million?

Notes

This page continues page 65. The notes for both pages are on the sheet for page 65.

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

Three options are up for discussion, and no vote has been taken.

What it leaves out

Who uses each evening, and what happens if the pilot falls short.

Evidence B | Weekly budget note for the board

The budget note

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

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

What it shows

The weekly gap is $200. Two rentals could cover it if the projection holds.

What it leaves out

Whether the $120 projection is based on any past bookings.

Pacing

Full chapter: 10 min.

Short on time: 9 min. Work the gap 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 evening users have different needs, and the meeting conflicts with shifts.

What it leaves out

Everyone else who uses the room, including people who cannot attend.

What is still missing from the evidence?

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

Notes

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read the listening notes aloud. Students fill in only the first box.

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 say ___, because ___.

The note should also say that demand is uncertain and what happens with only one booking, because the gap would stay at $80.

Pacing

Full chapter: 8 min.

Short on time: 4 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 70. The notes for both pages are on the sheet for page 70.

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 view of evening users who were not in the listening notes. I would ask when they use the room and whether they can attend.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

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 the assumptions and the users before anyone takes a side. A treats a proposal as final, and C counts only money.

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 discussing a plan to rent two free evenings. No vote has happened.

Rewrite phrase 2

The budget shows a real $200 weekly gap.

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 9—10

Your task

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

Prepare a 90-second public comment recommending an option, using at least one figure accurately.

Use: All three evidence cards.

You'll make: 90-second spoken comment (about 200 words) with written script

Time: 50 minutes

1. Choose one option from the agenda in Evidence A to support.
2. Find one figure in Evidence B that supports your choice.
3. Name one person in Evidence C whose evening your option changes.
4. Write a comment of about 200 words on the Your draft page.
5. Ask the board for one decision or follow-up it can make.
6. Read your comment aloud to a partner and time it at 90 seconds or less.

Prefer typing? Scan to open the online workspace.

The option I support

Option C, the six-week pilot of one rental evening.

One figure, stated as a projection

If bookings hold, one rental would leave a projected gap of about $80.

Someone the choice affects

Dec, who rehearses on Thursdays.

My request

Accept written comments from evening users.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Students fill in the option and figure boxes only.

Say this

"Your comment has 90 seconds. What must the board hear first?" — Write position, person, figure, request.

Watch for

Misconception: Students state the $120 as a promise. **Listen for:** "The pilot will bring in $120." **Then:** Point to "Demand is uncertain." Add "if bookings hold."

Support

- Comment template with four parts
- Timer practice with a partner

Stretch

- Acknowledge the projected $80 gap under the pilot and propose how to address it.

Standards

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

C3 Framework: D2.Civ.13.9-12; D2.Civ.9.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- States a position on a specific option
- Uses a figure accurately and conditionally
- Names an affected group
- Makes a request the board can act on

Your draft

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

Your 90-second comment, about 200 words

Good evening.

Good evening. I use the Common Room on weeknights, and I'm here about the evening rental options. I support Option C, the six-week pilot of one rental evening. Option B would replace both the Tuesday and Thursday free evenings. Dec rehearses on Thursdays, so he would lose his spot. Sami runs a print workshop here after her afternoon shift, and this is one of the few step-free rooms nearby. The budget note shows a $200 weekly gap, and I know that gap is real. It projects $120 per rental, so if bookings hold, the pilot would bring the gap down to about $80. That still leaves a gap, and demand is uncertain. I'm asking the board for two decisions. First, please share what the $120 projection is based on. Second, many evening users work during this meeting. Could the board accept written comments for two weeks and review the pilot with evening users after six weeks? Thank you.

Pacing

Full chapter: 18 min.

Short on time: 16 min. Students write the comment in class and time it at home.

Say this

"Read your comment to a partner who plays a board member. They ask one question." — Time each comment. Stop at 90 seconds.

Watch for

Misconception: The comment asks for something the board cannot do. **Listen for:** "The city should fund the room." **Then:** Ask who controls the schedule. The nonprofit board does, so ask it for something it can decide.

Answer key

What to notice in the sample:

1. States a position on a specific option early.
2. Uses the figure as a projection, not a promise.
3. Names an affected person and the evening that matters to him.
4. Makes a request the board can act on.

Check your work

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

Does your comment name the option you support?	☑ Yes	☐ No
Does it use one figure correctly, with words like “projected”?	☑ Yes	☐ No
Does it name someone the change would affect?	☑ Yes	☐ No
Does it ask for a decision the board can make?	☑ 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: 8 min.

Short on time: 3 min. Students record their time and one change. Skip the rubric boxes.

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 comment is scored with the case rubric, delivered live or recorded, with a separate check that the figure is stated as a projection.

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

My time when I read it aloud

84 seconds

One change I made after practice

I changed ___ because ___.

I changed “will add $120” to “is projected to add $120,” because the budget note says demand is uncertain.

Notes

This page continues page 76. The notes for both pages are on the sheet for page 76.

Questions to discuss

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

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

It leaves out who loses the two free evenings, like Dec on Thursdays, and what happens if bookings fall short.

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

She sees both sides. She wants the free time protected, but she asks which hours earn money and whether a different setup could work.

3. **If the board chooses an option the crew did not support, how should the crew tell the group what happened?**

Share the board's decision and its reasons, say what the crew asked for, and name the next chance to give input.

My take

My claim: ___.

The crew should support the pilot and ask for a plan for the $80 gap.

The best evidence is ___, because ___.

The budget note, because it shows one rental would leave a projected $80 gap.

Pacing

Full chapter: 10 min.

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

Say this

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

Stretch

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

My take, continued

Someone who disagrees might say ___.

Two paid nights would cover the whole gap.

I would change my mind if ___.

Past bookings showed that the $120 projection is reliable.

Notes

This page continues page 78.

Heat check

Question 3: 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:

- summarize a short document accurately
- explain the difference between a claim and evidence
- write a short message for a named reader

Objectives

Students will be able to:

- match a shift log to pay-period dates before calling a difference an error
- explain FICA and federal income-tax withholding as separate lines
- write a payroll question that names a pay period and a line
- keep private details out of a workplace message

Materials

- This chapter, one copy per student
- Evidence A and B
- A line-by-line table of the statement
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write Gia's payroll question and a short explainer for a friend starting their first job.

Students make: Payroll message (50—80 words) plus explainer (150—200 words)

Pacing

Opener (page 81): 5 min. Short on time: 4 min. Read What happened aloud and skip the opening discussion.

Key terms (pages 82 and 83): 6 min. Short on time: skip. Define gross pay, net pay and FICA aloud in one minute.

Look at the evidence (pages 87 and 88): 10 min. Short on time: 8 min. Students fill in only the What it shows boxes.

Key idea (pages 89 and 90): 8 min. Short on time: skip. Assign the key idea as reading for the next class.

Sort the evidence (page 91): 8 min. Short on time: skip.

Practice (page 92): 6 min. Short on time: 5 min. Do the choice and the first fix only.

Pacing, continued

Your task (pages 93 and 94): 8 min. Short on time: 6 min. Read the steps aloud. Students fill in only the hours boxes.

Your draft (page 95): 22 min. Short on time: 20 min. Students write the payroll message in class and finish the explainer at home.

Check your work (pages 96 and 97): 8 min. Short on time: 3 min. Students answer the Check your work questions. Score the rubric yourself.

Questions to discuss (pages 98 and 99): 12 min. Short on time: 4 min. Use question 1 as an exit ticket.

Talk about this case at home (page 100): at home.

Periods: full chapter 93 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 5 plan, continued

Standards, continued

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate Social Security and Medicare funding in terms of intended outcomes.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use wage laws to address pay errors.

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 81):** Low

■□□ **Key terms (pages 82 and 83):** Low

■□□ **Look at the evidence (pages 87 and 88):** Low

Heat map, continued

■□□ **Key idea (pages 89 and 90):** Low

■□□ **Sort the evidence (page 91):** Low

■■□ **Practice (page 92):** Medium

■□□ **Check your work (pages 96 and 97):** Low

Try it at your school

Know how to read your first pay statement.

- 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

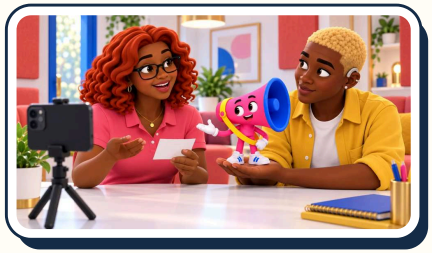
Sources, continued

- 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 opening discussion.

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: skip this page. Skip this page. Define gross pay, net pay and FICA aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that payroll made a mistake, because her notes say 18 hours.

Notes

This page continues page 82. The notes for both pages are on the sheet for page 82.

Reading passage

Gross, net and the lines in between

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

- **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: A smaller deposit than expected

Payday falls on a Thursday. Gia checks her bank app between a café shift and an evening reading assignment, and the number looks wrong. By her own math, she earned more. Gia is careful about this kind of thing. She keeps a shift log in her notes app, and it lists five shifts that add up to 18 hours. Her pay statement lists 15.

Her first message goes to the group chat: “my deposit is way less than what I worked out??” Jordy, who works event shifts for a different schedule, answers quickly. Their deposit looks different too, but comparing deposits would just send everyone in circles, because the dates and hours are not the same. Then Jordy adds a second request. Please don’t post the whole statement. Just say which line.

That request sets up the whole case. Gia is not trying to prove a point to the group. She is trying to understand her own pay before she writes to payroll. You are the person beside her with a calculator. Your job is to add up her hours before she sends that message.

Stop and think. Why does Jordy say that comparing deposits would send the friends in circles?

Matching the statement to the log

Gia’s suspicion, that payroll shorted her, is a **claim**.

Pacing

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

Stop and think

1. **After “The story: A smaller deposit than expected”:** Why does Jordy say that comparing deposits would send the friends in circles?
2. **After “Matching the statement to the log”:** Walk through the math from $255.00 to $220.99. Which lines are FICA, and which are income tax?
3. **After “Where the money goes”:** What would Gia’s statement need to show for the missing hours to be a payroll mistake?

Matching the statement to the log, continued

You met the term in Case 1: a statement that something is true that you can check with evidence. In Case 4, Mari read the budget note figure by figure. Here, you read the statement line by line.

The statement covers the pay period ending Friday the 12th, paid the following Thursday. It shows 15 hours at $17.00, or $255.00. **Gross pay** is the money you earn before any taxes or other deductions are taken out. For an hourly worker, it is the hours worked times the hourly rate, plus any other earnings.

The shift log explains the gap. Monday the 8th, Wednesday the 10th, Thursday the 11th and Friday the 12th add up to 15 hours. The last shift, 3 hours on Saturday the 13th, falls after the period ended. It should appear on the next statement. Gia wants payroll to confirm that, and she is right to ask.

Then there are four tax lines. Social Security tax ($15.81) and Medicare tax ($3.70) together make up **FICA**, the federal payroll tax that funds Social Security and Medicare. Federal income tax withheld ($8.40) is a separate line. So is state and local income tax withheld ($6.10). **Withholding** is money an employer takes out of each paycheck to pay taxes or other costs for the worker. Subtract all four, and $220.99 remains. **Net pay** is the money left after taxes and other deductions, often called take-home pay.

Stop and think. Walk through the math from $255.00 to $220.99. Which lines are FICA, and which are income tax?

Where the money goes

Rachel's question on Friends, "Who's FICA? Why's he getting all my money?", is funny because so many first paychecks surprise people (TBS, Friends clip, December 14, 2019). A PBS explainer starts in the same place, with a first paycheck that is smaller than expected (Two Cents, PBS, April 10, 2019). NPR's Planet Money team explains why the Social Security part of FICA comes out of nearly every paycheck (NPR, The Indicator, June 6, 2018).

The IRS says the amount of federal income tax withheld depends partly on the worker's Form W-4 (Internal Revenue Service, updated May 1, 2026). It also offers an official Tax Withholding Estimator for checking it (Internal Revenue Service, updated June 27, 2026). One more check belongs before the tax lines. States can set a higher minimum wage than the federal one, which changes gross pay (ABC News, December 29, 2025).

Stop and think. What would Gia's statement need to show for the missing hours to be a payroll mistake?

This page continues page 84. The notes for both pages are on the sheet for page 84.

Sources

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

Real source | Two Cents, PBS (YouTube) | April 10, 2019
How Do Your Tax Dollars Get Spent?

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

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

Real source | Internal Revenue Service | June 27, 2026
Tax Withholding Estimator

Real source | ABC News | December 29, 2025
These states will raise the minimum wage in 2026

Notes

This page continues page 84. The notes for both pages are on the sheet for page 84.

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	What it leaves out
Gross pay is $255.00 for 15 hours. Four tax lines leave $220.99 net.	Hours worked after Friday the 12th, and how federal withholding was 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	What it leaves out
Five shifts, 18 hours. Four shifts, 15 hours, fall on or before Friday the 12th.	Which pay period each shift belongs to, and whether payroll has the Saturday hours.

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 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?

- Whether the Saturday shift will appear on the next statement, what Gia entered on her W-4, whether any other deductions such as benefits apply to her job, and the minimum wage where she works.

Notes

This page continues page 87. The notes for both pages are on the sheet for page 87.

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 8 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: 8 min.

Short on time: skip this page. Assign the key idea as reading for the next class.

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 ___, because ___.

Payroll should confirm that the Saturday shift on the 13th falls in the next pay period, because it came after this period ended.

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 89. The notes for both pages are on the sheet for page 89.

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 ___.

The payroll office's view is missing. I would ask where the pay period cuts off and how the federal withholding was figured.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

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. The statement separates hours, earnings and deductions. A compares two different jobs, and C ignores the three missing hours.

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 log shows 18 hours for the period ending Friday the 12th. The statement shows 15.

Rewrite phrase 2

I can bring my shift log with the dates and times if that would help.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Do the choice and the first fix only.

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 9—10

Your task

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

Write Gia's payroll question and a short explainer for a friend starting their first job.

Use: The statement, Gia's shift log and the IRS gross/net and employment-tax pages.

You'll make: Payroll message (50—80 words) plus explainer (150—200 words)

Time: 50 minutes

1. Reread Evidence A and B. Mark each shift that falls after Friday the 12th.
2. Fill in the planner: hours in the pay period, the shift after it and one line to ask about.
3. Write a payroll message of 50 to 80 words in the Your draft box.
4. Write an explainer of 150 to 200 words for a friend starting a first job.
5. Explain FICA and federal income-tax withholding as two separate lines.
6. Cut any bank details and any other worker's pay from both pieces.
7. Check both pieces with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

Hours inside the pay period

15 hours: Mon the 8th, Wed the 10th, Thu the 11th and Fri the 12th

The shift after the pay period

Sat the 13th, 3 hours. It may belong on the next statement.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Read the steps aloud. Students fill in only the hours boxes.

Say this

"Before you write to payroll, what can you prove with Gia's own two records?" — Give students one minute to list facts before anyone writes.

Watch for

Misconception: Messages call the missing hours theft or an error. **Listen for:** "Payroll stole three hours." **Then:** Ask which date on the statement ends the pay period. Rewrite the claim as a question.

Support

- Line-by-line table
- Model payroll message
- Glossary
- Frame: "My log shows ___ hours. The statement shows ___. Was my ___ shift after the cutoff?"

Stretch

- Explain why comparing deposits with Jordy won't answer Gia's question.

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.13.9-12; D2.Civ.12.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

The line to ask about, and why

I will ask about ___ because ___.

I will ask about federal income tax withheld, $8.40, because it depends partly on Gia's W-4.

Notes

This page continues page 93.

Answer key

A strong response:

- Uses matching pay-period dates
- Explains FICA and withholding as separate
- Question names a specific line or period
- Keeps personal details private

Your draft

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

Payroll message, 50 to 80 words

Hi, I'm checking my pay statement for ___.

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. Was my Saturday shift on the 13th after the cutoff? If so, will those 3 hours be on my next statement? I also have a question about the federal income tax withheld. Is it based on my W-4? Thank you, Gia

Explainer for a friend, 150 to 200 words

Your bank deposit is your net pay, the amount left after deductions. Gross pay is your hours times your rate. On Gia's practice statement, 15 hours at $17.00 comes to $255.00 gross. Four tax lines bring it down to $220.99. Two of those lines are FICA: Social Security tax and Medicare tax. FICA funds Social Security and Medicare. Federal income-tax withholding is a separate line from FICA, and the IRS says the amount depends partly on your W-4. State and local income tax has its own line too. Before you decide payroll made a mistake, match the dates first. Gia's Saturday shift fell after the pay period ended, so it was not on this statement. Then read each line by name. If one still does not make sense, ask payroll about that one line in writing. Keep your bank details and your friends' pay out of it.

Pacing

Full chapter: 22 min.

Short on time: 20 min. Students write the payroll message in class and finish the explainer at home.

Say this

"Read your explainer as a friend who has never seen a pay statement. Which line would confuse them?" — Partners read each other's explainer aloud.

Watch for

Misconception: Explainers call income-tax withholding another name for FICA. **Listen for:** "Withholding is basically FICA." **Then:** Send students to Evidence A. Count the tax lines: FICA is two of the four.

Answer key

What to notice in the sample:

1. Puts both records side by side, so payroll can check them.
2. Tests the pay-period explanation before claiming an error.
3. Keeps the two taxes apart, the error the worked example made.
4. Protects private details.

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 8 minutes.

Do both pieces use the pay-period dates?	☑ Yes	☐ No
Does the explainer treat FICA and income-tax withholding as separate lines?	☑ Yes	☐ No
Does the payroll message ask about a specific line or period?	☑ Yes	☐ No
Did you leave out bank details and other people's pay?	☑ 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: 8 min.

Short on time: 3 min. Students answer the Check your work questions. 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: Both pieces are scored with the case rubric, with a check that FICA and income-tax withholding are explained as separate lines and that no private data appears.

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 after feedback

I changed ___ because ___.

I changed “my paycheck is wrong” to the pay period and both hour totals, because payroll can check numbers faster than a complaint.

Notes

This page continues page 96. The notes for both pages are on the sheet for page 96.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 12 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 worked on or before Friday the 12th. All 15 hours inside the period are paid.

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

The deposit shows one number and no breakdown. Taxes are the reason people expect, so they stop before they check the hours.

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 each pay period ends, when it is paid and where to see my pay statement.

My take

My claim: ___.

My claim: the missing hours are a timing issue, and the tax lines are expected deductions.

The best evidence is ___, because ___.

The best evidence is the shift log, because the Saturday shift falls after Friday the 12th.

Someone who disagrees might say ___.

Someone who disagrees might say payroll shorted Gia, because her log shows 18 hours.

Pacing

Full chapter: 12 min.

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

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.
- Going further: Before a first job, ask how and when you will 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 website, and bring pay questions to a supervisor or payroll in writing.
- Use the IRS Tax Withholding Estimator's public page to list what information it asks for (no personal data)
- Research your state's minimum wage and pay-statement requirements

My take, continued

I would change my mind if ___.

I would change my mind if the next statement still left out the Saturday hours.

Notes

This page continues page 98.

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:

- summarize a short source accurately
- tell a general rule from an exception
- write a short guide for a named reader

Objectives

Students will be able to:

- state the FERPA transfer rule accurately
- separate billing access from access to grades

Objectives, continued

- flag that exceptions exist without guessing which one applies
- name the records office as Rafa's next step

Materials

- This chapter, one copy per student
- Evidence A and B
- A two-column organizer: billing access and academic access
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write Rafa a one-page guide separating paying the bill from seeing grades.

Students make: One-page guide, 200—250 words

Pacing

Opener (page 101): 5 min. Short on time: 4 min. Read What happened aloud and skip the opening discussion.

Key terms (pages 102 and 103): 6 min. Short on time: skip. Define FERPA and consent aloud in one minute.

Look at the evidence (pages 107 and 108): 10 min. Short on time: 8 min. Students fill in only the What it shows boxes.

Pacing, continued

Key idea (pages 109 and 110): 8 min. Short on time: skip. Assign the key idea as reading for the next class.

Sort the evidence (page 111): 8 min. Short on time: skip.

Practice (page 112): 6 min. Short on time: 5 min. Do the choice and the first fix only.

Your task (page 113): 8 min. Short on time: 6 min. Read the steps aloud. Students fill in the two access boxes only.

Your draft (page 114): 20 min. Short on time: 18 min. Students write the first two paragraphs in class and finish at home.

Check your work (pages 115 and 116): 8 min. Short on time: 4 min. Students answer the Check your work questions. Score the rubric yourself.

Questions to discuss (pages 117 and 118): 12 min. Short on time: 5 min. Use question 3 as an exit ticket.

Talk about this case at home (page 119): at home.

Periods: full chapter 91 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 6 plan, continued

Standards, continued

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how students use FERPA to control who sees their records.

D3.1.9-12 Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students select the federal FAQ and the school's own notice as authoritative sources.

Codes of ethics

- **AACRAO Ethics and Practice:** Standards of professional practice
- **AACRAO Ethics and Practice:** Principles of professional ethics

Codes of ethics, continued

- **Credo for Ethical Communication:** "We advocate sharing information, opinions, and feelings…" (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 101):** Medium

■□□ **Key terms (pages 102 and 103):** Low

■□□ **Look at the evidence (pages 107 and 108):** Low

■□□ **Key idea (pages 109 and 110):** Low

■■□ **Sort the evidence (page 111):** Medium

■□□ **Practice (page 112):** Low

■□□ **Check your work (pages 115 and 116):** 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

Try it at your school, continued

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
- 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: skip this page. Skip this page. Define FERPA and consent aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that his parents can see his grades and his bill, because they pay tuition.

Notes

This page continues page 102. The notes for both pages are on the sheet for page 102.

Reading passage

Helping with the bill is not the same as seeing grades

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

- **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: A login request on Sunday night

Rafa, 18, is a few weeks into his first year of college. He commutes from the next block, helps at his family's shop after class and relies on his parents to help pay tuition. At the end of August, the college mailed him a family-access form. The envelope is still sealed.

On Sunday night, the family group chat catches up with him. His mom asks whether the tuition form came, because they want to help with the bill. His dad offers a shortcut: "Send us the login and we'll take care of everything." The offer is generous and practical, and it would hand over far more than a bill.

Rafa does not want a fight. He wants to understand what he is signing. He asks Caio, an older friend who rents a room on the block, to read the form with him. Caio is clear about his role. He will sit with Rafa while he asks questions, but being older does not make this his decision. When someone suggests sending his parents a photo of the form, Caio points out the trade-off. A photo is easier to send, and it is also easier to lose control of.

Your role is to read each box on the form before Rafa signs.

Stop and think. Caio says a photo of the form is easier to send and easier to lose control of. What does he mean?

Pacing

Reading: about 5 min (628 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A login request on Sunday night":** Caio says a photo of the form is easier to send and easier to lose control of. What does he mean?
2. **After "Separating the parts of the form":** What is the smallest amount of access that would give Rafa the help he wants from his family?
3. **After "What FERPA does and does not say":** Someone says, "Parents can never see college records." How would you revise that claim?

Separating the parts of the form

Case 5 taught you to read a document line by line before deciding what it means. The form rewards the same patience. Section 1 covers billing and payments: the named person could view account statements and make payments. Section 2 covers academic records: the named person could receive information about grades, enrollment and academic standing. Section 3 says the authorization stays in effect until Rafa changes or withdraws it in writing. Each of the first two sections has its own yes-or-no box.

That structure changes the decision. Rafa does not face a single choice between trusting his family and shutting them out. He faces two separate choices, and each has its own trade-off, a word you learned in Case 4. Saying yes to billing gives his parents what they asked for. Saying yes to grades may be fine too, but Rafa wants to talk with them before he decides.

Case 4 also gave you the term **decision-maker**, the person or group with the power to make a particular choice. On this form, the decision-maker is Rafa. **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 names the record, the person and the purpose.

> **Stop and think.** What is the smallest amount of access that would give Rafa the help he wants from his family?

What FERPA does and does not say

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, such as grades, transcripts or schedules. Under the general rule, the rights transfer from parents to the student at age 18 or when the student enters college at any age (U.S. Department of Education, Student Privacy Policy Office, no date listed). The Education Department publishes a plain guide for these “eligible students” (U.S. Department of Education, March 8, 2023).

Helping pay tuition does not, by itself, give those rights back to a parent. FERPA does have exceptions. A college may share records with parents if the student is a dependent for federal tax purposes, or in a health or safety emergency. The Education Department says this sharing is allowed, not required, so each college decides how it handles these cases.

Why do these rules matter so much? Student records now live in large software systems. A breach at the company PowerSchool exposed millions of student records (Education Week, January 9, 2025). Knowing which record, which permission and which office to ask is how Rafa keeps family support from turning into giving away every login.

This page continues page 104. The notes for both pages are on the sheet for page 104.

Stop and think. Someone says, “Parents can never see college records.” How would you revise that claim?

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 | March 8, 2023
An Eligible Student Guide to the Family Educational Rights and Privacy Act (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?

Real source | Education Week | January 9, 2025
What Schools Should Know About the PowerSchool Data Breach

Notes

This page continues page 104. The notes for both pages are on the sheet for page 104.

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

Billing and grades are separate sections, each with its own yes or no.

What it leaves out

What the college may share without Rafa's consent, and where he sends a change.

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

The rights belong to the student, but the law allows some sharing without consent.

What it leaves out

Which exceptions this college uses, and whether any of them fit Rafa.

Pacing

Full chapter: 10 min.

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

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 whether he is a tax dependent. We also don't know what help his family wants or where a written change goes.

Notes

This page continues page 107. The notes for both pages are on the sheet for page 107.

Key idea: education records

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 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: 8 min.

Short on time: skip this page. Assign the key idea as reading for the next class.

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

Before sharing grades, the registrar would need ___.

Before sharing grades, the registrar would need Rafa's written consent in Section 2. Saying yes to billing is not enough.

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 109. The notes for both pages are on the sheet for page 109.

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 ___.

The registrar's view is missing. I would ask which exceptions this college uses and how Rafa changes his choice later.

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. The rights transferred when Rafa turned 18 or started college. B mixes up paying with permission, and C wrongly makes a form the trigger for the transfer.

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

Your parents can help pay, but seeing grades is a separate section of the form.

Rewrite phrase 2

Once you're 18 or in college, the FERPA rights to your records are yours.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Do the choice and the first fix only.

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 9—10

Your task

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

Write Rafa a one-page guide separating paying the bill from seeing grades.

Use: The university parent-access guide excerpt and the Department of Education FAQ.

You'll make: One-page guide, 200—250 words

Time: 50 minutes

1. Reread Evidence A and B. Mark the billing section and the grades section.
2. Fill in the organizer: what billing access covers and what academic access covers.
3. Write one or two sentences on who holds the FERPA rights now.
4. Add one sentence that says exceptions exist, without guessing which one applies.
5. List three questions Rafa can ask the records office.
6. Write your guide, 200 to 250 words, in the Your draft box.
7. Check your guide with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

Billing access covers

Viewing account statements and making payments (Section 1)

Academic access covers

Information about grades, enrollment and academic standing (Section 2)

Three questions for the records office

1. Which record would be shared? 2. Who would get it? 3. How do I change my choice later?

Pacing

Full chapter: 8 min.

