

Educator edition

IB Diploma Programme: Global politics

IB Diploma Programme Global politics classes at SL and HL, mainly for engagement-project rehearsal and thematic-study practice.

11 cases

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

DP Global politics student edition

Look at the evidence

On your own

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

➤ A proposal stage: three options, each with a cost, and no vote.

What it leaves out

➤ Who uses each evening, and the board's plan 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

➤ A \$200 gap, and a \$120 per-rental projection the note calls uncertain.

What it leaves out

➤ The basis for the projection, and any other way to close the gap.

Case 4 | Look at the evidence

DP Global politics educator edition

⌚ Pacing

Full chapter: 12 min.
⌂ Short on time: 12 min.

🗨 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.

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.

T2

Plan the course

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
4 Who gets a say when a shared room changes?	Use the room decision to rehearse scoping an engagement project: define the political issue, map the actors and the power each holds, identify whose voices are missing and plan two ways to engage people directly. Then write a short proposal explaining how power and legitimacy shape the decision.	Engagement-project proposal, 500–700 words, with an actor map	123	100	ASPA Code of Ethics	Partial
5 Why is my deposit smaller than what I earned?	Compare how Article 22 of the Universal Declaration of Human Rights frames social security with how the United States funds Social Security and Medicare through payroll taxes. Then evaluate one argument about whether social insurance is best understood as a right or as a national policy choice.	Analytical response, 700–900 words	129	100	PayrollOrg Code of Ethics	Partial

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
7 Did one complaint get the novel banned?	Rehearse an engagement project on library governance: frame the political issue (who decides what stays on public school shelves, and by what process), map the actors (families on different sides, librarians, the school board, the state legislature, students, advocacy groups), plan ethical engagement with people who disagree with each other, and compare the local process with the freedom to seek and receive information in Article 19 of the Universal Declaration of Human Rights.	Engagement-project proposal, 600–800 words, with an actor map	133	100	ALA Code of Ethics	Partial
9 What is on your ballot, and where do you check?	Rehearse an engagement project on youth participation in local elections: frame a nonpartisan political issue, such as why young people vote less in local contests, map the actors (election office, schools, parties, youth organizations, candidates), plan ethical, nonpartisan engagement with an election office or youth civic group, and analyze how turnout affects the legitimacy of local decisions, comparing voting age or registration in one other country.	Engagement-project proposal, 600–800 words, with an actor map	122	100	SPJ Code of Ethics	Partial

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
10 Whose job is it to fix the blocked route?	Rehearse an engagement project on accessibility where you live: frame a political issue about who is responsible for accessible public routes, map the actors (city departments, contractors, the ADA coordinator, disability advocacy groups, residents), plan consent-based engagement that treats disabled residents as decision-makers, and compare the ADA’s approach at a general level with the UN Convention on the Rights of Persons with Disabilities, which the United States has signed but not ratified.	Engagement-project proposal, 600–800 words, with an actor map	122	100	ASPA Code of Ethics	Partial
11 Why are Jordy and Gia paid different rates?	Compare the statement of equal pay for equal work in Article 23 of the Universal Declaration of Human Rights with how U.S. federal law (the Equal Pay Act and Title VII) and one state or city pay-transparency law approach it. Then evaluate whether transparency laws change the balance of power between employers and workers like Jordy.	Analytical response, 700–900 words	115	100	SHRM Code of Ethics	Partial

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
12 When can a school limit what students say?	Compare how the U.S. Tinker framework and Article 13 of the UN Convention on the Rights of the Child treat young people's freedom of expression, noting that the United States has signed but not ratified the convention. Then evaluate the legitimacy of the school's posting policy from the perspectives of students, staff and the district.	Analytical response, 700—900 words	115	100	ABA Model Rules of Professional Conduct	Partial
13 Can the crew cut waste before it reaches the bin?	Rehearse an engagement project on local waste policy: frame a political issue about who decides and who bears the costs of waste where you live (collection, landfill siting, recycling contracts), map the actors (sanitation department, council, contractors, residents, schools), plan ethical engagement with a sanitation or recycling office, and connect the issue to the development and sustainability thematic study.	Engagement-project proposal, 600—800 words, with an actor map	115	100	FTC Green Guides (16 CFR Part 260)	Partial

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
16 Who wrote the new building rule?	Rehearse an engagement project on local housing: frame a political issue about who makes and enforces rules in rental housing, map the actors (owners, managers, tenants, tenant associations, city agencies, HUD), plan how you would engage a tenant organization or housing agency ethically, and explain how power and legitimacy show up in Sami’s case.	Engagement-project proposal, 500—700 words, with an actor map	119	100	ABA Model Rules of Professional Conduct	Partial
18 Why is the theater curtain still falling apart?	Rehearse an engagement project on school funding: frame the political issue (who decides how facilities money is shared, and by what criteria), map the actors from the state legislature to the school board to student groups, plan an ethical way to engage a board member or budget office, and explain how power and legitimacy shape which requests get funded.	Engagement-project proposal, 500—700 words, with an actor map	128	100	ASPA Code of Ethics	Partial

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics	Fit
19 What should Gia say in her two-minute comment?	Carry out an engagement-project rehearsal on the court-lights item: frame the political issue, identify stakeholders (court users, nearby residents, the parks committee, the full council), hold one consented conversation with a park user or neighbor or observe a real public meeting with a trusted adult, and write a report on how power and legitimacy shape the decision, including whose voices are missing.	Engagement report, 800—1,000 words, with a stakeholder map and engagement log	165	150	ASPA Code of Ethics	Strong

Standards in this edition

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

Environmental systems and societies — subtopic 7.3: Solid waste IB

Diploma Programme. A subtopic of the course: how solid waste is produced, classified and managed, including reducing, reusing and recycling. **Case 13**

Global politics — key concept: interdependence; thematic study:

Development and sustainability IB Diploma Programme. Uses the course's key concept of interdependence within its Development and sustainability thematic study to examine a political issue. **Case 13**

Global politics — key concept: power IB Diploma Programme. Uses the course's key concept of power to examine a political issue. **Case 18**

Global politics — key concept: power; thematic study: Rights and justice IB Diploma Programme. Uses the course's key concept of power within its Rights and justice thematic study to examine a political issue. **Case 10**

Global politics — key concepts: legitimacy and interdependence; thematic study: Rights and justice IB Diploma Programme. Uses the course's key concepts of legitimacy and interdependence within its Rights and justice thematic study to examine a political issue. **Case 5**

Global politics — key concepts: power and legitimacy IB Diploma Programme. Uses the course's key concepts of power and legitimacy to examine a political issue. **Cases 4, 9 and 19**

Global politics — key concepts: power and legitimacy; thematic study: Rights and justice IB Diploma Programme. Uses the course's key concepts of power and legitimacy within its Rights and justice thematic study to examine a political issue. **Cases 7, 12 and 16**

Global politics — thematic study: Rights and justice IB Diploma Programme. Uses the course's Rights and justice thematic study to examine a political issue. **Case 11**

Language A: language and literature — Readers, writers and texts IB

Diploma Programme. An area of exploration in the course: how readers, writers and texts interact to make meaning. **Cases 7, 16 and 19**

Language A: language and literature — Time and space IB Diploma Programme. An area of exploration in the course: how the time and place a text comes from, and is read in, shape its meaning. **Case 4**

Theory of Knowledge — Knowledge and politics (optional theme) IB Diploma Programme. An optional theme of the course: how political power and processes affect what counts as knowledge. **Cases 9, 12 and 18**

Theory of Knowledge — Knowledge and the knower (core theme) IB Diploma Programme. The core theme of the course: how each person's perspective shapes what they know. **Cases 5, 10 and 11**

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.

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

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



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



Professional standards in this edition, continued

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

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 1: Commitment to the Student, item 2: Case 7

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

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

“We advocate sharing information, opinions, and feelings...” (one of nine unnumbered principles): Case 9

“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](https://natcom.org/wp-content/uploads/2025/01/Credo-for-Ethical-Communication-Revised-Clean-2024.pdf)

Professional standards in this edition, continued

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 9 and 18

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.

Opening statement (before the guiding principles): Case 9

rtdna.org/ethics



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

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



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.

Disclosure of Information: Case 12

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

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



Access, language and discussion

Supports in this edition

- **Vocabulary:** Keep the four key concepts and the thematic-study titles visible, with students' own working definitions.
- **Read aloud:** Read international instruments aloud with a plain-language paraphrase beside them.
- **Bilingual planning:** Allow engagement conversations and notes in the language the participants use, documented and translated for the report. Never ask a student to disclose a disability, immigration status, family finances or private records to take part.
- **Oral rehearsal:** Rehearse engagement conversations, including consent scripts, with peers before contacting anyone.
- **Other ways to respond:** Accept actor maps, engagement logs and recorded reflections as evidence alongside written proposals.

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.

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

Labels on the page

Evidence A | Group-chat post

A document from the case. Read it closely and compare it with the other documents.

Real source | Publisher | Date

A real news story, code or study. Scan its code to read the original.

Directions on each page

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

When a page continues

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

Filling in this book

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

Say this

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

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

Watch for

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

Support

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

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Say this

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

Watch for

Misconception: The class must do every case in order.

Listen for: “Do we have to start at Case 1?” **Then:** Tell students which cases the class will use and in what order.

Support

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

Case 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:

- define power and legitimacy
- map the actors in a local decision
- plan a respectful way to ask people for their views

Objectives

Students will be able to:

- frame a political issue about power over a shared resource
- map actors and the sources of their power accurately
- plan ethical, feasible engagement with the people involved
- use power and legitimacy precisely

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A, B and C
- The actor map and the engagement plan template
- One real local example each student identifies, such as a library, recreation-center or community-board decision

The task in this edition

Task: Use the room decision to rehearse scoping an engagement project: define the political issue, map the actors and the power each holds, identify whose voices are missing and plan two ways to engage people directly. Then write a short proposal explaining how power and legitimacy shape the decision.

Students make: Engagement-project proposal, 500—700 words, with an actor map

Fit: partial. The decision raises the key concepts of power and legitimacy in a local setting and can model how to scope an engagement project, but it is a nonprofit’s internal budget choice with no clear link to the thematic studies, so use it only as engagement-project rehearsal.

Pacing

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

Pacing, continued

Key terms (pages 4 and 5): 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 9): 12 min. Short on time: 12 min.

Look at the evidence (page 10): 6 min. Short on time: 6 min.

Key idea (pages 11 and 12): 12 min. Short on time: 10 min. Skip the code of ethics card.

Sort the evidence (page 13): 10 min. Short on time: 8 min. Do the Option B row together.

Practice (page 14): 6 min. Short on time: skip.

Your task (pages 15 and 16): 15 min. Short on time: 15 min.

Your draft (page 17): 30 min. Short on time: 30 min.

Check your work (pages 18 and 19): 10 min. Short on time: 4 min. Skip the rubric boxes.

Questions to discuss (pages 20 and 21): 10 min. Short on time: 6 min. Discuss question 4 only.

Talk about this case at home (page 22): at home.

Periods: full chapter 123 minutes; one period 100 minutes.

Case 4 plan, continued

Standards

Global politics — key concepts: power and legitimacy Uses the course’s key concepts of power and legitimacy to examine a political issue. In this case: Students analyze who holds decision-making power over a shared space and who bears the costs.

Language A: language and literature — Time and space An area of exploration in the course: how the time and place a text comes from, and is read in, shape its meaning. In this case: Students consider how the same room means different things to people in different circumstances.

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 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):** Low

Heat map, continued

■□□ **Check your work (pages 18 and 19):** 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

Sources, continued

- 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 6 minutes.

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



Mari shows Sami a printed schedule.

What happened

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

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

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

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

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 5 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 6 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: 6 min.

✂ Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

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

👁 Watch for

Misconception: Students think a proposal is a decision.

Listen for: "The board decided to rent it out." **Then:** Reread the definition. A proposal has not been approved yet.

📖 Support

- Pair students who share a language to explain each term.
- Frame: "A trade-off here is _____. The cost is _____."
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

🔥 Heat check

■□□ Low.

🔑 Answer key

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

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

➤ My first guess is renting two evenings, because the room needs to pay its evening staff.

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

Reading passage

What is the problem represented to be?

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: The meeting nobody can attend

The Common Room's board meets Wednesday at 6:30 p.m. The small nonprofit that runs the room alongside the bookshop is weighing paid evening rentals to help cover staffing. The agenda item is marked "for discussion," and no vote has been taken. By Friday, the crew's group chat has split along predictable lines. Mateo, who likes turning "we should" into a plan, has drafted a petition headline. Others are less sure a petition is the right tool.

Mari holds both sides of the problem in one job. She is paid to lock up the bookshop and then stays for zine night with her friends. She wants the free time protected, but she knows the bookshop has costs, and she proposes asking which hours earn money and testing a different arrangement. Sami raises a procedural objection. The crew keeps speaking for evening users without asking them. For her own part, she wants three things from the meeting: the actual proposal, a way to give input without speaking on the spot and a clear answer about what that input can change.

Caio, 24, runs the crew's Tuesday film night, one of the evenings Option B would rent out. Dec rehearses on Thursdays. The proposed meeting time overlaps several people's shifts. The people most affected by the decision are among those least able to attend it.

Stop and think. Sami wants to know what her input can change. Why does that question matter before anyone speaks?

Case 4 | Reading passage

| DP Global politics educator edition

🕒 Pacing

Reading: about 5 min (741 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: The meeting nobody can attend":** Sami wants to know what her input can change. Why does that question matter before anyone speaks?
2. **After "Reading an agenda like an analyst":** Apply Bacchi's question to Option C. What does it assume the problem is?
3. **After "Decision-makers and public participation":** A petition to keep the room free is also a frame. What does it bring forward, and what does it leave out?

Reading an agenda like an analyst

The documents lay out the choice. Option A keeps the current free evenings and leaves the funding gap. Option B replaces Tuesday and Thursday evenings with paid rentals. Option C pilots one rental evening for six weeks while seeking additional funding. Each is a **proposal**, a change that someone suggests and that has not been approved yet. The budget note puts evening staffing and utilities at \$600 a week against \$400 in grants and donations. Each rental is projected to add \$120 after costs, so two would cover the \$200 gap and one would leave \$80. The note adds a caution the headline would never carry: demand is uncertain.

A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Every option has one. Option A protects the evenings and leaves the deficit. Option B closes the deficit on paper and ends two free nights. Option C limits the loss and leaves a smaller gap. It also leaves open what the board will do if the pilot falls short.

The policy scholar Carol Bacchi offers a sharper tool. Her approach asks what a proposed solution assumes the problem is (Carol Bacchi, “What’s the problem represented to be?”, November 1, 2017). Option B represents the problem as a \$200 gap and treats two free evenings as the price. That representation is a form of **framing**, the Case 1 idea of choosing which parts of a situation a message brings forward. It brings the budget forward and pushes Sami, Dec, Mari and Caio into the background. Bacchi’s question applies to the crew’s own preferences too. A petition to “keep it free” represents the problem as a threat to free space and leaves the staffing cost out of view.

 **Stop and think.** Apply Bacchi’s question to Option C. What does it assume the problem is?

Decision-makers and public participation

A **decision-maker** is the person or group with the power to make a particular choice. The board controls its own schedule, so a strong comment names the proposal, explains one effect with evidence and asks for something the board can decide. Public agencies follow different rules. New York’s community boards, for example, have advisory authority (NYC.gov, Brooklyn Community Board 13, no date listed).

New York’s libraries show how funding decisions reach ordinary schedules. City budget cuts ended Sunday hours at every branch that still had them, and Brooklyn’s last Sunday was December 17, 2023 (NY1, November 17, 2023). Restored funding, part of a \$58.3 million investment, brought Sunday service back starting July 14, 2024 (NYC Mayor’s Office, July 1, 2024). Council members thanked residents who called and wrote (New York City Council, July 14, 2024).

Professional codes speak to the board’s side of the table. The American Society for Public Administration asks public servants to “inform the public and encourage active engagement in governance” (ASPA Code of Ethics, 2013). The crew’s plan puts that into practice.

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

Decision-makers and public participation, continued

It sends the board a joint question that leaves room for disagreement. Mari checks the figures, Sami proposes a way to send written feedback and Mateo rewrites the petition as a request the board can answer. Your role is to check the budget figures before the crew speaks to the board.

? **Stop and think.** A petition to keep the room free is also a frame. What does it bring forward, and what does it leave out?

Sources

Real source | Carol Bacchi | November 1, 2017

What’s the problem represented to be?

Real source | NYC.gov, Brooklyn Community Board 13 | No date listed

About community boards

Real source | NY1 | November 17, 2023

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

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

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

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

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

Real source | American Society for Public Administration (ASPA) | 2013

ASPA 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 12 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

➤ A proposal stage: three options, each with a cost, and no vote.

What it leaves out

➤ Who uses each evening, and the board's plan 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

➤ A \$200 gap, and a \$120 per-rental projection the note calls uncertain.

What it leaves out

➤ The basis for the projection, and any other way to close the gap.

Case 4 | Look at the evidence | DP Global politics educator edition

🕒 Pacing

Full chapter: 12 min.

✂ Short on time: 12 min.

💬 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 stakeholders, including a neighbor, and a meeting time that excludes some.

What it leaves out

Users not in the notes, and how their input would reach the board.

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

Case 4 | Look at the evidence | DP Global politics educator edition

Pacing

Full chapter: 6 min.

 Short on time: 6 min.

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 12 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 what the \$120 projection is based on. It should add that demand is uncertain, because a board may treat an estimate as a promise.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Skip the code of ethics card.

💬 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.

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.



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



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

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

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

Sort the evidence

On your own Follow each option to its consequences. Mark the consequences that depend on a projection. About 10 minutes.

Follow each option to its consequences. Which consequences depend on a projection, and who carries the cost if it misses?

Option B: paid rentals replace Tuesday and Thursday evenings

A projected \$240 would cover the \$200 gap if both evenings book

Who is affected

Check: What happens if bookings fall short of the projection?

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

Who is affected

→ Evening users, including people who cannot attend the meeting

Option C: one rental evening piloted for six weeks

A projected \$80 gap remains while the board seeks funding and reviews the pilot

Who is affected

Check: What happens if bookings fall short of the projection?

Whose perspective is missing?

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

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

→ People who cannot attend the Wednesday 6:30 p.m. meeting. I would ask how they could give written input.

Case 4 | Sort the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Do the Option B row together.