Short on time: 6 min. Read the steps aloud. Students fill in the two access boxes only.

Say this

"Before you write, sort the form: which section is paying, and which is seeing?" — Draw the two-column organizer on the board.

Watch for

Misconception: Guides merge billing and grades. **Listen for:** "If they pay, they can see his grades." **Then:** Point to Sections 1 and 2. Ask what each yes-or-no box controls.

Support

- Two-column organizer: billing access, academic access
- Model first paragraph
- Glossary

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.12.9-12; D3.1.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Accurately states the transfer rule
- Separates billing from grades
- Names the records office as the next step
- Flags exceptions honestly

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 20 minutes.

Your guide, 200 to 250 words

Paying the bill and seeing grades: a guide for Rafa. You're 18 and in college, so under the general FERPA rule, the rights to your education records are yours now. The U.S. Department of Education says the rights transfer at 18 or when a student starts college. Your parents helping with tuition doesn't give those rights back to them. Your form keeps two choices apart. Section 1 covers billing: viewing account statements and making payments. Section 2 covers grades, enrollment and academic standing. You can say yes to Section 1 and no to Section 2. Section 3 says you can change or withdraw your choice later, in writing. Usually your family would need your consent to see grades, but the law has exceptions. For example, a college may share records with parents if the student is a dependent for federal tax purposes. It is allowed, not required, so ask which exceptions your college uses. Before you sign, ask the records office three questions. Which record would be shared? Who would get it? How do I change my choice later? Then talk with your family about the help they want.

Pacing

Full chapter: 20 min.

Short on time: 18 min. Students write the first two paragraphs in class and finish at home.

Say this

"Find any sentence with "never" or "always." Is it true every time?" — Partners circle absolute words in each other's drafts.

Watch for

Misconception: Guides promise total privacy. **Listen for:** "No one can ever see your grades." **Then:** Point to the notice: "except where the law allows disclosure without consent."

Answer key

What to notice in the sample:

1. Attributes the transfer rule to the right source.
2. Separates paying from permission.
3. Flags an exception without claiming it applies to Rafa.
4. Gives Rafa a specific question for the office.

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 8 minutes.

Does your guide state the transfer rule accurately?	☑ Yes	☐ No
Does it keep billing and grades separate?	☑ Yes	☐ No
Does it name the records office as the next step?	☑ Yes	☐ No
Does it flag exceptions without guessing which one applies?	☑ 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: 8 min.

✂ Short on time: 4 min. Students answer the Check your work questions. 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 guide is scored with the case rubric, with a specific check that the transfer rule is correct and that exceptions are flagged without being invented.

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 after feedback

I changed ___ because ___.

I changed “your parents can never see your grades” to say exceptions exist, because “never” overstates the rule.

Notes

This page continues page 115. The notes for both pages are on the sheet for page 115.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 12 minutes.

1 **What is the smallest amount of access that would give Rafa the help he wants from his family?**

Billing access only. It lets his parents view statements and make payments, which is the help they asked for.

2 **Why might Rafa want to talk with his family before he checks the box for grades?**

The chat shows his parents want to help. Talking first lets him explain his choice before they see a box checked no.

3 **Someone says, "Parents can never see college records." How would you revise that claim after reading this case?**

At college, parents usually need the student's consent. But a college may share records if the student is a tax dependent.

My take

My claim: ___.

My claim: Rafa should approve billing now and decide about grades after he talks with his family.

The best evidence is ___, because ___.

The best evidence is the form, because it lists billing and grades as separate choices.

Pacing

Full chapter: 12 min.

Short on time: 5 min. Use question 3 as an exit ticket.

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

Someone who disagrees might say ___.

Someone who disagrees might say that parents who pay should see grades.

I would change my mind if ___.

I would change my mind if the college said an exception already lets his parents see grades.

Notes

This page continues page 117.

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:

- write a clear request to a named audience
- support a point with evidence from a whole text
- acknowledge a view they disagree with

Objectives

Students will be able to:

- anchor written input in a published selection criterion
- use evidence from the whole work, not one passage
- acknowledge the parent's concern with respect
- make a clear request to the committee

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A and B
- A criteria checklist, adapted from the ALA selection criteria page
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write input to the review committee using the published selection criteria.

Students make: Written input, 150—200 words

Pacing

Opener (page 120): 5 min. Short on time: 4 min. Read What happened aloud and skip the list on the board.

Key terms (pages 121 and 122): 6 min. Short on time: skip. Define challenge and selection criteria aloud in one minute.

Look at the evidence (pages 126 and 127): 10 min. Short on time: 8 min. Students fill in only the What it shows boxes.

Key idea (pages 128 and 129): 8 min. Short on time: skip. Assign the key idea as reading for the next class.

Sort the evidence (page 130): 8 min. Short on time: skip.

Practice (page 131): 6 min. Short on time: 5 min. Do the choice and the first fix only.

Pacing, continued

Your task (pages 132 and 133): 8 min. Short on time: 6 min. Read the steps aloud. Students fill in the criterion box only.

Your draft (page 134): 20 min. Short on time: 18 min. Students write the first half of the input in class and finish at home.

Check your work (pages 135 and 136): 8 min. Short on time: 4 min. Students answer the Check your work questions. Score the rubric yourself.

Questions to discuss (pages 137 and 138): 12 min. Short on time: 5 min. Use question 2 as an exit ticket.

Talk about this case at home (page 139): at home.

Periods: full chapter 91 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 7 plan, continued

Standards, continued

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal perspectives shape views on constitutional rights.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how people use and challenge policies about school materials.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing input for a review.

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

Codes of ethics, continued

- **Credo for Ethical Communication:** "We strive to understand and respect other communicators' intent..." (one of nine unnumbered principles)

Heat map

■■□ **Opener (page 120):** Medium

■□□ **Key terms (pages 121 and 122):** Low

■□□ **Look at the evidence (pages 126 and 127):** Low

■■□ **Key idea (pages 128 and 129):** Medium

■■□ **Sort the evidence (page 130):** Medium

■□□ **Practice (page 131):** Low

■■□ **Your draft (page 134):** Medium

■□□ **Check your work (pages 135 and 136):** 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

Try it at your school, continued

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: skip this page. Skip this page. Define challenge and selection criteria aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that the book was pulled, because one complaint seems to have been enough.

Notes

This page continues page 121. The notes for both pages are on the sheet for page 121.

Reading passage

A complaint is not a decision

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

- **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: Censorship, full stop?

The message appears late on Thursday. A novel in the library at Anika's high school is gone, it says, because one parent complained. The word it uses is "banned." Gia, who has strong feelings about who gets to decide what people read, replies within minutes: "censorship, full stop." It feels like the right side to be on.

On Friday, the school library posts a notice. Mari works the counter at the neighborhood bookshop, and she has been listening to the novel on audio. She switches between print and audio, and she is about halfway through. She reads the notice twice and then compares it with the chat. The chat says the book is gone from the library. The notice says it stays available during the review. Those cannot both be true.

Gia deletes her first reply. She had not read the notice, and she had not read the book. Now she is planning a discussion at the bookshop, which means she has to get the facts right. Your role in this case is to read the library notice before anyone replies "banned."

Stop and think. Why was "censorship, full stop" an easy reply to send on Thursday night?

Pacing

Reading: about 5 min (595 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Censorship, full stop?":** Why was "censorship, full stop" an easy reply to send on Thursday night?
2. **After "Reading the notice as a process map":** The input form asks whether you read the whole book. Why might a committee care?
3. **After "Why the stage matters in real disputes":** How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?

Reading the notice as a process map

Case 1's skill, finding the original source, leads straight to the notice. It says a request for reconsideration has been received for one title. Under district policy, the title remains available during the review. A committee will read the full work and evaluate it against the district's selection criteria. Written input may be submitted by the 15th, and the committee's decision may be appealed.

Read that way, the notice is a map with a "you are here" marker. A **challenge** is a formal request to remove or restrict a book or other library material. It starts a review, but 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. The process has reached the review stage. Nothing has been removed, and nothing has been decided.

That makes the chat's **claim** wrong about the present, even if people are right to care about the future. Case 3 showed you that a **correction** replaces wrong information with accurate information, where people saw the mistake. The reply the chat needs is short: the book is under review, it is still available and input is due on the 15th.

The input form shapes what useful input looks like. It asks for your name and role, whether you read the entire work and which selection criteria your comment addresses. Comments are limited to 300 words. Mari decides to finish the book before she writes. Her own experience with books like this is why she cares, she says, but it is not the policy. She plans to include both.

Stop and think. The input form asks whether you read the whole book. Why might a committee care?

Why the stage matters in real disputes

The American Library Association recommends that libraries adopt a formal reconsideration process, with a committee that reads the whole work (American Library Association, updated January 2018). ALA's guidance is a professional recommendation, not a law, and states have taken different paths. Colorado lawmakers debated a bill requiring clear reconsideration policies (Chalkbeat Colorado, February 10, 2025). In Tennessee, a stricter law changed the review steps, and some books quietly disappeared (Chalkbeat Tennessee, September 17, 2024).

The legal question is harder still. Federal courts disagree about how the First Amendment applies when a public library removes a book (Cahill Gordon and Reindel, September 22, 2025). The answer can depend on where you live. Gia puts it plainly. Right now it is a review, and she is not calling it before it is done.

Stop and think. How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?

This page continues page 123. The notes for both pages are on the sheet for page 123.

Sources

Real source | American Library Association | January 2018

Selection and Reconsideration Policy Toolkit: formal reconsideration

Real source | Chalkbeat Colorado | February 10, 2025

Colorado bill to curb school library book challenges clears first legislative hurdle

Real source | Chalkbeat Tennessee | September 17, 2024

Under stricter Tennessee law, some school library books quietly disappear

Real source | Cahill Gordon & Reindel LLP (law-firm client alert) | September 22, 2025

Fifth Circuit Holds That Government Speech Doctrine Applies to Public Library Book Removals, Creating Circuit Split With Eighth Circuit

Notes

This page continues page 123. The notes for both pages are on the sheet for page 123.

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	What it leaves out
The title stays available during review. Input is due by the 15th.	Which novel it is, who sits on the committee and what the criteria say.

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	What it leaves out
Students and others can comment. It asks if you read it all and which criteria apply.	How the committee weighs comments, and the full list of selection criteria.

Pacing

Full chapter: 10 min.

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

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?

Which novel is under review and what the request says, who sits on the review committee, what the district's selection criteria say in full, and what state law, if any, adds to the district policy.

Notes

This page continues page 126. The notes for both pages are on the sheet for page 126.

Key idea: book challenges

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 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 ___, which contradicts ___.

The notice says "the title remains available during the review," which contradicts the chat's claim that it is gone.

Pacing

Full chapter: 8 min.

Short on time: skip this page. Assign the key idea as reading for the next class.

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 128. The notes for both pages are on the sheet for page 128.

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 who filed the request is missing. I would ask which part of the book concerns them and why.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

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. A complaint, a temporary change and a final removal are different stages. B measures popularity, and C judges one passage.

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 stays available during the review, so everyone can still read it.

Rewrite phrase 2

The parent used the district's process. We can send our own input by the 15th.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Do the choice and the first fix only.

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.

Grades 9—10

Your task

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

Write input to the review committee using the published selection criteria.

Use: District policy excerpt, ALA criteria page and the case conversation.

You'll make: Written input, 150—200 words

Time: 50 minutes

1. Reread Evidence A and B. Note what the committee will do and what the form asks.
2. Choose one selection criterion from the checklist to anchor your input.
3. Plan one piece of evidence from the whole work, not one passage.
4. Write one sentence that acknowledges the parent's concern with respect.
5. Write your input, 150 to 200 words, in the Your draft box.
6. Check your input with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

The criterion I will use

The committee judges each book as a whole, not by one passage.

Evidence from the whole work

The novel follows a character dealing with isolation who slowly finds people she can trust.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Read the steps aloud. Students fill in the criterion box only.

Say this

"The committee has to use the criteria. Which criterion gives your input the most weight?" — Model one criterion from the checklist before students choose.

Watch for

Misconception: Input argues from one passage. **Listen for:** "One part is really good." **Then:** Point to the notice: the committee reads the full work. Ask for evidence from the whole story.

Support

- Criteria checklist
- Model comment
- Frame: "The criteria ask ___. Read as a whole, this book ___."

Stretch

- Acknowledge the parent's concern while arguing your position.

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.10.9-12; D2.Civ.12.9-12; D4.8.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

How I acknowledge the parent

The parent is worried about one scene with mature content, and that concern deserves a real answer.

Notes

This page continues page 132.

Answer key

A strong response:

- Names a criterion
- Uses evidence from the whole work
- Acknowledges another perspective
- Makes a clear request

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 20 minutes.

Your input, 150 to 200 words

To the Review Committee:

To the Review Committee: I'm a student at this school, and I'm writing about the novel under review. I have read the entire work. The district's selection criteria ask the committee to judge each book as a whole, not by one passage. Read as a whole, this book follows a character dealing with isolation and slowly finding people she can trust. That is why readers my age connect with it. I understand that the parent who filed the request is worried about one scene with mature content, and that concern deserves a real answer. The criteria ask about the whole work, and that scene is part of how the story shows the character's isolation. I ask the committee to keep the novel available. If the concern is about age level, please consider an age note in the catalog rather than removal. Thank you.

Pacing

Full chapter: 20 min.

Short on time: 18 min. Students write the first half of the input in class and finish at home.

Say this

"Read your input as a committee member who agrees with the parent. Which sentence would you weigh most?" — Partners play that committee member.

Watch for

Misconception: Input guesses at the parent's motive. **Listen for:** "They just want to control what we read." **Then:** Point to the Audience row: a guess about a person keeps the input from counting.

Heat check

■■□ **Medium.** Arguing for a book can turn into arguing against a group of people.

Cool-down: Say: "Argue about the book, not the people." Return to the criteria checklist.

Answer key

What to notice in the sample:

1. Anchors the input in the committee's own criterion.
2. Acknowledges another reader with respect.
3. Keeps the disagreement about the book, not the parent.
4. Makes a clear, specific request.

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 8 minutes.

Does your input name a selection criterion?	☑ Yes	☐ No
Do you use evidence from the whole work?	☑ Yes	☐ No
Do you acknowledge another perspective?	☑ Yes	☐ No
Do you make a clear request?	☑ 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: 8 min.

Short on time: 4 min. Students answer the Check your work questions. 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 input is scored with the case rubric, with a check that a named selection criterion anchors the argument.

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 after feedback

I changed ___ because ___.

I replaced a sentence about the parent's motive with a reason tied to the criteria, because the committee cannot weigh a guess about a person.

Notes

This page continues page 135. The notes for both pages are on the sheet for page 135.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 12 minutes.

1 **Whose reading experience is missing from the crew's discussion of the novel?**

The parent's and other students' readings are missing. Mari is only halfway through, and Gia hasn't read it yet.

2 **Gia says nobody should go after the parent who asked for the review. Why might that matter for her bookshop discussion?**

The parent used the same process the crew wants to use. Attacking them would pull people away from the form Gia wants them to fill out.

3 **How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?**

Each word names a different stage. "Ban" makes people think it is over, so they may not send input.

My take

My claim: ___.

My claim: the novel is under review, not banned, and people can send input by the 15th.

The best evidence is ___, because ___.

The best evidence is the notice, because it says the title remains available during the review.

Pacing

Full chapter: 12 min.

Short on time: 5 min. Use question 2 as an exit ticket.

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

Someone who disagrees might say ___.

Someone who disagrees might say a review is the first step toward a ban.

I would change my mind if ___.

I would change my mind if the library pulled the book before the committee decided.

Notes

This page continues page 137.

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:

- summarize a short source accurately
- tell an opinion from a fact that can be checked
- write a short text for a named audience

Objectives

Students will be able to:

- identify the free copy as a material connection
- revise a script so the disclosure is early, spoken and on screen
- explain why a tag in the caption is not a clear disclosure

Objectives, continued

- separate an honest opinion from a disclosed relationship in a note of about 100 words

Materials

- This chapter, one copy per student
- Evidence A, B, C and D
- The FTC's Disclosures 101 page, or its summary in the key idea

The task in this edition

Task: Write a revised script and caption and a short note on why a tag alone isn't enough.

Students make: Script (60—90 seconds) plus 100-word note

Pacing

Opener (page 140): 5 min. Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Key terms (pages 141 and 142): 5 min. Short on time: skip. Define material connection and disclosure aloud in one minute.

Look at the evidence (page 146): 10 min. Short on time: 9 min. Students fill in only the What it shows boxes.

Look at the evidence (page 147): 6 min. Short on time: 4 min. Read Evidence D aloud; skip its boxes.

Pacing, continued

Key idea (pages 148 and 149): 8 min. Short on time: 4 min. Read the first FTC row only. Skip In the news.

Sort the evidence (page 150): 7 min. Short on time: skip.

Practice (page 151): 7 min. Short on time: 5 min. Take the vote. Skip Improve a draft.

Your task (page 152): 8 min. Short on time: 6 min. Students fill in only the checklist box.

Your draft (pages 153 and 154): 22 min. Short on time: 18 min. Students write the first three seconds and the caption in class and finish the note at home.

Check your work (pages 155 and 156): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 157 and 158): 12 min. Short on time: skip.

Talk about this case at home (page 159): at home.

Periods: full chapter 98 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 8 plan, continued

Standards, continued

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique relationships among creators, platforms, brands and regulators.

D3.2.9-12 Judge a source's credibility by looking at how experts value it. In this case: Students evaluate the credibility of a recommendation given its source relationship.

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)

Codes of ethics, continued

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

Heat map

■□□ **Opener (page 140):** Low

■□□ **Key terms (pages 141 and 142):** Low

■□□ **Look at the evidence (page 146):** Low

■□□ **Look at the evidence (page 147):** Low

■□□ **Key idea (pages 148 and 149):** Low

■□□ **Sort the evidence (page 150):** Low

■□□ **Practice (page 151):** Low

■□□ **Your task (page 152):** Low

■□□ **Your draft (pages 153 and 154):** Low

■□□ **Check your work (pages 155 and 156):** 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

Try it at your school, continued

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
- 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 5 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: 5 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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define material connection and disclosure aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that the tag is enough, because it shows the publisher's name.

Notes

This page continues page 141. The notes for both pages are on the sheet for page 141.

Reading passage

A tag is not a disclosure

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: Watching on mute

Gia stayed up until 2 a.m. finishing a new novel, and the next day she filmed a review for BookTok, the part of TikTok where people recommend books. Her enthusiasm is real. On Saturday at 1:30 p.m., Caio finishes the edit and sends it back. Gia is ready to post.

Caio is not. He wants to watch the cut once the way a stranger would, on a phone with the sound off. His question is specific. In the first three seconds, where does it say the book was free?

The book was free. Two weeks earlier, the publisher's publicity team emailed Gia: "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." The first cut opens with Gia saying, "You guys, I have to tell you about this book because I literally could not put it down!" There is no on-screen text. The caption reads "@publisher #booktok."

Gia points to the tag. Caio's edit notes answer her. A tag is a brand name, not a relationship. The caption also sits below the video, where most people will not open it. In this case, you are the viewer with the sound off who checks those first three seconds.

Stop and think. Caio says a tag is a brand name, not a relationship. What is the difference?

Pacing

Reading: about 5 min (595 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Watching on mute":** Caio says a tag is a brand name, not a relationship. What is the difference?
2. **After "Opinion, relationship and disclosure":** Why does Gia cut "best book of the year" even though she loves the book?
3. **After "What the FTC and researchers say":** Some viewers may treat a disclosed review as just an ad. How could Gia keep their trust?

Opinion, relationship and disclosure

An **endorsement** is a message that shares someone's opinion or experience of a product to promote it. Gia's review is one, and her opinion 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 is a material connection. Knowing about it gives viewers context. It does not prove that Gia's opinion is false.

A **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Case 1 gave you the idea of **framing**, choosing which parts of a situation a message brings forward. The first cut frames the review around Gia's excitement and leaves the relationship out of view. Caio proposes a three-second fix: "Quick heads-up, the publisher sent me this free." It is spoken and shown on screen, then followed by her hook.

Gia makes a second change that viewers might never notice. She had thought about calling it the best book of the year. Out of the ones she happened to read? She decides to say only what she can support: two nights, and she could not put it down. A disclosure answers one question, which is how she got the book. Viewers can still ask what supports her claims about the book itself.

Caio's test is simple. Someone who has not seen the video watches once, on mute. Then he asks, "Was the book free?" If they have to think about it, the edit is not done. A comment on another creator's review shows the risk of skipping this step: "wait was this sponsored?? kind of feels like an ad now."

Stop and think. Why does Gia cut "best book of the year" even though she loves the book?

What the FTC and researchers say

The Federal Trade Commission's guidance for influencers says a video disclosure belongs in the video itself, ideally both spoken and on screen (Federal Trade Commission, updated December 3, 2024). In November 2023, the FTC warned two trade associations and a dozen influencers about posts promoting aspartame or sugar. The agency said disclosures must be in the video, not buried in a caption (Federal Trade Commission, November 14, 2023).

Research suggests disclosure helps young viewers. A study of 3,149 high school students in Taiwan found that full sponsorship disclosure helped teens recognize a post as an ad (Lin et al., PLOS One, May 27, 2026).

Stop and think. Some viewers may treat a disclosed review as just an ad. How could Gia keep their trust?

This page continues page 143. The notes for both pages are on the sheet for page 143.

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

Real source | PLOS One (Lin et al.) | May 27, 2026

Effects of social media sponsorship disclosure on adolescents' advertising literacy and purchase intention

Notes

This page continues page 143. The notes for both pages are on the sheet for page 143.

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 | 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	What it leaves out
A free copy for review, and a request for a tag if she posts.	Whether Gia has any other relationship 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	What it leaves out
Real excitement on screen, and a publisher tag in the caption.	That the book was free. The video never names the publisher.

Pacing

Full chapter: 10 min.

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

Say this

"Put your finger on the 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

A test: watch 0:00—0:03 on mute, the way a stranger would.

What it leaves out

How many of Gia's viewers watch without sound.

Evidence D | **Viewer comment**

A comment on another creator's review

wait was this sponsored?? kind of feels like an ad now

Look closely: When does this viewer start to wonder about a sponsorship?

What it shows

A viewer who wonders about a deal after watching trusts the review less.

What it leaves out

Whether that review was sponsored. It is about another creator.

What is still missing from the evidence?

Whether Gia has any other relationship with the publisher, how many viewers watch without sound, and what supports her claims about the book.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read Evidence D aloud; skip its 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.**

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: 4 min. Read the first FTC row only. Skip In the news.

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 words “no obligation to post” ___, because ___.

The words “no obligation to post” do not change it, because the FTC counts free products even when no review is required.

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 148. The notes for both pages are on the sheet for page 148.

Sort the evidence

On your own Follow each choice to its results. Then write whose view is missing. About 7 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

Sound-off viewers never learn the book was free

Who is affected

Viewers deciding whether to buy or borrow the book

Disclose aloud and on screen in the first seconds

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 ___.

The publisher's publicity team. I would ask whether it has any other relationship with Gia besides the free copy.

Pacing

Full chapter: 7 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 7 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. It puts the relationship in the video, spoken and on screen. A only names the brand below the video. C ignores that the book was free.

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

Move it into the video, spoken and on screen, in the first three seconds.

Rewrite phrase 2

Use her own reading instead: "I finished it in two nights."

Pacing

Full chapter: 7 min.

Short on time: 5 min. Take the vote. 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 9—10

Your task

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

Write a revised script and caption and a short note on why a tag alone isn't enough.

Use: Case sources plus the FTC Disclosures 101 page.

You'll make: Script (60—90 seconds) plus 100-word note

Time: 50 minutes

1. Reread Evidence A and B. Underline what the publisher gave and where the first cut names it.
2. Fill in the planner: the relationship, where it shows now and the four checklist items.
3. Write the first three seconds of the script, spoken and on screen.
4. Write the rest of the script in Gia's voice. Keep her honest opinion and cut claims she cannot support.
5. Rewrite the caption so it names the relationship.
6. Write a note of about 100 words on why a tag alone is not enough.
7. Check your work with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

The relationship to disclose

The publisher sent Gia a free copy for review.

Where the first cut shows it

Only in a tag in the caption, below the video.

Checklist: words, placement, timing, repetition

Words: sent me this free. Placement: in the video. Timing: 0:00—0:03. Repetition: spoken, on screen and in the caption.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Students fill in only the checklist box.

Say this

"Gia's opinion stays. What has to change in the first three seconds?" — Write "words, placement, timing, repetition" on the board.

Watch for

Misconception: Students think an honest opinion makes disclosure optional. **Listen for:** "She means it, so it doesn't matter." **Then:** Ask which question each one answers: what she thinks, or how she got the book.

Support

- Before/after model

Heat check

■□□ **Low.**

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.6.9-12; D3.2.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Disclosure is clear and early
- Uses both spoken and on-screen forms
- Note distinguishes opinion from relationship
- Accurately reflects FTC guidance

Your draft

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

Script: the first three seconds

Spoken: ___. On screen: ___.

Spoken: “Quick heads-up, the publisher sent me this free.” On screen: Free copy from the publisher.

Script: the rest of the review

You guys, I could not put this down. The two sisters felt real to me, and the ending caught me completely off guard. I stayed up until 2 a.m. and finished it in two nights. If you like slow-burn family stories, this one’s for you. If you need a fast plot, maybe not.

Caption

Publisher sent me a free copy for review. #ad #booktok @publisher

Note: why a tag alone is not enough, about 100 words

A tag alone is not enough because ___.

A tag alone is not enough because it only names the publisher. It does not say the book was free, and it sits in the caption below the video. Caio’s notes say most people won’t open the caption. The FTC says a video disclosure belongs in the video itself, ideally spoken and on

Pacing

Full chapter: 22 min.

Short on time: 18 min. Students write the first three seconds and the caption in class and finish the note at home.

Say this

“Read only your on-screen words to a partner. Can they tell the book was free?” — This is Caio’s mute test on paper.

Watch for

Misconception: The disclosure is spoken only. **Listen for:** “She says it out loud at the start.” **Then:** Point to Caio’s notes: phone on mute. Add the same words on screen.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Names the relationship in plain words in the first three seconds.
2. Keeps a claim Gia can support in place of “best book of the year.”
3. Explains what a tag leaves out.
4. Separates the honest opinion from the relationship.

Your draft, continued

Note: why a tag alone is not enough, about 100 words, continued

screen. So my script says it and shows it in the first three seconds. My opinion of the book is honest, and I kept it. Viewers still deserve to know the book was free, so they can decide how much weight to give my review.