💬 Say this

“Follow Option B to the end of its chain. Which consequence depends on a guess?” — Model the Option B row together.

👁 Watch for

Misconception: Students list only money consequences.

Listen for: “B makes \$240.” **Then:** Ask who is affected at the end of the chain. Point to Dec on Thursdays.

📄 Support

- Let students write \$ (money) or P (people) next to each consequence before writing sentences.

🔗 Heat check

■ ■ □ **Medium.** The missing-perspective question can lead to talk about access needs or money at home.

Cool-down: Keep it about the people in the case. No student needs to describe their own schedule or budget.

Practice: choose a response

On your own Choose what the crew should ask for first and explain why. Then fix the two marked lines. About 6 minutes.

What should the crew ask the board for first?

- ☐ A Post that the board is taking away the free nights.
- ☒ B Ask for the budget assumptions, who uses each evening and a way to comment without attending.
- ☐ C Support whichever option brings in the most money.

Why I chose it

➤ B. It asks the decision-maker for information it can supply and a way to comment. A misstates the process, and C ignores access.

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

➤ Option B, which the board has not voted on, would rent two free evenings.

Rewrite phrase 2

➤ The board faces a \$200 weekly gap, and rentals are one way to close it.

⌚ 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?

DP Global politics

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 15 minutes.

Use the room decision to rehearse scoping an engagement project: define the political issue, map the actors and the power each holds, identify whose voices are missing and plan two ways to engage people directly. Then write a short proposal explaining how power and legitimacy shape the decision.

Use: The agenda, the budget note and the listening notes, plus one real local example the student identifies, such as a library, rec-center or community-board decision.

You'll make: Engagement-project proposal, 500–700 words, with an actor map

Time: 100 minutes

- 1 Write the political issue in one sentence.
- 2 Map the actors: formal authority, resources, influence and voice.
- 3 Mark whose voices are missing.
- 4 Plan two ways to engage people directly, with consent and safety.
- 5 Draft the proposal's opening and legitimacy section on the Your draft page.
- 6 Finish the proposal, 500 to 700 words, in the online workspace.



Prefer typing? Scan to open the online workspace.

The political issue

Who has power over a shared room, and whose input makes its schedule legitimate.

Formal authority

The nonprofit board.

Resources

Grants, donations and possible renters.

Case 4 | Your task | DP Global politics educator edition

Pacing

Full chapter: 15 min.

Short on time: 15 min.

Say this

“Formal authority and legitimacy are different. The board has the first. How would it earn the second?” — List answers under two headings on the board.

Watch for

Misconception: Students treat power as formal authority only. **Listen for:** “Only the board has power.” **Then:** Ask what power renters, donors and evening users hold. Map resources and voice too.

Support

- Actor map: formal authority, resources, influence, voice
- Engagement plan template: who, how, what you will ask, consent and safety
- Core-concept prompts: where do power and legitimacy show up here?

Stretch

- Explain what would make the board's eventual decision legitimate in the eyes of evening users who could not attend, and what evidence would show it.

Your task, continued

Voice, and who lacks it

☛ The four people in the listening notes have some voice. Users who cannot attend the meeting have little.

Two ways to engage people directly

☛ A short written survey at the counter, and a listening session at a time outside work shifts.

Notes

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

This page continues page 15.

Standards

Global politics — key concepts: power and legitimacy

- Uses the course's key concepts of power and legitimacy to examine a political issue. In this case: Students analyze who holds decision-making power over a shared space and who bears the costs.

Language A: language and literature — Time and space

- An area of exploration in the course: how the time and place a text comes from, and is read in, shape its meaning. In this case: Students consider how the same room means different things to people in different circumstances.

0π Answer key

A strong response:

- Frames a genuinely political issue about power over a shared resource
- Maps actors and their sources of power accurately
- Plans ethical, feasible engagement with the people involved
- Uses power and legitimacy precisely

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 30 minutes.

Your proposal's opening

👉 This engagement project asks who holds power over a shared community room and whose input would make its schedule legitimate. The Common Room's nonprofit board has formal authority. It is weighing three options for its free evenings, and no vote has been taken. The board's power rests on its control of the room and its budget, which shows a \$200 weekly gap. Evening users hold little formal power, and the proposed meeting time overlaps with several of their shifts.

Your legitimacy section

👉 A decision can be within the board's authority and still lack legitimacy in the eyes of the people it affects. Evening users who could not attend may accept the outcome more readily if the board asked for their input in writing. The board should also report back what it heard. My project would test that. I would survey evening users with their consent and share only what they agree to share. Then I would compare their views with the board's stated reasons for its decision.

⌚ Pacing

Full chapter: 30 min.

✂ Short on time: 30 min.

💬 Say this

"Your engagement plan involves real people. What will you ask, and how will you get consent?" — Check every plan for a consent step before students continue.

👁 Watch for

Misconception: The plan promises an outcome. **Listen for:** "Our survey will make the board keep the nights free."

Then: Ask what the project can show, not what the board will do.

👉 Answer key

What to notice in the sample:

1. Maps the actor with formal power accurately.
2. Uses power and legitimacy precisely.
3. Plans ethical engagement with the people involved.

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 10 minutes.

Does your issue concern power over a shared resource?	☒ Yes ☐ No
Do you map the actors and their sources of power accurately?	☒ Yes ☐ No
Is your engagement plan ethical and feasible?	☒ Yes ☐ No
Do you use power and legitimacy precisely?	☒ 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.

Case 4 | Check your work

| DP Global politics educator edition

Pacing

Full chapter: 10 min.

✂ Short on time: 4 min. 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 educator gives practice feedback on issue framing, actor analysis and engagement planning; the proposal is not an internal assessment submission and no IB marks are predicted.

Proficient looks like:

- **Evidence:** Uses one figure and one affected perspective accurately.
- **Reasoning:** Recommends an option and addresses the gap.
- **Audience & purpose:** Makes a request the board can act on.
- **Revision:** Replaces a motive claim with evidence.

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

This page continues page 18. The notes for both pages are on the sheet for page 18.

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 treats access as a cost to cut, not as part of the problem. It also hides the risk that bookings fall short of \$120 each.

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

➤ Her two roles make her weigh the costs, so she asks for tested options and written costs, not a simple yes or no.

- 3 How is the Common Room's board different from the City Council that helped restore library Sundays?

➤ The board governs one small nonprofit's room. The City Council negotiates the city budget with the mayor, which is how the \$58.3 million was restored.

My take

My claim: ____.

➤ The board should pilot Option C and review it with evening users after six weeks.

The best evidence is ____, because ____.

➤ The listening notes, because they show whose evenings each option changes.

Case 4 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Discuss question 4 only.

💬 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

🔥 Heat check

■□□ Question 1: Low.

Someone who disagrees might say ____.

The limit of the evidence is ____.

I would change my mind if ____.

Notes

This page continues page 20. The notes for both pages are on the sheet for page 20.

Talk about this case at home

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

In this case, a community room's board is weighing whether to rent out two free evenings to cover its costs. Your student used a budget note and notes from evening users to write a comment the board could act on.

Questions to talk about

- 1 Who decides the hours at a public library or community center?
- 2 What should a group know before it asks a board for a change?
- 3 How can people give input if they cannot attend a meeting?

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



See the case online.

Case 4 | Talk about this case at home | DP Global politics educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

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

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:

- explain the difference between a declaration and a law
- use the core concepts of sovereignty, legitimacy and interdependence
- evaluate an argument from more than one perspective

Objectives

Students will be able to:

- explain how the United States funds Social Security and Medicare through payroll taxes
- distinguish a right declared internationally from a program a state funds

Objectives, continued

- evaluate whether social insurance is best understood as a right or as a national policy choice
- use sovereignty, legitimacy and interdependence precisely

Materials

- This chapter, one copy per student
- Evidence A
- The text of Article 22 of the Universal Declaration of Human Rights
- One source on social insurance in another country, chosen by you

The task in this edition

Task: Compare how Article 22 of the Universal Declaration of Human Rights frames social security with how the United States funds Social Security and Medicare through payroll taxes. Then evaluate one argument about whether social insurance is best understood as a right or as a national policy choice.

Students make: Analytical response, 700—900 words

Fit: **partial.** Social insurance connects to economic and social rights and to questions of development, but the case is a single domestic pay statement, so students must bring in comparative and international material before it becomes global politics.

Pacing

Opener (page 23): 5 min. Short on time: 3 min. Read What happened aloud.

Key terms (pages 24 and 25): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 29 and 30): 8 min. Short on time: 6 min. Students fill in the Evidence A boxes only.

Key idea (pages 31 and 32): 10 min. Short on time: 8 min. Skip In the news.

Sort the evidence (page 33): 6 min. Short on time: skip.

Practice (page 34): 5 min. Short on time: skip.

Your task (pages 35 and 36): 25 min. Short on time: 25 min.

Your draft (page 37): 45 min. Short on time: 45 min.

Check your work (pages 38 and 39): 8 min. Short on time: 5 min. Students answer the Check your work questions. Give practice feedback yourself.

Questions to discuss (pages 40 and 41): 12 min. Short on time: 5 min. Use question 2 only.

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

Periods: full chapter 129 minutes; one period 100 minutes.

Case 5 plan, continued

Standards

Global politics — key concepts: legitimacy and interdependence; thematic study: Rights and justice Uses the course’s key concepts of legitimacy and interdependence within its Rights and justice thematic study to examine a political issue. In this case: Students examine social insurance as a way societies share risk.

Theory of Knowledge — Knowledge and the knower (core theme) The core theme of the course: how each person’s perspective shapes what they know. In this case: Students ask why a single number, the deposit, feels like the whole truth.

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 23):** Low
- **Key terms (pages 24 and 25):** Low
- **Look at the evidence (pages 29 and 30):** Low
- **Key idea (pages 31 and 32):** Low
- **Sort the evidence (page 33):** Low
- **Practice (page 34):** Medium

Heat map, continued

- **Your task (pages 35 and 36):** Medium
- **Check your work (pages 38 and 39):** 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
- Internal Revenue Service, “Understanding employment taxes,” No date listed

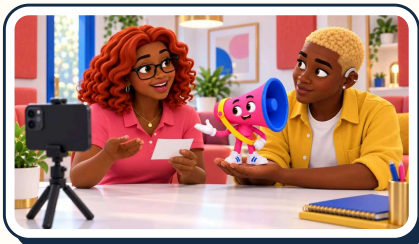
Sources, continued

- 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.

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

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.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read What happened aloud.

💬 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 5 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: 5 min.

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

💬 Say this

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

👁 Watch for

Misconception: Students treat FICA and federal income tax as the same tax. **Listen for:** "FICA is just the income tax."

Then: FICA is two lines, Social Security and Medicare. Federal income tax is a third line.

📖 Support

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

🌡 Heat check

■□□ Low.

🔑 Answer key

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

Before you look at the evidence, why do you think Gia's deposit is smaller than she expected?

➤ My first guess is that taxes explain the whole gap, because every paycheck has deductions.

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

This page continues page 24. The notes for both pages are on the sheet for page 24.

Reading passage

Reading the document behind the deposit

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: Eighteen hours or fifteen

Gia works café shifts around her college classes, and like many students with jobs, she checks her pay the way most people check the weather: quickly, on her phone, expecting nothing unusual. On this Thursday, the deposit is smaller than the number in her head. She does not guess. She opens the shift log she keeps in her notes app. Five shifts, 18 hours. Then she opens her pay statement. Fifteen hours.

She posts in the group chat that her deposit is much lower than expected. Jordy, who works event shifts, notices their own deposit looks different too, and then immediately sees why that comparison is useless. Their shifts fall on different dates and hours. Two deposits cannot explain each other. Jordy's next message sets a boundary that protects them both. Gia should not post her whole statement. She should name the line that worries her. Jordy also does not want Gia mentioning their pay to her payroll office. It proves nothing about Gia's pay and puts Jordy's pay in front of Gia's payroll office.

Your role is to add up Gia's hours before she writes to payroll. That sounds simple. It is also the step most people skip.

Stop and think. Why does Jordy not want Gia to mention Jordy's pay in her message?

A statement is an argument you can check

Gia's working theory is that payroll shorted her.

Case 5 | Reading passage

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🕒 Pacing

Reading: about 5 min (702 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: Eighteen hours or fifteen”:** Why does Jordy not want Gia to mention Jordy's pay in her message?
2. **After “A statement is an argument you can check”:** What is the difference between a likely answer and a confirmed one, and why does Gia still write to payroll?
3. **After “The system behind the lines”:** Why can one paycheck not show how much federal income tax a worker will owe for the year?

A statement is an argument you can check, continued

That is a **claim**, a statement that something is true that can be checked with evidence. Case 1 taught you to test a claim against the original source, and Case 4 taught you to read dollar figures carefully, as Mari did with the board's budget note. A pay statement combines both skills. It is the employer's account of how it got from your work to your deposit, and each line can be checked.

The statement covers the pay period ending Friday the 12th, paid the following Thursday. It lists 15 hours at \$17.00, for \$255.00 in **gross pay**, the money you earn before any taxes or other deductions are taken out. Gia's log explains the difference in hours. Her shifts on the 8th, 10th, 11th and 12th total 15 hours. Her 3-hour Saturday shift on the 13th fell after the period closed. The likely answer is that those hours will appear on the next statement. A likely answer is not a confirmed one, so Gia still plans to ask.

The rest of the gap is taxes. Social Security tax of \$15.81 and Medicare tax of \$3.70 together form **FICA**, the federal payroll tax that funds Social Security and Medicare. Federal income tax withheld, \$8.40, is a separate line, as is state and local income tax, \$6.10. **Withholding** is money an employer takes out of each paycheck to pay taxes or other costs for the worker. The total left, \$220.99, is Gia's **net pay**, the money left after taxes and other deductions, often called take-home pay.

 **Stop and think.** What is the difference between a likely answer and a confirmed one, and why does Gia still write to payroll?

The system behind the lines

The IRS explains that the federal taxes an employer withholds include income tax, Social Security and Medicare. It says income-tax withholding depends partly on the worker's Form W-4 (Internal Revenue Service, updated May 1, 2026). Federal income tax taken from each paycheck counts toward what a worker owes for the whole year, so one paycheck cannot show that yearly total. The IRS Tax Withholding Estimator is the official tool for checking whether withholding is on track (Internal Revenue Service, updated June 27, 2026). The IRS has also written directly to teens starting a first job, explaining withholding and the W-4 (IRS Tax Tip 2019-62, May 20, 2019).

FICA can feel abstract until you ask what it funds. The Peter G. Peterson Foundation explains where the Social Security and Medicare money taken from a paycheck goes (Peter G. Peterson Foundation, May 26, 2026). NPR's The Indicator devoted an episode to the Social Security portion and why it comes out of nearly every check (NPR, June 6, 2018).

Gross pay has its own rules. Many states set a minimum wage above the federal one, and 19 states raised theirs in January 2026 (Money, January 1, 2026). Payroll professionals hold themselves to a standard, too. The PayrollOrg code asks members "to strive for perfect compliance, accuracy, and timeliness of all payroll activities" (PayrollOrg Code of Ethics, no date listed).

This page continues page 26. The notes for both pages are on the sheet for page 26.

The system behind the lines, continued

A worker who can read the statement is the best check on that promise.

? **Stop and think.** Why can one paycheck not show how much federal income tax a worker will owe for the year?

Sources

Real source | Internal Revenue Service | May 1, 2026

Understanding employment taxes

Real source | Internal Revenue Service | June 27, 2026

Tax Withholding Estimator

Real source | Internal Revenue Service | May 20, 2019

It's summertime... and these tips can help make livin' easy for teens with jobs (IRS Tax Tip 2019-62)

Real source | Peter G. Peterson Foundation | May 26, 2026

Payroll Taxes: What Are They and What Do They Fund?

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

Social Insecurity

Real source | Money | January 1, 2026

Minimum-Wage Workers in These 19 States Just Got a Raise

Real source | PayrollOrg | No date listed

PayrollOrg Code of Ethics

Notes

This page continues page 26. The notes for both pages are on the sheet for page 26.

Look at the evidence

On your own Read the pay statement and the shift log, and fill in both boxes for each one. About 8 minutes.

Evidence A | Pay statement

Gia's pay statement

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

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

What it shows

➞ $15 \times \$17.00 = \255.00 checks out. FICA is two lines, apart from income tax.

What it leaves out

➞ Any shift after the 12th, and how the \$8.40 federal line 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

➞ Her log matches the statement once the 3-hour Saturday shift is set aside.

What it leaves out

➞ Whether payroll logged the Saturday hours, and which statement will pay them.

Case 5 | Look at the evidence

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🕒 Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Students fill in the Evidence A boxes only.

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

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

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 10 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: 10 min.

 Short on time: 8 min. Skip In the news.

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 _____. Item 2 matters here because _____.

➤ Payroll should confirm which pay period the 3-hour Saturday shift belongs to. Item 2 matters here because it asks for accuracy and timeliness, and this shift tests both.

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 31. The notes for both pages are on the sheet for page 31.

Sort the evidence

On your own Compare each piece of evidence with each claim and write supports, challenges or neither in each box. About 6 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 _____.

Case 5 | Sort the evidence

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⌚ Pacing

Full chapter: 6 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 5 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. Only Gia's own records can separate timing from deductions. A compares workers with different shifts, and C treats part of the gap as all of it.

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, the statement 15. My Saturday shift may fall after the cutoff.

Rewrite phrase 2

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

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

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

👁 Watch for

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

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

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

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

➤ Answer key

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

DP Global politics

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 25 minutes.

Compare how Article 22 of the Universal Declaration of Human Rights frames social security with how the United States funds Social Security and Medicare through payroll taxes. Then evaluate one argument about whether social insurance is best understood as a right or as a national policy choice.

Use: The pay statement, the Social Security Administration overview, the text of Article 22 of the Universal Declaration of Human Rights and one teacher-selected source on social insurance in another country.

You'll make: Analytical response, 700—900 words

Time: 100 minutes

- 1 Find the two FICA lines in Evidence A and note what they fund.
- 2 Read Article 22 of the Universal Declaration of Human Rights.
- 3 Fill in the grid: what the declaration states and what the U.S. program funds.
- 4 Fill in the perspective table: young worker, retiree, employer and government.
- 5 Draft your opening and your evaluation in the Your draft boxes.
- 6 Finish the response on lined paper, 700 to 900 words.



Prefer typing? Scan to open the online workspace.

How the U.S. funds the programs

➔ Payroll taxes: each paycheck, like Gia's, has FICA lines for Social Security (\$15.81) and Medicare (\$3.70).

Case 5 | Your task | DP Global politics educator edition

⌚ Pacing

Full chapter: 25 min.

✂ Short on time: 25 min.

💬 Say this

“A declaration names a right. Who decides how that right is paid for?” — Write “declared” and “funded” as two column heads on the board.

👁 Watch for

Misconception: Students treat the declaration as a U.S. funding law. **Listen for:** “The declaration makes the U.S. pay for it.” **Then:** Ask what kind of document a declaration is, and who funds Social Security.

📄 Support

- Rights-versus-policy grid
- Core-concept prompts on sovereignty, legitimacy and interdependence
- Perspective table: young worker, retiree, employer, government
- Give the perspective table with the four roles already filled in.

🔗 Stretch

- Explain why a right stated in an international declaration may be delivered very differently by different states, and what that shows about sovereignty.

🔥 Heat check

■ ■ □ **Medium.** Students may argue about taxes or welfare from their own politics.

Cool-down: Say: “We are evaluating two arguments, not voting.” Return to the grid.

Your task, continued

A declared right and a funded program

A declared right _____. A funded program _____.

➤ A declared right states what people should have. A funded program is how one state pays for it, through its own laws and taxes.

Two perspectives

➤ A young worker like Gia sees a deduction now. A retiree sees a benefit that the same taxes help pay today.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black line that serves as a margin. The paper appears to be part of a notebook or binder, with rounded corners visible at the top and bottom edges.

This page continues page 35.

Standards

Global politics — key concepts: legitimacy and interdependence; thematic study: Rights and justice —

Uses the course's key concepts of legitimacy and interdependence within its Rights and justice thematic study to examine a political issue. In this case: Students examine social insurance as a way societies share risk.

Theory of Knowledge — Knowledge and the knower (core theme) — The core theme of the course: how each person's perspective shapes what they know. In this case: Students ask why a single number, the deposit, feels like the whole truth.

○ Answer key

A strong response:

- Explains the declaration's article and the U.S. funding mechanism accurately
- Distinguishes a declared right from a funded program
- Evaluates at least two perspectives fairly
- Uses key concepts precisely

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 45 minutes.

Opening paragraph

➤ Article 22 of the Universal Declaration of Human Rights frames social security as a right. The United States delivers part of that promise through Social Security and Medicare, which are funded by payroll taxes. On Gia's practice statement, the FICA lines are \$15.81 for Social Security and \$3.70 for Medicare. This response evaluates whether social insurance is best understood as a right or as a national policy choice.

Evaluation paragraph

➤ The rights view holds that social security belongs to everyone because a declaration names it. The policy view points out that each state decides how to fund and deliver it. Sovereignty explains the gap: the declaration states a right, but the United States chose payroll taxes as its method. Legitimacy matters too, because a funding method has to seem fair to the workers who pay it. Interdependence links a young worker's deduction to a retiree's benefit in the same year. I conclude that social insurance is both a declared right and a set of national policy choices that make it real.

⌚ Pacing

Full chapter: 45 min.

✂ Short on time: 45 min.

💬 Say this

"Use each core concept once, on purpose. Where does sovereignty do the most work?" — Students underline each concept in their draft.

👁 Watch for

Misconception: Core concepts are named but not applied.

Listen for: "This relates to legitimacy." **Then:** Ask how, using a detail from Gia's statement or the article.

➤ Answer key

What to notice in the sample:

1. Describes the declaration without quoting beyond the source.
2. Grounds the global question in the case figures.
3. Applies a core concept to a specific difference.
4. Uses interdependence precisely.

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 you describe the declaration's article and the U.S. funding method accurately? ☒ Yes ☐ No
- Do you distinguish a declared right from a funded program? ☒ Yes ☐ No
- Do you evaluate at least two perspectives fairly? ☒ Yes ☐ No
- Do you use sovereignty, legitimacy and interdependence precisely? ☒ 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.

Case 5 | Check your work

| DP Global politics educator edition

Pacing

Full chapter: 8 min.

 Short on time: 5 min. Students answer the Check your work questions. Give practice feedback yourself.

Say this

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

Watch for

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

Heat check

 Low.

Answer key

How to assess: The educator gives practice feedback on conceptual accuracy, use of evidence and evaluation of perspectives; no IB marks are predicted.

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.

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

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 have to pay fewer than the 15 hours worked inside the period. It pays all 15, so the open question is whether the next statement includes the 13th.

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

➤ The tax lines are real and visible, so they make an easy explanation. A worker who stops there misses the timing issue behind the three hours.

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

➤ When each pay period ends and when it is paid, where statements are posted, and who answers payroll questions in writing.

My take

My claim: ____.

➤ My claim: pay-period timing and expected deductions explain the smaller deposit.

The best evidence is ____, because ____.

➤ The best evidence is the statement itself: $15 \times \$17.00 = \255.00 , so the hours and rate match.

Case 5 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 12 min.

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

💬 Say this

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

🔗 Stretch

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

Someone who disagrees might say ____.

Someone who disagrees might say expected deductions can still be wrong, so Gia should check them.

The limit of the evidence is ____.

- The limit of the evidence is that no document shows Gia's W-4 or when the Saturday shift will be paid.

I would change my mind if ____.

☞ I would change my mind if payroll said the Saturday shift belonged to this pay period.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black line that forms part of a binding or margin. The top-left corner of the paper is rounded. There is no handwriting or other markings on the page.

This page continues page 40.

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.

Case 5 | Talk about this case at home | DP Global politics educator edition

🕒 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 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:

- identify the actors in a political issue and their sources of power
- explain legitimacy as a core concept
- plan how to talk with people who disagree

Objectives

Students will be able to:

- frame a political issue about authority over shared public resources
- map actors on different sides fairly
- plan ethical engagement across disagreement
- use power, legitimacy and rights precisely

Materials

- This chapter, one copy per student
- Evidence A and B

Materials, continued

- The text of Article 19 of the Universal Declaration of Human Rights and one state or district policy
- An actor map template

The task in this edition

Task: Rehearse an engagement project on library governance: frame the political issue (who decides what stays on public school shelves, and by what process), map the actors (families on different sides, librarians, the school board, the state legislature, students, advocacy groups), plan ethical engagement with people who disagree with each other, and compare the local process with the freedom to seek and receive information in Article 19 of the Universal Declaration of Human Rights.

Students make: Engagement-project proposal, 600—800 words, with an actor map

Fit: partial. Who holds legitimate authority over a public school library raises legitimacy, rights and liberty, and book challenges are a live local political issue suited to engagement-project rehearsal, but the case is one U.S. district process and needs comparative or international material to reach the thematic studies.

Pacing

Opener (page 43): 5 min. Short on time: 3 min. Read What happened aloud.

Key terms (pages 44 and 45): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 49 and 50): 8 min. Short on time: 6 min. Students fill in the What it shows boxes only.

Key idea (pages 51 and 52): 10 min. Short on time: 8 min. Skip In the news.

Sort the evidence (page 53): 10 min. Short on time: 5 min. Do the deciders column only.

Practice (page 54): 5 min. Short on time: skip.

Your task (pages 55 and 56): 25 min. Short on time: 25 min.

Your draft (page 57): 45 min. Short on time: 40 min. Students draft the framing and actor sections in class and finish at home.

Check your work (pages 58 and 59): 8 min. Short on time: 5 min. Students answer the Check your work questions. Give practice feedback yourself.

Questions to discuss (pages 60 and 61): 12 min. Short on time: 5 min. Use question 2 only.

Talk about this case at home (page 62): at home.

Periods: full chapter 133 minutes; one period 100 minutes.

Case 7 plan, continued

Standards

Language A: language and literature —

Readers, writers and texts An area of exploration in the course: how readers, writers and texts interact to make meaning. In this case: Students examine how different readers find different meanings in the same book.

Global politics — key concepts: power and legitimacy; thematic study: Rights and justice

Uses the course's key concepts of power and legitimacy within its Rights and justice thematic study to examine a political issue. In this case: Students analyze who holds legitimate authority over school library collections.

Codes of ethics

- **ALA Code of Ethics:** Principle 2 (of 9)
- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 2
- **Credo for Ethical Communication:** “We strive to understand and respect other communicators' intent...” (one of nine unnumbered principles)

Heat map

- ■ □ **Opener (page 43):** Medium
- □ □ **Key terms (pages 44 and 45):** Low
- □ □ **Look at the evidence (pages 49 and 50):** Low

Heat map, continued

- ■ □ **Key idea (pages 51 and 52):** Medium
- ■ □ **Sort the evidence (page 53):** Medium
- □ □ **Practice (page 54):** Low
- ■ □ **Your task (pages 55 and 56):** Medium
- □ □ **Check your work (pages 58 and 59):** Low

Try it at your school

Find your library's reconsideration policy.

- Ask your school librarian how book challenges are handled
- Find the written policy on the district website
- Learn whether students can give input during a review
- If a review is happening, read the whole book before commenting

Who to ask: School librarian or media specialist, public library staff, school board clerk

Safety: Don't post names of people who filed a challenge or who spoke at a meeting. Disagree with ideas, not individuals.

Sources

- Penguin, “Matilda by Roald Dahl: authorized extract,” No date listed

Sources, continued

- 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.

Your question: Is the novel really banned, and what can people who care about it do next?

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.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read What happened aloud.

💬 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 5 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: 5 min.

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

💬 Say this

"Which key term names what the parent did, and which names what the committee will use?" — Wait for "challenge" and "selection criteria."

👁 Watch for

Misconception: Students hear "challenge" as "ban." **Listen for:** "A challenge means they took it." **Then:** Reread the key idea: a challenge starts a review. On its own, it does not remove a book.

📄 Support

- Pair students who share a language to explain each term in their own words.
- Show the process as a flowchart: request, review, decision, appeal.
- **Cognates:** reconsideration (reconsideración), criteria (criterios), committee (comité), decision (decisión), appeal (apelación), process (proceso), novel (novela), district (distrito), censorship (censura).

🔥 Heat check

■□□ Low.

🔑 Answer key

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

Before you look at the evidence, what do you think happened to the novel?

➤ My first guess is that the school removed the book quickly, because the chat reports it as already banned.

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

Reading passage

Where is the book in the process?

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: Two messages, two days

On Thursday night, a claim about a novel in the library at Anika's high school moves through a group chat. One parent complained, it says, so the novel has been banned and removed. Gia answers with the certainty of someone who cares about the freedom to read: "censorship, full stop." The reply fits her values. It does not fit the evidence, because there is no evidence in the chat yet.

The evidence arrives Friday, when the school library posts a notice. Mari, who works the bookshop counter, reads it against the chat. She is dyslexic and moves between print and audiobooks, and she is halfway through this novel on audio. She points out the contradiction plainly. The chat says the book is gone. The notice says it remains available during the review. Both cannot be true.

Gia deletes her first reply. She had not read the notice or the book. She is now organizing a discussion at the bookshop and wants it to be useful, which means getting people to the input form before the 15th with something to say. She also sets a boundary that many online arguments skip. Nobody goes after the parent who asked for the review, because that parent used the process too.

Your role is to read the library notice before anyone replies "banned."

? Stop and think. The chat collapsed a complaint, a temporary change and a final decision into one word. Why is that collapse so common?

⌚ Pacing

Reading: about 5 min (723 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: Two messages, two days":** The chat collapsed a complaint, a temporary change and a final decision into one word. Why is that collapse so common?
2. **After "Stages, not verdicts":** What should a careful correction leave out, given what the notice does not say?
3. **After "Professional guidance, state law and the courts":** How can someone oppose removing a book and still respect the parent who filed the challenge?

Stages, not verdicts

The new skill in this case is finding what stage a process has reached. It depends on two earlier ones. From Case 1, you go to the original source, here the library's notice. From Case 3, you know that a **correction** replaces wrong information with accurate information where people saw the mistake.

The notice describes a sequence. A request for reconsideration has been received. 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 is due by the 15th. The committee's decision may be appealed. A **challenge** is a formal request to remove or restrict a book or other library material. It opens that sequence, but it does not end it. A **reconsideration policy** is a library's written process for reviewing a challenge to a book, and **selection criteria** are the written standards a library uses to decide which materials to include.

With the sequence in view, the chat's **claim** can be judged precisely. It collapses three different events into one: a complaint, a possible temporary change and a final decision. Only the first has happened. The notice also has gaps. It does not name the novel, list the committee members or quote the criteria, so a careful reply should not fill those in.

Mari's approach to the input form shows how to join the process rather than just comment on it. The form asks whether you have read the entire work and which criteria your input addresses, with a 300-word limit. She is finishing the book first. Her experience with books like this explains why she cares, but it is not the policy, so she plans to connect the two.

? Stop and think. What should a careful correction leave out, given what the notice does not say?

Professional guidance, state law and the courts

The American Library Association recommends that libraries adopt a formal reconsideration policy, and its model process has a committee read the whole work (American Library Association, updated January 2018). Its separate guidance on selection criteria explains how libraries evaluate resources (American Library Association, updated January 2018). That guidance is professional advice. Districts adopt their own policies, and states write their own laws. Colorado legislators advanced a bill to require clear reconsideration policies (Chalkbeat Colorado, February 10, 2025). In Tennessee, reporters found that a revised state law changed the review steps and that some books quietly left shelves (Chalkbeat Tennessee, September 17, 2024).

The constitutional question remains unsettled. A law-firm analysis explains that the Fifth Circuit treated public library book removals as government speech, creating a split with the Eighth Circuit (Cahill Gordon and Reindel, September 22, 2025). The answer to whether a removal is legal can depend on where you live.

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

Professional guidance, state law and the courts, continued

Professional codes sit on both sides of Gia's evolving view. The ALA code says, "We uphold the principles of intellectual freedom and resist all efforts to censor library resources" (ALA Code of Ethics, 2021). The NCA credo asks communicators to "understand and respect other communicators' intent before evaluating and responding to their messages" (NCA Credo for Ethical Communication, 2024). Holding both is the discipline this case asks for.

? Stop and think. How can someone oppose removing a book and still respect the parent who filed the challenge?

Sources

Real source | American Library Association | January 2018

Selection and Reconsideration Policy Toolkit: formal reconsideration

Real source | American Library Association | January 2018

Selection and Reconsideration Policy Toolkit: selection criteria

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

Real source | American Library Association (ALA) | 2021

ALA Code of Ethics

Real source | National Communication Association (NCA) | 2024

Credo for Ethical Communication

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 the notice and the input form, and fill in both boxes for each one. About 8 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

➤ A request, not a decision: a committee reads the full work and judges it by criteria.

What it leaves out

➤ The criteria themselves, the committee's members and what the request objects to.

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

➤ Input is capped at 300 words, and the form asks which criteria it addresses.

What it leaves out

➤ How comments count in the decision, and the full list of criteria.

Case 7 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Students fill in the What it shows boxes only.

💬 Say this

“Find the sentence that says where the book is now. Read it aloud.” — Wait for “the title remains available during the review.”

👁 Watch for

Misconception: Students treat a review as a ban in slow motion. **Listen for:** “They’re reviewing it, so it’s basically banned.” **Then:** Ask what the notice says comes after the review: a decision, then a possible appeal.

📄 Support

- Give each document on its own half-page with the key sentence enlarged.
- Offer the notice as a read-aloud.
- **Cognates:** reconsideration (reconsideración), criteria (criterios), committee (comité), decision (decisión), appeal (apelación), process (proceso), novel (novela), district (distrito), censorship (censura).

🔗 Stretch

- Ask why the form asks whether you read the entire work, and what that suggests about the criteria.

🌡 Heat check

■□□ Low.

What is still missing from the evidence?

Notes

This page continues page 49. The notes for both pages are on the sheet for page 49.

Key idea: book challenges

On your own Read the key idea and the code of ethics, then answer the question in the box. About 10 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 ____, so ____.

➞ The notice says "the title remains available during the review," so the chat skips from a request to a removal that has not happened.

Case 7 | Key idea | DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip In the news.

💬 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.

 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.



A state debated requiring clear reconsideration policies, showing a challenge is a process, not an instant ban.



A state law changed the review steps, so you have to check which rules and stage actually applied.

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

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

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 10 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 committee’s view is missing. I would ask how it will weigh written input against the selection criteria, and who decides an appeal.

Case 7 | Sort the evidence

| DP Global politics educator edition

Pacing

Full chapter: 10 min.

✂ Short on time: 5 min. Do the deciders column only.

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 5 minutes.

A group chat says, “One parent complained, so that novel is banned.” What should you check first?

☒ **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. Only the policy and the notice can show the stage. B confuses popularity with a decision, and C skips the whole-work standard.**

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 novel stays available while the committee judges the whole work.**

Rewrite phrase 2

➤ **The parent used the policy. Our input should answer the criteria, not the person.**

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

“The chat says one parent got the novel banned. What do you check first?” — Hold a quick vote before any discussion.

👁 Watch for

Misconception: Students choose to read the disputed passage and decide. **Listen for:** “Just read the bad part.” **Then:** Point to the notice: the committee reads the full work.

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: Update on the novel: it isn’t banned. A parent filed a reconsideration request, which starts a review under the district’s policy. The book stays on the shelf while a committee reviews the whole work against the selection criteria, and there’s an appeal step after the decision. If you care about it, you can send written input to the committee by the 15th; the librarian has the form. Tie it to the criteria and your own reading, and please don’t go after the parent who asked. People are allowed to use the process too.

Other notes on the draft:

- “it’s illegal because of the First Amendment” The law here is unsettled and varies. Don’t claim a verdict.

DP Global politics

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 25 minutes.

Rehearse an engagement project on library governance: frame the political issue (who decides what stays on public school shelves, and by what process), map the actors (families on different sides, librarians, the school board, the state legislature, students, advocacy groups), plan ethical engagement with people who disagree with each other, and compare the local process with the freedom to seek and receive information in Article 19 of the Universal Declaration of Human Rights.

Use: The chat message, the reconsideration notice, the input form, ALA's reconsideration guidance, one state or district policy and the text of Article 19 of the Universal Declaration of Human Rights.

You'll make: Engagement-project proposal, 600—800 words, with an actor map

Time: 100 minutes

- 1 Frame the issue as one question in the planner.
- 2 Map the actors: families on different sides, librarians, the board, the legislature, students and advocacy groups.
- 3 Note each actor's formal authority, resources, influence and voice.
- 4 Plan how you would talk with at least two actors who disagree.
- 5 Compare the district process with Article 19 of the Universal Declaration of Human Rights.
- 6 Draft your proposal's three core sections in the Your draft boxes.
- 7 Finish the proposal on lined paper, 600 to 800 words, with the actor map.