Notes

This page continues page 153. The notes for both pages are on the sheet for page 153.

Check your work

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

Does the script name the free copy in the first three seconds?	☑ Yes	☐ No
Is the disclosure both spoken and on screen?	☑ Yes	☐ No
Does your note separate Gia's opinion from her relationship with the publisher?	☑ Yes	☐ No
Does your note describe the FTC guidance accurately?	☑ 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: 8 min.

✂ Short on time: skip this page. Collect drafts and score them with the rubric yourself.

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 script and note are scored with the case rubric, with a check that the note separates opinion from relationship and reflects FTC guidance accurately.

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 after feedback

I changed ___ because ___.

I cut a line calling the disclosure a formality, because an honest opinion and a free copy answer different questions.

Notes

This page continues page 155. The notes for both pages are on the sheet for page 155.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 12 minutes.

1 **Would knowing the book was free change how much you trust Gia's review? Why or why not?**

It changes how I weigh it, not whether I believe her. The free copy is context, and her two nights of reading still count.

2 **Some viewers may treat a review with a disclosure as just an ad. How could Gia keep their trust?**

Disclose in the first seconds, then keep claims to her own experience. Cutting "best book of the year" makes the rest easier to believe.

3 **Who should make sure disclosures are clear: creators, brands or platforms?**

All three have a part. Gia controls her words, the publisher can ask for a disclosure, and a platform can offer a label. Gia speaks to viewers first.

My take

My claim: ___.

Gia should disclose the free copy in the first three seconds, spoken and on screen.

The best evidence is ___, because ___.

The first cut, because nothing in the video itself says the book was free.

Pacing

Full chapter: 12 min.

Short on time: skip this page.

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.
- Going further: The next time you see a recommendation, look for a disclosure in the video itself. Talk with a trusted adult before you accept any brand deal. If you post reviews, practice a clear spoken line, such as "They sent me this for free."
- Analyze three real posts from brands' own accounts (not individual creators) for disclosure
- Compare FTC guidance with another country's advertising standards body

My take, continued

Someone who disagrees might say ___.

Her opinion is honest, so the free copy does not matter.

I would change my mind if ___.

A viewer on mute could already tell the book was free from the first cut.

Notes

This page continues page 157.

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:

- summarize a short source accurately
- tell a fact from a recommendation
- write an explanation for a named reader

Objectives

Students will be able to:

- explain what one local office does, including what it does not control
- point readers to official, address-based sources to verify
- keep the language neutral, with no picks
- compare how two guides treat the same contest

Materials

- This chapter, one copy per student
- Evidence A, B, C and D
- USAGov's page on sample ballots and voter guides

The task in this edition

Task: Write a nonpartisan explainer on one local contest: what the office does, what's on the ballot, and where to verify.

Students make: Explainer, 250—350 words

Pacing

Opener (page 160): 5 min. Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Key terms (pages 161 and 162): 5 min. Short on time: skip. Define sample ballot and voter guide aloud in one minute.

Look at the evidence (page 166): 10 min. Short on time: 9 min. Students fill in only the What it shows boxes.

Look at the evidence (page 167): 6 min. Short on time: 4 min. Read Evidence D aloud; skip its boxes.

Key idea (pages 168 and 169): 8 min. Short on time: 4 min. Read the SPJ row only. Skip In the news.

Sort the evidence (pages 170 and 171): 7 min. Short on time: skip.

Pacing, continued

Practice (page 172): 6 min. Short on time: 5 min. Take the vote. Skip Improve a draft.

Your task (pages 173 and 174): 8 min. Short on time: 6 min. Students fill in only the office and verify boxes.

Your draft (page 175): 22 min. Short on time: 18 min. Students write the office and verify sections in class and finish the comparison at home.

Check your work (pages 176 and 177): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 178 and 179): 12 min. Short on time: skip.

Talk about this case at home (page 180): at home.

Periods: full chapter 97 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 9 plan, continued

Standards, continued

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.1.9-12 Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. In this case: Students distinguish the powers of local, state and national offices on the ballot.

D2.Civ.2.9-12 Analyze the role of citizens in the U.S. political system, including how participation has changed over time. In this case: Students analyze the role of voters and changes in who can vote over time.

D3.1.9-12 Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students select official election sources by authority.

Codes of ethics

- **SPJ Code of Ethics:** Seek Truth and Report It
- **RTDNA Code of Ethics:** Opening statement (before the guiding principles)

Codes of ethics, continued

- **Credo for Ethical Communication:** "We advocate sharing information, opinions, and feelings…" (one of nine unnumbered principles)

Heat map

■□□ **Opener (page 160):** Low

■□□ **Key terms (pages 161 and 162):** Low

■□□ **Look at the evidence (page 166):** Low

■□□ **Look at the evidence (page 167):** Low

■□□ **Key idea (pages 168 and 169):** Low

■■□ **Sort the evidence (pages 170 and 171):** Medium

■□□ **Practice (page 172):** Low

■■□ **Your task (pages 173 and 174):** Medium

■■□ **Your draft (page 175):** Medium

■□□ **Check your work (pages 176 and 177):** 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

Try it at your school, continued

- 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

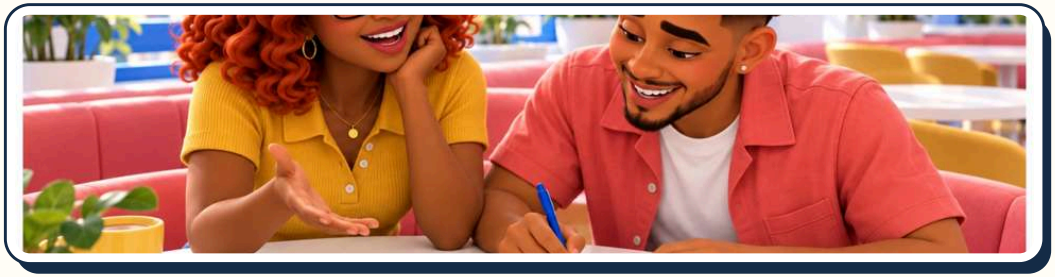
- Vote.gov, "Your state or territory's voting information," No date listed
- Vote.gov, "Preparing to vote: age 18 and under," No date listed
- USAGov, "Sample ballots and voter guides," No date listed
- National Constitution Center, "The 26th Amendment of the U.S. Constitution," No date listed

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 5 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: 5 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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define sample ballot and voter guide aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that it is mostly the big race, because that is what everyone posts about.

Notes

This page continues page 161. The notes for both pages are on the sheet for page 161.

Reading passage

Your ballot is not your feed

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

- **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: The second page

Dec turns 18 in October, a few weeks before the general election on November 3, 2026. If his feed is any guide, only one race matters. Every post is about the same big contest. On Sunday at the library desk, Mateo and Gia help him look past it.

They pull up a sample ballot for the November election. The front page matches the feed. The second page does not. It lists a school board race, a city council seat and Measure T, a transit bond. Mateo says what everyone is thinking: nobody is posting about Measure T.

A creator's voter guide is circulating in their group chat: "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." Dec reads it and says he does not need anyone picking for him. He has two questions. What is on his ballot, and is he registered in time?

Gia is writing a reminder for the chat, and Mateo has an uncomfortable realization. He moved from New Bedford for college, and he may still be registered at his mom's address in Massachusetts. Your role in this case is to find Dec's official sample ballot before anyone tells him how to vote.

Pacing

Reading: about 5 min (612 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The second page":** Why does the guide's deadline fail as a fact even if it happens to be right somewhere?
2. **After "Sorting what can be checked":** Which contest on the sample ballot could affect Dec's school or his bus?
3. **After "Young voters and the rules":** When could a voter guide that recommends choices help a first-time voter?

Stop and think. Why does the guide's deadline fail as a fact even if it happens to be right somewhere?

Sorting what can be checked

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 sample ballot is the original source, the Case 1 skill, and the guide is someone's reading of it. Case 1 also taught you that a **claim** is a statement that can be checked with evidence. The guide contains one checkable claim, the registration deadline, and it cannot be checked because it never names a state. Gia's question is exact: whose 14th?

Case 8 gave you another question to ask, about a **material connection**, a relationship with a brand, like payment or a free product, that viewers might not expect. The guide does not say who wrote it or who funds it. That does not make its picks wrong. It does mean Dec should treat them as opinions from an unknown source.

The ballot also teaches something about power. A **jurisdiction** is the place or area where a particular government or rule has authority. Your address decides which contests appear on your ballot, and a friend two districts over may see different local races. A school board and a city council have different jobs. Before researching candidates, Dec can ask which office has power over the issue he cares about, such as his school or his bus.

Registration is signing up with your election office so that you are on the list of people who can vote. Deadlines vary by state, so Gia leaves the date out of her reminder. Her message is short: check your registration and your own sample ballot at Vote.gov, deadlines depend on your state, and please don't post your address.

Stop and think. Which contest on the sample ballot could affect Dec's school or his bus?

Young voters and the rules

The Twenty-Sixth Amendment protects the right to vote for citizens 18 and older (National Constitution Center, no date listed). Its roots go back to World War II and the slogan "old enough to fight, old enough to vote" (The National WWII Museum, October 27, 2020). Most states now allow teens to preregister before 18, and some let 17-year-olds vote in primaries (Ballotpedia News, September 26, 2025).

Young people do vote. About 47 percent of 18- to 29-year-olds voted in 2024, with big differences by state (CIRCLE, April 14, 2025). Anika, who is 16, is checking whether she can preregister. She can also learn what the school board decides before she can vote on it.

This page continues page 163. The notes for both pages are on the sheet for page 163.

Stop and think. When could a voter guide that recommends choices help a first-time voter?

Sources

Real source | Vote.gov | No date listed
Your state or territory's voting information

Real source | National Constitution Center | No date listed
The 26th Amendment of the U.S. Constitution

Real source | The National WWII Museum | October 27, 2020
"Old Enough to Fight, Old Enough to Vote": The WWII Roots of the 26th Amendment

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 | CIRCLE (Tufts University) | April 14, 2025
New Data: Nearly Half of Youth Voted in 2024

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 10 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	What it leaves out
Federal, state and local races, plus Measure T.	Which address it covers, and what each office does.

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	What it leaves out
One checkable deadline mixed with two picks on how to vote.	Which state the deadline is for, and who wrote and funds it.

Pacing

Full chapter: 10 min.

Short on time: 9 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	What it leaves out
An official place to check, and a request to keep addresses private.	Any deadline, because each state sets its own dates.

Evidence D | **Statement**

What Dec needs

"I turn 18 in October. I don't need someone picking for me. I need to know what's on my ballot and whether I'm registered in time for November."

Look closely: What two questions does Dec need answered, and which source answers each?

What it shows	What it leaves out
Two questions: what is on his ballot, and is he registered in time?	His state, his registration status and his deadline.

What is still missing from the evidence?

Dec's state, registration status and deadline, the sample ballot for his own address, and who wrote and funds the creator's guide.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Read Evidence D aloud; skip its 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.**

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

Facts I can check: ___. Picks: ___.

Facts I can check: "Registration closes the 14th," though it names no state. Picks: "vote Candidate B" and "Measure T: yes, obviously."

Pacing

Full chapter: 8 min.

Short on time: 4 min. Read the SPJ row only. Skip In the news.

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 168. The notes for both pages are on the sheet for page 168.

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 7 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: 7 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 creator who wrote the guide. I would ask who wrote and funds it, and which state “the 14th” is for.

Notes

This page continues page 170. The notes for both pages are on the sheet for page 170.

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 6 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. Addresses in one state can fall in different districts, so A may give the wrong local races. C starts with opinions before the facts.

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

Registration deadlines depend on your state, so check yours at vote.gov.

Rewrite phrase 2

Check your own registration at vote.gov. Don't share your address here.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Take the vote. 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 9—10

Your task

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

Write a nonpartisan explainer on one local contest: what the office does, what's on the ballot, and where to verify.

Use: Sample ballot, office descriptions and USA.gov page.

You'll make: Explainer, 250—350 words

Time: 50 minutes

1. Choose one local contest on the sample ballot in Evidence A.
2. Fill in the planner: what the office does, where to verify and how two guides treat the race.
3. Write a heading and one sentence that names the contest.
4. Explain what the office does and one decision it does not make.
5. Tell readers where to verify, starting with vote.gov.
6. Compare two guides fairly, and label any pick as the guide's opinion.
7. Write 250 to 350 words in all, with no picks, on the Your draft page.

Prefer typing? Scan to open the online workspace.

The contest I chose

Board of Education, District 3 (vote for two)

What the office does

Sets the district budget, hires the superintendent and approves policies like the school calendar. It does not run classrooms.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Students fill in only the office and verify boxes.

Say this

"Pick one local contest. Before you say anything about candidates, can you explain the job?" — Model the school board row together.

Watch for

Misconception: The explainer drifts into recommending a candidate. **Listen for:** "So you should probably vote for her." **Then:** Point to the success list: neutral language. Report the guide's pick as the guide's opinion.

Support

- Explainer template
- Fact vs. opinion checklist

Stretch

- Compare how two guides describe the same measure.

Heat check

Medium. Students may add picks for candidates or measures they support.

Cool-down: Remind students the product is nonpartisan. Replace any pick with where to check the facts.

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.1.9-12; D2.Civ.2.9-12; D3.1.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Where to verify

Vote.gov, which links to your state's election office, and USAGov's page on sample ballots.

How two guides treat the race

The creator's guide gives a pick: "vote Candidate B." A county guide prints each candidate's own statement.

Notes

This page continues page 173.

Answer key

A strong response:

- Accurate office description
- Neutral language
- Official sources cited
- Compares two guides fairly

Your draft

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

Your explainer, 250 to 350 words

School board, District 3: what you are deciding. Below the big race on this November's sample ballot is the Board of Education, District 3. Voters choose two members. What the office does: the school board sets the district budget, hires the superintendent and approves policies like the school calendar. It does not run individual classrooms. Before you read any guide, ask what the board can change. What else is on the ballot: a city council seat and Measure T, a transit bond. Those are separate contests, and Measure T is about transit, not schools. Where to verify: ballots depend on your address, so check your own. Go to vote.gov and choose your state. It links to your state's election office, where you can find the sample ballot for your address and check your registration. Deadlines depend on your state, so do not copy a date from a post. USAGov also explains how a sample ballot differs from a voter guide. Comparing two guides: a creator's guide says, "vote Candidate B, the only one who cares about students." That is a recommendation, not a fact you can check. It also names no author. A county guide prints each candidate's statement in their own words, so readers can compare them and decide for themselves. This explainer does not recommend any candidate.

Pacing

Full chapter: 22 min.

Short on time: 18 min. Students write the office and verify sections in class and finish the comparison at home.

Say this

"Read your explainer as a reader who supports another candidate. Does any sentence push you?" — Partners mark any sentence that favors a candidate.

Watch for

Misconception: The explainer copies the deadline from the creator's guide. **Listen for:** "Registration closes the 14th." **Then:** Replace the date with the official place to check it.

Heat check

■■□ **Medium.** Students may add picks for candidates or measures they support.

Cool-down: Remind students the product is nonpartisan. Replace any pick with where to check the facts.

Answer key

What to notice in the sample:

1. Says what the office does not control, so readers ask the right office.
2. Separates two contests by what each one covers.
3. Labels the guide's pick as opinion and stays neutral.
4. Points readers to an official, address-based source.

Check your work

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

Does your explainer describe what the office does accurately?	☑ Yes	☐ No
Is the language neutral, with no picks?	☑ Yes	☐ No
Does it send readers to official sources to verify?	☑ Yes	☐ No
Does it compare the two guides fairly?	☑ 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: 8 min.

✂ Short on time: skip this page. Collect drafts and score them with the rubric yourself.

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 explainer is scored for an accurate office description, neutral language, official sources and a fair comparison of the two guides.

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 after feedback

I changed ___ because ___.

I replaced a sentence that praised one candidate with a line telling readers where to find each candidate's statement.

Notes

This page continues page 176. The notes for both pages are on the sheet for page 176.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 12 minutes.

1. **Which contest on the sample ballot could affect Dec's school or his bus?**

The Board of Education, District 3 race for his school, and Measure T for transit. Both sit below the big race.

2. **Mateo may still be registered in New Bedford. Why might his ballot differ from Dec's?**

A ballot depends on your address. If Mateo is registered in Massachusetts, he gets that state's contests and deadline, not Dec's.

3. **Anika is 16. How can she be part of this election before she can vote?**

She can check her state's preregistration rule and learn what the school board decides before she can vote on it.

4. **When could a voter guide that recommends choices help a first-time voter?**

When it labels its picks as opinion and gets its facts right. A reader can check the facts and weigh the picks separately.

My take

My claim: ___.

Dec should find his own sample ballot and registration status through official sources before he reads any guide.

The best evidence is ___, because ___.

The sample ballot, because it lists local contests his feed never mentions.

Pacing

Full chapter: 12 min.

Short on time: skip this page.

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.
- Going further: With a trusted adult, go to Vote.gov and choose your state or territory. Check the registration rules for your age, then find the sample ballot for your address. Never share your address or birthdate in a group chat.
- Find your county's sample ballot for the next election
- Research the history of the Twenty-Sixth Amendment

My take, continued

Someone who disagrees might say ___.

A guide with picks saves time for a busy first-time voter.

I would change my mind if ___.

The creator's guide named its author and labeled its picks as opinion.

Notes

This page continues page 178.

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.

Question 4 cool-down: Say: "We are not discussing any real candidate or party." Return to the creator's guide in Evidence B.

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:

- summarize a short source accurately
- explain the difference between an observation and a conclusion
- write a short message for a named reader

Objectives

Students will be able to:

- separate what a video shows from what it cannot prove

Objectives, continued

- identify Title II of the ADA as the part that covers a city program and a city sidewalk
- write an access report with a location, a time, an observation and a specific request
- explain in one sentence why the report asks a question instead of claiming a violation

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The Department of Justice page "ADA Update: The ADA and City Governments"

The task in this edition

Task: Write an access report to the city's ADA coordinator about the blocked route.

Students make: Report, 120—170 words

Pacing

Opener (page 181): 5 min. Short on time: 4 min. Read What happened aloud. Skip the group-chat excerpt.

Key terms (pages 182 and 183): 5 min. Short on time: skip. Define program access and ADA coordinator aloud in one minute.

Look at the evidence (page 187): 10 min. Short on time: 8 min. Students fill in only the What it shows boxes.

Pacing, continued

Look at the evidence (page 188): 5 min. Short on time: 3 min. Read the flyer aloud. Students fill in only its What it shows box.

Key idea (pages 189 and 190): 8 min. Short on time: 4 min. Read the first paragraph of the key idea and the ASPA card. Skip In the news.

Sort the evidence (page 191): 7 min. Short on time: skip.

Practice (page 192): 6 min. Short on time: 5 min. Take the vote. Skip Improve a draft.

Your task (pages 193 and 194): 8 min. Short on time: 6 min. Students fill in only the observation and question boxes.

Your draft (page 195): 20 min. Short on time: 16 min. Students write the report in class and the rationale sentence at home.

Check your work (pages 196 and 197): 8 min. Short on time: skip. Collect reports and score them with the rubric yourself.

Questions to discuss (pages 198 and 199): 10 min. Short on time: 4 min. Use question 1 as an exit ticket.

Talk about this case at home (page 200): at home.

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

Case 10 plan, continued

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how people use the ADA to address local access issues.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate intended and unintended outcomes of a construction detour.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.

Codes of ethics, continued

- **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 181):** Medium

■□□ **Key terms (pages 182 and 183):** Low

■□□ **Look at the evidence (page 187):** Low

■□□ **Look at the evidence (page 188):** Low

■□□ **Key idea (pages 189 and 190):** Low

■■□ **Sort the evidence (page 191):** Medium

■■□ **Practice (page 192):** Medium

■□□ **Your task (pages 193 and 194):** Low

■□□ **Your draft (page 195):** Low

■□□ **Check your work (pages 196 and 197):** 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

Try it at your school, continued

- 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.

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 5 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: 5 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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define program access and ADA coordinator aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is the construction company, because its fence blocks the ramp.

Notes

This page continues page 182. The notes for both pages are on the sheet for page 182.

Reading passage

From a video to a report the city can answer

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: The camera goes down

At 4:05 p.m. on a Tuesday, Sami and Mateo reach the corner of Elm Street and 4th Avenue. She is on her way to a free community workshop run by the city's parks department, starting at 5. She uses a manual wheelchair. Her bus arrives in 12 minutes.

The northeast curb ramp is behind construction fencing. A sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR," and its arrow points to a path that begins with a flight of stairs. Sami's summary is four short sentences in the group chat: the ramp is fenced off, the detour sign points to stairs, so no, bus in 12.

Mateo had the sign on video before he even thought about it. He asks whether she wants him to post it. Sami answers with a question: does that get her on the bus? He admits it does not. He puts the camera down and checks the other corners for a ramp while she looks up the next stop. Sami also sets a rule for the future. He can film the ramp and the sign. If he wants to film her, he asks first, and ideally not while she is busy missing a bus.

In this case, your role is to write down the corner, the time and the sign before anyone posts. The report comes later, once Sami is on her way.

Stop and think. Sami decides what the next 12 minutes need. Why should that decision be hers?

Pacing

Reading: about 5 min (623 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The camera goes down":** Sami decides what the next 12 minutes need. Why should that decision be hers?
2. **After "Sizing the claim to the evidence":** Which barrier on Sami's trip would a photo miss?
3. **After "What the law and history add":** Why is "the city is breaking the ADA" a weaker report than a specific question?

Sizing the claim to the evidence

Mateo's next thought is legal: is the city breaking the Americans with Disabilities Act? That is a **claim**, the Case 1 term for a statement that something is true that you can check with evidence. The evidence is narrow. The sign went up Monday. Mateo recorded it Tuesday at 4:05 p.m. The route map shows five stages: home to the corner, the blocked northeast ramp, the bus stop, the bus to the parks department building and the workshop entrance and room. Nobody has checked that last stage yet. One corner and one sign cannot show whether another accessible route exists or whether the whole city is out of compliance.

A **barrier** is something that blocks or limits a person from taking part. Sami meets one at the ramp. The workshop flyer could be a second one. It says "All welcome!" and "Call the front desk," but it gives no information about accessible entrances or how to request access.

Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. Access covers the whole visit: finding the information, getting there, going in, taking part and leaving. That is why a good report looks at all five stages, not just the corner.

Case 9 introduced **jurisdiction**, the place or area where a particular government or rule has authority. Here it answers "whose job is it?" The city runs the workshop and manages the street. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. Mateo puts it simply. The report goes to the city's ADA coordinator, not his followers. It lists the corner, the time, the sign and one question: is there an accessible detour, and how long will this stay blocked? He sends it only if Sami says yes.

Stop and think. Which barrier on Sami's trip would a photo miss?

What the law and history add

The Justice Department explains that Title II of the ADA covers state and local government programs and services. Its guide for cities also covers keeping curb ramps usable during street work (U.S. Department of Justice, updated February 24, 2020).

The ADA itself came from protest. On March 12, 1990, activists climbed the Capitol steps to show what stairs do to access, and the law was signed that July (HISTORY, July 24, 2020). Thirty-five years later, NPR looked at what the law changed and what barriers people still report (NPR, July 22, 2025).

Stop and think. Why is "the city is breaking the ADA" a weaker report than a specific question?

This page continues page 184. The notes for both pages are on the sheet for page 184.

Sources

Real source | U.S. Department of Justice | February 24, 2020

The ADA and City Governments

Real source | HISTORY | July 24, 2020

When the 'Capitol Crawl' Dramatized the Need for Americans with Disabilities Act

Real source | NPR | July 22, 2025

35 years of the Americans with Disabilities Act — celebrating the success and concern

Notes

This page continues page 184. The notes for both pages are on the sheet for page 184.

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 | 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	What it leaves out
The posted detour begins with stairs, so a wheelchair user cannot follow it.	Whether an accessible route exists, and how long the ramp stays blocked.

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	What it leaves out
Five stages. The blocked ramp is stage 2, and the bus comes in 12 minutes.	Whether the workshop entrance and room work for Sami. Nobody checked.

Pacing

Full chapter: 10 min.

Short on time: 8 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 parks department runs the workshop and invites everyone.

What it leaves out

How to request access, and whom to contact about it.

What is still missing from the evidence?

Whether an accessible detour exists and how it is marked, how long the ramp stays blocked, and whether the workshop entrance and room are accessible.

Notes

Pacing

Full chapter: 5 min.

Short on time: 3 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 ___, so that ___.

The flyer should add how to request access and whom to contact, so that Sami can ask before she travels.

Pacing

Full chapter: 8 min.

Short on time: 4 min. Read the first paragraph of the key idea and the ASPA card. Skip In the news.

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 189. The notes for both pages are on the sheet for page 189.

Sort the evidence

On your own Mark whether each piece of evidence supports or narrows each claim. Then write whose view is missing. About 7 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 ADA coordinator. I would ask whether there is an accessible detour and how long the ramp will be blocked.

Pacing

Full chapter: 7 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 6 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.
- ☑ **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 gives the office that can act the corner, time and sign, and it asks Sami first. A claims a violation. C leaves the stairs detour for the next person.

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

On Tuesday at 4:05 p.m., the northeast curb ramp was blocked by fencing.

Rewrite phrase 2

Is there an accessible detour, and how long will this ramp be blocked?

Pacing

Full chapter: 6 min.

Short on time: 5 min. Take the vote. 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 9—10

Your task

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

Write an access report to the city's ADA coordinator about the blocked route.

Use: Case evidence plus the DOJ ADA and city governments page.

You'll make: Report, 120—170 words

Time: 50 minutes

1. Reread Evidence A and B. Write the corner, day and time of the blocked ramp.
2. Fill in the planner: what you saw, what you do not know yet and your question.
3. Decide how to mention Sami. Mention her only if she agrees.
4. Write a report of 120 to 170 words to the city's ADA coordinator on the Your draft page.
5. Write one sentence that explains why you ask a question instead of claiming a violation.
6. Check your report with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

Location, day and time

Northeast corner of Elm Street and 4th Avenue, Tuesday, 4:05 p.m.

What we saw

We saw ___.

We saw the curb ramp blocked by fencing and a detour sign that points to stairs.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Students fill in only the observation and question boxes.

Say this

"Your reader works for the city and has never seen this corner. What do they need to find it?" — List on the board: corner, day, time, what you saw.

Watch for

Misconception: Reports declare a violation. **Listen for:** "The city is clearly violating the ADA." **Then:** Ask what one corner at one time can prove. Turn the claim into a question.

Support

- Report template: location, date/time, observation, effect, request
- Model report

Stretch

- Explain in one sentence why you are asking a question rather than claiming a violation.

Heat check

■□□ **Low.**

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.12.9-12; D2.Civ.13.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

What we do not know yet

Whether an accessible detour exists, how long the ramp stays blocked and whether the workshop entrance works.