Prefer typing? Scan to open the online workspace.

The issue in one question

➡ Who decides what stays on public school shelves, and by what process?

Case 7 | Your task | DP Global politics educator edition

⌚ Pacing

Full chapter: 25 min.

✂ Short on time: 25 min.

💬 Say this

“Put every actor on the map, including the ones you disagree with. Who has formal authority?” — Start the map on the board with the committee and the board.

👁 Watch for

Misconception: Actor maps show only one side. **Listen for:** “The other side doesn’t count.” **Then:** Ask which families supported the request, and add them.

📄 Support

- Actor map: formal authority, resources, influence, voice
- Engagement plan that includes people with opposing views
- Core-concept prompts on power and legitimacy
- Actor map columns: formal authority, resources, influence, voice.

🔗 Stretch

- Explain what would make a final decision legitimate both to the family that filed the request and to students who want the book available.

🔥 Heat check

■ ■ □ **Medium.** Book challenges are a live local issue, and students may hold strong views.

Cool-down: Say: “An engagement plan listens to both sides first.” Return to the map.

Your task, continued

Who holds formal authority

• The review committee decides first. The school board hears appeals, and state law sets limits.

How I will engage people who disagree

☞ Interview a parent who supports the request and a student who opposes it, using the same questions.

Notes

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

This page continues page 55.

Standards

Language A: language and literature — Readers, writers and texts — An area of exploration in the course: how readers, writers and texts interact to make meaning. In this case: Students examine how different readers find different meanings in the same book.

Global politics — key concepts: power and legitimacy; thematic study: Rights and justice — Uses the course's key concepts of power and legitimacy within its Rights and justice thematic study to examine a political issue. In this case: Students analyze who holds legitimate authority over school library collections.

07 Answer key

A strong response:

- Frames a political issue about authority over shared public resources
- Maps actors on different sides fairly
- Plans ethical engagement across disagreement
- Uses power, legitimacy and rights precisely

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 45 minutes.

Framing the issue

👉 My engagement project asks who decides what stays on public school shelves, and by what process. At Anika's school, a parent's request started a review. The title remains available while a committee reads the full work against the district's selection criteria. The case raises questions of power, legitimacy and rights.

The actors

👉 The committee holds formal authority first, and the school board decides appeals. State law can change the process. Families on different sides have a voice through written input. Librarians bring professional standards but do not make law. Students can send input by the 15th, and advocacy groups bring resources and attention.

The local process and Article 19

👉 Article 19 of the Universal Declaration of Human Rights names a freedom to seek and receive information. The district process protects that freedom for now by keeping the title available. A final decision would seem legitimate to both sides only if each could see its input weighed against the same criteria.

⌚ Pacing

Full chapter: 45 min.

✂ Short on time: 40 min. Students draft the framing and actor sections in class and finish at home.

💬 Say this

“What would make a final decision legitimate to the family that asked and to students who want the book?” — Ask for one sentence that answers both.

👁 Watch for

Misconception: Engagement plans aim to persuade, not to listen. **Listen for:** “I’ll convince them they’re wrong.” **Then:** Ask what questions the interview would ask both sides.

👉 Answer key

What to notice in the sample:

1. Frames a political issue about a shared public resource.
2. Maps actors on both sides fairly.
3. Connects the local case to rights.
4. Uses legitimacy precisely.

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 you frame a political issue about authority over shared public resources?	☒ Yes ☐ No
Do you map actors on different sides fairly?	☒ Yes ☐ No
Do you plan ethical engagement across disagreement?	☒ Yes ☐ No
Do you use power, legitimacy and rights precisely?	☒ 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: 5 min. Students answer the Check your work questions. Give practice feedback yourself.

💬 Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one corrected stage or one removed attack.

👁 Watch for

Misconception: Students keep a legal verdict in their reply.

Listen for: “It’s illegal, period.” **Then:** Point to the Reasoning row: the law here is unsettled and varies.

🔥 Heat check

■□□ Low.

🔑 Answer key

How to assess: The educator gives practice feedback on issue framing, fairness to competing actors and conceptual accuracy; the proposal is not an internal assessment submission and no IB marks are predicted.

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.

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

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?

➤ Readers at Anika's school are missing, including the family that filed the request. Mari and Gia are discussing a book neither of them has finished.

- 2 Gia says nobody should go after the parent who asked for the review. Why might that matter for her bookshop discussion?

➤ Gia wants a discussion that helps people write input tied to the criteria. Attacking the parent adds a target but no reason the committee can weigh.

- 3 How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?

➤ "Review" names a process, "restriction" a partial limit and "ban" a final removal. Only "review" matches the notice.

My take

My claim: ____.

➤ My claim: the chat skipped three stages, so a reply should name the stage and the deadline.

The best evidence is ____, because ____.

➤ The best evidence is the notice, because it describes a review, criteria, input and an appeal.

Case 7 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 12 min.

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

💬 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 can discourage reading while it runs.

The limit of the evidence is ____.

- The limit of the evidence is that we don't know the criteria or what the request says.

I would change my mind if ____.

☒ I would change my mind if the district's policy allowed removal during a review.

Notes

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

This page continues page 60.

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.

Case 7 | Talk about this case at home | DP Global politics educator edition

🕒 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 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:

- define power and legitimacy in the course’s terms
- map actors by their sources of power
- plan contact with an organization ethically

Objectives

Students will be able to:

- frame a nonpartisan political issue about youth participation in local elections
- map the actors and their sources of power accurately
- plan ethical, nonpartisan engagement with an election office or youth civic group

Objectives, continued

- use two definitions of legitimacy and plan a fair comparison with one other country

Materials

- This chapter, one copy per student
- Evidence A, B, C and D
- One source on local turnout and one official source on voting rules in another country
- An actor map and a nonpartisan engagement plan template

The task in this edition

Task: Rehearse an engagement project on youth participation in local elections: frame a nonpartisan political issue, such as why young people vote less in local contests, map the actors (election office, schools, parties, youth organizations, candidates), plan ethical, nonpartisan engagement with an election office or youth civic group, and analyze how turnout affects the legitimacy of local decisions, comparing voting age or registration in one other country.

Students make: Engagement-project proposal, 600—800 words, with an actor map

The task in this edition, continued

Fit: partial. Elections confer legitimacy, and low local turnout raises questions of power and participation that suit engagement-project rehearsal, but the case is a U.S. ballot-information task and needs comparative material to reach the thematic studies.

Pacing

Opener (page 63): 5 min. Short on time: 4 min. Students read What happened on their own.

Key terms (pages 64 and 65): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 69): 8 min. Short on time: 7 min. Students fill in only the What it shows boxes.

Look at the evidence (page 70): 5 min. Short on time: 4 min. Read Evidence D aloud; skip its boxes.

Key idea (pages 71 and 72): 12 min. Short on time: 10 min. Skip In the news.

Sort the evidence (pages 73 and 74): 8 min. Short on time: 5 min. Complete the diagram only; skip the missing-perspective box.

Practice (page 75): 6 min. Short on time: skip.

Your task (pages 76 and 77): 25 min. Short on time: 25 min.

Case 9 plan, continued

Pacing, continued

Your draft (page 78): 30 min. Short on time: 30 min.

Check your work (pages 79 and 80): 8 min. Short on time: 5 min. Skip the rubric self-score.

Questions to discuss (pages 81 and 82): 10 min. Short on time: 7 min. Discuss questions 3 and 4 only.

Talk about this case at home (page 83): at home.

Periods: full chapter 122 minutes; one period 100 minutes.

Standards

Global politics — key concepts: power and legitimacy Uses the course's key concepts of power and legitimacy to examine a political issue. In this case: Students analyze how local elections confer authority.

Theory of Knowledge — Knowledge and politics (optional theme) An optional theme of the course: how political power and processes affect what counts as knowledge. In this case: Students ask how we know what a candidate or measure will do.

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 63):** Low
- **Key terms (pages 64 and 65):** Low
- **Look at the evidence (page 69):** Low
- **Look at the evidence (page 70):** Low
- **Key idea (pages 71 and 72):** Low
- **Sort the evidence (pages 73 and 74):** Medium
- **Practice (page 75):** Low
- **Your task (pages 76 and 77):** Medium
- **Your draft (page 78):** Medium
- **Check your work (pages 79 and 80):** Low

Try it at your school

Find your official election information.

- With a trusted adult, visit [vote.gov](https://www.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

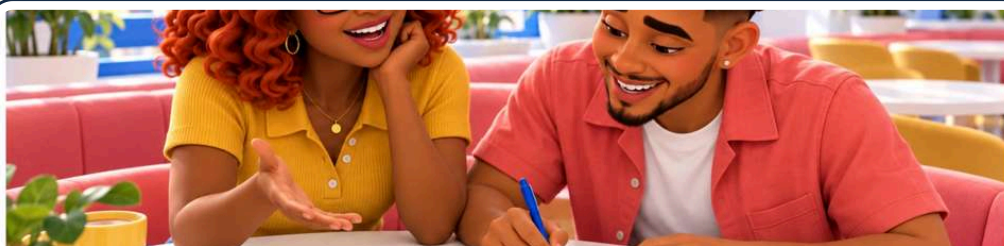
- Vote.gov, “Your state or territory’s voting information,” No date listed
- Vote.gov, “Preparing to vote: age 18 and under,” No date listed
- USAGov, “Sample ballots and voter guides,” No date listed
- National Constitution Center, “The 26th Amendment of the U.S. Constitution,” No date listed

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. Students read What happened on their own.

💬 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.

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.

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."

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

💬 Say this

"Which key term explains why Mateo's ballot might not match Dec's?" — Wait for jurisdiction.

👁 Watch for

Misconception: Students treat a voter guide and a sample ballot as the same document. **Listen for:** "The guide is the ballot." **Then:** Ask which one lists the contests for an address and which one tells you how to vote.

📖 Support

- Pair students who share a language to explain each term in their own words.
- Many election offices publish Spanish materials. Show where to find them.
- **Cognates:** election (elección), candidate (candidato), jurisdiction (jurisdicción), official (oficial), district (distrito), amendment (enmienda), constitution (constitución), vote (voto).

🌡 Heat check

■□□ Low.

🔑 Answer key

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

Before you look at the evidence, what do you think is on Dec's ballot?

➤ My first guess is the big race plus a few local offices, but I would not know which ones without his address.

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

Reading passage

Down the ballot and back to the source

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

- **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: One race in the feed, five on the ballot

Dec, a high school senior who drums on weekends and helps build theater sets, turns 18 in October. The general election is November 3, 2026. His social feed treats it as a single contest, one big race covered from every angle. On Sunday, at the library desk, Mateo and Gia help him find out what the feed leaves out.

The sample ballot for November is organized by level of government. Federal: U.S. Representative. State: State Senator and a Superior Court judge up for retention. Local: two seats on the Board of Education in District 3 and a City Council seat in Ward 5. And one measure: Measure T, a transit improvements bond. Mateo notices that the lower half of the ballot has almost no online presence. Nobody is posting about Measure T.

What is circulating instead is a creator's voter guide. It promises "all you need for November," announces that registration closes "the 14th" and tells readers to vote for Candidate B for school board and "yes, obviously" on Measure T. Dec's response sets the terms for the case. He does not need anyone picking for him. He needs to know what is on his ballot and whether he is registered in time.

Mateo has a problem of his own. He moved from New Bedford, Massachusetts, for college and may still be registered at his mom's address there. Different state, different ballot, different deadline. Your role is to find Dec's official sample ballot before anyone tells him how to vote.

Case 9 | Reading passage

| DP Global politics educator edition

⌚ Pacing

Reading: about 6 min (757 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: One race in the feed, five on the ballot":** Why does the lower half of a ballot get so little attention online?
2. **After "Separating information from advocacy":** The guide's picks are not labeled as advocacy. How would labeling them change how Dec reads the guide?
3. **After "The constitutional floor and the state rules":** Anika is 16. How can she take part in this election before she can vote?

❓ **Stop and think.** Why does the lower half of a ballot get so little attention online?

Separating information from advocacy

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 distinction matters because the two serve different purposes. The sample ballot tells you what you will decide. A guide tells you what someone thinks you should decide, and sometimes also what the choices mean.

The new skill here builds on two earlier ones. From Case 1, you go to the original source and treat each statement as a **claim** that can be checked. The guide's deadline is a claim with no jurisdiction attached, so it cannot be verified and should not be repeated. From Case 8, you ask about a **material connection**, a relationship with a brand, like payment or a free product, that viewers might not expect. Here, the guide leaves out who wrote and who funds it. That missing information does not make its picks wrong. It does mean they should be read as advocacy from an unnamed source.

A **jurisdiction** is the place or area where a particular government or rule has authority. Your address determines which contests appear on your ballot, which is why Mateo cannot assume his ballot matches Dec's. Jurisdiction also shapes research. A school board and a city council have different powers, so a voter who cares about buses should learn which body runs them before comparing candidates. Mateo starts Measure T with two questions: what it would pay for, and who runs the buses.

Registration is signing up with your election office so that you are on the list of people who can vote. Because rules and deadlines vary by state, Gia's group-chat reminder deliberately contains no deadline. It sends everyone to Vote.gov for their own registration and sample ballot, and it asks people not to post their addresses.

❓ **Stop and think.** The guide's picks are not labeled as advocacy. How would labeling them change how Dec reads the guide?

The constitutional floor and the state rules

The Twenty-Sixth Amendment protects the right of citizens 18 and older to vote (National Constitution Center, no date listed). The National WWII Museum traces its origins to the wartime argument that people old enough to fight were old enough to vote (The National WWII Museum, October 27, 2020). Above that floor, states set the details. Most allow preregistration before 18, and some let 17-year-olds vote in primaries if they will be 18 by the general election (Ballotpedia News, September 26, 2025). NPR has reported on state efforts to raise youth registration, including preregistration (NPR, August 6, 2023).

Turnout data show both engagement and variation. CIRCLE estimates that about 47 percent of 18- to 29-year-olds voted in 2024, with large differences by state (CIRCLE, April 14, 2025).

This page continues page 66. The notes for both pages are on the sheet for page 66.

The constitutional floor and the state rules, continued

Journalism codes draw the same line the case draws. The SPJ code tells journalists to “label advocacy and commentary” (SPJ Code of Ethics, September 6, 2014). The RTDNA code says journalism “empowers viewers, listeners and readers to make more informed decisions for themselves; it does not tell people what to believe or how to feel” (RTDNA Code of Ethics, June 11, 2015). A nonpartisan guide for Dec should meet that second standard.

? **Stop and think.** Anika is 16. How can she take part in this election before she can vote?

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 | NPR | August 6, 2023

Some states are trying to boost youth voter registration. Here’s what they’re doing

Real source | CIRCLE (Tufts University) | April 14, 2025

New Data: Nearly Half of Youth Voted in 2024

Real source | Society of Professional Journalists (SPJ) | 2014

SPJ Code of Ethics

Real source | Radio Television Digital News Association (RTDNA) | 2015

RTDNA Code of Ethics

This page continues page 66. The notes for both pages are on the sheet for page 66.

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 | 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

➤ A layered ballot: federal, state and local contests and one bond measure.

What it leaves out

➤ The address it covers and what each office is responsible for.

Evidence B | Voter guide post

A creator's voter guide

All you need for November!! Registration closes the 14th. School board: vote Candidate B, the only one who cares about students. Measure T: yes, obviously.

Look closely: Which line could you check, and which lines tell you how to vote?

What it shows

➤ One fact and two picks it never labels as opinion.

What it leaves out

➤ The deadline's state, and the guide's author and funder.

Case 9 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 8 min.

✂ Short on time: 7 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

➤ A route to official information instead of a copied deadline.

What it leaves out

➤ Dates, on purpose: each reader looks up their own state.

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

➤ A first-time voter asking for information, not recommendations.

What it leaves out

➤ His state, whether he is registered and his deadline.

What is still missing from the evidence?

➤ Dec's state, status and deadline, his own sample ballot, what each local office controls where he lives, and who wrote and funds the guide.

Case 9 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 5 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 12 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

The checkable fact is ____; the picks are ____.

➡ The checkable fact is the deadline, but it names no state. The picks are the school board and Measure T lines, and nothing labels them as opinion.

Case 9 | Key idea | DP Global politics educator edition

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. 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.

A square QR code with a black and white pixelated pattern, located in the bottom right corner of the page. It is positioned to the left of a text block that provides the source of the information.



Explains preregistration and other state steps that let teens sign up before they turn 18.



Rules differ by state, so where you live decides when you can register and what you vote on.

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

This page continues page 71. The notes for both pages are on the sheet for page 71.

Sort the evidence

On your own Match each of Dec's questions to the rule or office that answers it. Then write whose view is missing. About 8 minutes.

Separate the two questions Dec has: what is on his ballot, and can he vote. Which rules and offices answer each, and which source should he check first?

Which contests and measures appear on Dec's ballot

Who decides

His address and district lines, drawn through redistricting

Under which rule

Who lives with it

Your way in

[Vote.gov](#), which links to his state or local election office

Whether Dec can register and vote in November

Who decides

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

Your way in

[Vote.gov](#), which links to his state or local election office

Case 9 | Sort the evidence

| DP Global politics educator edition

Pacing

Full chapter: 8 min.

Short on time: 5 min. Complete the diagram only; skip the missing-perspective box.

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

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

→ The school board's. I would ask what the board decides, so Dec can judge the race before he researches candidates.

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

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. Jurisdiction decides the ballot, so A can miss local contests, and C puts picks before facts. B checks the address, the election and the deadlines.

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

👉 That is my state's deadline.
Yours may differ, so check vote.gov.

Rewrite phrase 2

👉 Share the official lookup link instead, so nobody posts an address.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 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.

DP Global politics

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 25 minutes.

Rehearse an engagement project on youth participation in local elections: frame a nonpartisan political issue, such as why young people vote less in local contests, map the actors (election office, schools, parties, youth organizations, candidates), plan ethical, nonpartisan engagement with an election office or youth civic group, and analyze how turnout affects the legitimacy of local decisions, comparing voting age or registration in one other country.

Use: The sample ballot, Vote.gov's guidance for people 18 and under, one source on local turnout and one official source on voting rules in another country.

You'll make: Engagement-project proposal, 600—800 words, with an actor map

Time: 100 minutes

- 1 Frame a nonpartisan issue about young people and local elections.
- 2 Map the actors: election office, schools, parties, youth groups and candidates.
- 3 Plan one contact with an election office or youth civic group, with consent and safety notes.
- 4 Explain legitimacy two ways: by procedure and by participation.
- 5 Plan how you will compare voting age or registration in one other country.
- 6 Write your proposal of 600 to 800 words, starting on the Your draft page.



Prefer typing? Scan to open the online workspace.

Political issue

🔗 Why do young people vote less in local contests, and what does that mean for local decisions?

Case 9 | Your task | DP Global politics educator edition

🕒 Pacing

Full chapter: 25 min.

✂ Short on time: 25 min.

💬 Say this

“Who holds power over whether a young person votes locally? Name the source of each actor’s power.” — Map one actor together: the election office.

👁 Watch for

Misconception: Students plan engagement that supports one side. **Listen for:** “We’ll campaign for the measure.”

Then: Engagement here means learning from an actor, not campaigning. Redirect to questions.

📄 Support

- Actor map: formal authority, resources, influence, voice
- Nonpartisan engagement plan with consent and safety notes
- Legitimacy prompts: does turnout change whether a decision is accepted?

🔗 Stretch

- Evaluate two different definitions of legitimacy, one based on procedure and one based on participation, using the local example.

🔥 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.

Your task, continued

Actor map

🗳 Election office: authority over registration and ballots. Schools: civic education. Parties and candidates: resources. Youth groups: voice. Young voters like Dec: the vote.

Engagement plan

☛ With a teacher's help, ask the local election office how young residents learn what is on their ballot. Take no side on any contest.

Two views of legitimacy

- By procedure: legitimate if the election followed the rules. By participation: stronger when more affected people vote.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black line that serves as a margin. The top-left corner of the paper is rounded. There is no handwriting or other markings on the page.

This page continues page 76.

Standards

Global politics — key concepts: power and legitimacy

- Uses the course’s key concepts of power and legitimacy to examine a political issue. In this case: Students analyze how local elections confer authority.

Theory of Knowledge — Knowledge and politics

(optional theme) — An optional theme of the course: how political power and processes affect what counts as knowledge. In this case: Students ask how we know what a candidate or measure will do.

○ Answer key

A strong response:

- Frames a nonpartisan political issue about participation
- Maps actors and their sources of power accurately
- Plans ethical, nonpartisan engagement
- Uses legitimacy precisely and compares fairly with another country

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 30 minutes.

Proposal: issue, actors and engagement

🔗 **Issue:** why young people vote less in local contests, and what that means for local decisions. Dec's sample ballot shows the stakes. A school board race, a city council seat and Measure T all sit below a big race that fills his feed. **Actors:** the local election office holds formal authority over registration and ballots. Schools shape civic education. Parties and candidates bring resources, and youth organizations bring voice. **Engagement:** with a teacher's help, I would ask the election office how young residents learn what is on their ballot. I would stay nonpartisan, get consent before quoting anyone and never collect addresses.

Legitimacy and the comparison

🔗 **Legitimacy:** under a procedural view, a school board election is legitimate if it follows the rules, whatever the turnout. Under a participation view, a board chosen by few young voters has weaker standing with the students it governs. **Comparison:** I will use one official source to describe voting age or registration in one other country. I will compare the two sets of rules without ranking the countries.

Case 9 | Your draft | DP Global politics educator edition

⌚ Pacing

Full chapter: 30 min.

✂ Short on time: 30 min.

💬 Say this

“Use legitimacy in two senses. Would a low-turnout school board still have authority?” — Accept both answers if each sense is used precisely.

👁 Watch for

Misconception: The comparison ranks countries. **Listen for:** “Their system is better.” **Then:** Compare rules and effects; leave rankings out.

🔥 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. Frames a political issue about participation without taking a side.
2. Maps an actor by its source of power.
3. Plans ethical, nonpartisan engagement.
4. Uses legitimacy precisely, in two senses.

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.

Is your issue political and nonpartisan? ☒ Yes ☐ No

Does your actor map show each actor's source of power accurately? ☒ Yes ☐ No

Is your engagement plan ethical, with consent and no collection of personal information? ☒ Yes ☐ No

Do you use legitimacy in two precise senses? ☒ 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.

Case 9 | Check your work

| DP Global politics educator edition

Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Skip the rubric self-score.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one official source added or one pick removed.

Watch for

Misconception: Students keep a copied deadline. **Listen for:** “Registration closes the 14th.” **Then:** Point to the Evidence row. Replace the date with the official place to check it.

Heat check

■□□ Low.

Answer key

How to assess: The educator gives practice feedback on issue framing, nonpartisan engagement planning and conceptual accuracy; the proposal is not an internal assessment submission and no IB marks are predicted.

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.

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

Questions to discuss

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

- 1 Which contest on the sample ballot could affect Dec's school or his bus?

➤ The school board race and Measure T. A voter guide that covered only the big race would skip both.

- 2 Mateo may still be registered in New Bedford. Why might his ballot differ from Dec's?

➤ Jurisdiction follows the registration address. A New Bedford registration puts Mateo in a different state, with different contests and deadlines.

- 3 Anika is 16. How can she be part of this election before she can vote?

➤ Preregistration, if her state allows it, and learning what the board decides. She can also help friends find official information without sharing anyone's address.

- 4 When could a voter guide that recommends choices help a first-time voter?

➤ When it names its author and labels its picks as advocacy. Then a first-time voter can use it as one view, after checking the ballot and deadlines.

My take

My claim: ____.

➤ A nonpartisan guide for Dec should send him to official sources and keep facts apart from picks.

Case 9 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 7 min. Discuss questions 3 and 4 only.

💬 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

The best evidence is ____, because ____.

👉 The creator's guide, because its one fact names no state and its picks carry no label.

Someone who disagrees might say ____.

👉 Picks help first-time voters who have no time to research.

The limit of the evidence is ____.

👉 No document tells us Dec's state, so we cannot give him a deadline.

I would change my mind if ____.

👉 Dec had asked for recommendations instead of information.

Notes

Case 9 | Questions to discuss

| DP Global politics educator edition

This page continues page 81.

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.

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.



See the case online.

Case 9 | Talk about this case at home | DP Global politics educator edition

Pacing

At home: this page takes no class time.

Say this

“Take this page home or read it with someone you trust.” —
Nobody needs to share 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:

- define power, sovereignty and legitimacy in the course's terms
- map actors by their sources of power
- plan contact with an organization ethically

Objectives

Students will be able to:

- frame a political issue about responsibility for accessible public routes

Objectives, continued

- map the actors and their sources of power accurately
- plan consent-based engagement that treats disabled residents as decision-makers
- compare the ADA with the UN Convention on the Rights of Persons with Disabilities at a general level

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The Department of Justice page, the text of the UN Convention on the Rights of Persons with Disabilities and one local accessibility page
- An actor map and a consent-based engagement plan template

The task in this edition

Task: Rehearse an engagement project on accessibility where you live: frame a political issue about who is responsible for accessible public routes, map the actors (city departments, contractors, the ADA coordinator, disability advocacy groups, residents), plan consent-based engagement that treats disabled residents as decision-makers, and compare the ADA's approach at a general level with the UN Convention on the Rights of Persons with Disabilities, which the United States has signed but not ratified.

Students make: Engagement-project proposal, 600—800 words, with an actor map

Fit: partial. Disability access raises rights, equality and the power of public bodies, and a local accessibility issue is a realistic engagement project, but the case is one domestic route and needs international and comparative material to reach the thematic studies.

Pacing

Opener (page 84): 4 min. Short on time: 3 min. Students read What happened on their own.

Key terms (pages 85 and 86): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Case 10 plan, continued

Pacing, continued

Look at the evidence (page 90): 8 min. Short on time: 7 min. Students fill in only the What it shows boxes.

Look at the evidence (page 91): 4 min. Short on time: 3 min. Read the flyer aloud; skip its boxes.

Key idea (pages 92 and 93): 10 min. Short on time: 8 min. Skip In the news.

Sort the evidence (page 94): 8 min. Short on time: 6 min. Complete the diagram only; skip the missing-perspective box.

Practice (page 95): 5 min. Short on time: skip.

Your task (pages 96 and 97): 25 min. Short on time: 24 min. Map one actor together, then students finish the map.

Your draft (page 98): 35 min. Short on time: 34 min. Students finish the comparison paragraph at home.

Check your work (pages 99 and 100): 8 min. Short on time: 6 min. Skip the rubric self-score.

Questions to discuss (pages 101 and 102): 10 min. Short on time: 6 min. Discuss question 3 only.

Talk about this case at home (page 103): at home.

Periods: full chapter 122 minutes; one period 100 minutes.

Standards

Global politics — key concept: power; thematic study: Rights and justice Uses the course’s key concept of power within its Rights and justice thematic study to examine a political issue. In this case: Students analyze disability rights as claims on public institutions.

Theory of Knowledge — Knowledge and the knower (core theme) The core theme of the course: how each person’s perspective shapes what they know. In this case: Students ask whose experience counts as evidence about a city.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **NPPA Code of Ethics for Visual Journalists:** Code of Ethics, standard 3
- **ABA Model Rules of Professional Conduct:** Rule 3.1 Meritorious Claims and Contentions

Heat map

- ■ □ **Opener (page 84):** Medium
- □ □ **Key terms (pages 85 and 86):** Low
- □ □ **Look at the evidence (page 90):** Low
- □ □ **Look at the evidence (page 91):** Low
- □ □ **Key idea (pages 92 and 93):** Low
- ■ □ **Sort the evidence (page 94):** Medium
- ■ □ **Practice (page 95):** Medium

Heat map, continued

- □ □ **Your task (pages 96 and 97):** Low
- □ □ **Your draft (page 98):** Low
- □ □ **Check your work (pages 99 and 100):** Low

Try it at your school

Find your city’s ADA contact.

- With a trusted adult, search your city’s website for “ADA coordinator” or “accessibility”
- Save how to report a blocked sidewalk or curb ramp (often 311 or a public works page)
- If you notice a barrier, note the location, date and time
- Ask the person affected what they want before reporting on their behalf

Who to ask: City ADA coordinator, 311 or public works, school transportation office for school routes

Safety: Don’t film or post people with disabilities without clear permission. Stay out of construction zones.

Sources

- HISTORY, “When the ‘Capitol Crawl’ Dramatized the Need for Americans with Disabilities Act,” July 24, 2020

Case 10 plan, continued

Sources, continued

- 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 4 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.

Your question: Whose job is it to fix the blocked route, and what should Sami and Mateo tell the city?

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.

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 3 min. Students read What happened on their own.

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

💬 Say this

"Which key term explains why the whole trip matters, not only the ramp?" — Wait for program access.

👁 Watch for

Misconception: Students think program access means every door needs a ramp. **Listen for:** "Every building needs a ramp." **Then:** Reread the key idea: the program as a whole must be accessible. A city can move a service to an accessible place.

📖 Support

- Pair students who share a language to explain each term in their own words.
- Spanish words from the case: ruta, barrera, rampa, desvío.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

🔥 Heat check

■□□ Low.

🔑 Answer key

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

Before you look at the evidence, whose job do you think it is to fix Sami's route?

→ My first guess is the city, because the sidewalk and the workshop both belong to the city.

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

Reading passage

A barrier, a bus and the right office

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

- **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 next twelve minutes

Sami studies design and photographs things most people walk past. She also uses a manual wheelchair and wants access planned before an event, not offered as an apology afterward. At 4:05 p.m. on a Tuesday, at the corner of Elm Street and 4th Avenue, she is on her way to a free parks department workshop that starts at 5. Her bus comes in 12 minutes.

The northeast curb ramp is fenced off for construction. The posted detour, "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR," points to a path that begins with stairs. Sami says it without drama. The sign says detour, the detour starts with stairs, so no.

Mateo is with Sami, and his reflex is a filmmaker's. He has the sign on video before he has thought about what the video is for. When he offers to post it, Sami asks whether that gets her on the bus. It does not. Mateo puts the camera down and checks the other corners for a ramp while Sami looks up the next stop. The order of priorities is the first lesson of the case. The person facing the barrier decides what the moment needs and what gets said about her. The report can wait an hour.

Your role is to write down the corner, the time and the sign before anyone posts, so that the later report rests on a clean record.

Stop and think. Why does the case put Sami's bus ahead of Mateo's video?

Case 10 | Reading passage

| DP Global politics educator edition

🕒 Pacing

Reading: about 6 min (769 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: The next twelve minutes":** Why does the case put Sami's bus ahead of Mateo's video?
2. **After "Evidence, barriers and program access":** Program access applies to the program as a whole. How does that change what a report should ask?
3. **After "The law's origins and its limits":** What is the difference between recording a barrier and making Sami the content?

Evidence, barriers and program access

Mateo's next question is whether the city is violating the Americans with Disabilities Act. That is a **claim**, a statement that something is true that can be checked with evidence, and Case 1 taught you to match a claim to what the evidence can support. Mateo draws the limit himself. His video shows one fenced ramp and one sign at 4:05. It cannot show whether another way around exists, so he cannot call the whole route illegal.

The route map widens the frame. Sami's trip has five stages: home to the corner, the northeast ramp, the bus stop, the ride to the parks department building and the workshop entrance and room. The last stage has not been checked. The flyer adds a different kind of gap. It invites everyone, lists a front desk number and says nothing about accessible entrances or how to request access.

A **barrier** is something that blocks or limits a person from taking part. The fenced ramp is a physical barrier. The flyer's silence may be an informational one. **Program access** is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. The standard applies to the program, not to each building separately. It generally does not require every older building to be accessible, and a city can relocate a service to an accessible place. Existing buildings and new construction have different requirements. Access still covers the whole visit: finding the information, getting there, going in, taking part and leaving.

The last question is who can fix it. Case 9's term **jurisdiction**, the place or area where a particular government or rule has authority, points to the city, which both 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's planned report is short: the corner, the time, the sign and one question. Is there an accessible detour, and how long will the ramp be blocked? It goes out only if Sami agrees.

? **Stop and think.** Program access applies to the program as a whole. How does that change what a report should ask?

The law's origins and its limits

The Justice Department's guide for cities explains that Title II of the ADA covers state and local programs, including keeping curb ramps usable during street work (U.S. Department of Justice, updated February 24, 2020). The law's history explains its focus on steps and routes. On March 12, 1990, activists climbed the Capitol steps to show what stairs do to access, and the ADA was signed that July (HISTORY, July 24, 2020). Minnesota's disability council notes that the protest involved ADAPT, which began as Americans Disabled for Accessible Public Transit (Minnesota Governor's Council on Developmental Disabilities, March 1, 2015).

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

The law's origins and its limits, continued

Enforcement is uneven. In New York, a North Bronx subway station is set to get elevators nearly a decade after an ADA lawsuit (THE CITY, October 3, 2025). Federal auditors found gaps in checking whether paratransit services for disabled riders actually work (GAO, November 15, 2012).

Professional codes speak to both people at the corner. The ASPA code asks public servants to “respect and assist all persons in their dealings with public organizations” (ASPA Code of Ethics, 2013). The NPPA code asks visual journalists to “be complete and provide context when photographing or recording subjects” (NPPA Code of Ethics, no date listed).

? **Stop and think.** What is the difference between recording a barrier and making Sami the content?

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 | Minnesota Governor’s Council on Developmental Disabilities | March 1, 2015

The Capitol Crawl

Real source | THE CITY | October 3, 2025

North Bronx Subway Station to Get Elevators, Nearly a Decade After ADA Lawsuit

Real source | U.S. Government Accountability Office | November 15, 2012

ADA Paratransit Services: Demand Has Increased, but Little Is Known About Compliance (GAO-13-17)

Real source | American Society for Public Administration (ASPA) | 2013

ASPA Code of Ethics

Real source | National Press Photographers Association (NPPA) | No date listed

NPPA Code of Ethics for Visual Journalists

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

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 | Construction sign

The detour sign

The sign reads “SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR.” Its arrow points to a path that begins with a flight of stairs. The sign went up on Monday. Mateo recorded it on Tuesday at 4:05 p.m.

Look closely: Where does the arrow point? Who could not use that path?

What it shows

➡ The only posted detour starts with stairs. It went up Monday.

What it leaves out

➡ Whether another accessible route exists, and how long the closure will last.

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

➡ Access as a whole trip: one blocked stage and one unchecked stage.

What it leaves out

➡ Stage 5, the workshop entrance and room, which nobody has checked yet.

Case 10 | Look at the evidence | DP Global politics educator edition

🕒 Pacing

Full chapter: 8 min.

✂ Short on time: 7 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

➤ A city program that invites everyone but gives no access information.

What it leaves out

➤ How to request access. “Call the front desk” is its only contact.

What is still missing from the evidence?

➤ Whether an accessible detour exists, how long the closure lasts, whether the workshop entrance and room are accessible, and who the ADA coordinator is.

Notes

Case 10 | Look at the evidence

| DP Global politics educator edition

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 3 min. Read the flyer aloud; skip its 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.

Key idea: program access

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 10 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 a contact for access requests and information about the entrance, so that Sami can plan the whole trip before she leaves.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. 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.

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.

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

This page continues page 92. The notes for both pages are on the sheet for page 92.

Sort the evidence

On your own Mark whether each piece of evidence supports or narrows each claim. Then write whose view is missing. About 8 minutes.

Sort what the evidence supports. Which claim can you make today, which one needs more facts, and who can supply them?

Evidence	Claim 1 The city is breaking the ADA.	Claim 2 On Tuesday, the posted detour did not work for a wheelchair user.
1 Photo: the northeast curb ramp blocked by fencing on Tuesday at 4:05 p.m.	Narrows	Supports
2 Detour sign points to a path that starts with stairs	Neither	Supports
3 DOJ: Title II requires program access, not every facility to be accessible	Narrows	Neither

Still open

- Is there another accessible route to the bus and the workshop? Ask the ADA coordinator.

Whose perspective is missing?

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

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

The parks department's. I would ask how people request access to the workshop and whether the entrance and room are accessible.

Case 10 | Sort the evidence

| DP Global politics educator edition

Pacing

Full chapter: 8 min.

 Short on time: 6 min. Complete the diagram only; skip the missing-perspective box.

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 5 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. A claims more than one video can show and uses Sami without asking. C solves today but leaves the detour in place. B asks the office that can answer.**

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

➤ **We saw one blocked ramp and a detour sign that points to stairs.**

Rewrite phrase 2

➤ **Could you tell us whether an accessible detour exists and how it is marked?**

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 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.