Which part of the ADA applies, and why

Title II, because the city runs the workshop and the sidewalk is a city sidewalk.

Our question for the city

Could you tell us ___?

Could you tell us whether there is an accessible detour and how long the ramp will be blocked?

Notes

This page continues page 193.

Answer key

A strong response:

- Precise location and time
- Observation separated from conclusion
- Specific request
- Correctly identifies Title II as relevant

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Your report to the ADA coordinator, 120 to 170 words

To the City ADA Coordinator: I am writing about the construction at the northeast corner of Elm Street and 4th Avenue. It is next to the bus stop. On Tuesday at 4:05 p.m., the curb ramp there was blocked by construction fencing. The detour sign pointed to a path that begins with a flight of stairs. My friend Sami, who uses a wheelchair and agreed to be mentioned, could not use that detour to reach her bus. The city runs the workshop she was going to and maintains the sidewalk, so we understand ADA Title II may apply. Could you tell us whether there is an accessible detour, how it is marked and how long the ramp will be blocked? We would also like to know how to report this if it happens again. Thank you.

Why I asked instead of claimed, one sentence

I asked because we saw one corner at one time, and only the city knows whether another route exists.

Pacing

Full chapter: 20 min.

Short on time: 16 min. Students write the report in class and the rationale sentence at home.

Say this

“Read your report as the coordinator. Can you answer its question?” — Partners underline the question in each other’s report.

Watch for

Misconception: Reports mention Sami without her permission. **Listen for:** “A wheelchair user I know couldn’t get to the bus.” **Then:** Ask whether Sami agreed. If not, describe the barrier without her.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Gives the exact place and time, so the office can find the problem.
2. Mentions Sami only with her permission.
3. Names the relevant law without declaring a violation.
4. Asks a specific question the office 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 8 minutes.

Does your report give the exact corner, day and time?	☑ Yes	☐ No
Does it describe what you saw without saying the city broke the law?	☑ Yes	☐ No
Does it ask one question the city can answer?	☑ Yes	☐ No
Does your rationale explain why you asked instead of claimed?	☑ 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: 8 min.

✂ Short on time: skip this page. Collect reports and score them with the rubric yourself.

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 report is scored with the case rubric, with a check that the one-sentence rationale explains why it asks rather than accuses.

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 after feedback

I changed ___ because ___.

I replaced “the city is clearly violating the ADA” with a question about the detour, because we saw only one corner.

Notes

This page continues page 196. The notes for both pages are on the sheet for page 196.

Questions to discuss

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

1. **Which barrier on Sami's trip would a photo miss?**

The flyer, which gives no way to request access. That barrier is about information, so no camera at the corner would show it.

2. **What is the difference between recording a barrier and making Sami the content?**

A record of the corner, the time and the sign helps the city fix it. Posting Sami without her permission turns her trip into someone else's story.

3. **Construction is temporary, but the detour affects people now. What should a city do to keep routes usable during repairs?**

Mark an accessible detour before the fence goes up and post how long the closure lasts. Give a contact for people who cannot use the detour.

My take

My claim: ___.

Mateo should send the ADA coordinator the corner, time and sign, and one question, if Sami agrees.

The best evidence is ___, because ___.

The detour sign, because it shows that the only posted route starts with stairs.

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 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.
- Going further: With a trusted adult, search your city's website for "ADA coordinator" or "accessibility" pages. Save how to report a blocked sidewalk or curb ramp, often through 311 or a public works page. Ask the person affected before you report for them, and stay out of construction zones.
- Find your city's ADA coordinator page and summarize its complaint process
- Research how your city communicates construction detours

My take, continued

Someone who disagrees might say ___.

Posting the video would get a faster answer from the city.

I would change my mind if ___.

The city had already marked an accessible detour that Mateo missed.

Notes

This page continues page 198.

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:

- summarize what a short document shows
- tell a fact from an assumption
- write a short message for a named reader

Objectives

Students will be able to:

- build a comparison sheet from a pay statement, a schedule and a text exchange
- separate what Jordy knows from what Gia has chosen to share
- write a specific, respectful question to a supervisor using accurate legal vocabulary

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The EEOC Pay Discrimination page, projected or printed
- The case rubric, printed on the Check your work page

The task in this edition

Task: Build a private comparison sheet and draft Jordy's message to the supervisor.

Students make: Sheet plus a message of 80—120 words

Pacing

Opener (page 201): 5 min. Short on time: 5 min.

Key terms (pages 202 and 203): 5 min. Short on time: skip. Define compensation and Title VII aloud in one minute.

Look at the evidence (page 207): 8 min. Short on time: 8 min.

Look at the evidence (page 208): 4 min. Short on time: 4 min.

Key idea (pages 209 and 210): 8 min. Short on time: 3 min. Read the second paragraph of the key idea aloud. Skip In the news.

Sort the evidence (page 211): 6 min. Short on time: skip.

Pacing, continued

Practice (page 212): 6 min. Short on time: 4 min. Do the choice only. Skip Improve a draft.

Your task (pages 213 and 214): 20 min. Short on time: 20 min.

Check your work (pages 215 and 216): 6 min. Short on time: 3 min. Students answer the Check your work questions only. Score the rubric yourself.

Questions to discuss (pages 217 and 218): 10 min. Short on time: 3 min. Use question 2 as an exit ticket.

Talk about this case at home (page 219): at home.

Periods: full chapter 78 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

Case 11 plan, continued

Standards, continued

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use equal-pay laws to address pay issues.

D2.Civ.14.9-12 Analyze past, present and emerging ways of changing society, promoting the common good and protecting rights. In this case: Students analyze historical and contemporary means of protecting rights at work.

D2.His.1.9-12 Evaluate how events were shaped by their time and place and by the wider historical context. In this case: Students evaluate how the U.S. women's soccer team's choice of comparison (contract structure and totals, or pay rates) shaped the 2020 ruling and the 2022 settlement.

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 201):** Medium

■□□ **Key terms (pages 202 and 203):** Low

■□□ **Look at the evidence (page 207):** Low

■□□ **Look at the evidence (page 208):** Low

■□□ **Key idea (pages 209 and 210):** Low

■□□ **Sort the evidence (page 211):** Low

■■□ **Practice (page 212):** Medium

■□□ **Your task (pages 213 and 214):** Low

■□□ **Check your work (pages 215 and 216):** 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
- 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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define compensation and Title VII aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that the shift-lead title explains it, because the schedule lists Gia that way.

Notes

This page continues page 202. The notes for both pages are on the sheet for page 202.

Reading passage

What does shift lead pay for?

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: A $1.50 surprise

Jordy and Gia work event shifts for the same company. On Saturday, they worked the same event, 3 to 11 p.m. Both did setup and closing. Jordy also ran the caption and audio check, a job Jordy takes seriously because Jordy is hard of hearing and knows when captions miss a line. They were paid the following Friday.

On Sunday afternoon, Jordy sends Gia a screenshot: $16.50 an hour. Gia's reply comes fast. Hers says $18.00. Then she asks the question neither of them can answer: is it because she is shift lead?

The crew schedule lists Gia as "shift lead" and says nothing else about it. Gia remembers opening up and handling one guest issue. Gia only learned she makes more because Jordy showed her their statement. Nobody ever told her what the title pays for.

Jordy's next message sets the course. Same event, same hours, and Jordy is asking Dana, the supervisor, before this goes anywhere. Your role in this case is to line up both shifts side by side before Jordy writes to Dana.

Stop and think. List the facts that are the same for both jobs and the facts that differ. Which difference matters most?

Pacing

Reading: about 5 min (614 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A $1.50 surprise":** List the facts that are the same for both jobs and the facts that differ. Which difference matters most?
2. **After "Comparing like with like":** What answer from Dana would satisfy Jordy, and what answer would not?
3. **After "The law, and a comparison that shaped a lawsuit":** Why might it matter that the judge compared contract structures while the players wanted him to compare rates?

Comparing like with like

Case 5 gave you the habit of reading a pay statement line by line. Jordy's shows 8.0 hours at $16.50, for **gross pay** of $132.00. Gross pay is the money you earn before any taxes or other deductions are taken out. At $18.00, the same eight hours would come to $144.00.

The new skill is comparing two cases on the same terms. Line up every fact the documents give you. Hours: the same. Setup from 3 to 5: all crew. Closing from 10 to 11: all crew. Caption and audio check: Jordy. Title: Gia is shift lead. Lead duties, according to Gia: opening up and one guest issue. What the title pays: unknown.

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 comparison narrows the question without answering it. If shift lead carries real extra duties and a set rate, the title may explain the $1.50. If it does not, Jordy has a specific question to ask.

Case 10 taught you to bring a question to the office responsible. Dana sets rates, so Dana gets the message. It should state what Jordy knows for sure: the hours, the duties and Jordy's own rate. It should ask one clear question: what does "shift lead" include, and how are rates set? It does not need Gia's statement. Gia is fine with Jordy knowing her rate, but she does not want her statement posted anywhere. Jordy, for their part, will decide what to do if Dana's answer does not make sense. It is Jordy's paycheck.

Stop and think. What answer from Dana would satisfy Jordy, and what answer would not?

The law, and a comparison that shaped a lawsuit

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. Talking about pay is protected too. The National Labor Relations Board says most private-sector workers have a right to discuss pay with coworkers, with or without a union (NLRB, no date listed).

The U.S. women's national soccer team shows why the comparison matters. In 2020, a federal judge dismissed their equal pay claim, pointing to differences in how the teams' contracts were structured (NPR, May 2, 2020). The players appealed, saying he had not looked at rates of pay. In 2022, they reached a $24 million settlement with a promise of equal pay rates (NPR, February 22, 2022). A settlement is an agreement, not a court finding, and it decides nothing about Jordy's employer.

Stop and think. Why might it matter that the judge compared contract structures while the players wanted him to compare rates?

This page continues page 204. The notes for both pages are on the sheet for page 204.

Sources

Real source | National Labor Relations Board (NLRB) | No date listed

Your Right to Discuss Wages

Real source | NPR | May 2, 2020

Federal Judge Dismisses U.S. Women's Soccer Team's Equal Pay Claim

Real source | NPR | February 22, 2022

The U.S. national women's soccer team wins $24 million in equal pay settlement

Notes

This page continues page 204. The notes for both pages are on the sheet for page 204.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 8 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, for $132.00 in gross pay.

What it leaves out

How the rate was set, and what other crew members earned.

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 listed as shift lead. All crew did setup and closing.

What it leaves out

What a shift lead does, and whether the title comes with a higher rate.

Pacing

Full chapter: 8 min.

Short on time: 8 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 lets Jordy know her rate but not post her statement. She did some lead work.

What it leaves out

Whether her lead work explains the $1.50, and whether Gia wants Dana to see her rate.

What is still missing from the evidence?

What the shift-lead role officially involves and how rates are set, whether Gia's higher rate reflects experience or other criteria, how other crew members are paid, and whether the company has any written pay policy.

Pacing

Full chapter: 4 min.

Short on time: 4 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 8 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

A written policy that shows ___ would answer this, because ___.

A written policy that shows what shift lead includes and what it pays would answer this, because the schedule gives only the title.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Read the second paragraph of the key idea aloud. Skip In the news.

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 209. The notes for both pages are on the sheet for page 209.

Sort the evidence

On your own Line up the accounts in the diagram. Then name one view that is missing. About 6 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, because Dana knows how rates are set. I would ask what the shift-lead role involves and how someone qualifies.

Pacing

Full chapter: 6 min.

Short on time: skip this page.

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. It tests the most likely explanation, the shift-lead title, first. A treats the work as the same and ignores Gia's request. C ignores the limits the law puts on pay.

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

Could you explain how rates are set for event crew?

Rewrite phrase 2

My own statement shows $16.50 an hour for the Saturday event.

Pacing

Full chapter: 6 min.

Short on time: 4 min. Do the choice only. Skip Improve a draft.

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 9—10

Your task

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

Build a private comparison sheet and draft Jordy's message to the supervisor.

Use: Statements, schedule and EEOC youth page.

You'll make: Sheet plus a message of 80—120 words

Time: 50 minutes

1. Reread Evidence A and B. Underline the hours, the duties and the title "shift lead."
2. Fill in the comparison sheet: what Jordy knows for sure and what Gia shared privately.
3. Circle what Gia shared privately. Keep it out of the message.
4. Write Jordy's message to Dana, 80 to 120 words, in the Your draft box.
5. Ask one clear question about what shift lead includes and how rates are set.
6. Check your message with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

What Jordy knows for sure

Jordy knows ___.

Jordy worked 3 to 11 p.m., did setup, the caption and audio check and closing, at $16.50.

What Gia shared privately

Gia shared ___.

Her $18.00 rate, and that she opened up and handled one guest issue.

What Jordy is asking

Jordy wants to know ___.

Jordy wants to know what shift lead includes and how event-crew rates are set.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"Dana has never seen your sheet. Which three facts does Dana need to answer you?" — Listen for hours, duties and Jordy's own rate.

Watch for

Misconception: Messages name Gia and her rate. **Listen for:** "Gia gets $18.00, so I should too." **Then:** Point to Evidence C. Gia agreed to tell Jordy, not Dana. Try "another worker on the same shift."

Support

- Comparison-sheet template
- Model message
- Frame: "I worked ___. My statement shows ___. Could you explain ___?"

Stretch

- Separate what Jordy knows from what Gia has chosen to share.

Heat check

■□□ **Low.**

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.12.9-12; D2.Civ.14.9-12; D2.His.1.9-12.

The Case plan sheet gives each code in plain words.

Your draft

Jordy's message to Dana, 80 to 120 words

Hi Dana, I have a question about ___.

Hi Dana, I have a question about my pay rate for the Saturday event. I worked from 3 to 11 p.m., did setup and closing, 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? I'd appreciate a reply this week. Thanks, Jordy

Notes

This page continues page 213.

Answer key

A strong response:

- Accurate comparison
- Distinguishes known from assumed
- Specific, respectful question
- Accurate legal vocabulary

What to notice in the sample:

1. States Jordy's own hours and duties, the facts Dana needs to compare roles.
2. Raises the difference without naming Gia or sharing her rate.
3. Targets the one factor that might explain the difference.
4. Asks for a reply by a set time, without a threat.

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 message say what Jordy knows and what Jordy is asking?	☑ Yes	☐ No
Does it keep Gia's name and rate out of the message?	☑ Yes	☐ No
Is the tone polite and specific?	☑ Yes	☐ No
Does it avoid saying the pay difference proves discrimination?	☑ 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: 6 min.

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

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 sheet and message are scored with the case rubric, with a check that known facts are kept apart from assumptions and that Gia's privacy is respected.

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 after feedback

I changed ___ because ___.

I took out Gia's name and her $18.00 rate, because Gia didn't agree to share her rate with Dana.

Notes

This page continues page 215. The notes for both pages are on the sheet for page 215.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 10 minutes.

1 **What information could explain the $1.50 difference, and what might challenge that explanation?**

Lead duties could explain it if the role has written criteria. Gia's account challenges that, because one opening and one guest issue may be little extra work.

2 **Whose choice is it to make Jordy's pay public, and why?**

It is Jordy's choice. Most private-sector workers have a right to discuss pay, and the pay is Jordy's. That right does not cover posting Gia's statement.

3 **What answer from Dana would satisfy Jordy, and what answer would not?**

A written explanation of what shift lead involves and how someone qualifies would satisfy Jordy. A vague answer that names no criteria would not.

4 **In the soccer case, the judge looked at contract structures, and the players wanted him to compare rates of pay. Why does that choice matter?**

What you compare can change the answer. The judge focused on how the contracts were structured, and the players said he had not looked at rates of pay.

Pacing

Full chapter: 10 min.

Short on time: 3 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

My claim: ___.

Jordy should ask Dana how rates are set before deciding the difference is unfair.

The best evidence is ___, because ___.

The schedule, because it lists Gia as shift lead but never says what that job includes.

Someone who disagrees might say ___.

The difference is clear, so Jordy should report it right away.

I would change my mind if ___.

Dana refused to explain how rates are set.

Notes

This page continues page 217.

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.

See the case online.

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.

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:

- summarize a court decision's facts and outcome
- tell speech from conduct in a simple example
- write a paragraph that applies a rule to facts

Objectives

Students will be able to:

Objectives, continued

- state Tinker's rule accurately, including its limit on disruption
- apply the rule to the wear-blue plan and the walkout
- separate speech from conduct
- name the missing facts that would change the analysis

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The U.S. Courts Tinker summary and its walkout scenario
- A brief template: facts, rule, application, open questions

The task in this edition

Task: Write a fact-pattern brief comparing Tinker with the wear-blue plan and the walkout.

Students make: Brief, 300—400 words

Pacing

Opener (page 220): 5 min. Short on time: 5 min.

Key terms (pages 221 and 222): 5 min. Short on time: skip. Define precedent and substantial disruption aloud in one minute.

Pacing, continued

Look at the evidence (page 226): 8 min. Short on time: 8 min.

Look at the evidence (page 227): 4 min. Short on time: 4 min.

Key idea (pages 228 and 229): 8 min. Short on time: 2 min. Read the second paragraph of the key idea aloud. Skip the rest.

Sort the evidence (page 230): 6 min. Short on time: skip.

Practice (page 231): 5 min. Short on time: skip.

Your task (pages 232 and 233): 8 min. Short on time: 8 min.

Your draft (page 234): 20 min. Short on time: 20 min.

Check your work (pages 235 and 236): 6 min. Short on time: skip. Collect briefs and score them with the rubric yourself.

Questions to discuss (pages 237 and 238): 8 min. Short on time: 3 min. Use question 1 as an exit ticket.

Talk about this case at home (page 239): at home.

Periods: full chapter 83 minutes; one period 50 minutes.

Case 12 plan, continued

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.4.9-12 Explain how the U.S. Constitution sets up a government whose powers and limits have changed and are still debated. In this case: Students explain how constitutional limits on government are still contested in schools.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze the role of personal perspective in applying constitutional rights.

Standards, continued

D3.4.9-12 Refine claims and counterclaims for precision and significance, noting the strengths and limits of each. In this case: Students refine claims and counterclaims about how the precedent applies.

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 220):** Medium

■□□ **Key terms (pages 221 and 222):** Low

■□□ **Look at the evidence (page 226):** Low

■□□ **Look at the evidence (page 227):** Low

■■□ **Key idea (pages 228 and 229):** Medium

■□□ **Sort the evidence (page 230):** Low

■■□ **Practice (page 231):** Medium

■□□ **Your task (pages 232 and 233):** Low

■□□ **Check your work (pages 235 and 236):** Low

Try it at your school

Read your school's expression policy before you print.

Try it at your school, continued

- 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
- 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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define precedent and substantial disruption aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that Tinker protects all of it, because it was a student protest case.

Notes

This page continues page 221. The notes for both pages are on the sheet for page 221.

Reading passage

How far does Tinker reach?

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

- **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 grows a plan

Anika, a junior at a public high school, wants the library to stay open at lunch. On Tuesday at 3:15 p.m., she prints a poster: “KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday.” Mateo did the photo and layout. Because it looked good, he ran a photo of the school’s sign and logo across the top. No student name or group appears anywhere on the poster.

By Wednesday at 9:02 p.m., the idea has grown in the group chat. “If they take the poster down we walk out Thursday. Tinker says they can’t touch us.” The next reply shows the confusion: “Wait, wear blue AND walk out??”

Anika never proposed a walkout, and she says so. She also checks the student handbook. Page 14 allows posters on the boards outside the cafeteria and the library, but only with office approval and the name of the student or group responsible. Her poster has neither. Mateo sees his own problem. The school sign makes it look like the school is announcing the plan, and it is not. 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. Anika separates her poster from the walkout. Why is that separation important?

Pacing

Reading: about 5 min (590 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: A poster grows a plan”:** Anika separates her poster from the walkout. Why is that separation important?
2. **After “Precedent and fact patterns”:** Which changed fact would make Tinker a weaker comparison for the wear-blue plan?
3. **After “What courts and schools have done since”:** If the poster had Anika’s name and no school logo, what would change?

Precedent and fact patterns

A **precedent** is an earlier court decision that judges use as a guide in similar later cases. Tinker v. Des Moines (1969) is the precedent the chat invokes. Public-school students wore black armbands to protest the Vietnam War, the school suspended them, and the Supreme Court ruled for the students. **Substantial disruption** is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities. The Court also 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. The new skill builds on Case 11, where you compared two jobs on the same terms. Here you compare Tinker's facts with three actions. Wearing blue is quiet and stays in class, like the armbands. A walkout means leaving class, which falls under the attendance rule, and Tinker does not settle that. The poster raises a separate question. It shows the school's logo and 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.

Two Case 1 terms fit here. "Tinker says they can't touch us" is a **claim** that goes far beyond the precedent. And the logo is a form of **framing**, choosing which parts of a situation a message brings forward. It brings the school forward as the apparent speaker.

Stop and think. Which changed fact would make Tinker a weaker comparison for the wear-blue plan?

What courts and schools have done since

The Tinker opinion says students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (Legal Information Institute, 1969). The federal courts publish a teaching exercise about a walkout scenario that separates the message from the act of leaving class and describes the usual attendance consequences (U.S. Courts, no date listed).

The Supreme Court returned to student speech in 2021. In the case of a cheerleader's Snapchat post, it ruled 8 to 1 for the student but said schools may still act on some off-campus speech, such as threats (PBS NewsHour, June 23, 2021). In early 2026, students in Indiana and other states walked out of class to protest federal immigration enforcement. Schools responded differently. Some counted it as an unexcused absence, and one high school gave one-day suspensions (Chalkbeat Indiana, February 11, 2026).

Stop and think. If the poster had Anika's name and no school logo, what would change?

This page continues page 223. The notes for both pages are on the sheet for page 223.

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 | U.S. Courts | No date listed

Fictional Scenario: Tinker v. Des Moines

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

Real source | Chalkbeat Indiana | February 11, 2026

How schools in Marion County responded to anti-ICE student protests

Notes

This page continues page 223. The notes for both pages are on the sheet for page 223.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 8 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's message, with the school logo at the top and no student name.

What it leaves out

Whether the office approved it, and whether the school has objected to it.

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

Students may post on two boards if the office approves and a name appears.

What it leaves out

What happens to posters that break the rule, and any rule about leaving class.

Pacing

Full chapter: 8 min.

Short on time: 8 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 thinks Tinker protects a walkout. Another is unsure what the plan is.

What it leaves out

What the school’s attendance policy says about leaving class.

What is still missing from the evidence?

We don’t know what the attendance policy says about leaving class. We also don’t know if the school has objected, or what process comes before any discipline.

Notes

Pacing

Full chapter: 4 min.

Short on time: 4 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.**

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: 2 min. Read the second paragraph of the key idea aloud. Skip the rest.

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

Candid advice would say ___, because ___.

Candid advice would say Tinker does not settle a walkout, because leaving class is conduct 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 228. The notes for both pages are on the sheet for page 228.

Sort the evidence

On your own Link each piece of evidence to the claim it supports or challenges. Then name one missing view. About 6 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 main office's view is missing. I would ask whether the office approved the poster and what the attendance policy says about walkouts.

Pacing

Full chapter: 6 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 5 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. It separates the speech from the conduct. A goes too far, because Tinker was about silent armbands. B goes too far the other way, because Tinker recognized student speech rights.

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 keep speech rights at school unless it would substantially disrupt school.

Rewrite phrase 2

Wear blue Thursday. A walkout means leaving class, which the attendance rule covers.

Pacing

Full chapter: 5 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 9—10

Your task

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

Write a fact-pattern brief comparing Tinker with the wear-blue plan and the walkout.

Use: Tinker summary and the U.S. Courts walkout scenario.

You'll make: Brief, 300—400 words

Time: 50 minutes

1. List the facts of Tinker: who acted, what they did, where, and what the school did.
2. Make a chart with three rows: the poster, the wear-blue plan and the walkout.
3. Add the action, the place and the school rule for each row, using Evidence A, B and C.
4. Mark the row that matches Tinker's facts most closely.
5. Name one missing fact for each row, such as what the attendance policy says.
6. Write your brief of 300 to 400 words. Start on the Your draft page.

Prefer typing? Scan to open the online workspace.

The poster: action, place, rule

A poster with the school logo and no name, on a school board; the posting policy.

Wear-blue plan: action, place, rule

Wearing blue on Thursday at school; no clothing rule is known.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

"Fill in the chart before you write a word of the brief. Which row matches Tinker best?" — Give two minutes of silent work, then hear answers.

Watch for

Misconception: Students treat the walkout and the armbands as the same because both are protests. **Listen for:** "A protest is a protest." **Then:** Ask what the Tinker students did during class. They stayed. Walkout students leave.

Support

- Brief template: facts, rule, application, open questions
- Model application paragraph
- Model one row aloud: the wear-blue plan, at school, no clothing rule known.

Stretch

- Identify what additional facts you'd need about the attendance policy.

Heat check

■□□ **Low.**

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.4.9-12; D2.Civ.10.9-12; D3.4.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Walkout: action, place, rule

Leaving class Thursday if the poster comes down; the attendance policy.

Closest match to Tinker

The wear-blue plan.

One missing fact for each row

Poster: did the office approve it? Blue: is there a dress rule? Walkout: what does the attendance policy say?

Notes

This page continues page 232.

Answer key

A strong response:

- Rule from Tinker stated accurately
- Applies it to both fact patterns
- Distinguishes speech from conduct
- Names missing facts

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Facts of Tinker

In Tinker v. Des Moines (1969), public-school students wore black armbands to protest the Vietnam War. The school suspended them.

Rule

Students keep free-speech rights at school unless their expression would substantially disrupt school or invade others' rights.

Application to the three actions

The wear-blue plan matches Tinker most closely. It is quiet, and nobody leaves class, so Tinker probably protects it. The walkout is different. The message may be similar, but leaving class is conduct covered by the attendance policy, so Tinker alone does not answer it. The poster raises a third question. It shows the school's logo and no student name, so it may look like school speech.

Open questions

We don't know what the attendance policy says, whether the office approved the poster or whether the school has any rule about clothing.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

"Your application paragraph should use the word "because" at least twice." — Each "because" should connect a fact to the rule.

Watch for

Misconception: Briefs promise an outcome. **Listen for:** "The school will lose in court." **Then:** Swap "will" for "probably," and name the fact that is still missing.

Support

- The overprinted sample is a condensed brief that fits this page. Full briefs run 300 to 400 words.

Answer key

What to notice in the sample:

1. States the rule with its limit, which many first drafts leave out.
2. Says "probably" instead of promising a legal outcome.
3. Separates speech from conduct.
4. Names the exact missing fact that would decide the walkout 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 6 minutes.