DP Global politics

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 25 minutes.

Rehearse an engagement project on accessibility where you live: frame a political issue about who is responsible for accessible public routes, map the actors (city departments, contractors, the ADA coordinator, disability advocacy groups, residents), plan consent-based engagement that treats disabled residents as decision-makers, and compare the ADA's approach at a general level with the UN Convention on the Rights of Persons with Disabilities, which the United States has signed but not ratified.

Use: The route map, detour sign and flyer, the DOJ ADA and City Governments page, the text of the UN Convention on the Rights of Persons with Disabilities and one local accessibility page.

You'll make: Engagement-project proposal, 600—800 words, with an actor map

Time: 100 minutes

- 1 Frame a political issue about who keeps public routes accessible where you live.
- 2 Map the actors: city departments, contractors, the ADA coordinator, advocacy groups and residents.
- 3 Plan one contact that treats disabled residents as decision-makers, with consent.
- 4 Compare the ADA and the UN Convention on the Rights of Persons with Disabilities in the grid.
- 5 Explain what signing without ratifying means for a resident on a blocked sidewalk.
- 6 Write your proposal of 600 to 800 words, starting on the Your draft page.



Prefer typing? Scan to open the online workspace.

Political issue

Who is responsible for keeping public routes accessible, and how can residents hold them to it?

Case 10 | Your task | DP Global politics educator edition

Pacing

Full chapter: 25 min.

✂ Short on time: 24 min. Map one actor together, then students finish the map.

Say this

“This case is one U.S. route. What will you add so the proposal reaches rights and justice?” — Point to the Convention text and one local accessibility page.

Watch for

Misconception: Engagement plans treat disabled residents as subjects to study. **Listen for:** “We’ll film people using the ramp.” **Then:** Ask who decides what is recorded. Plan with a group, not about people.

Support

- Actor map: formal authority, resources, influence, voice
- Consent-based engagement plan template
- Comparison grid: domestic statute versus international convention

Stretch

- Explain why a country might sign a rights convention without ratifying it, and what that means for a resident on a blocked sidewalk.

Heat check

Low.

Your task, continued

Actor map

City departments: formal authority. Contractors: the work site. ADA coordinator: complaints. Advocacy groups: voice. Residents: knowledge of routes.

Engagement plan

With a teacher's help, ask a disability advocacy group which routes its members want checked. Quote no one without consent.

The ADA and the UN Convention

The ADA is a domestic statute that covers city programs. The United States has signed the Convention but not ratified it.

Notes

This page continues page 96.

Standards

Global politics — key concept: power; thematic study: Rights and justice — Uses the course's key concept of power within its Rights and justice thematic study to examine a political issue. In this case: Students analyze disability rights as claims on public institutions.

Theory of Knowledge — Knowledge and the knower (core theme) — The core theme of the course: how each person's perspective shapes what they know. In this case: Students ask whose experience counts as evidence about a city.

Answer key

A strong response:

- Frames a political issue about responsibility for public access
- Maps actors and their sources of power accurately
- Plans engagement that respects disabled residents' agency
- Compares the domestic and international frameworks accurately

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 35 minutes.

Proposal: issue, actors and engagement

➤ **Issue:** who is responsible for keeping public routes accessible, and how residents can hold them to it. A case shows the stakes. At Elm Street and 4th Avenue, a construction fence blocked a curb ramp, and the detour sign pointed to stairs. **Actors:** city departments hold formal authority over sidewalks and programs. Contractors control the work site. The ADA coordinator handles compliance and complaints. Advocacy groups and residents bring voice and knowledge of which routes fail. **Engagement:** with a teacher's help, I would ask a local disability advocacy group which routes its members want checked. Members would decide what is recorded, and I would quote no one without consent.

The ADA and the UN Convention

➤ The ADA is a domestic statute, and Title II covers city programs and services. The United States has signed the UN Convention on the Rights of Persons with Disabilities but has not ratified it. Without ratification, the Convention does not bind the United States the way a ratified treaty would. That choice stays with the national government, which is a question of sovereignty. For a resident on a blocked sidewalk, the rule to invoke is the ADA, and the office to ask is the city's ADA coordinator.

⌚ Pacing

Full chapter: 35 min.

✂ Short on time: 34 min. Students finish the comparison paragraph at home.

💬 Say this

“What does signing without ratifying change for Sami at the corner?” — Accept answers that name the ADA as the rule she can invoke.

👁 Watch for

Misconception: The comparison ranks the two frameworks.

Listen for: “The UN one is just better.” **Then:** Compare what each requires and who it binds. Leave rankings out.

🔥 Heat check

■□□ Low.

➤ Answer key

What to notice in the sample:

1. Frames a political issue about power and accountability.
2. Maps an actor by its source of power.
3. Treats disabled residents as decision-makers.
4. Connects the comparison to a core concept.

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.

- Is your issue political and clearly framed? ☒ Yes ☐ No
- Does your actor map show each actor's source of power accurately? ☒ Yes ☐ No
- Does your engagement plan treat disabled residents as decision-makers, with consent? ☒ Yes ☐ No
- Do you compare the ADA and the UN Convention accurately? ☒ 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.

Case 10 | Check your work

| DP Global politics educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Skip the rubric self-score.

💬 Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one added detail or one removed legal conclusion.

👁 Watch for

Misconception: Students keep a sentence that declares a violation. **Listen for:** “The city is clearly violating the ADA.” **Then:** Point to the Reasoning row. Replace the sentence with a question for the coordinator.

🔥 Heat check

■□□ Low.

🔑 Answer key

How to assess: The educator gives practice feedback on issue framing, actor analysis, engagement ethics and conceptual accuracy; the proposal is not an internal assessment submission and no IB marks are predicted.

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.

How your work is scored, continued

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Tone only.	☐ Adds specifics and removes the legal conclusion.	☐ Explains how each change helps the city act and respects Sami.

One change I made after feedback

I changed ___ because ____.

I changed my plan from interviewing people at a bus stop to contacting an advocacy group, because consent comes first.

Notes

This page continues page 99. The notes for both pages are on the sheet for page 99.

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 unchecked workshop entrance and the flyer with no access information. Both sit outside the frame, and the flyer is a barrier in information, not concrete.

2 What is the difference between recording a barrier and making Sami the content?

➤ Recording documents the barrier for the office that can act. Making Sami the content puts her in public view without consent, and she said, "Me, ask first."

3 Construction is temporary, but the detour affects people now. What should a city do to keep routes usable during repairs?

➤ Plan an accessible detour as part of the construction, mark it on the sign and post a contact. The cost is time and money at each work site.

My take

My claim: ____.

➤ The city is responsible for the route to its own program, so the report should go to its ADA coordinator.

The best evidence is ____, because ____.

➤ The route map, because it shows access as a whole trip and marks what nobody has checked.

Case 10 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Discuss question 3 only.

💬 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 ____.

➤ Whoever put up the fence should fix it, not the city.

The limit of the evidence is ____.

- No document shows whether an accessible detour exists.

I would change my mind if ____.

☛ The city showed that an accessible detour was marked and working that day.

Notes

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

This page continues page 101.

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.

Case 10 | Talk about this case at home | DP Global politics educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Take this page home or read it with someone you trust.” —
Nobody needs to share 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:

- explain the difference between a stated right and a law that enforces it
- use power and legitimacy as analytical concepts
- evaluate a policy from more than one perspective

Objectives

Students will be able to:

- compare Article 23 of the Universal Declaration of Human Rights with the Equal Pay Act and Title VII
- analyze information as a source of power between employers and workers

Objectives, continued

- evaluate whether one pay-transparency law changes that balance
- explain why a widely recognized right can be hard for one worker to use

Materials

- This chapter, one copy per student
- The text of Article 23 of the Universal Declaration of Human Rights
- The EEOC and NLRB pages
- One state or city pay-transparency law chosen with the educator

The task in this edition

Task: Compare the statement of equal pay for equal work in Article 23 of the Universal Declaration of Human Rights with how U.S. federal law (the Equal Pay Act and Title VII) and one state or city pay-transparency law approach it. Then evaluate whether transparency laws change the balance of power between employers and workers like Jordy.

Students make: Analytical response, 700—900 words

The task in this edition, continued

Fit: partial. Equal pay for equal work is a recognized right in international instruments and a live political issue, but the case is one workplace question whose cause is unknown, so a Global Politics task must bring in comparative material and use the case only as an entry point.

Pacing

Opener (page 104): 4 min. Short on time: 4 min.

Key terms (pages 105 and 106): 4 min. Short on time: skip.

Look at the evidence (page 110): 6 min. Short on time: 6 min.

Look at the evidence (page 111): 3 min. Short on time: 3 min.

Key idea (pages 112 and 113): 10 min. Short on time: 8 min. Skip In the news.

Sort the evidence (page 114): 6 min. Short on time: 6 min.

Practice (page 115): 4 min. Short on time: skip.

Your task (pages 116 and 117): 20 min. Short on time: 20 min.

Your draft (page 118): 40 min. Short on time: 40 min.

Check your work (pages 119 and 120): 8 min. Short on time: 8 min.

Case 11 plan, continued

Pacing, continued

Questions to discuss (pages 121 and 122): 10 min. Short on time: 5 min. Use question 4 only.

Talk about this case at home (page 123): at home.

Periods: full chapter 115 minutes; one period 100 minutes.

Standards

Global politics — thematic study: Rights and justice Uses the course’s Rights and justice thematic study to examine a political issue. In this case: Students analyze how law addresses unequal pay.

Theory of Knowledge — Knowledge and the knower (core theme) The core theme of the course: how each person’s perspective shapes what they know. In this case: Students ask what a worker can know about pay decisions from their position.

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 104):** Medium
- □ □ **Key terms (pages 105 and 106):** Low

Heat map, continued

- □ □ **Look at the evidence (page 110):** Low
- □ □ **Look at the evidence (page 111):** Low
- □ □ **Key idea (pages 112 and 113):** Low
- □ □ **Sort the evidence (page 114):** Low
- ■ □ **Practice (page 115):** Medium
- □ □ **Your task (pages 116 and 117):** Low
- □ □ **Check your work (pages 119 and 120):** 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 4 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: 4 min.

✂ Short on time: 4 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 4 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: 4 min.

✂ Short on time: skip this page.

💬 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.

Before you look at the evidence, why do you think Gia is paid more than Jordy?

➤ My first guess is that the company treats them unfairly, because they worked the same hours at the same event.

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

This page continues page 105. The notes for both pages are on the sheet for page 105.

Reading passage

A pay gap is a question, not a finding

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: Two statements on a Sunday

Jordy is Black, nonbinary and hard of hearing, studies part time and works event shifts. Gia studies communication and works café shifts, and she also picks up event work for the same company as Jordy. On Saturday, they both worked a 3 to 11 p.m. event. The crew schedule shows the division of labor. Everyone did setup from 3 to 5 and closing from 10 to 11. Jordy ran the caption and audio check. Gia is listed as “shift lead,” with no description of what that means.

On Sunday, Jordy shares a pay statement with Gia: eight hours at \$16.50. Gia’s says \$18.00. Her first reaction is a guess, that the difference must be the shift lead title. Her second is honesty. She opened up and handled one guest issue, and she does not know whether that is why she is paid \$1.50 more. Gia only found out because Jordy showed her.

The friends agree on the facts and on a boundary. Gia is fine with Jordy knowing her rate but does not want her statement posted. Jordy will not post anything before asking Dana, the supervisor, how rates are set. Asked whether this is discrimination, Gia says she does not know yet. Maybe shift lead pays more. Ask Dana what it covers first.

Your role is to line up both shifts side by side before Jordy writes to Dana.

Stop and think. Gia’s first guess and her honest answer differ. Why is the honest answer more useful to Jordy?

Case 11 | Reading passage

| DP Global politics educator edition

Pacing

Reading: about 5 min (722 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: Two statements on a Sunday”:** Gia’s first guess and her honest answer differ. Why is the honest answer more useful to Jordy?
2. **After “Comparing on the same terms”:** The judge and the players disagreed about what to compare. How would each approach apply to Jordy and Gia?
3. **After “The legal frame and the soccer comparison”:** Why does the case treat Jordy’s choice to wait for Dana as belonging to Jordy alone?

Comparing on the same terms

The skill in this case is comparing two situations on the same terms before calling a difference unfair. It builds on Case 5, where you read a pay statement line by line. Jordy's statement shows 8.0 hours at \$16.50 and **gross pay** of \$132.00, the money earned before any taxes or other deductions are taken out.

A fair comparison lists every dimension the evidence covers. Hours, setup and closing are identical. Jordy had a technical duty, the caption and audio check. Gia had a title and two tasks attached to it. The documents leave three things unknown: what "shift lead" formally includes, whether it carries a set rate and how rates are set in general. **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 lawfully explain a difference. So can a mistake. The comparison does not reveal which.

That is why the case turns on a question rather than a verdict. Case 10's skill, reporting to the office responsible, points to Dana, who sets rates. Jordy's message can state the observation, list what Jordy knows for sure and ask what shift lead includes and how rates are set. It does not need to name Gia's rate. Jordy keeps the next decision too. If the answer does not make sense, Jordy decides what to do.

 **Stop and think.** The judge and the players disagreed about what to compare. How would each approach apply to Jordy and Gia?

The legal frame and the soccer comparison

Two federal laws limit the reasons employers 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. The EEOC enforces both. Its youth pages list the kinds of compensation the laws cover and the ban on retaliation (EEOC, no date listed). The NLRB adds that most private-sector workers may discuss pay with coworkers, with or without a union (NLRB, no date listed). That right does not make Gia's statement Jordy's to share.

The U.S. women's national soccer team's case shows how much depends on the comparison. In 2020, a federal judge dismissed their equal pay claim, pointing to differences in contract structure (NPR, May 2, 2020). The players appealed, arguing that he had not compared rates of pay. In February 2022, they settled for \$24 million with a promise of equal pay rates (NPR, February 22, 2022), and the new terms were later written into signed contracts (PBS NewsHour, September 6, 2022). The settlement was an agreement between the parties, not a court finding.

Policy is moving toward more visible pay. New salary transparency laws put pay ranges in job ads, which makes differences easier to notice and ask about (NPR, January 3, 2023). HR professionals have their own standard.

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

The legal frame and the soccer comparison, continued

The SHRM code asks members to “foster fair, consistent and equitable treatment for all” (SHRM Code of Ethics, April 24, 2023).

? Stop and think. Why does the case treat Jordy’s choice to wait for Dana as belonging to Jordy alone?

Sources

Real source | U.S. Equal Employment Opportunity Commission (EEOC) | No date listed

Pay Discrimination

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

Real source | PBS NewsHour (Associated Press) | September 6, 2022

U.S. men’s and women’s soccer teams formally sign equal pay agreements

Real source | NPR | January 3, 2023

The impact that new salary transparency laws could have

Real source | Society for Human Resource Management (SHRM) | 2023

SHRM Code of Ethics**Notes**

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

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 6 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's own record: 8.0 hours at \$16.50, and \$132.00 gross, which adds up.

What it leaves out

➤ The criteria behind the rate, and any comparison with other crew members.

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

➤ A title difference (shift lead) and shared duties (setup, closing) at one event.

What it leaves out

➤ A job description for shift lead, and any written link between title and pay.

Case 11 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 6 min.

✂ Short on time: 6 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

🔍 **Consent with limits:** Jordy may know Gia's rate, but her statement stays unposted.

What it leaves out

🔍 **Whether one opening and one guest issue explain the rate, and what Dana may see.**

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.**

Case 11 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 3 min.

⌂ Short on time: 3 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 10 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

The policy would need to state ____, so that ____.

➞ The policy would need to state the shift-lead duties, how someone qualifies and each role's rate, so that one rule applies to the whole crew.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. 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.

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.

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

This page continues page 112. The notes for both pages are on the sheet for page 112.

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 _____.

The two other crew members on the schedule are missing. Their rates could show the usual crew rate, but they choose whether to share.

Case 11 | Sort the evidence

| DP Global politics educator edition

Pacing

Full chapter: 6 min.

 Short on time: 6 min.

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 4 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. A treats an unexplained difference as a finding and exposes Gia's pay. C assumes employers face no limits, which the EEOC and NLRB pages contradict. B gathers the facts first.

Improve a draft

A student's first draft

Hi, I found out Gia makes more than me and we did the exact same work so ① this is discrimination. I know it's because of who I am. I want the same rate as her starting now or I'm going to post about it everywhere so people know how this company treats workers. ② I have her pay stub as proof. I've worked here longer than some people and I always show up on time. Let me know by tomorrow. Jordy

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

Rewrite phrase 1

➤ I noticed a difference in rates, and I would like to understand the criteria.

Rewrite phrase 2

➤ My statement shows \$16.50 an hour. Another worker on my shift was paid a higher rate.

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: skip this page.

💬 Say this

"Jordy has just seen Gia's rate. What should Jordy do first?"
— Hold a quick vote before any discussion.

👁 Watch for

Misconception: Students choose C because employers can pay what they want. **Listen for:** "It's their company, they decide." **Then:** Ask what the key idea says. Employers set rates, but federal laws limit the reasons.

📖 Support

- Read the options aloud before students choose.

🔥 Heat check

■ ■ □ **Medium.** Students may share their own pay or a boss's treatment.

Cool-down: Return to Jordy: "What does Jordy know for sure?" No one needs to describe their own job.

➤ Answer key

A revised version: Hi Dana, I have a question about my pay rate for the Saturday event. I worked setup and closing, from 3 to 11 p.m., and ran the caption and audio check. My statement shows \$16.50 an hour. I understand another worker on the same shift was paid a higher rate. Could you explain how rates are set for event crew, including what the shift-lead role involves and how someone qualifies? If there are criteria I haven't met, I'd like to know what they are. I'd appreciate a reply this week. Thanks, Jordy

DP Global politics

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 20 minutes.

Compare the statement of equal pay for equal work in Article 23 of the Universal Declaration of Human Rights with how U.S. federal law (the Equal Pay Act and Title VII) and one state or city pay-transparency law approach it. Then evaluate whether transparency laws change the balance of power between employers and workers like Jordy.

Use: Jordy's statement and schedule, the EEOC pay-discrimination page, the NLRB page on discussing wages, the text of Article 23 of the Universal Declaration of Human Rights and one pay-transparency law chosen with the teacher.

You'll make: Analytical response, 700—900 words

Time: 100 minutes

- 1 Read Article 23 and the EEOC page. Note who states each right and who enforces it.
- 2 Fill in the rights-versus-law grid for Article 23, the two federal laws and your chosen law.
- 3 Answer the power prompts: who holds pay information in Jordy's case, and who can act on it?
- 4 Draft your evaluation of the transparency law on the Your draft page.
- 5 Write the full 700- to 900-word response on lined paper or in the online workspace.
- 6 Evaluate at least two perspectives fairly: worker, employer or regulator.



Prefer typing? Scan to open the online workspace.

Article 23: who states the right

➡ An international statement of the right to equal pay for equal work.

⌚ Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

💬 Say this

“A stated right, two federal laws and one local rule. Which one can Jordy use?” — Use the answers to open the power prompts.

👁 Watch for

Misconception: Students treat Article 23 as binding law in the United States. **Listen for:** “The company broke international law.” **Then:** Ask who enforces each source. Fill in that column of the grid first.

📄 Support

- Rights-versus-law grid: who states the right, who enforces it, what it covers
- Power prompts: who holds information, and who can act on it?
- Perspective table: worker, employer, regulator

🔗 Stretch

- Explain why a right can be widely recognized yet hard for an individual worker to use, and what that shows about power and legitimacy.

🔥 Heat check

■□□ Low.

Your task, continued

Equal Pay Act and Title VII: who enforces them

- U.S. federal laws for covered employers, enforced by the EEOC.

Who holds pay information, and who can act on it

• The company holds the criteria. Jordy knows only Jordy's own record and what Gia chose to share.

Notes

[illegible]

This page continues page 116.

Standards

Global politics — thematic study: Rights and justice —

Uses the course's Rights and justice thematic study to examine a political issue. In this case: Students analyze how law addresses unequal pay.

Theory of Knowledge — Knowledge and the knower (core theme) — The core theme of the course: how each person's perspective shapes what they know. In this case: Students ask what a worker can know about pay decisions from their position.

Key Answer key

A strong response:

- Explains the international statement and U.S. law accurately
- Analyzes information as a source of power
- Evaluates at least two perspectives fairly
- Uses key concepts precisely

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 40 minutes.

Evaluation: does the law change the balance of power? About 150 words

✎ A pay-transparency law can shift some power toward workers, because it pulls information out of the employer's hands. In Jordy's case, the company holds the criteria behind each rate. Jordy holds only Jordy's own statement and what Gia chose to share. Article 23 states a right to equal pay for equal work. U.S. federal law gives that idea force through the Equal Pay Act, Title VII and the EEOC. Yet a right is hard to use without information. A worker who cannot see how rates are set cannot tell a legitimate factor from discrimination. A law that requires pay ranges in job postings gives workers a starting point, but it does not explain a title such as shift lead. The balance changes most when employers must also state the criteria behind each rate.

A second perspective, about 40 words

✎ From an employer's perspective, publishing criteria costs time and limits flexibility. That concern is fair, but it does not answer how a worker like Jordy could otherwise check a gap.

Pacing

Full chapter: 40 min.

✂ Short on time: 40 min.

Say this

"Where does power sit in Jordy's case? Name who holds the information." — Push for "the company holds the criteria."

Watch for

Misconception: The response overstates what one workplace question shows. **Listen for:** "This proves workers everywhere are powerless." **Then:** Keep claims to the case and the sources. Jordy's question is one entry point.

Support

- The overprinted sample holds the evaluation and one perspective. Full responses run 700 to 900 words.

✎ Answer key

What to notice in the sample:

- Analyzes information as a source of power.
- Answers the challenge: a recognized right can be hard for one worker to use.
- Treats a second perspective fairly before answering it.

Check your work

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

Do you explain Article 23 and U.S. federal law accurately?	☒ Yes ☐ No
Do you analyze information as a source of power?	☒ Yes ☐ No
Do you evaluate at least two perspectives fairly?	☒ Yes ☐ No
Do you use power and legitimacy precisely?	☒ 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.

Case 11 | Check your work | DP Global politics educator edition

Pacing

Full chapter: 8 min.

 Short on time: 8 min.

Say this

“Read your message as Dana. Could you answer it in one reply?” — Partners swap and underline the question.

Watch for

Misconception: Students revise tone only. **Listen for:** “I made it nicer.” **Then:** Point to the Revision row. Ask them to replace a conclusion with a question.

Heat check

☒ ☐ ☐ Low.

Answer key

How to assess: The educator gives practice feedback on conceptual accuracy, use of evidence and evaluation of perspectives; no IB marks are predicted.

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 stopped saying the law guarantees equal pay. Instead, I wrote that it limits the reasons for pay differences, which is what the federal laws do.

Notes

[illegible]

This page continues page 119. The notes for both pages are on the sheet for page 119.

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 or more experience could be a legitimate factor, and a mistake is possible too. The explanation weakens if shift lead has no written duties, or if other crew earn more without the title.

- 2 Whose choice is it to make Jordy's pay public, and why?

➤ It is Jordy's choice, because the NLRB says most private-sector workers may discuss their own pay. Gia agreed to share her rate with Jordy, not to have her statement posted.

- 3 What answer from Dana would satisfy Jordy, and what answer would not?

➤ An answer that names specific criteria and applies them to both roles. An answer that cites "experience" with no detail, or refuses to explain, leaves Jordy's question open.

- 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?

➤ The comparison shapes the answer. Contract structure and totals can make pay look fair while rates differ. The settlement did not decide which comparison was right.

Case 11 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 5 min. Use question 4 only.

💬 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 for the criteria behind both rates and keep Gia's statement out of it.

The best evidence is ____, because ____.

👉 The schedule, because it shows a title difference but no duties, so the title may or may not explain the gap.

Someone who disagrees might say ____.

👉 Asking first delays a formal complaint, and deadlines apply to formal complaints.

The limit of the evidence is ____.

👉 We have one statement and one schedule. We don't know the other crew members' rates or any pay policy.

I would change my mind if ____.

👉 Dana could not name any criteria, or a written policy showed shift lead pays the same as crew.

Notes

Case 11 | Questions to discuss | DP Global politics educator edition

This page continues page 121.

Heat check

■■□ **Question 1: Medium.** Students may guess that Jordy's race or gender explains the gap, or bring up a family member's pay.

Cool-down: Ask which document shows the reason. None does. Sort the ideas into "could be lawful," "could be unlawful" and "need facts."

Talk about this case at home

Case 11: Why are Jordy and Gia paid different rates?

In this case, two friends who worked the same event find out one is paid \$1.50 more an hour. Your student compared their records and wrote a respectful message asking a supervisor how pay rates are set.

Questions to talk about

- 1 What questions could someone ask about pay when starting a new job?
- 2 Why might a person want to keep their pay private?
- 3 What makes a question to a boss sound respectful?

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



See the case online.

Case 11 | Talk about this case at home | DP Global politics educator edition

🕒 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:
- explain the difference between an international rights instrument and domestic law
 - use legitimacy, power and sovereignty as analytical concepts
 - evaluate a rule from several perspectives

Objectives

- Students will be able to:
- compare the Tinker framework with Article 13 of the UN Convention on the Rights of the Child
 - explain what it means that the United States has signed but not ratified the convention
 - evaluate the legitimacy of the posting policy from the perspectives of students, staff and the district
 - link the local case to rights and justice without overstating it

Materials

- This chapter, one copy per student
- The text of Article 13 of the UN Convention on the Rights of the Child
- The Tinker summary, Evidence B and Evidence C
- A rights comparison grid and a perspective table

The task in this edition

Task: Compare how the U.S. Tinker framework and Article 13 of the UN Convention on the Rights of the Child treat young people’s freedom of expression, noting that the United States has signed but not ratified the convention. Then evaluate the legitimacy of the school’s posting policy from the perspectives of students, staff and the district.

The task in this edition, continued

Students make: Analytical response, 700—900 words

Fit: partial. Student expression raises rights, liberty and the legitimacy of school authority, which connect to the rights and justice thematic study, but the case rests on U.S. constitutional doctrine and needs an international-rights comparison to become global politics.

Pacing

- Opener (page 124):** 4 min. Short on time: 4 min.
- Key terms (pages 125 and 126):** 4 min. Short on time: skip.
- Look at the evidence (page 130):** 6 min. Short on time: 6 min.
- Look at the evidence (page 131):** 3 min. Short on time: 3 min.
- Key idea (pages 132 and 133):** 10 min. Short on time: 8 min. Skip the code of ethics.
- Sort the evidence (page 134):** 6 min. Short on time: 6 min.
- Practice (page 135):** 4 min. Short on time: skip.
- Your task (pages 136 and 137):** 20 min. Short on time: 20 min.
- Your draft (page 138):** 40 min. Short on time: 40 min.

Case 12 plan, continued

Pacing, continued

Check your work (pages 139 and 140): 8 min.
Short on time: 8 min.

Questions to discuss (pages 141 and 142): 10 min.
Short on time: 5 min. Use question 2 only.

Talk about this case at home (page 143):
at home.

Periods: full chapter 115 minutes; one period 100 minutes.

Standards

Global politics — key concepts: power and legitimacy; thematic study: Rights and justice
Uses the course’s key concepts of power and legitimacy within its Rights and justice thematic study to examine a political issue. In this case: Students analyze the balance between student liberty and a school’s authority.

Theory of Knowledge — Knowledge and politics (optional theme) An optional theme of the course: how political power and processes affect what counts as knowledge. In this case: Students ask how courts produce shared knowledge about rights through precedent.

Codes of ethics

- **ABA Model Rules of Professional Conduct:** Rule 2.1 Advisor
- **PRSA Code of Ethics:** Disclosure of Information

Codes of ethics, continued

- **AIGA Standards of Professional Practice:** The designer’s responsibility to the public

Heat map

- ■ □ **Opener (page 124):** Medium
- □ □ **Key terms (pages 125 and 126):** Low
- □ □ **Look at the evidence (page 130):** Low
- □ □ **Look at the evidence (page 131):** Low
- ■ □ **Key idea (pages 132 and 133):** Medium
- □ □ **Sort the evidence (page 134):** Low
- ■ □ **Practice (page 135):** Medium
- □ □ **Your task (pages 136 and 137):** Low
- □ □ **Check your work (pages 139 and 140):** Low

Try it at your school

Read your school’s expression policy before you print.

- Find your student handbook’s section on posting, dress or expression
- Write down which spaces allow student posters and whether approval is needed
- Make student-made materials clearly student-made, with no school logo
- Bring questions to student council or an advisor before planning an action

Who to ask: Student council advisor, a civics or government teacher, an assistant principal

Try it at your school, continued

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 4 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.

Your question: How far does Tinker cover the poster, the wear-blue plan and the walkout, and what facts are missing?

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.

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 4 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 4 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: 4 min.

✂ Short on time: skip this page.

💬 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.

Before you look at the evidence, can the school do anything about the poster or the walkout?

➤ My first guess is that the school can remove the poster, because it breaks the posting rule.

[illegible]

Reading passage

Reasoning from precedent

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: Three actions, one slogan

Anika is a junior at a public high school who helps with theater sets and likes solving a problem herself before anyone jumps in. The problem she wants solved now is small and concrete. She wants the school library open at lunch. On Tuesday at 3:15 p.m., she prints a poster: “KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday.” Mateo designed it and, for visual impact, put a photo of the school’s sign and logo across the top. The poster names no student or group.

On Wednesday at 9:02 p.m., the group chat escalates. Someone writes, “If they take the poster down we walk out Thursday. Tinker says they can’t touch us.” Another person asks whether the plan is to wear blue and walk out. Anika answers that she never asked anyone to leave class.

Then both friends look at their own part. Anika checks page 14 of the handbook. Students may post on the boards outside the cafeteria and the library if the main office approves and the material shows the responsible student’s or group’s name. Her poster has no name, and she says that part is on her. Mateo realizes his photo changed the poster’s apparent author. With the school’s sign on top, it reads like an official announcement. Before reprinting, he plans to get office approval, add Anika’s name or her group’s and leave off the logo.

Your role is to compare Tinker with each action before anyone says “can’t touch us.”

Stop and think. Why does a precedent’s reach depend on how closely the facts match?

Case 12 | Reading passage

| DP Global politics educator edition

⌚ Pacing

Reading: about 5 min (744 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: Three actions, one slogan”:** Why does a precedent’s reach depend on how closely the facts match?
2. **After “From precedent to fact pattern”:** Build a fact pattern for the walkout. Which fact moves it furthest from Tinker?
3. **After “Courts, classrooms and current events”:** Mateo’s logo did not state anything false. Why can it still mislead?

From precedent to fact pattern

A **precedent** is an earlier court decision that judges use as a guide in similar later cases. The chat's precedent is *Tinker v. Des Moines* (1969). Public-school students wore black armbands to protest the Vietnam War. They were suspended, and the Supreme Court ruled for them. **Substantial disruption** is the standard from *Tinker v. Des Moines*: a public school may limit speech that would seriously disrupt school activities. The Court held that a mere fear of disruption was not enough.

Precedent works by analogy, so its reach depends on how closely a new situation matches. A **fact pattern** is the specific set of facts in a situation that a rule is applied to. The skill here extends Case 11, where you compared two jobs on the same terms. Build a fact pattern for each action and set it beside *Tinker*'s. The wear-blue plan is silent, symbolic and done while attending class, which closely tracks the armbands. The walkout involves leaving class, so a separate attendance rule governs the conduct regardless of the message. The poster raises a question *Tinker* does not reach. With the school's logo and no student name, it may look like school speech, and schools have more control over speech that appears to come from the school.

Case 1's vocabulary sharpens the analysis. "*Tinker* says they can't touch us" is a **claim** that stretches a narrow holding into a blanket immunity. The logo is **framing**, choosing which parts of a situation a message brings forward, and it brings the institution forward as the speaker. Mateo's redesign corrects the frame.

Stop and think. Build a fact pattern for the walkout. Which fact moves it furthest from *Tinker*?

Courts, classrooms and current events

The *Tinker* majority wrote that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (Legal Information Institute, 1969). The federal judiciary's own teaching materials pair that holding with a walkout scenario, separating the message from the act of leaving class and noting the usual attendance consequences (U.S. Courts, no date listed).

The Court revisited student expression in *Mahanoy Area School District v. B. L.*, the case of a cheerleader's off-campus Snapchat post. The 8 to 1 decision protected the student but said schools may still regulate some off-campus speech, such as threats (Supreme Court of the United States, June 23, 2021). Analysts noted how one changed fact pattern changed the answer (EdSurge, June 23, 2021).

Recent walkouts show the attendance question in practice. In early 2026, students in Indiana and other states walked out to protest federal immigration enforcement. Some Indianapolis-area schools treated it as an unexcused absence, and one high school issued one-day suspensions (Chalkbeat Indiana, February 11, 2026). An Indiana public media guide separated speech rights, attendance rules and discipline in the same way this case does (WFYI, February 1, 2026).

This page continues page 127. The notes for both pages are on the sheet for page 127.

Courts, classrooms and current events, continued

Designers carry a related duty. The AIGA standards ask designers to “represent messages in a clear manner” and to avoid “false, misleading and deceptive promotion” (AIGA Standards of Professional Practice, no date listed). Mateo’s logo was not a lie, but it misled about the speaker.

? Stop and think. Mateo’s logo did not state anything false. Why can it still mislead?

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 | Supreme Court of the United States | June 23, 2021

Mahanoy Area School District v. B. L. (opinion)

Real source | EdSurge | June 23, 2021

In a Win for Student Speech, Supreme Court Rules in Favor of the ‘Snapchat Cheerleader’

Real source | Chalkbeat Indiana | February 11, 2026

How schools in Marion County responded to anti-ICE student protests

Real source | WFYI Indianapolis Public Media | February 1, 2026

A guide to your rights at Indiana protests, in the streets, and at school

Real source | AIGA, the professional association for design | No date listed

AIGA Standards of Professional Practice

Notes

Case 12 | Reading passage
| DP Global politics educator edition

This page continues page 127. The notes for both pages are on the sheet for page 127.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 6 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

➤ A student message framed by the school's own sign and logo, with no byline.

What it leaves out

➤ Whether the office approved it, and whether anyone at school has objected.

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

➤ A rule about place and approval: two boards, office approval, a named sponsor.

What it leaves out

➤ The penalty for breaking it, and what the attendance policy says about walkouts.

Case 12 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 6 min.

✂ Short on time: 6 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

➤ A claim that Tinker bars any response, and a reply that mixes two plans.

What it leaves out

➤ The attendance policy, and whether the school has done anything to the poster.

What is still missing from the evidence?

➤ The attendance policy on leaving class is missing. So is whether the office approved the first version, whether the school has objected and what process comes before discipline.

Notes

Case 12 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 3 min.

✂ Short on time: 3 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 10 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: 10 min.

 Short on time: 8 min. Skip the code of ethics.

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 ____, even though ____.

➤ Candid advice would say Tinker protects quiet expression, not leaving class, even though the chat wants to hear that the school “can’t touch us.”

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 132. The notes for both pages are on the sheet for page 132.

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 person who suggested the walkout is missing. I would ask what a walkout adds to the poster, and whether they read the attendance policy.

Case 12 | Sort the evidence

| DP Global politics educator edition

Pacing

Full chapter: 6 min.

Short on time: 6 min.

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 4 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. A and B each turn Tinker into a slogan. C treats the message and the walkout as separate fact patterns and names the rule that governs the second one.

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

➤ Tinker protects speech unless it substantially disrupts school or invades others' rights.

Rewrite phrase 2

➤ Wear blue Thursday. A walkout is a separate question under the attendance rule.

⌚ Pacing

Full chapter: 4 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.

DP Global politics

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 20 minutes.

Compare how the U.S. Tinker framework and Article 13 of the UN Convention on the Rights of the Child treat young people's freedom of expression, noting that the United States has signed but not ratified the convention. Then evaluate the legitimacy of the school's posting policy from the perspectives of students, staff and the district.

Use: The Tinker summary, the posting-policy excerpt, the walkout chat and the text of Article 13 of the UN Convention on the Rights of the Child.

You'll make: Analytical response, 700—900 words

Time: 100 minutes

- 1 Read Article 13 and the Tinker summary. Fill in the grid: source, who is bound, stated limits.
- 2 Note what it means that the United States has signed but not ratified the convention.
- 3 Answer the legitimacy prompts about the posting policy: who made it, how, and can it be challenged?
- 4 Fill in the perspective table for students, staff and the district.
- 5 Draft your evaluation on the Your draft page.
- 6 Finish the 700- to 900-word response on lined paper or in the online workspace.