Does your brief state Tinker's rule, including its limit on disruption?	☑ Yes	☐ No
Does it treat the walkout as a separate question from the poster and the wear-blue plan?	☑ Yes	☐ No
Does it name at least one missing fact, such as what the attendance policy says?	☑ Yes	☐ No
Does it avoid promising what a court or the school would decide?	☑ 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: 6 min.

✂ Short on time: skip this page. Collect briefs and score them with the rubric 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 brief is scored with the case rubric, with a specific check that speech and conduct are separated and that missing facts are named rather than assumed.

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 after feedback

I changed ___ because ___.

I stopped calling the walkout protected and called it a separate question, because leaving class falls under the attendance policy.

Notes

This page continues page 235. The notes for both pages are on the sheet for page 235.

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 came with leaving class, or caused a substantial disruption, the plan would no longer match the quiet armbands.

2 **Why might it matter whether a poster looks like it comes from the school?**

If readers think the school is speaking, the school has more say over the message. The logo photo creates that impression.

3 **If the poster had Anika's name and no school logo, what would change?**

It would meet the handbook's name rule and read as student speech, so Tinker would be the better comparison. It would still need office approval.

My take

My claim: ___.

Tinker fits the wear-blue plan, but it does not settle the walkout.

The best evidence is ___, because ___.

The Tinker facts, because the armbands were silent and nobody left class.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Use question 1 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
- Find your district's student expression or posting policy and compare it with Tinker

My take, continued

Someone who disagrees might say ___.

Any protest at school is protected, so a walkout is too.

I would change my mind if ___.

The attendance policy allowed students to leave class for a protest.

Notes

This page continues page 237.

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 a list and pull out numbers
- explain a trade-off between two goals
- write a short proposal for a named reader

Objectives

Students will be able to:

- propose one purchasing change for the next screening
- use the EPA hierarchy accurately
- check local acceptance instead of trusting a label
- include a measurement plan and one access or cost concern

Materials

- This chapter, one copy per student
- Evidence A, B and C

Materials, continued

- A proposal template and a before-and-after data table

The task in this edition

Task: Write a proposal to the event organizers for one purchasing change, with a measurement plan.

Students make: Proposal, 250—350 words

Pacing

Opener (page 240): 5 min. Short on time: 5 min.

Key terms (pages 241 and 242): 5 min. Short on time: skip. Define source reduction and local acceptance aloud in one minute.

Look at the evidence (page 246): 8 min. Short on time: 8 min.

Look at the evidence (page 247): 4 min. Short on time: 4 min.

Key idea (pages 248 and 249): 8 min. Short on time: 2 min. Read the first paragraph of the key idea aloud. Skip the rest.

Sort the evidence (pages 250 and 251): 6 min. Short on time: skip.

Practice (page 252): 5 min. Short on time: skip.

Your task (pages 253 and 254): 8 min. Short on time: 8 min.

Pacing, continued

Your draft (page 255): 20 min. Short on time: 20 min.

Check your work (pages 256 and 257): 6 min. Short on time: skip. Collect proposals and score them with the rubric yourself.

Questions to discuss (pages 258 and 259): 8 min. Short on time: 3 min. Use question 3 as an exit ticket.

Talk about this case at home (page 260): at home.

Periods: full chapter 83 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

Case 13 plan, continued

Standards, continued

D4.6.9-12 Use one or more disciplines to understand the causes of local, regional and global problems and the challenges of addressing them. In this case: Students use disciplinary lenses to understand a local waste problem.

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students assess options for individual and collective action on waste.

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 240):** Low

■□□ **Key terms (pages 241 and 242):** Low

■□□ **Look at the evidence (page 246):** Low

■□□ **Look at the evidence (page 247):** Low

■■□ **Key idea (pages 248 and 249):** Medium

Heat map, continued

■□□ **Sort the evidence (pages 250 and 251):** Low

■■□ **Practice (page 252):** Medium

■□□ **Your task (pages 253 and 254):** Low

■□□ **Check your work (pages 256 and 257):** 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

Sources, continued

- NPR, "Why People With Disabilities Want Bans On Plastic Straws To Be More Flexible," July 11, 2018
- 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: skip this page. Skip this page. Define source reduction and local acceptance aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is a clearer recycling sign, because people may be putting cups in the wrong bin.

Notes

This page continues page 241. The notes for both pages are on the sheet for page 241.

Reading passage

Count first, then claim

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

- **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: The box and the supply list

Dec opens the box in the theater shop on Tuesday and laughs, a little. Over one week, the crew placed three separate orders for small LED connectors and switches. All three arrived together in one full box, and about half of it is plastic air pillows and foam wrapped around parts the size of a fingernail.

Anika tracks the parts and the budget, so she has the other half of the picture. The supply list from last Friday's screening at the Common Room shows about 120 single-use cups, plastic-lined paper and labeled "recyclable." It also lists 80 paper plates, 150 printed flyers and 40 paper straws handed out on request. The folding chairs were borrowed from the bookshop.

Dec, who is thinking about an electrical apprenticeship and likes following a problem to where it starts, wants to fix the ordering before anyone redoes the recycling sign. Anika is on board, with a condition. If anyone says a change saves money, she wants the numbers. Right now, she says, they have one box and a guess.

Your role in this case is to count the cups before and after the change.

Stop and think. Why does Dec start with the order form instead of the recycling bins?

Pacing

Reading: about 5 min (572 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The box and the supply list":** Why does Dec start with the order form instead of the recycling bins?
2. **After "Upstream and downstream":** What does the baseline of 120 cups let the crew claim later, and what does it not?
3. **After "What the EPA and the straw debate show":** How could a change that reduces waste create an access problem, and how would you find out?

Upstream and downstream

Source reduction is preventing waste before it is created, for example by buying less packaging. **Reuse** is using an item again instead of throwing it away after one use. Dec's ordering fix is source reduction. Borrowing the bookshop's washable cups is reuse.

The cups show why checking matters. They are labeled "recyclable," but the city's recycling list accepts metal cans, glass, rigid plastic bottles and containers and flattened cardboard. It does not accept plastic-lined paper cups, plastic bags and film, foam or items labeled compostable. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. Case 9 taught you to go to the official source for your own area, and this is the recycling version of that skill. Anika adds a warning. Compostable cups are not on the list either, so switching to them would not solve anything by itself.

The new skill is counting a starting point before you claim a change works. The baseline is about 120 cups. The test is one screening with washable cups. The count covers cups used and cups left, plus the new costs of water and washing time. Case 4 gives you the words for the result. It is a **proposal**, a change that someone suggests and that has not been approved yet. It is also a **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Anika also rejects a total ban on disposables. Some people need a disposable cup or a straw, so the plan keeps some on request.

Stop and think. What does the baseline of 120 cups let the crew claim later, and what does it not?

What the EPA and the straw debate show

The Environmental Protection Agency 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 (EPA, updated December 19, 2025). An NPR investigation found that less than 10 percent of plastic has ever been recycled, which is one reason reduction comes first (NPR, September 11, 2020).

In 2018, Starbucks announced it would phase out plastic straws by 2020 using a sippable lid (NPR, July 9, 2018). Two days later, NPR reported that some people with disabilities need flexible plastic straws, and advocates said few people seemed to know about the exemption in Seattle's straw ban (NPR, July 11, 2018).

Stop and think. How could a change that reduces waste create an access problem, and how would you find out?

This page continues page 243. The notes for both pages are on the sheet for page 243.

Sources

Real source | U.S. Environmental Protection Agency (EPA) | December 19, 2025

Sustainable Materials Management: Non-Hazardous Materials and Waste Management Hierarchy

Real source | NPR | September 11, 2020

How Big Oil Misled The Public Into Believing Plastic Would Be Recycled

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

Notes

This page continues page 243. The notes for both pages are on the sheet for page 243.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 8 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

What the screening used, including about 120 cups labeled “recyclable.”

What it leaves out

Where each item went after the event, and which items could be reused.

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 arrived in one box that was about half packaging.

What it leaves out

Whether one combined order would come with less packaging.

Pacing

Full chapter: 8 min.

Short on time: 8 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 items labeled compostable.

What it leaves out

Where the items the city does not accept end up.

What is still missing from the evidence?

We don't know how many cups reuse would replace or what washing costs in water and time. We also don't know if the bookshop can lend cups every time.

Notes

Pacing

Full chapter: 4 min.

Short on time: 4 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 8 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

Before saying the label breaks the guide, I would need to know ___, because ___.

Before saying the label breaks the guide, I would need to know whether other programs collect these cups, because the guide asks about established programs.

Pacing

Full chapter: 8 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 248. The notes for both pages are on the sheet for page 248.

Sort the evidence

On your own Follow each choice to its consequences in the diagram. Then name one view that is missing. About 6 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: 6 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 bookshop's view is missing. I would ask whether it can lend washable cups every time, and who would wash them.

Notes

This page continues page 250. The notes for both pages are on the sheet for page 250.

Practice: choose a response

On your own Choose the plan the crew should try and explain why. Then fix the two marked lines. About 5 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 names the trade-offs: washing time, cost, access and the city list. B repeats the label mistake, and C could leave out guests who need a cup or a straw.

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 offer washable cups and keep disposable cups and straws on request.

Rewrite phrase 2

We won't say it saves money until we count cups and washing costs.

Pacing

Full chapter: 5 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 9—10

Your task

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

Write a proposal to the event organizers for one purchasing change, with a measurement plan.

Use: EPA hierarchy, supply list and local accepted-materials list.

You'll make: Proposal, 250—350 words

Time: 50 minutes

1. Choose one item from the screening supply list in Evidence A.
2. Check the city list in Evidence C to see whether the city recycles that item.
3. Name one way to reduce or reuse the item before it reaches a bin.
4. Add a backup plan for people who need a disposable item, such as a cup or a straw.
5. Plan what you will count before and after the next screening, including any new costs.
6. Write your proposal of 250 to 350 words on the Your draft page.

Prefer typing? Scan to open the online workspace.

The item and how many were used

Single-use cups: about 120.

Does the city list accept it?

No. Plastic-lined paper cups are not accepted.

Reduce or reuse option

Borrow washable cups from the bookshop and run a wash station.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

"Your organizers will ask two questions: what changes, and how will we know? Answer both in your planner." — Write the two questions on the board.

Watch for

Misconception: Students choose a new "recyclable" cup. **Listen for:** "Just buy better recyclable cups." **Then:** Send them back to Evidence C. The list decides, and it rejects items labeled compostable too.

Support

- Proposal template
- Before/after data table
- Before-and-after table headings: item, count last time, count next time, new costs.

Stretch

- Address one access or cost concern.

Heat check

■□□ **Low.**

Standards

Common Core: RI.9-10.1; W.9-10.1; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D4.6.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Backup for people who need a disposable item

Keep single-use cups and flexible straws available on request.

What we will count, before and after

Cups used and left over, compared with about 120, plus water and volunteer time for washing.

Notes

This page continues page 253.

Answer key

A strong response:

- Specific change
- Uses the hierarchy accurately
- Checks local acceptance
- Measurement plan and access concern included

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 20 minutes.

Your proposal, 250 to 350 words

To the event organizers:

To the event organizers: For the next Common Room screening, we propose one change to the cups. At the last screening, we used about 120 single-use cups. They are plastic-lined paper and labeled “recyclable,” but the city’s recycling list does not accept plastic-lined paper cups. The EPA ranks source reduction and reuse above recycling, so we want fewer cups before any reach a bin. We propose borrowing washable cups from the bookshop and running a wash station during the screening. We will ask Rafa and Jordy to run it. Some guests need a disposable cup or a straw, so single-use cups and flexible straws will stay available on request. This change has costs. Washing uses water and someone’s time, and the bookshop may not be able to lend cups every time. To measure the result, we will count the cups used and left over after the event and compare the total with about 120. We will also record how long the wash station took. We expect fewer cups in the trash, but we won’t claim savings until we compare the counts and the cost of washing.

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

“Read your proposal as the organizer who has to wash the cups. What would you ask?” — Partners trade drafts and write one question.

Watch for

Misconception: Proposals promise savings. **Listen for:** “This will save money.” **Then:** Ask what the crew has counted so far. Replace the promise with a plan to count.

Answer key

What to notice in the sample:

1. Checks local acceptance instead of trusting the label.
2. Builds the access concern into the plan.
3. Uses the supply-list count as a baseline.
4. Avoids promising results that have not been measured.

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 proposal name one specific change?	☑ Yes	☐ No
Does it rely on the city list instead of the label on the item?	☑ Yes	☐ No
Does it keep an option for people who need a disposable item?	☑ Yes	☐ No
Does it say what you will count, without promising savings you have not measured?	☑ 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: 6 min.

Short on time: skip this page. Collect proposals and score them with the rubric 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 proposal is scored with the case rubric, with a check that it verifies local acceptance and avoids unmeasured claims about savings.

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 after feedback

I changed ___ because ___.

I replaced the promise that the change will definitely save money with a plan to compare the counts, because nothing is measured yet.

Notes

This page continues page 256. The notes for both pages are on the sheet for page 256.

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. Banning disposable cups or straws could leave out people who need them, as the NPR straw story shows. The crew could ask guests and keep some on request.

2 **How does "add more bins" define the problem differently from "order less packaging"?**

The phrase "add more bins" treats waste as a sorting problem at the end. The phrase "order less packaging" treats it as a buying problem, which the EPA ranks higher.

3 **What would the crew need to count before saying a change saves money?**

Cups used and left over, compared with about 120 last time, plus the cost of water and volunteer time for washing.

My take

My claim: ___.

The crew should test washable cups at one screening and count the result.

The best evidence is ___, because ___.

The city list, because it shows the "recyclable" cups are not accepted.

Pacing

Full chapter: 8 min.

Short on time: 3 min. Use question 3 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

Someone who disagrees might say ___.

Washing cups uses water and time, so it might not help.

I would change my mind if ___.

The count showed washing cost more than it saved, or guests could not use the cups.

Notes

This page continues page 258.

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:

- summarize a short source accurately
- explain the difference between a claim and evidence
- organize a short piece of writing into paragraphs

Objectives

Students will be able to:

- apply the four fair-use factors to one planned use
- mark each factor the evidence cannot settle
- explain why Stitch permission inside TikTok does not cover a downloaded clip used elsewhere

Objectives, continued

- recommend a practical path before the crew posts

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The U.S. Copyright Office fair-use page, printed or on screen
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write a four-factor analysis of the crew's planned use and recommend a path.

Students make: Analysis, 300—400 words

Pacing

Opener (page 261): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the evidence.

Key terms (pages 262 and 263): 6 min. Short on time: skip. Define attribution and license aloud in one minute.

Look at the evidence (page 267): 10 min. Short on time: 8 min. Read Evidence B aloud. Students fill in only the boxes for Evidence A.

Look at the evidence (page 268): 5 min. Short on time: 3 min. Students fill in only the "What it shows" box.

Pacing, continued

Key idea (pages 269 and 270): 10 min. Short on time: 6 min. Read the second paragraph aloud. Skip the code of ethics.

Sort the evidence (page 271): 8 min. Short on time: skip.

Practice (pages 272 and 273): 6 min. Short on time: skip.

Your task (pages 274 and 275): 12 min. Short on time: 10 min. Fill in factor 1 together, then let pairs finish the table.

Your draft (page 276): 25 min. Short on time: 15 min. Students draft the four factors in class and finish the recommendation at home.

Check your work (pages 277 and 278): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 279 and 280): 10 min. Short on time: 4 min. Use question 3 as an exit ticket.

Talk about this case at home (page 281): at home.

Periods: full chapter 105 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 14 plan, continued

Standards, continued

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.3.9-12 Analyze how constitutions, laws, treaties and international agreements affect national and international order. In this case: Students analyze the impact of copyright law on creative communities.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how creators use and challenge copyright rules.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal interest in a project shapes how people read the rules.

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 261):** Low

■□□ **Key terms (pages 262 and 263):** Low

■□□ **Look at the evidence (page 267):** Low

■□□ **Look at the evidence (page 268):** Low

■□□ **Key idea (pages 269 and 270):** Low

■□□ **Sort the evidence (page 271):** Low

■□□ **Practice (pages 272 and 273):** Low

■□□ **Check your work (pages 277 and 278):** 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
- Ask your media teacher or librarian about uses you're unsure of

Try it at your school, continued

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: 4 min. Read What happened aloud and go straight to the evidence.

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 6 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: 6 min.

Short on time: skip this page. Skip this page. Define attribution and license aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that the credit covers it, because the crew names the artist and uses only 20 seconds.

Notes

This page continues page 262. The notes for both pages are on the sheet for page 262.

Reading passage

What a caption credit can and cannot do

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

- **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: Rough cut, 9:40 p.m.

Caio edits freelance projects and runs film nights at the bookshop, so he knows what a song can do to a scene. On Friday night, he is cutting the crew's festival film, a short recap built from crew footage and interviews. His rough cut, saved at 9:40 p.m., has a problem he likes too much. From 0:18 to 0:38, a released song plays under the setup montage, pitched up slightly, and it carries the whole sequence. From 1:40 to 1:46, the cut also uses a six-second clip downloaded from a TikTok post made with Stitch, TikTok's remix tool.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" Mateo wants the film online tonight. Caio replies with a question: credit gets them what, exactly? Mateo admits he does not have an answer.

Caio's reasoning is simple. Twenty seconds of the song carries the montage, and that is exactly why he cannot just borrow it and hope. He wants to check the license before anyone posts. Your role is to fill in the rights log before the film goes up.

Stop and think. Why does Caio say the song carrying the montage is a reason not to borrow it?

Credit, permission and the rights log

Attribution is naming the person who made a work, such as a song, a photo or a video. It answers "Who made this?" A **license** is permission from a rights holder to use a work under specific terms.

Pacing

Reading: about 5 min (614 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Rough cut, 9:40 p.m.":** Why does Caio say the song carrying the montage is a reason not to borrow it?
2. **After "Credit, permission and the rights log":** Mateo marks the TikTok clip "unknown." What would the crew need to find out to fill in that row?
3. **After "When platforms and courts decide":** Caio pitched the song up. Does changing a song make it a new work? Why or why not?

Credit, permission and the rights log, continued

It answers “Did the owner say yes to this use?” Mateo’s caption answers the first question and says nothing about the second.

Case 8 taught you that a **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Attribution is honest in the same way. It tells viewers where something came from. But honesty about the source is not permission to use it. Changing the pitch does not change ownership either. As Caio puts it, the song is still theirs, just a little higher.

Case 1 taught you to trace a clip to its original source. The rights log does that for every borrowed piece. It has columns for the element, who made it, where it came from, the permission or license and the date. Row 1 is the setup-montage music from a streaming download, permission unknown. Row 2 is the six-second clip from a TikTok creator, permission unknown. Mateo assumed Stitch covered the clip. Stitch permission works inside TikTok, and the festival film is not on TikTok, so the row stays “unknown” until the crew finds out.

Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. The factors are the purpose of the use, the nature of the original work, the amount used and the effect on the original’s market (U.S. Copyright Office, updated July 2026). Case 12 taught you to compare facts against a legal standard, and fair use works the same way. No number of seconds is automatically safe. A short clip can count against fair use if it is the most recognizable part of a song.

Caio’s plan avoids the question entirely if the license falls through. The crew can use a library track with clear terms, or Dec can record a drum loop the crew owns. The film goes up Sunday.

Stop and think. Mateo marks the TikTok clip “unknown.” What would the crew need to find out to fill in that row?

When platforms and courts decide

When Universal Music Group’s licensing deal with TikTok expired in February 2024, videos using its artists’ songs, from Taylor Swift to Olivia Rodrigo, went silent (NPR, February 1, 2024). Credit was never the issue.

The Supreme Court tested fair use in 2023. It ruled against the Andy Warhol Foundation, finding that Warhol’s new version of a photograph was not fair use when it served the same purpose as the original (NPR, May 18, 2023).

Stop and think. Caio pitched the song up. Does changing a song make it a new work? Why or why not?

This page continues page 264. The notes for both pages are on the sheet for page 264.

Sources

Real source | NPR | February 1, 2024

TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift

Real source | NPR | May 18, 2023

Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Real source | U.S. Copyright Office | July 2026

Fair Use Index

Notes

This page continues page 264. The notes for both pages are on the sheet for page 264.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 10 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	What it leaves out
The cut borrows 20 seconds of a released song and a six-second TikTok clip.	Who owns each piece, and whether any license covers this use.

Evidence B | Group-chat message

Mateo's message, Friday, 10:02 p.m.

We'll credit them in the caption. Post tonight?

Look closely: Which question does the caption answer? Which question does it skip?

What it shows	What it leaves out
Mateo plans to name the artist in the caption and post tonight.	Whether anyone who owns the song agreed to this use.

Pacing

Full chapter: 10 min.

Short on time: 8 min. Read Evidence B aloud. Students fill in only the boxes for Evidence A.

Say this

"Put your finger on each row of the rights log. Which column says "unknown"?" — Wait for "permission or license" in both rows.

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

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

Both borrowed pieces, who made them and where each one came from.

What it leaves out

A license or permission for either piece.

What is still missing from the evidence?

Whether the track has any license that covers this use, which part of the song the 20 seconds come from, where the film will be shown, and what the TikTok creator agreed to when the clip was posted.

Notes

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students fill in only the "What it shows" box.

Say this

"Put your finger on each row of the rights log. Which column says "unknown"?" — Wait for "permission or license" in both rows.

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.**

Key idea: fair use

On your own Read the key idea and the code of ethics, then answer the question in the box. About 10 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: 10 min.

Short on time: 6 min. Read the second paragraph 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

To fill in each row, Caio needs ___.

To fill in each row, Caio needs a license or permission, with its date, from the song's owner and from the TikTok creator.

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 269. The notes for both pages are on the sheet for page 269.

Sort the evidence

On your own Match each piece of evidence to the claim it supports, challenges or narrows. About 8 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 song's owner is missing. I would ask whether a license exists for a festival film and what it allows.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

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 6 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 treats permission as its own question and gives a backup plan. A mixes up credit and permission. C relies on a seconds rule that does not exist.

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: 6 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 for mood. No number of seconds is automatically fair use.

Rewrite phrase 2

In-app sounds have their own licenses. Our downloaded track needs its own check.

Notes

This page continues page 272.

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 9—10

Your task

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

Write a four-factor analysis of the crew's planned use and recommend a path.

Use: Copyright Office fair-use page and TikTok Stitch announcement.

You'll make: Analysis, 300—400 words

Time: 50 minutes

1. Reread Evidence A and C. List the two pieces the crew borrowed.
2. Fill in the factor table with one note on each fair-use factor for the song.
3. Put a question mark next to any factor the evidence cannot settle.
4. Write a first draft of your analysis and recommendation on the Your draft page.
5. Include one sentence on why Stitch permission does not cover the festival film.
6. Revise it into a final analysis of 300 to 400 words on lined paper or online.

Prefer typing? Scan to open the online workspace.

Factor 1: purpose of the use

Background mood for a recap, with no commentary on the song. Weighs against.

Factor 2: nature of the work

A released, creative recording. Weighs against fair use.

Factor 3: amount used

About 20 seconds. ? Which part: if it is the hook, it could count against us.

Factor 4: effect on the market

? Free use as background music could replace a license the artist might sell.

Pacing

Full chapter: 12 min.

Short on time: 10 min. Fill in factor 1 together, then let pairs finish the table.

Say this

"Work through the factors one at a time. For each one, which way does the evidence point?" — Model factor 1 together before pairs continue.

Watch for

Misconception: Students give a final verdict on fair use. **Listen for:** "So it's definitely fair use." **Then:** Ask which factor they are sure of. Replace "definitely" with "probably" or a question mark.

Support

- Factor table
- Model analysis of a different example
- Frame: "Factor ___ points ___ because ___."

Stretch

- Explain why Stitch permission inside TikTok doesn't cover a download used elsewhere.

Standards

Common Core: RI.9-10.1; W.9-10.1; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.3.9-12; D2.Civ.12.9-12; D2.Civ.10.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

The path I recommend

Before posting, the crew should ___.

Before posting, the crew should check the license and swap in licensed or original music.

Notes

This page continues page 274.

Answer key

A strong response:

- Applies all four factors
- States uncertainty honestly
- Distinguishes platform permission
- Recommends a practical path

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 25 minutes.

First draft: the four factors

Factor 1, purpose: we use about 20 seconds of the song as background mood for our recap. We are not commenting on the song, so this factor probably weighs against fair use. Factor 2, nature: the song is a creative recording, which also weighs against us. Factor 3, amount: 20 seconds is a small part of the song. The factor also weighs which part is used, and if it is the hook, that could count against us. Factor 4, market: using it free as background music could replace a license the artist might sell.

First draft: your recommendation

We recommend ___.

We recommend pausing the upload. Credit does not give permission, and Stitch permission applies inside TikTok, not to a downloaded clip in a festival film. Caio should check the track's license or swap in a licensed track or music Dec records.

Pacing

Full chapter: 25 min.

Short on time: 15 min. Students draft the four factors in class and finish the recommendation at home.

Say this

"Your reader is Mateo, who wants to post tonight. What does he need from your recommendation?" — Ask for one clear next step and a backup plan.

Watch for

Misconception: Drafts repeat the seconds myth. **Listen for:** "Under 30 seconds is always allowed." **Then:** Point to the Evidence row of the rubric. Ask which part of the song the 20 seconds use.

Answer key

What to notice in the sample:

1. An honest "probably" instead of a verdict.
2. Replaces the seconds myth with the amount factor as the Copyright Office describes it.
3. Connects market effect to how artists earn from music.
4. Limits platform permission to the platform.

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 8 minutes.

Does your analysis apply all four factors?	☑ Yes	☐ No
Does it mark each factor you cannot settle?	☑ Yes	☐ No
Does it explain why Stitch permission does not cover the festival film?	☑ Yes	☐ No
Does it recommend a path without promising 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: 8 min.

✂ Short on time: skip this page. Collect drafts and score them with the rubric yourself.

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 analysis is scored with the case rubric, with a check that all four factors are applied and that platform permission is correctly limited.

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 after feedback

I changed ___ because ___.

I changed “20 seconds is always allowed” to a sentence about which part is used, because no number of seconds is automatically safe.

Notes

This page continues page 277. The notes for both pages are on the sheet for page 277.

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. The song still belongs to its owner, only a little higher. A pitch change adds no new purpose, so the license question stays open.

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 the creator is, what Stitch permission covers and whether the creator agrees to this use, with a date.

3 **Suppose a student used the same song in a video for class. What changes if that video becomes a public post?**

More people see it. A public video could replace a license the artist might sell, and that is the fourth factor, the effect on the market.

My take

My claim: ___.

The crew should pause the upload, check the license and swap in licensed or original music if needed.

The best evidence is ___, because ___.

The rights log, because it shows "permission unknown" for both borrowed pieces.

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 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.
- Compare Creative Commons license types and what each allows
- Research how your school's media policy handles copyrighted material

My take, continued

Someone who disagrees might say ___.

The credit shows respect for the artist, and the song plays for only 20 seconds.

I would change my mind if ___.

The crew found a license that covers a festival screening.

Notes

This page continues page 279.

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:

- summarize a short source accurately
- turn a statement into a question
- explain the difference between a claim and evidence

Objectives

Students will be able to:

- turn the factors of a legal test into clear questions
- mark each answer as supported by evidence or unknown
- explain why no single factor, including credit, decides the test

Objectives, continued

- write a summary of about 150 words with no legal verdict

Materials

- This chapter, one copy per student
- Evidence A, B and C
- Fact Sheet #71 from the U.S. Department of Labor, printed or on screen
- The case rubric, printed on the Check your work page

The task in this edition

Task: Turn the seven DOL factors into an internship questions sheet and fill it in with the studio's answers.

Students make: Questions sheet plus 150-word summary

Pacing

Opener (page 282): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the evidence.

Key terms (pages 283 and 284): 6 min. Short on time: skip. Define the primary beneficiary test and academic credit aloud in one minute.

Look at the evidence (page 288): 10 min. Short on time: 8 min. Students fill in only the boxes for Evidence A.

Pacing, continued

Look at the evidence (page 289): 5 min. Short on time: 3 min. Read Evidence C aloud; students fill in only its "What it shows" box.

Key idea (pages 290 and 291): 10 min. Short on time: 6 min. Read the second paragraph aloud. Skip the code of ethics.

Sort the evidence (page 292): 8 min. Short on time: skip.

Practice (page 293): 6 min. Short on time: skip.

Your task (page 294): 15 min. Short on time: 12 min. Write the three questions together, then let pairs mark the answers.

Your draft (page 295): 20 min. Short on time: 13 min. Students write the summary in class and revise it at home.

Check your work (pages 296 and 297): 8 min. Short on time: skip. Collect drafts and score them with the rubric yourself.

Questions to discuss (pages 298 and 299): 10 min. Short on time: 4 min. Use question 3 as an exit ticket.

Talk about this case at home (page 300): at home.

Periods: full chapter 103 minutes; one period 50 minutes.

Case 15 plan, continued

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use the FLSA to address unpaid work.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate the unintended effects of unpaid internships on who gets opportunities.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique the relationship between labor markets and government rules.

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 282):** Low

■□□ **Key terms (pages 283 and 284):** Low

■□□ **Look at the evidence (page 288):** Low

■□□ **Look at the evidence (page 289):** Low

■□□ **Key idea (pages 290 and 291):** Low

■□□ **Sort the evidence (page 292):** Low

■□□ **Practice (page 293):** Low

■□□ **Check your work (pages 296 and 297):** 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
- Take the offer to your school counselor or college career center
- Check your state labor department's page on minimum wage and youth work

Try it at your school, continued

- 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: 4 min. Read What happened aloud and go straight to the evidence.

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 6 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: 6 min.

Short on time: skip this page. Skip this page. Define the primary beneficiary test and academic credit aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is training, because the title says "Editing Intern" and the role offers college credit.

Notes

This page continues page 283. The notes for both pages are on the sheet for page 283.

Reading passage

An internship or an unpaid job?

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: The work behind the title

Rafa, 18, is a first-year commuter who helps at his family's shop after class. In April, a listing goes up on the campus job board: "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." Rafa reads it twice. The title says editing. The duties say inbox.

He writes to the studio. On Tuesday at 11:20 a.m., the reply arrives: "Since interns get college credit, it's totally legal for us not to pay. We'd love for you to start right after finals." Rafa pastes it into the group chat. Gia asks whether that is how it works. Rafa says he does not know yet and starts looking it up on the train.

At lunch, Gia, who fits café shifts around her own classes, asks the question that changes the conversation. Didn't the studio pay someone to run the inbox last year? Rafa says their assistant did it. Gia also counts what the summer would cost him: shifts at the shop, the commute and a whole summer with no pay. "Exposure," she points out, does not cover the train fare.

Your role is to check each factor of the test before Rafa says yes.

Stop and think. What does the gap between the job title and the duties tell Rafa?

Pacing

Reading: about 5 min (617 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The work behind the title":** What does the gap between the job title and the duties tell Rafa?
2. **After "Applying a test factor by factor":** Which factor does the paid assistant's job speak to, and which way does it point?
3. **After "The case that set the test":** Unpaid summers are easier for people who do not need a paycheck. Who might an unpaid internship leave out?

Applying a test factor by factor

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. If the intern is really an employee, the **Fair Labor Standards Act** applies. That is a federal law that sets minimum wage and overtime rules for most workers.

The Labor Department 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 asks whether the intern's work adds to paid employees' work or replaces it. The test is flexible, and no single factor decides it. Calling a position an internship does not decide it. Neither does college credit, or an intern agreeing to no pay.

The new skill is applying a written test one factor at a time. It builds on Case 12, where you set fact patterns beside a precedent. Match each factor to a fact, and mark what is missing. On replacing paid work, the evidence is strong: a paid assistant ran the inbox last year. On academic credit, the listing says credit is "available," but nobody knows yet whether Rafa's school will grant it. On training and supervision, there are no facts at all. Rafa's own summary is exact: credit is one factor out of seven, so what about the other six?

Case 11 gave you the word **compensation**, all the pay and benefits a worker receives. Here, the compensation is zero, and the cost to Rafa is real. His email to the studio can ask for the missing facts in writing: who trains him, what a normal week looks like, how many hours and whether this is the job the assistant did last year.

Stop and think. Which factor does the paid assistant's job speak to, and which way does it point?

The case that set the test

Two unpaid interns on the 2010 film Black Swan sued Fox Searchlight, arguing that they should have been paid as employees. In 2015, a federal appeals court adopted the question of who is the primary beneficiary (LAist, July 2, 2015). The Department of Labor's Fact Sheet #71 now lists the seven factors (U.S. Department of Labor, updated January 2018).

Unpaid internships are still common. PBS NewsHour reported that nearly half of U.S. interns were unpaid in 2022 and asked who can afford to take those jobs (PBS NewsHour, August 26, 2023).

Stop and think. Unpaid summers are easier for people who do not need a paycheck. Who might an unpaid internship leave out?

This page continues page 285. The notes for both pages are on the sheet for page 285.

Sources

Real source | LAist (AirTalk) | July 2, 2015

Appeals court reverses 'Black Swan' interns' victory over Fox

Real source | U.S. Department of Labor, Wage and Hour Division | January 2018

Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

Real source | PBS NewsHour (YouTube) | August 26, 2023

Why unpaid internships still exist despite hardships for young workers

Notes

This page continues page 285. The notes for both pages are on the sheet for page 285.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 10 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

The role is unpaid, offers credit and names the customer inbox as the main duty.

What it leaves out

Who trains and supervises the intern, the weekly hours and any editing work.

Evidence B | **Email**

Studio reply to Rafa, Tuesday, 11:20 a.m.

"Thanks for your interest, Rafa! Since interns get college credit, it's totally legal for us not to pay. We'd love for you to start right after finals."

Look closely: Is credit one factor or the whole test? What does the email skip?

What it shows

The studio says college credit is why it does not have to pay Rafa.

What it leaves out

Training, supervision, weekly hours and whether Rafa's school will grant credit.

Pacing

Full chapter: 10 min.

Short on time: 8 min. Students fill in only the boxes for Evidence A.

Say this

"Underline every task in the listing. Now circle the ones where Rafa learns." — Pause and ask what that tells them.

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

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

A paid assistant ran the inbox last year, so the role may replace paid work.

What it leaves out

How many paid shifts at the family shop Rafa would give up.

What is still missing from the evidence?

What training and supervision the studio actually provides, how many hours a week the role takes, whether Rafa's school will grant credit, and how many paid shifts at the family shop Rafa would give up.

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

"Underline every task in the listing. Now circle the ones where Rafa learns." — Pause and ask what that tells them.

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.**

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 10 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

Before posting, the career office should ask ___.

Before posting, the career office should ask about training, supervision, hours and whether the role replaces a paid assistant.

Pacing

Full chapter: 10 min.

Short on time: 6 min. Read the second paragraph 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 290. The notes for both pages are on the sheet for page 290.

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 8 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 person who would supervise Rafa. I would ask what he would learn each week and how they would give feedback.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

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 6 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 gathers the facts the test looks at. A treats one factor as the whole test, and C swaps one broad claim for another.

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 (1) if this is legal since it's unpaid? My friend said unpaid internships aren't allowed. Also how many hours is it? (2) 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

Could you describe the training and who would supervise me?

Rewrite phrase 2

I also work at my family's shop, so I need the schedule before I commit.

Pacing

Full chapter: 6 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 9—10

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 15 minutes.

Turn the seven DOL factors into an internship questions sheet and fill it in with the studio's answers.

Use: Listing, studio answers and DOL Fact Sheet 71.

You'll make: Questions sheet plus 150-word summary

Time: 50 minutes

1. Read the seven factors on Fact Sheet #71 from the Department of Labor.
2. Write one question each about training, credit and paid work in the planner.
3. Write questions for the other four factors on lined paper.
4. Mark each answer the studio gave as supported or unknown.
5. Write a summary of about 150 words on the Your draft page.
6. Check that your summary leaves out any legal verdict.

Prefer typing? Scan to open the online workspace.

Training question	The studio's answer
Who will train and supervise me each week?	Unknown. The studio has not said.
Credit question	**The studio's answer**
Is the role tied to my coursework or credit?	Supported: "College credit available."
Paid-work question	**The studio's answer**
Did a paid employee do this work before?	Not answered. Rafa says the studio's assistant ran it.

Pacing

Full chapter: 15 min.

Short on time: 12 min. Write the three questions together, then let pairs mark the answers.

Say this

"A factor is a question the test asks. How would Rafa ask it in an email?" — Model the training question together.

Watch for

Misconception: Students mark unanswered questions as "no." **Listen for:** "They didn't say, so they don't train." **Then:** The studio has not answered yet. Write "unknown" and add the question to Rafa's list.

Support

- Questions-sheet template
- Model question for factor 1
- Model question for the training factor: "Who will train me, and how?"

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.6.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- All seven factors turned into clear questions
- Answers marked supported or unknown
- Summary explains the flexible test
- No legal verdict

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 20 minutes.

Your summary, about 150 words

Using the factors on Fact Sheet #71, Rafa's internship looks more like a job than training. The studio says the role is unpaid and offers college credit, so two factors point toward an internship. But the listing says Rafa would run the customer inbox all summer. A paid assistant did that job last year, so the paid-work factor points toward a job. We don't know about training or supervision, because the studio did not answer those questions. Credit is only one factor, and no single factor decides the test, so the studio's answer doesn't settle it. Rafa should ask for a written learning plan, a supervisor's name and the weekly hours. He should also check with his school about credit before he decides.

Pacing

Full chapter: 20 min.

Short on time: 13 min. Students write the summary in class and revise it at home.

Say this

"Your summary reports what the evidence shows and what is unknown. Where does each sentence belong?" — Students mark known facts K and unknowns U.

Watch for

Misconception: Summaries adopt the studio's claim.
Listen for: "Credit is a factor, so it's probably legal."
Then: Point to the Reasoning row. Ask what the paid-assistant evidence says.

Answer key

What to notice in the sample:

1. Counts evidence on the studio's side too.
2. Ties specific evidence to one factor.
3. Marks unknowns as unknown.
4. Explains the flexible test instead of giving a verdict.

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 8 minutes.

Does each question match one factor?	☑ Yes	☐ No
Did you mark each answer as supported or unknown?	☑ Yes	☐ No
Does your summary explain why no single factor decides the test?	☑ Yes	☐ No
Did you leave out a legal verdict?	☑ 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: 8 min.

✂ Short on time: skip this page. Collect drafts and score them with the rubric yourself.

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 sheet and summary are scored for seven clear questions, answers marked supported or unknown, and an explanation of the flexible test 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 after feedback

I changed ___ because ___.

I cut "so the internship is probably legal," because credit is one factor and the other evidence points the other way.

Notes

This page continues page 296. The notes for both pages are on the sheet for page 296.

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 written learning plan, a named supervisor who gives feedback and hours set aside for editing, not only the inbox.

2 **Unpaid summers are easier for people who do not need a paycheck. Who might an unpaid internship leave out?**

Students who need summer pay, like Rafa, who helps at his family's shop. They may have to turn the internship down.

3 **If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?**

No. Credit is one of seven factors, and no single factor decides the test. The inbox work a paid assistant did still points toward a job.

My take

My claim: ___.

Rafa should ask for the learning plan, supervision and hours in writing before he decides.

The best evidence is ___, because ___.

The chat, because a paid assistant ran the same inbox last year.

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
- Compare the for-profit test with guidance for volunteering at nonprofits

My take, continued

Someone who disagrees might say ___.

College credit shows the studio cares about his education.

I would change my mind if ___.

The studio showed a written plan with real editing training.

Notes

This page continues page 298.

Heat check

■■□ **Question 2: Medium.** Students may bring up their own family's money or compare classmates' situations.

Cool-down: Keep answers about groups and about Rafa. Say: "Nobody needs to share their own family's situation."

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:

- summarize a short source accurately
- write a polite request to a named reader
- tell a question from a conclusion

Objectives

Students will be able to:

- quote a notice accurately

Objectives, continued

- ask who issued a rule and what document it changes
- make a specific access request the manager can act on
- keep legal points as questions, not conclusions

Materials

- This chapter, one copy per student
- Evidence A, B and C
- HUD's Fair Housing Act overview, printed or on screen
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write Sami's message to the building manager asking about the rule and requesting access after 8 p.m.

Students make: Message, 90—130 words

Pacing

Opener (page 301): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the evidence.

Key terms (pages 302 and 303): 6 min. Short on time: skip. Define authority and reasonable accommodation aloud in one minute.

Pacing, continued

Look at the evidence (page 307): 10 min. Short on time: 8 min. Students fill in the boxes for Evidence A only.

Look at the evidence (page 308): 5 min. Short on time: 3 min. Read the entrance plan aloud; students fill in only its "What it shows" box.

Key idea (pages 309 and 310): 10 min. Short on time: 5 min. Read the first two paragraphs aloud. Skip the code of ethics.

Sort the evidence (page 311): 8 min. Short on time: skip.

Practice (pages 312 and 313): 6 min. Short on time: 6 min.

Your task (page 314): 10 min. Short on time: 6 min. Read the steps aloud. Students fill in only the What I saw box.

Your draft (page 315): 18 min. Short on time: 14 min. Students write the message in class and revise it at home.

Check your work (pages 316 and 317): 8 min. Short on time: skip. Collect messages and score them with the rubric yourself.

Questions to discuss (pages 318 and 319): 12 min. Short on time: 4 min. Use question 1 as an exit ticket.

Talk about this case at home (page 320): at home.

Case 16 plan, continued

Pacing, continued

Periods: full chapter 98 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique the relationship between private landlords, tenants and public housing law.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how residents use fair-housing protections to address rules.

Standards, continued

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate a rule's intended outcome (security) and unintended effects (access).

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students assess options for individual and collective action as residents.

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 301):** Medium

■□□ **Key terms (pages 302 and 303):** Low

■□□ **Look at the evidence (page 307):** Low

■□□ **Look at the evidence (page 308):** Low

■□□ **Key idea (pages 309 and 310):** Low

■■□ **Sort the evidence (page 311):** Medium

■□□ **Practice (pages 312 and 313):** Low

■□□ **Check your work (pages 316 and 317):** 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
- 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: 4 min. Read What happened aloud and go straight to the evidence.

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 6 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: 6 min.

Short on time: skip this page. Skip this page. Define authority and reasonable accommodation aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that she has to follow it, because it says “effective immediately.”

Notes

This page continues page 302. The notes for both pages are on the sheet for page 302.

Reading passage

Bold type is not authority

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: Monday morning, 3B

On Monday morning, a new notice is posted beside the common-room door in Sami's apartment building. "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." There is no name at the bottom, no date and no phone number or email.

Sami reads it twice. She lives in apartment 3B and uses a manual wheelchair. The entrance plan in the lobby directory tells the rest. The front entrance has four steps and no ramp, and the side door is for service use only. The rear door is the only step-free way in. She also runs a workshop in the common room that goes past 8 p.m. "So, questions," she tells Caio. "Plural."

Her first move is not an argument. She takes a photo of the notice and writes down when and where she found it. Caio, who rents a room on the block, brings last year's house rules, the ones residents got at lease signing, so they can read the two side by side.

Your role is to help Sami keep a clean record of the notice before anyone starts arguing about what it said.

Stop and think. Sami's first move is a photo, not an argument. Why?

Pacing

Reading: about 5 min (607 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Monday morning, 3B":** Sami's first move is a photo, not an argument. Why?
2. **After "Finding the source of a rule":** What would you need to know to decide whether Sami's workshop counts as business use?
3. **After "What the law says and what tenants have done":** A building may want a door locked at night. How could it keep that door secure and still let Sami in?

Finding the source of a rule

Authority is the power a person or group has to make or change a particular rule or decision. The notice uses every visual sign of authority, including capital letters, bold type and “effective immediately.” It gives no evidence of who holds that authority. An unsigned notice is not automatically invalid, either. Sami has to find out who issued it and which document it claims to change.

Earlier cases prepared this skill. Case 1 sent you to the original source, and last year’s house rules are one. They say residents may reserve the common room for “gatherings, classes and resident-run workshops” through the building office. Case 4 gave you the **decision-maker**, the person or group with the power to make a particular choice. Case 7 taught you to ask what stage a process has reached. Is this notice final, a draft or a mistake? Nobody knows.

Caio spots the gap in the wording. Last year’s rules allow resident-run workshops. The notice bans “business use” without defining it. Is Sami’s workshop business? The notice never says.

Case 10’s term **barrier**, something that blocks or limits a person from taking part, describes what a locked rear door would mean for Sami 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 would work. **Documentation** is a record, such as a photo, a note or an email, that shows what was said or done and when. Her photo and note are documentation.

Her message to the building manager will ask three things: who issued the notice, whether it replaces last year’s rules and how she gets in after 8. Neither she nor Caio calls it illegal yet.

> **Stop and think.** What would you need to know to decide whether Sami’s workshop counts as business use?

What the law says and what tenants have done

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, and it covers most housing, with some exceptions (HUD, no date listed). HUD has also explained how a person with a disability can ask for an exception to a building rule (HUD, January 31, 2014).

Tenants have used process before. At a Brooklyn complex, a landlord applied to install a facial-recognition entry system. Because the change needed a state agency’s permission, tenants could object, and in November 2019 the landlord withdrew the plan (Gothamist, November 21, 2019).

> **Stop and think.** A building may want a door locked at night. How could it keep that door secure and still let Sami in?

This page continues page 304. The notes for both pages are on the sheet for page 304.

Sources

Real source | U.S. Department of Housing and Urban Development (HUD) | No date listed

Fair Housing Act overview

Real source | HUD (YouTube) | January 31, 2014

The Federal Fair Housing Act and Reasonable Accommodations

Real source | Gothamist | November 21, 2019

Brooklyn Landlord Does An About Face On Facial Recognition Plan

Notes

This page continues page 304. The notes for both pages are on the sheet for page 304.

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	What it leaves out
The rear door locks at 8:00 p.m. nightly, and the room is for social use only.	Who issued it, the date, a contact and what "business use" means.

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	What it leaves out
Residents could reserve the room for classes and resident-run workshops.	Whether these rules are still in effect or the notice replaces them.

Pacing

Full chapter: 10 min.

Short on time: 8 min. Students fill in the boxes for Evidence A only.

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 building's only step-free entrance.

What it leaves out

Any other way in after 8 p.m. and how the building handles access requests.

What is still missing from the evidence?

Who issued the notice and why, whether it replaces or adds to the house rules, what Sami's lease says, whether there has been a security problem at the rear door, and how the building handles accommodation requests.

Notes

Pacing

Full chapter: 5 min.

Short on time: 3 min. Read the entrance plan aloud; students fill in only its "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 10 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: 10 min.

Short on time: 5 min. Read the first two paragraphs 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

Sami first needs these facts: ___.

Sami first needs these facts: who issued the notice, whether it replaces the house rules and how the building answers access requests.

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 309. The notes for both pages are on the sheet for page 309.

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 building manager's view. I would ask whether there has been a security problem at the rear door.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

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 6 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. It records the facts and asks about authority and access. A could leave Sami locked out, and C claims a violation she cannot support yet.

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: 6 min.

Short on time: 6 min.

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

The rear door is the only step-free entrance, so the 8 p.m. lock affects my access.

Rewrite phrase 2

I'd like to request an accommodation, such as a key fob for the rear door.

Notes

This page continues page 312.

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 9—10

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Write Sami's message to the building manager asking about the rule and requesting access after 8 p.m.

Use: The notice, the older house rules and HUD's Fair Housing Act overview.

You'll make: Message, 90—130 words

Time: 50 minutes

1. Reread Evidence A and B. Underline the two changes the notice announces.
2. Fill in the planner: what Sami saw, what she needs and what she is asking.
3. Open the message by naming the notice and where it was posted.
4. Ask who issued the notice and whether it replaces last year's house rules.
5. Request one specific way in after 8 p.m., such as a key fob.
6. Write the message in 90 to 130 words on the Your draft page.

Prefer typing? Scan to open the online workspace.

What I saw

On ___, I saw ___.

On Monday, I saw an unsigned notice by the common-room door about the rear door and business use.

What I need

A way in after 8 p.m. through the step-free rear door.

What I'm asking

Who issued it? Does it replace last year's rules?

Pacing

Full chapter: 10 min.

Short on time: 6 min. Read the steps aloud. Students fill in only the What I saw box.

Say this

"Sami needs two answers: who made this rule, and how she gets in tonight. Which comes first in your message?" — Either order works if both questions are there.

Watch for

Misconception: Messages declare a Fair Housing Act violation. **Listen for:** "This is illegal under the Fair Housing Act." **Then:** Ask what facts Sami has. Turn the claim into a question and a request.

Support

- Message template: what I saw, what I need, what I'm asking
- Model reasonable-accommodation request language

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.6.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Quotes the notice accurately
- Asks who issued it and what document it changes
- Makes a specific access request
- Stays factual and respectful

Your draft

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

Sami's message, 90 to 130 words

Hi, I'm Sami in 3B.

Hi, I'm Sami in 3B. On Monday I saw a new notice by the common-room door. It says the rear door will be locked at 8:00 p.m. and that the common room is "for resident social use only." I use a wheelchair, and the rear door is the building's only step-free entrance. I'd like to request an accommodation so I can get in after 8, such as a key fob for the rear door. Could you also tell me who issued the notice? Does it replace last year's house rules, which allowed resident-run workshops? Thank you, Sami

Pacing

Full chapter: 18 min.

Short on time: 14 min. Students write the message in class and revise it at home.

Say this

"Read your message as the building manager. What can you say yes to?" — Partners read each other's message aloud.

Watch for

Misconception: Requests stay vague. **Listen for:** "Please fix the door situation." **Then:** Ask for one concrete request, such as a key fob, that the manager could grant.

Answer key

What to notice in the sample:

1. Quotes the notice exactly, so the manager can see which part Sami means.
2. A concrete, checkable fact from the entrance plan.
3. A specific request the manager can say yes to.
4. Asks about authority without accusing 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 8 minutes.

Does your message quote the notice accurately?	☑ Yes	☐ No
Does it ask who issued the notice and what document it changes?	☑ Yes	☐ No
Does it make one specific access request?	☑ Yes	☐ No
Does it stay factual and respectful, with no legal conclusion?	☑ 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: 8 min.

✂ Short on time: skip this page. Collect messages and score them with the rubric yourself.

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 message is scored with the case rubric, with a check that legal points are framed as questions and that the request is concrete enough to grant.

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 after feedback

I changed ___ because ___.

I changed “this notice is illegal” to a request for a key fob, because a specific request is easier to grant.

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 each sentence frame. About 12 minutes.

1 **Which missing fact would most change how you see the notice?**

Whether it replaces last year's house rules. If it does not, residents may still reserve the room for workshops.

2 **The notice bans "business use" without saying what that means. What would you need to know to decide whether Sami's workshop counts?**

The building's definition of business use, whether Sami charges for the workshop and whether resident-run workshops still count under the old rules.

3 **A building may want a door locked at night. How could it keep that door secure and still let Sami in?**

Keep the door locked to the public but give residents who need it a key fob, as Sami suggests.

My take

My claim: ___.

Sami should document the notice and ask the manager who issued it, with a request for a key fob.

The best evidence is ___, because ___.

The entrance plan, because it shows the 8 p.m. lock falls on the only step-free door.

Pacing

Full chapter: 12 min.

Short on time: 4 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.
- Research what local tenant organizations exist in your area and what they offer
- Compare federal fair-housing protections with your state's list of protected characteristics

My take, continued

Someone who disagrees might say ___.

An unsigned notice isn't official, so Sami can ignore it.

I would change my mind if ___.

The manager said the notice was a mistake and the door stays open.

Notes

This page continues page 318.

Heat check

■■□ **Question 3: Medium.** Students may share their own or a family member's disability, or talk about crime where they live.

Cool-down: Keep the talk on Sami's building. Say: "Nobody needs to share a personal or family situation to answer."

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:

- summarize a short source accurately
- state a claim and give a reason for it
- write a short message for a named reader

Objectives

Students will be able to:

- compare two allocation options by who gains and who carries the cost
- apply two ethical lenses, including one that challenges their choice
- write a 150-word decision note with a choice, the strongest objection and one revision

Materials

- This chapter, one copy per student
- Evidence A, B and C

Materials, continued

- Lens cards: consequences, fairness, rights, care
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write a 150-word decision note defending one option, its strongest objection and one revision.

Students make: Decision note, 150 words

Pacing

Opener (page 321): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the evidence.

Key terms (pages 322 and 323): 5 min. Short on time: skip. Define criteria and trade-off aloud in one minute.

Look at the evidence (page 327): 8 min. Short on time: 7 min. Read Evidence B aloud. Students fill in only the What it shows boxes.

Look at the evidence (page 328): 5 min. Short on time: 3 min. Students fill in only the What it shows box for Evidence C.

Key idea (pages 329 and 330): 10 min. Short on time: 6 min. Read the Markkula paragraph aloud. Skip the code of ethics.

Sort the evidence (page 331): 8 min. Short on time: skip.

Pacing, continued

Practice (page 332): 6 min. Short on time: skip.

Your task (pages 333 and 334): 8 min. Short on time: 6 min. Read the steps aloud. Students fill in the two lens boxes only.

Your draft (page 335): 20 min. Short on time: 18 min. Students write the note in class and revise it at home.

Check your work (pages 336 and 337): 8 min. Short on time: skip. Collect the notes and score them with the rubric yourself.

Questions to discuss (pages 338 and 339): 12 min. Short on time: 6 min. Use question 1 as an exit ticket.

Talk about this case at home (page 340): at home.

Periods: full chapter 95 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 17 plan, continued

Standards, continued

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.9.9-12 Use fitting deliberative processes in different settings. In this case: Students use a deliberative process to choose an allocation method.

D2.Civ.11.9-12 Evaluate how well different government decision-making procedures meet their civic purposes at each level. In this case: Students evaluate procedures for making decisions in terms of the purposes they achieve.

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 321):** Low

■□□ **Key terms (pages 322 and 323):** Low

■□□ **Look at the evidence (page 327):** Low

Heat map, continued

■□□ **Look at the evidence (page 328):** Low

■□□ **Key idea (pages 329 and 330):** Low

■■□ **Sort the evidence (page 331):** Medium

■□□ **Practice (page 332):** Low

■□□ **Your task (pages 333 and 334):** Low

■□□ **Your draft (page 335):** Low

■□□ **Check your work (pages 336 and 337):** 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

Sources, continued

- 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 5 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: 5 min.

Short on time: 4 min. Read What happened aloud and go straight to the evidence.

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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define criteria and trade-off aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is first-come, first-served, because it is simple and Gia can post it tonight.

Notes

This page continues page 322. The notes for both pages are on the sheet for page 322.

Reading passage

Fair before, not fair after

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: To be announced

The crew has ten free seats for a workshop and a sign-up sheet that filled faster than anyone expected. It opened Monday at 9 a.m. Twenty-two names were on it before 10. By Wednesday, there are thirty. The line at the bottom still reads, “How seats will be chosen: to be announced.” The crew has been arguing about that line since dinner on Sunday.

Gia is running the sign-up, and she wants first come, first served. It is easy to explain, she can post it tonight and she has a shift at seven. Mateo suggests a lottery. Gia points out what that costs: a sign-up window and someone to run the drawing. A third option sits on the whiteboard, a needs-based rubric that would favor people who cannot afford the paid version of the workshop.

Anika, 16, is at rehearsal most days, and her phone lives in her bag until rehearsal ends. Under first-come, she would see the message after the seats were gone. She is careful about what she is asking for. She does not need a seat. She wants to know how the crew is picking, and she wants them to be honest that someone like her would lose out.

Your role is to write down the rule before the crew picks the ten names.

Stop and think. Gia’s reason for first-come is partly about her own time. Is that a fair criterion? Why or why not?

Pacing

Reading: about 5 min (644 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: To be announced”:** Gia’s reason for first-come is partly about her own time. Is that a fair criterion? Why or why not?
2. **After “Criteria, trade-offs and equity”:** Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?
3. **After “Real rationing decisions”:** What would make the twenty people without seats accept the result as fair?

Criteria, trade-offs and equity

Criteria are the standards or reasons a group uses to make a decision. The new skill is setting fair criteria before choosing and saying honestly who each rule leaves out. The whiteboard already does part of that work. Option A, first come, first served, is fast to run and favors whoever sees it first. Option B, a lottery after a three-day sign-up, gives everyone an equal chance but needs a sign-up window and a drawing. Option C, a needs-based rubric, prioritizes people who cannot afford the paid version but needs personal information and someone to judge it.

Case 4 gave you the word **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Every option seats exactly ten people, so every option leaves twenty without a seat. The choice is which cost to accept. **Equity** is a way of sharing that adjusts for different needs so everyone gets a fair chance. Option C aims at equity, and it carries a cost Case 6 prepared you to see. **Consent** is permission a person gives for something specific. A needs-based rule asks applicants to share personal information, so the crew would need their consent and a plan for who sees it.

Timing matters as much as the rule. The sign-up sheet shows most names arrived in the first hour, before any rule was posted. If the crew picks a rule now, after seeing the names, people may wonder whether it was chosen to favor someone. A rule stated clearly and early is easier to accept, even for the twenty who miss out.

Anika also suggests a better way to compare the options. Ask two questions. Which option helps the most people? And is the way we pick fair to everyone? Gia, for her part, admits she mostly wanted the job off her list. What would change her mind is learning that the people the crew most wants in the room are the ones who would see the message last.

> **Stop and think.** Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?

Real rationing decisions

Santa Clara University's Markkula Center suggests looking at a decision through several ethical lenses, including consequences, rights, fairness, the common good, character and care (Markkula Center for Applied Ethics, revised November 5, 2021). The lenses can point to different answers.

Real institutions face the same choice. New York City uses random lotteries for some middle and high school seats (Chalkbeat New York, October 1, 2024). For Taylor Swift's Eras Tour, more than 3.5 million people registered for presale codes. Ticketmaster says about 1.5 million received codes, and 2 million were waitlisted (Ticketmaster, November 19, 2022).

> **Stop and think.** What would make the twenty people without seats accept the result as fair?

This page continues page 324. The notes for both pages are on the sheet for page 324.

Sources

Real source | Markkula Center for Applied Ethics, Santa Clara University | November 5, 2021

A Framework for Ethical Decision Making

Real source | Chalkbeat New York | October 1, 2024

What your 'lottery' number for middle and high school applications means

Real source | Ticketmaster | November 19, 2022

The Eras Tour onsale explained

Notes

This page continues page 324. The notes for both pages are on the sheet for page 324.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 8 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

Thirty names for ten seats. Twenty-two came in the first hour, before any rule.

What it leaves out

Who signed up after 10 a.m., and why they saw the sheet later.

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

Gia names how much work each method needs. Anika names who first-come leaves out.

What it leaves out

The views of the thirty people on the sheet. Only the crew is talking.

Pacing

Full chapter: 8 min.

Short on time: 7 min. Read Evidence 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

A benefit and a cost for each option. Only option C looks at need.

What it leaves out

Who would see applicants' personal information, and if a second session is possible.

What is still missing from the evidence?

How many applicants have the greatest need, whether a second session is possible and who would see personal information under option C.

Notes

Case 17 | Look at the evidence | Grades 9—10 educator edition

Pacing

Full chapter: 5 min.

Short on time: 3 min. Students fill in only the What it shows box for Evidence C.

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 10 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: 10 min.

Short on time: 6 min. Read the Markkula paragraph aloud. Skip the code of ethics.

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

Option ___ comes closest to an equal share, and option ___ comes closest to individual need, because ___.

Option B comes closest to an equal share, because everyone has the same chance. Option C comes closest to individual need.

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 329. The notes for both pages are on the sheet for page 329.

Sort the evidence

On your own Follow each option to its effects and write who carries the cost in each box. About 8 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 thirty applicants' view is missing. I would ask people who signed up after 10 a.m. how they first saw the sheet.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

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 6 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 method, the reason and the cost. A claims nobody loses out, but twenty people will. C treats signing up first as wanting a seat most.

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 to run, but it favors people who see the message first.

Rewrite phrase 2

People like Anika, who check their phones after rehearsal, would start behind.

Pacing

Full chapter: 6 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 9—10

Your task

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

Write a 150-word decision note defending one option, its strongest objection and one revision.

Use: Case options and the Markkula Center framework summary.

You'll make: Decision note, 150 words

Time: 50 minutes

1. Reread the three options in Evidence C.
2. List who gains and who carries the cost under two options in the planner.
3. Apply two lenses to your choice, including one that challenges it.
4. Write a decision note of about 150 words on the Your draft page.
5. Put your choice and your reason in the first two sentences.
6. Name the strongest objection and one revision that reduces its cost.
7. Check your note with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

Option 1: who gains, who carries the cost

Lottery. Gains: all thirty get the same chance. Cost: need is not considered.

Option 2: who gains, who carries the cost

First-come. Gains: fast for Gia. Cost: Anika and others see it late.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Read the steps aloud. Students fill in the two lens boxes only.

Say this

"Before you write, which lens would the person who loses under your choice use?" — Give students one minute to name that person.

Watch for

Misconception: Students use both lenses to support their own choice. **Listen for:** "Both lenses say the lottery is best." **Then:** Ask for the lens Anika or an applicant in need would use against it.

Support

- Decision-note template
- Lens cards: consequences, fairness, rights, care
- Lens cards with one question each: consequences, fairness, rights, care.

Stretch

- Use two lenses, including one that challenges your choice.

Heat check

■□□ **Low.**

Standards

Common Core: RI.9-10.1; W.9-10.1; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.9.9-12; D2.Civ.11.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

A lens that supports my choice

Under the ___ lens, ___.

Under the fairness lens, a lottery gives every name the same chance, whenever they saw the sheet.

A lens that challenges my choice

Under the ___ lens, ___.

Under the care lens, a lottery does nothing extra for people who cannot afford the paid version.

Notes

This page continues page 333.

Answer key

A strong response:

- Clear choice and reason
- Names the strongest objection
- Proposes a realistic revision
- Uses two lenses accurately

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 20 minutes.

Your decision note, about 150 words

We recommend a lottery after a three-day sign-up. Under the fairness lens, a lottery gives all thirty people the same chance. First-come would favor whoever saw the sheet first, and 22 names arrived before 10 a.m. on Monday. That leaves out people like Anika, who check their phones after rehearsal. The strongest objection comes from the care lens. A lottery does nothing extra for people who cannot afford the paid version of the workshop. Every method seats only ten people, so twenty will still miss out. To reduce that cost, we will post the sign-up in the group chat and on paper. We are also looking into a second session for the people who do not get a seat. We would reconsider if a second session is not possible.

Pacing

Full chapter: 20 min.

Short on time: 18 min. Students write the note in class and revise it at home.

Say this

"Read your note as one of the twenty who did not get a seat. Would you accept the rule?" — Partners read notes aloud to someone who chose a different option.

Watch for

Misconception: The consequences lens rests on guesses about feelings. **Listen for:** "Everyone will feel it was fair." **Then:** Ask what the method produces: ten seats, twenty people without. Write outcomes, not feelings.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Uses a fact from the sign-up sheet to show the cost of first-come.
2. Names the objection with a second lens that challenges the choice.
3. Offers a revision without promising what the crew has not confirmed.
4. States a condition that would change the decision.

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 8 minutes.

Does your note state a choice and a reason in the first two sentences?	☑ Yes	☐ No
Does it name the strongest objection?	☑ Yes	☐ No
Does it use two lenses, including one that challenges your choice?	☑ Yes	☐ No
Does it offer a revision that reduces the cost?	☑ 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: 8 min.

✂ Short on time: skip this page. Collect the notes and score them with the rubric 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 note is scored with the case rubric, with a check that two lenses are used accurately and that the revision responds to the named objection.

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 after feedback

I changed ___ because ___.

I replaced my claim that a lottery makes everyone happy with the fact that twenty people still get no seat.

Notes

This page continues page 336. The notes for both pages are on the sheet for page 336.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 12 minutes.

1 **Whose view would most challenge the option you prefer?**

I prefer the lottery. Someone who cannot afford the paid workshop would challenge it, because a lottery gives them no extra chance.

2 **Anika says she does not need a seat. What is she asking the crew for?**

She is asking the crew to explain the rule and to admit who loses under it. Then they can look for a fix.

3 **Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?**

They would give up privacy. Someone would have to read their personal information and judge their need.

My take

My claim: ___.

The crew should hold a lottery after a three-day sign-up and post the rule first.

The best evidence is ___, because ___.

The sign-up sheet, because 22 names came in before 10 a.m., before any rule was posted.

Pacing

Full chapter: 12 min.

Short on time: 6 min. Use question 1 as an exit ticket.

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.
- Research how a real program uses a lottery and what critics say
- Design a hybrid method and test it against all three lenses

My take, continued

Someone who disagrees might say ___.

A lottery ignores need, so someone who cannot afford the paid version gets no help.

I would change my mind if ___.

The crew could not run a second session for the people left out.

Notes

This page continues page 338.

Heat check

■■□ **Question 3: Medium.** Students may bring up money at home or guess which classmates need help.

Cool-down: Say: “Answer about the applicants in the case, not anyone you know.” Return to the whiteboard wording for option C.

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:

- divide a total by a count
- summarize a short source accurately
- write a short post for a named audience

Objectives

Students will be able to:

- identify a unit mismatch in a social post
- calculate a comparable per-pupil figure from a total and an enrollment
- write a correction post of 80 to 120 words that cites its source and year
- state what even a fair comparison cannot show

Materials

- This chapter, one copy per student
- Evidence A, B and C

Materials, continued

- A calculator and the comparison checklist: year, units, category, stage

The task in this edition

Task: Correct a misleading social post that compares mismatched budget figures, then write a better comparison.

Students make: Correction post (80—120 words) plus worked calculation

Pacing

Opener (page 341): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the evidence.

Key terms (pages 342 and 343): 5 min. Short on time: skip. Define per-pupil amount aloud in one minute.

Look at the evidence (page 347): 8 min. Short on time: 7 min. Students fill in only the What it shows boxes for Evidence A and B.

Look at the evidence (page 348): 4 min. Short on time: 3 min. Read Evidence C aloud. Students fill in only its What it shows box.

Key idea (pages 349 and 350): 10 min. Short on time: 8 min. Skip the code of ethics. Work the division together.

Sort the evidence (page 351): 6 min. Short on time: skip.

Pacing, continued

Practice (page 352): 8 min. Short on time: 6 min. Vote on the three options and fix only the first marked phrase.

Your task (pages 353 and 354): 20 min. Short on time: 18 min. Fill in the calculation box together, then students write the post.

Check your work (pages 355 and 356): 8 min. Short on time: skip. Collect the posts and score them with the rubric yourself.

Questions to discuss (pages 357 and 358): 10 min. Short on time: 4 min. Use question 3 as an exit ticket.

Talk about this case at home (page 359): at home.

Periods: full chapter 84 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 18 plan, continued

Standards, continued

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.11.9-12 Evaluate how well different government decision-making procedures meet their civic purposes at each level. In this case: Students evaluate how the budget process achieves or misses civic purposes.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate intended and unintended outcomes of how facilities money is allocated.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a question for the board.

Codes of ethics

- **ASPA Code of Ethics:** 5. Fully Inform and Advise.
- **SPJ Code of Ethics:** Seek Truth and Report It

Codes of ethics, continued

- **Credo for Ethical Communication:** "We advocate truthfulness, accuracy, honesty, and reason…" (one of nine unnumbered principles)

Heat map

■□□ **Opener (page 341):** Low

■□□ **Key terms (pages 342 and 343):** Low

■□□ **Look at the evidence (page 347):** Low

■□□ **Look at the evidence (page 348):** Low

■□□ **Key idea (pages 349 and 350):** Low

■□□ **Sort the evidence (page 351):** Low

■□□ **Practice (page 352):** Low

■□□ **Your task (pages 353 and 354):** Low

■□□ **Check your work (pages 355 and 356):** 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

Try it at your school, continued

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 5 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: 5 min.

Short on time: 4 min. Read What happened aloud and go straight to the evidence.

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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define per-pupil amount aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that the money is going somewhere else, because $48 million sounds like plenty.

Notes

This page continues page 342. The notes for both pages are on the sheet for page 342.

Reading passage

A total is not a per-student number

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: A curtain and a viral post

Dec pulls the stage curtain at every show. The fabric is torn, and the curtain no longer closes all the way. Dec, 17, and Anika, 16, are on the theater crew, and the facilities office has already given the theater advisor a quote to replace it: $6,800.

Mari, 19, is helping them prepare a question for the school board. Together they find the district's proposed budget for next school year. The top line is $48 million for a projected 3,200 students. One line reads "Facilities, building repairs (all schools): $310,000." A note at the bottom says the figures are proposed and may change before the board adopts the budget.

Then, on Tuesday at 6:10 p.m., a post starts circulating: "Our district: $48 MILLION. Westbrook: $21,000 per student. And they can't fix ONE curtain?? Where is the money going?" Anika sends it to the chat. Dec admits the curtain part is true. Mari asks where the numbers come from.

Your role is to work out the per-student number before anyone repeats the post.

Stop and think. What three labels should you check before comparing budget numbers?

Year, stage and unit

Before comparing two budget numbers, check three labels: the year, the stage and the unit. The post skips all three. Its $48 million is a proposed total for a whole district next year.

Pacing

Reading: about 5 min (586 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A curtain and a viral post":** What three labels should you check before comparing budget numbers?
2. **After "Year, stage and unit":** After you work out $15,000 per student, what is still missing from the comparison?
3. **After "Real budgets, real limits":** Dec wants to ask the board himself. Why might it matter who brings the question?

Year, stage and unit, continued

Its Westbrook figure is a per-student amount from an unknown year and stage.

A **per-pupil amount** is a total divided by the number of students, so that districts of different sizes can be compared. The new skill is comparing numbers on the same scale, and it builds on Case 11, where you compared two jobs on the same terms. Divide $48,000,000 by 3,200 students, and the district's proposed amount is $15,000 per student. The post's comparison now looks different. It is still incomplete, because Westbrook's budget year and stage are unknown. A per-pupil figure also cannot say 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. An **expenditure** is money that a government or an organization spends. The budget is a plan for expenditures, and it is a **proposal**, the Case 4 term for a change that someone suggests and that has not been approved yet. A proposed budget, an adopted budget and actual spending are three different documents.

Case 5 taught you to read a document line by line. Mari applies that to the budget. She reads the labels before reacting to the big number, and she looks for the line that could cover a curtain. Case 13 taught you to keep a claim as small as your evidence. Dec does that. His photo shows the tear, and that is all it shows. He brings the photo, the $6,800 quote and a question.

The Case 4 **decision-maker**, the person or group with the power to make a particular choice, is the school board, which adopts the budget. Dec's question should name one line, one need and the board's next chance to hear requests. He also wants to ask it himself, because it is his crew's curtain.

> **Stop and think.** After you work out $15,000 per student, what is still missing from the comparison?

Real budgets, real limits

The National Center for Education Statistics reports that public schools get revenue from federal, state and local sources, and the mix differs by state (NCES, May 2024). NPR has explained how local property taxes make school budgets very different from one district to the next (NPR, April 18, 2016). Many large districts are now making cuts because of inflation and enrollment declines, which shows how a large budget can leave little room for extras (Chalkbeat, May 28, 2026).

> **Stop and think.** Dec wants to ask the board himself. Why might it matter who brings the question?

This page continues page 344. The notes for both pages are on the sheet for page 344.

Sources

Real source | National Center for Education Statistics | May 2024

Public School Revenue Sources (Condition of Education)

Real source | NPR | April 18, 2016

Why America's Schools Have A Money Problem

Real source | Chalkbeat | May 28, 2026

A financial reckoning is hitting America's public schools

Notes

This page continues page 344. The notes for both pages are on the sheet for page 344.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 8 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

A proposed total of $48 million for 3,200 students, and $310,000 for all repairs.

What it leaves out

What the district spent this year, and whether a curtain counts as a building repair.

Evidence B | Social media post

A post shared Tuesday at 6:10 p.m.

Our district: $48 MILLION. Westbrook: $21,000 per student. And they can't fix ONE curtain?? Where is the money going?

Look closely: Which number is a total, and which is per student?

What it shows

Someone is upset about the curtain and compares two dollar figures.

What it leaves out

That one figure is a total and one is per student, plus Westbrook's year and stage.

Pacing

Full chapter: 8 min.

Short on time: 7 min. Students fill in only the What it shows boxes for Evidence A and B.

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

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

Replacing the curtain would cost $6,800. The facilities office priced it.

What it leaves out

Which budget line pays for it, and how it ranks against other repairs.

What is still missing from the evidence?

Whether the building-repairs line covers stage equipment, how repairs are ranked, and Westbrook's budget year and stage.

Notes

Pacing

Full chapter: 4 min.

Short on time: 3 min. Read Evidence C aloud. Students fill in only its What it shows box.

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.**

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 10 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: 10 min.

Short on time: 8 min. Skip the code of ethics. Work the division together.

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 needs ___. Then it can ___.

The board needs the $6,800 quote, the photo and the budget line that would pay for it. Then it can compare the curtain with other repairs.

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 349. The notes for both pages are on the sheet for page 349.

Sort the evidence

On your own Trace the curtain request from the photo to the vote and fill in each box. About 6 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 facilities office is missing. I would ask how it ranks repair requests and where the curtain is on the list.

Pacing

Full chapter: 6 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. A total and a per-student amount cannot be compared directly. C fixes the units but still overclaims, because one figure cannot show underfunding.

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 school year.

Rewrite phrase 2

Could the board explain which line covers stage equipment and how repairs are ranked?

Pacing

Full chapter: 8 min.

Short on time: 6 min. Vote on the three options and fix only the first marked phrase.

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 9—10

Your task

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

Correct a misleading social post that compares mismatched budget figures, then write a better comparison.

Use: The post, two district budget excerpts and the NCES revenue table.

You'll make: Correction post (80—120 words) plus worked calculation

Time: 50 minutes

1. Read the post in Evidence B. Underline the total and the per-student figure.
2. Calculate $48,000,000 ÷ 3,200 students in the calculation box.
3. List what you still cannot compare: year, stage and categories.
4. Write a correction post of 80 to 120 words in the Your draft box.
5. Cite the proposed budget and its year in your post.
6. Finish with one question the numbers cannot answer.

Prefer typing? Scan to open the online workspace.

Worked calculation

___ ÷ ___ = ___

$48,000,000 ÷ 3,200 students = $15,000 per student

The mismatch in the post

The post compares a district total with another district's per-student figure.

What still does not match

Westbrook's budget year and stage, and whether both figures count the same costs.

Pacing

Full chapter: 20 min.

Short on time: 18 min. Fill in the calculation box together, then students write the post.

Say this

"What unit is each number in? Say it out loud before you divide." — A district total, and dollars per student.

Watch for

Misconception: The correction concludes the district is underfunded. **Listen for:** "$15,000 is less, so we're shortchanged." **Then:** Ask what else differs between districts: costs, needs and categories.

Support

- Comparison checklist: year, units, category, stage
- Model correction

Stretch

- Calculate a per-pupil figure from a total and enrollment to make a fair comparison.

Heat check

■□□ **Low.**

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.11.9-12; D2.Civ.13.9-12; D4.8.9-12.

The Case plan sheet gives each code in plain words.

Your draft

Your correction post, 80 to 120 words

Correction: a post going around compares our district's $48 million with Westbrook's $21,000 per student. Those numbers use different units. The $48 million is our district's total proposed budget for next school year. To compare fairly, divide it by projected enrollment: $48,000,000 ÷ 3,200 students = $15,000 per student. That is less than Westbrook's figure, but we don't know Westbrook's year or stage. A per-student number also can't tell us whether either district has enough for its students' needs. Source: our district's proposed budget, next school year.

Notes

This page continues page 353.

Answer key

A strong response:

- Identifies the unit mismatch
- Calculates a comparable figure correctly
- Cites the source and year
- States what the numbers still can't show

What to notice in the sample:

1. Names the mismatch before any math.
2. Shows the calculation, so readers can check it.
3. States what still does not match.
4. Keeps the conclusion within what the numbers show.

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 8 minutes.

Does your post name the unit mismatch?	☑ Yes	☐ No
Is your calculation correct and shown?	☑ Yes	☐ No
Do you cite the source and its year?	☑ Yes	☐ No
Do you say what the numbers still can't show?	☑ 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: 8 min.

✂ Short on time: skip this page. Collect the posts and score them with the rubric 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 correction is scored with the case rubric, plus a check of the calculation and of the sentence naming what the numbers cannot show.

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 after feedback

I changed ___ because ___.

I changed "which proves we are underfunded" to what the numbers can't show, because one figure cannot prove that.

Notes

This page continues page 355. The notes for both pages are on the sheet for page 355.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 10 minutes.

1 What could make spending rise without the service getting better?

Prices could go up, so the district pays more for the same repairs. More money would not mean better service.

2 Dec wants to ask the board himself. Why might it matter who brings the question?

Dec uses the curtain at every show, so he can speak to what he has seen. The board hears from a student who is affected.

3 What else would you want to know before saying one district gets less than another?

Westbrook's budget year and stage, and whether both figures count the same costs.

My take

My claim: ___.

Dec should ask which line covers stage equipment and bring the $6,800 quote.

The best evidence is ___, because ___.

The budget excerpt, because it shows $310,000 for repairs at all schools.

Someone who disagrees might say ___.

The district must have money for a curtain, because the total is $48 million.

Pacing

Full chapter: 10 min.

Short on time: 4 min. Use question 3 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.
- Going further: With a teacher or advisor, find your district's budget on its website. Label its year and stage. Find one line for something you use, such as facilities, arts or technology. Ask your student council how students can send a budget question. Get permission before you photograph spaces or people at school.
- Find your own district's adopted budget and locate the facilities or capital line
- Compare two years of the same line and explain what might explain a change

My take, continued

I would change my mind if ___.

The board showed that the curtain is already funded.

Notes

This page continues page 357.

Heat check

■■□ **Question 3: 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:

- summarize a short document accurately
- tell a fact from a feeling in a draft
- revise a paragraph for a named audience

Objectives

Students will be able to:

- sort a long draft into what to keep and what to cut
- cut the draft to 90 seconds while keeping the item, one observation, why it matters and one request
- remove private details that would stay on the public record
- explain each cut in a note of about 100 words

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A, B, C and D
- A cutting checklist and a timer for each pair

The task in this edition

Task: Cut Gia's long draft into a 90-second comment, then write a note explaining what you cut and why.

Students make: 90-second comment plus a 100-word cutting note

Pacing

Opener (page 360): 4 min. Short on time: 3 min. Read the summary line and the first paragraph aloud.

Key terms (pages 361 and 362): 5 min. Short on time: skip. Define remit and public record aloud in one minute.

Look at the evidence (page 366): 6 min. Short on time: 5 min. Students fill in only the What it shows boxes for Evidence A and B.

Look at the evidence (page 367): 6 min. Short on time: 5 min. Read Evidence C and D aloud. Students fill in only the What it leaves out boxes.

Key idea (pages 368 and 369): 7 min. Short on time: skip. Assign the key idea as reading for the next class.

Sort the evidence (page 370): 6 min. Short on time: skip.

Pacing, continued

Practice (page 371): 6 min. Short on time: 5 min. Vote on the three openings. Skip the marked draft, because the task covers it.

Your task (page 372): 8 min. Short on time: 8 min.

Your draft (page 373): 18 min. Short on time: 16 min. Students write the comment in class and finish the cutting note at home.

Check your work (pages 374 and 375): 6 min. Short on time: 4 min. Students answer the Check your work questions only.

Questions to discuss (pages 376 and 377): 8 min. Short on time: 4 min. Use question 4 as an exit ticket.

Talk about this case at home (page 378): at home.

Periods: full chapter 80 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 19 plan, continued

Standards, continued

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.9.9-12 Use fitting deliberative processes in different settings. In this case: Students use appropriate deliberative processes in a public meeting.

D2.Civ.1.9-12 Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. In this case: Students distinguish the powers of a council committee from those of other bodies.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a comment for a real process.

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 360):** Low

■□□ **Key terms (pages 361 and 362):** Low

■□□ **Look at the evidence (page 366):** Low

■□□ **Look at the evidence (page 367):** Low

■□□ **Key idea (pages 368 and 369):** Low

■■□ **Sort the evidence (page 370):** Medium

■■□ **Practice (page 371):** Medium

■□□ **Your task (page 372):** Low

■□□ **Your draft (page 373):** Low

■□□ **Check your work (pages 374 and 375):** 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

Try it at your school, continued

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 4 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: 4 min.

Short on time: 3 min. Read the summary line and the first paragraph aloud.

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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define remit and public record aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that she should read page one fast, because she has a lot to say.

Notes

This page continues page 361. The notes for both pages are on the sheet for page 361.

Reading passage

One request the committee can answer

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: A practice run on a bench

At 5:40 p.m. on a Tuesday, twenty minutes before the parks committee meets, Gia is reading her public comment out loud to Mateo. Item 4 on the agenda proposes turning off the park's court lights and closing the lighted courts at 8 p.m., because nearby residents have complained about evening noise. Gia, who grew up in Fort Greene, wants to speak against it. It is her first time at a public meeting.

The rules are simple. Sign up by 5 p.m., speak for two minutes, and know that comments and speakers' names become part of the public record. Written comments may be sent in before the meeting too. Gia's problem is length. On Monday night, she wrote three pages. Page one alone takes two minutes and forty seconds.

Mateo is timing Gia from a bench, and he listens the way a committee member might. He follows all of it. He still could not tell anyone what she wants the committee to do. Instead of rewriting her draft, he asks one question. If they only remember one sentence, what is it? Whatever she answers, he says, that sentence goes first.

Your role is to hold the timer and listen for the request.

Stop and think. Mateo asks what one sentence the committee should remember. Why is that more helpful than rewriting Gia's draft?

Pacing

Reading: about 5 min (612 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A practice run on a bench":** Mateo asks what one sentence the committee should remember. Why is that more helpful than rewriting Gia's draft?
2. **After "Cutting to the remit":** How could Gia's comment respond to the resident's concern about noise?
3. **After "How public comment works in real places":** Court users who work late may miss a 6 p.m. meeting. How could their views reach the committee?

Cutting to the remit

An **agenda item** is one topic listed on a meeting's official schedule of business. Item 4 is narrow: court lights and a closing time. Gia's draft asks the committee not to close the park, which nobody has proposed. A **remit** is the set of matters that a committee or other body is responsible for and can act on. Page two, about the bus, is a real problem outside the parks committee's remit. Case 10 taught you to send a problem to the office responsible, so the bus goes to a different office on a different day.

The new skill is fitting a request to the body's remit and time limit. It builds on Case 4. There, the crew prepared a comment for a nonprofit board, and you learned that a **proposal** is a change that someone suggests and that has not been approved yet. You also learned that a **decision-maker** is the person or group with the power to make a particular choice. The agenda shows the chain. The committee makes a recommendation, and the full council decides.

Gia's answer to Mateo's question becomes the spine of the comment. Name item 4. Share what she counted: twenty or thirty people on the courts between 8 and 9. Explain why it matters: a lot of them work late. End with one request the committee can act on: keep the lights on until 9 on weekdays this summer.

The comment should also acknowledge the other side. A nearby resident wrote that the courts are good for the neighborhood but that late noise carries into their apartment, and they have kids with school in the morning. A request for 9 p.m. instead of 8 p.m. gives the committee a middle option.

Finally, Gia cuts her friend's private situation. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. The story is her friend's, not hers.

Stop and think. How could Gia's comment respond to the resident's concern about noise?

How public comment works in real places

Every body sets its own rules. Seattle City Council, for example, takes spoken comments in person or by phone and written comments by email, and each speaker gets up to two minutes (Seattle City Council, no date listed). A Philadelphia guide walks residents through signing up, finding the agenda item and fitting a point into the time limit (The Philadelphia Citizen, March 10, 2025). Students have used this process too. In Newark, a student coalition brought its own research and specific requests to the school board (Chalkbeat Newark, November 26, 2025).

Stop and think. Court users who work late may miss a 6 p.m. meeting. How could their views reach the committee?

This page continues page 363. The notes for both pages are on the sheet for page 363.

Sources

Real source | Seattle City Council | No date listed

Public Comment

Real source | The Philadelphia Citizen | March 10, 2025

How to Speak at Philadelphia City Council, School Board Meetings

Real source | Chalkbeat Newark | November 26, 2025

How a Newark student coalition is using its own research to press for change in schools

Notes

This page continues page 363. The notes for both pages are on the sheet for page 363.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 6 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	What it leaves out
Item 4 is only about the court lights and closing time. The committee only recommends.	How many residents complained, and whether other closing times were considered.

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	What it leaves out
Sign up by 5:00 p.m., 2 minutes to speak, a written option, and names go public.	How the full council usually treats the committee's recommendation.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Students fill in only the What it shows boxes for Evidence A and B.

Say this

"Find three facts in the comment rules: the deadline, the time limit and what becomes public." — List them on the board: 5:00 p.m., 2 minutes, comments and names.

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 each document on its own half-page with the key line enlarged.
- Read Gia's draft and the resident's comment aloud.
- **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

Evidence C | **Draft**

Gia's three-page draft (excerpt)

"The park is really important to everyone and closing it is a terrible idea. I go there all the time with my friends... You guys never listen to young people. Please don't close the park."

Look closely: Find the request. Does it match what item 4 proposes?

What it shows

Gia cares about the park. Her request is "Please don't close the park."

What it leaves out

The item number, the court lights and 8 p.m. Item 4 does not close the park.

Evidence D | **Written comment**

A comment from a nearby resident

The courts are good for the neighborhood, but the noise late in the evening carries into our apartment. We have kids with school in the morning.

Look closely: What does this resident like, and what is the problem?

What it shows

This resident likes the courts but hears late noise at home. Their kids have school.

What it leaves out

What time the noise becomes a problem for this family.

What is still missing from the evidence?

How many residents complained and when the noise happens, whether other hours were considered, and what court users who cannot come at 6 p.m. think.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Read Evidence C and D aloud. Students fill in only the What it leaves out boxes.

Say this

"Find three facts in the comment rules: the deadline, the time limit and what becomes public." — List them on the board: 5:00 p.m., 2 minutes, comments and names.

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 each document on its own half-page with the key line enlarged.
- Read Gia's draft and the resident's comment aloud.
- **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.**

Key idea: remit

On your own Read the key idea and the code of ethics, then answer the question in the box. About 7 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

A written comment lets ___.

A written comment lets court users who work during the 6 p.m. meeting reach the committee before it makes its recommendation.

Pacing

Full chapter: 7 min.

Short on time: skip this page. Assign the key idea as reading for the next class.

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 368. The notes for both pages are on the sheet for page 368.

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 ___.

The committee's view is missing. I would ask whether it looked at other closing times, such as 9 p.m.

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 the item and the exact proposal. A gets the proposal wrong, and C uses up time without asking for anything.

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

Cut it. Many court users work until evening, so after 8 is their time to play.

Rewrite phrase 2

Please keep the lights on until 9 p.m. on weekdays through the summer.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Vote on the three openings. Skip the marked draft, because the task covers it.

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 9—10

Your task

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

Cut Gia's long draft into a 90-second comment, then write a note explaining what you cut and why.

Use: Gia's draft summary, the agenda and the Seattle comment page as a real example.

You'll make: 90-second comment plus a 100-word cutting note

Time: 50 minutes

1. Reread Gia's draft in Evidence C and item 4 in Evidence A.
2. Sort each part of the draft into Keep or Cut in the planner.
3. Rewrite the comment so Gia can read it aloud in 90 seconds or less.
4. Keep four parts: the item, one observation, why it matters and one request.
5. Leave out private details about other people.
6. Write a cutting note of about 100 words that gives a reason for each cut.
7. Time the comment aloud with a partner.

Prefer typing? Scan to open the online workspace.

Keep

Item 4 and the 8 p.m. lights. The count of twenty to thirty people. People work late. One request.

Cut

"Don't close the park." The friend's private situation. Page two about the bus. The line about never listening.

Gia's request in one sentence

Keep the court lights on until 9 p.m. on weekdays through the summer.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

"Gia's draft has good material in it. Which sentence does she most need to keep?" — Accept the count of people, then ask for the request.

Watch for

Misconception: Students cut Gia's voice along with the extra material. **Listen for:** "I made it sound professional." **Then:** Ask which sentence still sounds like Gia. Keep one plain detail, such as her café shifts.

Support

- Cutting checklist
- Model before-and-after paragraph

Heat check

Low.

Standards

Common Core: RI.9-10.1; W.9-10.1; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.9.9-12; D2.Civ.1.9-12; D4.8.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Keeps the four essential parts
- Removes private details
- Preserves the speaker's voice
- Explains cuts clearly

Your draft

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

Gia's 90-second comment

Good evening. I'm commenting on item ___.

Good evening. I'm Gia, 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. On weekday evenings, I've counted twenty to thirty people on the courts between 8 and 9. Many of us work until evening, so after 8 is when we can play. I understand the concern about noise from nearby residents. I'm asking the committee to recommend keeping the lights on until 9 p.m. on weekdays through the summer. Thank you.

Cutting note, about 100 words

I cut ___ because ___.

I cut "Please don't close the park," because item 4 turns off the lights at 8 p.m. It does not close the park. I cut the part about Gia's friend. It is her friend's private story, and comments go on the public record. I kept the point that many people work late. I cut page two about the bus, because the parks committee cannot change bus routes. I cut the line about never listening to young people, because it asks the committee for nothing. I kept Gia's count, because she saw it herself.

Pacing

Full chapter: 18 min.

Short on time: 16 min. Students write the comment in class and finish the cutting note at home.

Say this

"Read the comment aloud with a timer. Does it fit in 90 seconds?" — Partners time each other and repeat the request back.

Watch for

Misconception: The cutting note explains cuts only by length. **Listen for:** "I cut it because it was too long." **Then:** Ask for a second reason: privacy, accuracy or purpose.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. Names the item and the exact proposal in the first lines.
2. Acknowledges another perspective in one sentence.
3. Explains a cut by privacy, not only by time.
4. Explains a cut by purpose.

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 the comment keep the item, one observation, why it matters and one request?	☑ Yes	☐ No
Did you remove private details about other people?	☑ Yes	☐ No
Does the comment still sound like Gia?	☑ Yes	☐ No
Does your cutting note give a reason for each cut?	☑ 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: 6 min.

Short on time: 4 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 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 comment is scored with the case rubric, and the cutting note is checked for a clear reason behind each cut.

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 after feedback

I changed ___ because ___.

I changed “my friend works late” to “many of us work until evening,” because the friend did not ask to be on the public record.

Notes

This page continues page 374. The notes for both pages are on the sheet for page 374.

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 body whose job includes bus routes. Gia would need its agenda and comment rules, the same steps as for item 4.

2 **How could Gia's comment respond to the resident's concern about noise?**

Gia could say she understands the noise concern and ask for lights until 9 on weekdays, not later.

3 **Court users who work late may miss a 6 p.m. meeting. How could their views reach the committee?**

Through written comments before the meeting, which the rules allow. Gia could also tell other court users about item 4.

My take

My claim: ___.

Gia should name item 4, share her count of people on the courts and ask for lights until 9 on weekdays.

The best evidence is ___, because ___.

The agenda, because it shows item 4 is about the lights and that the committee only recommends.

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

Someone who disagrees might say ___.

The noise is a real problem for families nearby, so the lights should go off at 8.

I would change my mind if ___.

The resident showed that the noise starts well before 9 p.m.

Notes

This page continues page 376.

Heat check

Question 2: Medium. Students may side with young people or with neighbors and describe either group unfairly.

Cool-down: Reread the resident's comment aloud. Ask what this family needs, in their own words, before anyone answers.

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:

- summarize what a source shows and what it leaves out
- tell a clue from proof
- write a short message for a named audience

Objectives

Students will be able to:

- report what was checked in a public verification note
- avoid a verdict the evidence cannot support
- give followers a next step and a time for the next update

Objectives, continued

- explain in a rationale why “can’t confirm” is more accurate than “fake”

Materials

- This chapter, one copy per student
- Evidence A, B, C and D and the NIST summary in the key idea
- A note template: checked, found, still open

The task in this edition

Task: Write the verification note Jordy posts instead of the image, plus a one-paragraph explanation of your choices.

Students make: Note (50—80 words) plus 120-word rationale

Pacing

Opener (page 379): 4 min. Short on time: 3 min. Read the summary line and the first paragraph aloud.

Key terms (pages 380 and 381): 5 min. Short on time: skip. Define provenance and corroboration aloud in one minute.

Look at the evidence (page 385): 7 min. Short on time: 6 min. Students fill in only the What it shows boxes for Evidence A and B.

Look at the evidence (page 386): 6 min. Short on time: 5 min. Students fill in only the What it leaves out boxes for Evidence C and D.

Pacing, continued

Key idea (pages 387 and 388): 7 min. Short on time: 3 min. Read the NIST paragraph aloud. Skip the code of ethics.

Sort the evidence (page 389): 6 min. Short on time: skip.

Practice (page 390): 6 min. Short on time: 4 min. Vote on the three options and skip the marked draft.

Your task (pages 391 and 392): 6 min. Short on time: 5 min. Students fill in the claim and the checks only.

Your draft (page 393): 18 min. Short on time: 16 min. Students write the note in class and finish the rationale at home.

Check your work (pages 394 and 395): 6 min. Short on time: 4 min. Students answer the Check your work questions only.

Questions to discuss (pages 396 and 397): 8 min. Short on time: 4 min. Use question 4 as an exit ticket.

Talk about this case at home (page 398): at home.

Periods: full chapter 79 minutes; one period 50 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 20 plan, continued

Standards, continued

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D3.2.9-12 Judge a source's credibility by looking at how experts value it. In this case: Students evaluate how credible a detector result is and what it measures.

D3.3.9-12 Draw evidence from several sources to find inconsistencies, then revise or strengthen claims. In this case: Students look for inconsistencies across the image, caption and independent records.

D4.3.9-12 Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt a verification note for the crew's followers.

Codes of ethics

- **RTDNA Code of Ethics:** Truth and accuracy above all

Codes of ethics, continued

- **SPJ Code of Ethics:** Seek Truth and Report It
- **PRSA Code of Ethics:** Disclosure of Information

Heat map

■□□ **Opener (page 379):** Low

■□□ **Key terms (pages 380 and 381):** Low

■□□ **Look at the evidence (page 385):** Low

■□□ **Look at the evidence (page 386):** Low

■□□ **Key idea (pages 387 and 388):** Low

■□□ **Sort the evidence (page 389):** Low

■□□ **Practice (page 390):** Low

■□□ **Your task (pages 391 and 392):** Low

■□□ **Your draft (page 393):** Low

■□□ **Check your work (pages 394 and 395):** 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

Try it at your school, continued

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
- 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 4 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: 4 min.

Short on time: 3 min. Read the summary line and the first paragraph aloud.

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 5 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: 5 min.

Short on time: skip this page. Skip this page. Define provenance and corroboration aloud in one minute.

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?

My first guess is ___, because ___.

My first guess is that it flooded, because the image looks like a real photo.

Notes

This page continues page 380. The notes for both pages are on the sheet for page 380.

Reading passage

Checked, found, still unknown

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 when or where

At 2:48 p.m. on a Wednesday, an image lands in the group chat with no link, no date and no name attached. It looks like a photo of the campus courtyard, with water covering the paving and the benches. The caption is urgent: “Courtyard flooded today, stay away.” By 3:10, it has been circulating for twenty minutes.

Jordy has a deadline. The crew’s recap goes out at six, and the first question in the chat is whether the courtyard picture goes in. The evidence piles up quickly, and none of it settles anything. Sami, who studies design and photographs things most people walk past, zooms in on a hand in the foreground. The fingers seem to merge at the knuckles. Someone runs the image through a free detector and gets “12% likely AI-generated.” A reply says the writer’s roommate’s friend saw water near the library. Jordy checks the campus facilities alerts page. It lists no active alerts, but it has not been updated since Monday at 9:15 a.m.

Sami redirects the conversation. Everyone is zooming in on the hand, and she did too. But she still does not know who posted the image. When she takes a photo, it has a when and a where. This one has neither.

Your role is to write the verification note Jordy posts at six. It is the final skill in the casebook, and it combines many of the others.

Pacing

Reading: about 5 min (646 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 when or where”:** Sami shifts the question from how the image looks to where it came from. Why is that the stronger question?
2. **After “From clues to a verification note”:** The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?
3. **After “How real newsrooms handle it”:** Do you agree with Jordy’s choice to leave the image out of the recap? Why or why not?

Stop and think. Sami shifts the question from how the image looks to where it came from. Why is that the stronger question?

From clues to a verification note

Start where Case 1 started, with the original source. **Provenance** is information about where an image or a document came from and how it has been handled. This image arrived without any, so its provenance is unknown.

The caption makes a **claim**, the Case 1 term for a statement that something is true that you can check with evidence. Look at each clue honestly. The hand is a reason to look closer, not proof of anything. A natural-looking hand would not prove an image is real, either. The detector score is a number without context. Sami asks, twelve percent of what? These tools can be wrong in both directions, and none of them can say whether the courtyard flooded today. The secondhand report fails as a source twice. It is a roommate's friend, and it is about the library, not the courtyard. Jordy would welcome it if that person had a photo with a time on it.

Corroboration is support for a claim from an independent source. The best candidates are an official alert or a dated photo from someone on site. Case 9 taught you to check the official source for your area, and the alerts page is that source. Its silence is weak evidence, because it has not been updated since Monday.

Jordy considers posting the image with a question mark and rejects it, because a question mark still spreads the picture. Instead, the recap will carry a **verification note**, a short record of what you checked, what you found and what is still unknown. It shares its logic with Case 1's **holding statement**, which says what is known, what is still being checked and when people will hear more. Case 3 adds the last piece. If new evidence changes the answer, a **correction** goes where people saw the original note.

Stop and think. The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?

How real newsrooms handle it

After Hurricane Helene in October 2024, an image of a crying girl clutching a puppy in a rescue boat spread widely. Fact-checkers found no original photographer or news source. Digital-forensics researcher Hany Farid pointed to details that did not hold together, like a boat floor with impossible perspective (UC Berkeley School of Information, October 4, 2024). In 2023, fake images of an explosion near the Pentagon spread quickly and briefly moved markets before officials confirmed nothing had happened (NPR, May 22, 2023).

Looking closely is not enough. Research found that people could not reliably tell AI-generated faces from real ones (Nightingale and Farid, PNAS, February 14, 2022).

This page continues page 382. The notes for both pages are on the sheet for page 382.

Stop and think. Do you agree with Jordy's choice to leave the image out of the recap? Why or why not?

Sources

Real source | UC Berkeley School of Information | October 4, 2024

Hany Farid breaks down the viral Helene image

Real source | NPR | May 22, 2023

Fake viral images of an explosion at the Pentagon were probably created by AI

Real source | PNAS (Nightingale & Farid) | February 14, 2022

AI-synthesized faces are indistinguishable from real faces and more trustworthy

Notes

This page continues page 382. The notes for both pages are on the sheet for page 382.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 7 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 claims the courtyard flooded today. The image looks like it shows that.

What it leaves out

Who first posted the image, and when and where it was taken.

Evidence B | Screenshot

Sami’s zoom-in on the hand

Zoomed screenshot of the foreground hand: the fingers seem to merge at the knuckles. Sami posted it in the crew chat on Wednesday at 3:02 p.m.

Look closely: What does the odd hand tell you? What can it not tell you?

What it shows

One detail looks wrong: the fingers seem to merge. That is a reason to look closer.

What it leaves out

Whether the image was generated, edited or is a real photo from another day.

Pacing

Full chapter: 7 min.

Short on time: 6 min. Students fill in only the What it shows boxes for Evidence A and B.

Say this

“For each document, ask two questions: what can it show, and what can it not show?” — Model it on the odd hand: a reason to look closer, not 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 and the zoomed hand aloud.
- Give each document on its own half-page with the key line 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

Evidence C | Detector result

A score from a free online detector

"12% likely AI-generated."

Look closely: What did the tool measure? Does it say anything about the flood?

What it shows

One free tool gave the image a low score, 12%, for being generated.

What it leaves out

How often this tool is wrong, and whether the courtyard flooded today.

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

At 3:10 p.m. on Wednesday, the page listed no alert about the courtyard.

What it leaves out

How quickly the page would report a flood on the same day.

What is still missing from the evidence?

Who first posted the image and when, and whether it shows this courtyard today. Also, whether anyone has a dated photo of water there.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Students fill in only the What it leaves out boxes for Evidence C and D.

Say this

"For each document, ask two questions: what can it show, and what can it not show?" — Model it on the odd hand: a reason to look closer, not 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 and the zoomed hand aloud.
- Give each document on its own half-page with the key line 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.**

Key idea: provenance

On your own Read the key idea and the code of ethics, then answer the question in the box. About 7 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 ___ is still unknown.

The note should say whether the courtyard flooded today is still unknown. The alerts page has not been updated since Monday.

Pacing

Full chapter: 7 min.

Short on time: 3 min. Read the NIST paragraph 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 387. The notes for both pages are on the sheet for page 387.

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 facilities office is missing. I would ask whether it has any report of water in the courtyard today.

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. A still spreads the picture, and B treats a clue as proof. C reports only what the evidence supports.

Improve a draft

A student’s first draft

Heads up everyone!! (1) 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 (2) 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 the courtyard flooded today. No independent record shows it yet.

Rewrite phrase 2

Check the official alerts page before you share or change plans.

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 9—10

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 6 minutes.

Write the verification note Jordy posts instead of the image, plus a one-paragraph explanation of your choices.

Use: All case materials and the NIST summary.

You'll make: Note (50—80 words) plus 120-word rationale

Time: 50 minutes

1. Write the caption's claim in one sentence in the planner.
2. List what the crew checked, using Evidence A to D.
3. Mark each piece of evidence as supporting, challenging or leaving open the flood claim.
4. Write a verification note of 50 to 80 words on the Your draft page.
5. Say what the crew checked, what it found, what is still unknown and when it will update.
6. Explain your choices in a rationale of about 120 words.

Prefer typing? Scan to open the online workspace.

The caption's claim

The campus courtyard flooded today, so people should stay away.

What the crew checked, and what each check shows

First post: not found, no link or date. Hand: odd, a clue only. Detector: 12%, error rates unknown. Alerts page: no alerts, last updated Monday.

Pacing

Full chapter: 6 min.

Short on time: 5 min. Students fill in the claim and the checks only.

Say this

"List every check the crew made. Next to each one, write what it can and cannot show." — Model the detector row together.

Watch for

Misconception: Students mix two questions: how the image was made and whether the flood happened. **Listen for:** "If it's a real photo, the flood happened." **Then:** Ask: real from when, and from where? A real photo can be from another day.

Support

- Note template: checked, found, open
- Model note from another topic
- Note template: We checked ___. We found ___. Still open: ___. Next update: ___.

Stretch

- Explain why "we can't confirm" is more accurate than "fake."

Heat check

■□□ **Low.**

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D3.2.9-12; D3.3.9-12; D4.3.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Supports, challenges or leaves open

Image: supports. Alerts page: challenges, weakly. Hand and score: bear on how it was made, not the flood.

Notes

This page continues page 391.

Answer key

A strong response:

- States what was checked
- Avoids a verdict the evidence can't support
- Gives followers a next step
- Rationale explains hedging choices

Your draft

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

Verification note, 50 to 80 words

We've seen ___. We checked ___.

We've seen 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. So we're not sharing the image as news. Check the official alerts page before you change plans. We'll update here by 6 p.m.

Rationale, about 120 words

I chose ___ because ___.

I wrote "we can't confirm it yet" instead of calling the image fake. The hand looks odd, but an odd detail is only a reason to look closer. The image could be generated, edited or a real photo from another day. The detector's 12% score is also a clue with error rates, and it says nothing about the flood. I named the alerts page and its Monday update so followers can check it themselves. I left the image out because a question mark still spreads the picture. I gave a time for the next update so people know when to look again.

Pacing

Full chapter: 18 min.

Short on time: 16 min. Students write the note in class and finish the rationale at home.

Say this

"Read your note as a follower who is on campus right now. Do you know what to do?" — Partners read each other's note aloud.

Watch for

Misconception: The rationale repeats the note instead of explaining choices. **Listen for:** "I said we checked the alerts page." **Then:** Ask why that choice matters to a follower.

Heat check

■□□ **Low.**

Answer key

What to notice in the sample:

1. States the level of confidence the evidence supports.
2. Names what the source cannot show.
3. Gives followers a time to check back.
4. Explains why "can't confirm" is more accurate than "fake."

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 note say what the crew checked?	☑ Yes	☐ No
Does it avoid a verdict the evidence cannot support?	☑ Yes	☐ No
Does it give followers a next step?	☑ Yes	☐ No
Does your rationale explain your hedging choices?	☑ 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: 6 min.

Short on time: 4 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 note is scored with the case rubric, and the rationale is checked for an explanation of why "can't confirm" is more accurate than "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 after feedback

I changed ___ because ___.

🔑 I changed “the picture is fake” to “we can’t confirm the flood,” because it could be a real photo from another day or place.

Notes

This page continues page 394. The notes for both pages are on the sheet for page 394.

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?**

The earliest post with a date, and corroboration from an independent source, like a campus alert.

2. **Do you agree with Jordy's choice to leave the image out of the recap, and why?**

Yes. A question mark still spreads the picture, and many people see the image and skip the words.

3. **Who could be harmed if the crew called a real photo fake?**

The person who took it, and anyone who needed the warning. If the courtyard really flooded, people could walk into water.

4. **The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?**

No. The page was last updated Monday, so it might not show a flood from Wednesday.

My take

My claim: ___.

The recap should post a verification note and leave the image out.

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 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

The best evidence is ___, because ___.

The alerts page, because it is an official source and it shows no courtyard alert.

Someone who disagrees might say ___.

People need a fast warning in case the flood is real.

I would change my mind if ___.

Someone shared a dated photo of water in the courtyard today.

Notes

This page continues page 396.

Heat check

■■□ **Question 3: Medium.** Students may bring up real disaster images or people they know who lived through a disaster.

Cool-down: Keep to the courtyard case. Do not show or search for images of real people in distress.

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

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

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

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

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

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.

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 9—10) and the C3 Framework (grades 9—12)

- Common Core State Standards: Reading Informational Text, grades 9—10: https://www.thecorestandards.org/ELA-Literacy/RI/9-10/
- Common Core State Standards: Writing, grades 9—10: https://www.thecorestandards.org/ELA-Literacy/W/9-10/
- Common Core State Standards: Speaking and Listening, grades 9—10: https://www.thecorestandards.org/ELA-Literacy/SL/9-10/
- Common Core State Standards: Literacy in History/Social Studies, grades 9—10: https://www.thecorestandards.org/ELA-Literacy/RH/9-10/
- National Council for the Social Studies: College, Career, and Civic Life (C3) Framework: https://www.socialstudies.org/standards/c3

Checked September 25, 2026.