Prefer typing? Scan to open the online workspace.

Tinker: source, who is bound, stated limits

🔗 **U.S. Supreme Court precedent. Binds public schools. Limit: speech that would substantially disrupt school.**

Case 12 | Your task | DP Global politics educator edition

🕒 Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

💬 Say this

“A right in a UN convention and a rule in one handbook. Which one can Anika's principal enforce on Thursday?” — Use the answers to open the sovereignty question.

👁 Watch for

Misconception: Students treat Article 13 as binding on U.S. schools. **Listen for:** “The school is breaking the UN convention.” **Then:** Point to the grid: signed but not ratified. Ask what that means for who is bound.

📄 Support

- Rights comparison grid: source of the right, who is bound, stated limits
- Legitimacy prompts: who made the rule, how, and can it be challenged?
- Perspective table: students, staff, district, families

🔗 Stretch

- Explain how a right can be recognized internationally yet have limited force in one school, and what that shows about sovereignty.

🔥 Heat check

■□□ Low.

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 40 minutes.

Evaluation of the posting policy's legitimacy, about 140 words

From the students' perspective, the posting policy is fair in its aims but unclear in its process. It limits where posters go and asks for approval and a name, but it says nothing about topics, so it does not target Anika's message. The handbook does not say who wrote the rule or how students can challenge it. That silence weakens its legitimacy for the people it governs. Staff may see the approval step as a way to keep student posters from looking like school announcements, a risk the logo version shows. If the district sets the handbook, it could gain legitimacy with students by explaining the rule and offering a way to ask questions.

Rights and sovereignty, about 40 words

Article 13 recognizes children's freedom of expression internationally. The United States has signed but not ratified the convention, so Anika's rights at school come mainly from the Constitution and precedent such as Tinker.

Pacing

Full chapter: 40 min.

 Short on time: 40 min.

Say this

"Evaluate the rule from three positions before you judge it."
— Check that the district's view appears in every draft.

Watch for

Misconception: The response overstates the case. **Listen for:** "This shows students have no rights anywhere." **Then:** Keep claims to the case and the sources. One poster is an entry point, not proof.

Support

- The overprinted sample holds the evaluation and the sovereignty point. Full responses run 700 to 900 words.

Answer key

What to notice in the sample:

- Evaluates the rule on its text, not on assumed motives.
- Applies legitimacy to process, not only to outcome.
- States the convention's status accurately.

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.

Do you explain both frameworks accurately, including the signed-but-not-ratified status? ☒ Yes ☐ No

Do you analyze power and legitimacy in the school setting? ☒ Yes ☐ No

Do you represent students, staff and the district fairly? ☒ Yes ☐ No

Do you link the case to rights and justice without overstating it? ☒ 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.

Case 12 | Check your work | DP Global politics educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

“Find the sentence where you separate the message from leaving class.” — If it is missing, that is the revision.

👁 Watch for

Misconception: Students soften the tone and call it revision. **Listen for:** “I made it sound nicer.” **Then:** Point to the Revision row: add the rule's limit or remove a legal conclusion.

🔥 Heat check

■□□ Low.

🔑 Answer key

How to assess: The educator gives practice feedback on conceptual accuracy, use of evidence and evaluation of perspectives; no IB marks are predicted.

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.

One change I made after feedback

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 Which changed fact would make Tinker a weaker comparison for the wear-blue plan?

➤ A private school, since Tinker limits public schools. Or evidence of a substantial disruption, since Tinker's protection depends on its absence.

- 2 Why might it matter whether a poster looks like it comes from the school?

➤ Speech that looks school-sponsored gives the school more control (Hazelwood, 1988), so the logo could weaken Tinker's protection. It also misleads readers about who made it.

- 3 If the poster had Anika's name and no school logo, what would change?

➤ The poster would read as Anika's own expression, closer to Tinker than to school-sponsored speech. It would still need office approval, and the walkout question would not change.

My take

My claim: ____.

➤ Tinker fits the wear-blue plan, the poster needs a byline, and the walkout is a separate conduct question.

The best evidence is ____, because ____.

➤ Tinker's rule, because it protects expression unless it would substantially disrupt school.

Case 12 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

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

💬 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

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.

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.



See the case online.

Case 12 | Talk about this case at home | DP Global politics educator edition

🕒 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:

- frame a political issue as a question about power
- map actors and their sources of power
- plan contact with an official safely and ethically

Objectives

Students will be able to:

- frame a political issue about who decides and who bears the costs of local waste
- map actors and their sources of power accurately
- plan ethical, feasible engagement with a sanitation or recycling office
- connect the local issue to development and sustainability without overstating it

Materials

- This chapter, one copy per student
- The EPA hierarchy page and your city's recycling guide
- One educator-selected source on where your area's waste goes
- An actor map and an engagement plan template

The task in this edition

Task: Rehearse an engagement project on local waste policy: frame a political issue about who decides and who bears the costs of waste where you live (collection, landfill siting, recycling contracts), map the actors (sanitation department, council, contractors, residents, schools), plan ethical engagement with a sanitation or recycling office, and connect the issue to the development and sustainability thematic study.

Students make: Engagement-project proposal, 600—800 words, with an actor map

Fit: partial. Who decides and who bears the costs of waste is a real local political issue that links to the development and sustainability thematic study and suits engagement-project rehearsal, but the case itself is a club's supply choice and needs local government and comparative material.

Pacing

Opener (page 144): 4 min. Short on time: 4 min.

Key terms (pages 145 and 146): 4 min. Short on time: skip.

Look at the evidence (page 150): 6 min. Short on time: 6 min.

Look at the evidence (page 151): 3 min. Short on time: 3 min.

Key idea (pages 152 and 153): 10 min. Short on time: 8 min. Skip the code of ethics.

Sort the evidence (pages 154 and 155): 6 min. Short on time: 6 min.

Practice (page 156): 4 min. Short on time: skip.

Your task (pages 157 and 158): 20 min. Short on time: 20 min.

Your draft (page 159): 40 min. Short on time: 40 min.

Check your work (pages 160 and 161): 8 min. Short on time: 8 min.

Questions to discuss (pages 162 and 163): 10 min. Short on time: 5 min. Use question 2 only.

Talk about this case at home (page 164): at home.

Periods: full chapter 115 minutes; one period 100 minutes.

Case 13 plan, continued

Standards

Environmental systems and societies —

subtopic 7.3: Solid waste A subtopic of the course: how solid waste is produced, classified and managed, including reducing, reusing and recycling. In this case: Students compare reduction, reuse, recycling and disposal for a real event.

Global politics — key concept: interdependence; thematic study:

Development and sustainability Uses the course’s key concept of interdependence within its Development and sustainability thematic study to examine a political issue. In this case: Students analyze who bears the costs of waste decisions.

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 144):** Low
- **Key terms (pages 145 and 146):** Low
- **Look at the evidence (page 150):** Low

Heat map, continued

- **Look at the evidence (page 151):** Low
- **Key idea (pages 152 and 153):** Medium
- **Sort the evidence (pages 154 and 155):** Low
- **Practice (page 156):** Medium
- **Your task (pages 157 and 158):** Low
- **Check your work (pages 160 and 161):** 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 4 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.

Your question: What could the crew change before the next screening, and how would they know it worked?

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.

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 4 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 4 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: 4 min.

✂ Short on time: skip this page.

💬 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.

Before you look at the evidence, what is the best way for the crew to cut waste?

➤ My first guess is to switch to compostable cups, because they sound better than plastic-lined ones.

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

Reading passage

A claim as small as the evidence

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: Following waste upstream

Dec is a high school senior who drums, builds sets and is considering an electrical apprenticeship. He tends to follow a problem into the small places where it starts. On Tuesday, that place is the theater shop. Three orders of LED connectors and switches, placed separately over one week, have arrived together in one box. About half the box is plastic air pillows and foam.

Anika, a junior who tracks the crew's parts and budget, brings the second data point. The supply list from last Friday's screening at the Common Room shows about 120 single-use cups, plastic-lined paper and labeled "recyclable." The same list includes 80 paper plates, 150 printed flyers and 40 paper straws given out on request. The crew's first instinct might be a better recycling sign. Dec wants to start earlier, at the order form. Order parts together rather than each time one breaks, and ask the supplier about packaging.

Anika agrees and sets a standard. Nobody gets to say a change saves money without numbers, and right now the evidence is one box and a guess. She also sets a boundary. Some people need a disposable cup or a straw, so a plan that works only for most people does not work.

Your role is to count the cups before and after the change.

? Stop and think. Why is a claim about one counted screening more trustworthy than a claim about "saving money"?

Case 13 | Reading passage

| DP Global politics educator edition

⌚ Pacing

Reading: about 5 min (717 words). Short on time: read it aloud together, pausing at each Stop and think.

? Stop and think

1. **After "The story: Following waste upstream":** Why is a claim about one counted screening more trustworthy than a claim about "saving money"?
2. **After "Hierarchy, labels and baselines":** How does the Green Guides standard apply to the crew's cups?
3. **After "Evidence from agencies, reporters and schools":** How does "add more bins" define the problem differently from "order less packaging"?

Hierarchy, labels and baselines

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. Both sit upstream of the bin. Dec's combined orders are source reduction, and borrowing the bookshop's washable cups is reuse.

The cup label raises a verification problem that Case 9 prepared you for. There, you learned to check the official source for your own area rather than a general claim. Here, the official source is the city's recycling list. It accepts metal cans, glass bottles and jars, rigid plastic bottles and containers and flattened cardboard. It excludes plastic-lined paper cups, plastic bags and film, foam and items labeled compostable. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. By that standard, the crew's "recyclable" cups are trash, and a switch to compostable cups would be too.

The new skill is counting a starting point before claiming a change works. The baseline is about 120 cups from one screening. The intervention is washable cups at the next one. The measurement includes cups used and left over, plus the costs reuse adds, water and someone's washing time. Case 4 supplies the frame for presenting the result. The plan is a **proposal**, a change that someone suggests and that has not been approved yet, and every option is a **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Anika's rule keeps the eventual claim honest. Whatever the crew reports should be as small as one counted screening.

 **Stop and think.** How does the Green Guides standard apply to the crew's cups?

Evidence from agencies, reporters and schools

The EPA's materials management hierarchy ranks source reduction and reuse first, followed by recycling and composting, energy recovery, and treatment and disposal. It also notes that no single approach suits every material or situation (EPA, updated December 19, 2025). For food, the EPA's Wasted Food Scale likewise ranks prevention above composting or recycling (EPA, updated September 16, 2026). An NPR investigation reported that less than 10 percent of plastic has ever been recycled (NPR, September 11, 2020).

Labels are regulated for a reason. The FTC's Green Guides say 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" (16 CFR Part 260, 2012).

Access belongs in the same analysis. When Starbucks announced its straw phase-out in 2018, it said a sippable lid could mean a billion fewer straws a year (NPR, July 9, 2018). Two days later, NPR reported that some people with disabilities need flexible plastic straws and that advocates saw little awareness of the exemption in Seattle's ban (NPR, July 11, 2018). Schools offer models that measure first.

This page continues page 147. The notes for both pages are on the sheet for page 147.

Evidence from agencies, reporters and schools, continued

New Jersey schools have used waste audits, share tables and reusable trays to cut waste before it reaches the bin (New Jersey School Boards Association, October 15, 2025). Each of those programs starts the way Anika does, by counting what is thrown away now.

? Stop and think. How does “add more bins” define the problem differently from “order less packaging”?

Sources

Real source | U.S. Environmental Protection Agency (EPA) | December 19, 2025

Sustainable Materials Management: Non-Hazardous Materials and Waste Management Hierarchy

Real source | U.S. Environmental Protection Agency | September 16, 2026

Wasted Food Scale

Real source | NPR | September 11, 2020

How Big Oil Misled The Public Into Believing Plastic Would Be Recycled

Real source | Federal Trade Commission (FTC) | 2012

FTC Green Guides (16 CFR Part 260)

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

Real source | New Jersey School Boards Association | October 15, 2025

How New Jersey Schools Are Tackling Food Waste—One Tray at a Time

Notes

This page continues page 147. The notes for both pages are on the sheet for page 147.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 6 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

➤ A baseline: about 120 cups, 80 plates, 150 flyers, 40 straws; chairs were borrowed.

What it leaves out

➤ Where each item ended up, and what each item cost.

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

➤ Waste made upstream: three orders in a week, one box, about half air pillows and foam.

What it leaves out

➤ Whether the supplier would ship less packaging for a combined order.

Case 13 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 6 min.

✂ Short on time: 6 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

Local acceptance beats the label: the “recyclable” cups are on the not-accepted list.

What it leaves out

Where rejected items go, and whether a neighboring city accepts them.

What is still missing from the evidence?

The evidence leaves out how many cups reuse would replace and what washing costs in water and volunteer time. It also leaves out where the city’s trash goes after pickup.

Notes

Case 13 | Look at the evidence

| DP Global politics educator edition

⌚ Pacing

Full chapter: 3 min.

✂ Short on time: 3 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 10 minutes.

Source reduction is preventing waste before it is created, for example by buying less packaging. The Environmental Protection Agency (EPA) ranks ways to handle waste. Source reduction and reuse come first. Recycling and composting come next, then energy recovery, then treatment and disposal. The EPA also notes that no single approach fits every item or situation.

Reuse is using an item again instead of throwing it away after one use. Borrowing washable cups from the bookshop is one example. Reuse has costs too. Washing takes water and someone's time, so a fair comparison counts those costs along with the cups.

A “recyclable” label does not tell you where an item will go. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. The crew's cups say “recyclable,” but their city's list does not take plastic-lined paper cups. The list does not take items labeled compostable either. So the crew has to check the list before choosing any new cup.

Professional standards

Real source | Law or regulation | Federal Trade Commission (FTC)

FTC Green Guides (16 CFR Part 260): § 260.12 Recyclable claims

“A product or package should not be marketed as recyclable unless it can be collected, separated, or otherwise recovered from the waste stream through an established recycling program”

In plain words: FTC guidance says a company should call a product recyclable only when recycling programs can collect and process it.

Question: The crew's city rejects plastic-lined paper cups. What else must you know before saying the “recyclable” label breaks the guide?

Your answer

I would need to know ____, because the guide ____.

➞ I would need to know whether established programs collect these cups and who put the label on them, because the guide is written for marketers.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip the code of ethics.

💬 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.

 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.



A throwback to a company cutting waste at the counter, before anything reached a bin.



Investigation finding less than 10% of plastic has ever been recycled, which is why reduction comes first.

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

This page continues page 152. The notes for both pages are on the sheet for page 152.

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

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

Borrow washable cups and run a wash station

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

New costs: water, washing time and volunteers

Who is affected

Check: Count cups and bags after the next event and compare with last time

Combine parts orders into one shipment

Less packaging arrives before anything reaches a bin

Who is affected

Notes

Case 13 | Sort the evidence | DP Global politics educator edition

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 6 min.

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

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

☛ Guests who need disposable cups or straws are missing. I would ask them privately what works, because a plan that forgets them can fail.

Notes

This page continues page 154. The notes for both pages are on the sheet for page 154.

Practice: choose a response

On your own Choose the plan the crew should try and explain why. Then fix the two marked lines.
About 4 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?

☒ **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. B trusts a label the city list already contradicts, and C turns one goal into a rule that ignores access. A weighs those limits before testing one change.**

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 test washable cups and keep single-use cups and flexible straws on request.**

Rewrite phrase 2

➤ **We will compare cup counts and washing costs after the event before we claim any savings.**

⌚ Pacing

Full chapter: 4 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.

DP Global politics

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 20 minutes.

Rehearse an engagement project on local waste policy: frame a political issue about who decides and who bears the costs of waste where you live (collection, landfill siting, recycling contracts), map the actors (sanitation department, council, contractors, residents, schools), plan ethical engagement with a sanitation or recycling office, and connect the issue to the development and sustainability thematic study.

Use: The case materials, the EPA hierarchy page, your city's recycling guide and one teacher-selected source on where your area's waste goes.

You'll make: Engagement-project proposal, 600—800 words, with an actor map

Time: 100 minutes

- 1 Frame your issue as a question: who decides, and who bears the costs of waste where you live?
- 2 Map the actors: sanitation department, council, contractors, residents and schools.
- 3 Mark each actor's power: formal authority, resources or influence.
- 4 Plan your engagement: who you will contact, how, what you will ask, and consent and safety.
- 5 Draft your issue statement and engagement plan on the Your draft page.
- 6 Write the full 600- to 800-word proposal on lined paper or in the online workspace.



Prefer typing? Scan to open the online workspace.

Political issue

Who decides what our city recycles, and who bears the costs when items are rejected?

Case 13 | Your task | DP Global politics educator edition

Pacing

Full chapter: 20 min.

Short on time: 20 min.

Say this

“The crew’s cups are a club problem. What turns them into a political issue?” — Listen for “who decides” and “who pays.”

Watch for

Misconception: Actor maps list actors without power.

Listen for: A list of names with no arrows. **Then:** Ask what each actor can do: make rules, spend money or apply pressure.

Support

- Actor map: formal authority, resources, influence, who lives near the costs
- Engagement plan template: who, how, what you will ask, consent and safety
- Concept prompts on power, interdependence and sustainability
- Engagement safety: contact offices by email with the educator copied. No site visits without school approval.

Stretch

- Explain how a decision made in one neighborhood, such as where waste is taken, can shift costs onto another, and what would make that decision legitimate to the people who bear them.

Heat check

Low.

Your task, continued

Actors and their power

Sanitation department: formal authority over collection. Council: budget and rules. Contractors: resources. Residents and schools: influence.

Who lives near the costs

- Unknown until we find where our area's waste goes.

Notes

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

This page continues page 157.

Standards

Environmental systems and societies — subtopic 7.3:

Solid waste — A subtopic of the course: how solid waste is produced, classified and managed, including reducing, reusing and recycling. In this case: Students compare reduction, reuse, recycling and disposal for a real event.

Global politics — key concept: interdependence;
thematic study: Development and sustainability — Uses the course's key concept of interdependence within its Development and sustainability thematic study to examine a political issue. In this case: Students analyze who bears the costs of waste decisions.

○ Answer key

A strong response:

- Frames a political issue about the distribution of environmental costs
- Maps actors and their sources of power accurately
- Plans ethical, feasible engagement
- Connects the local issue to sustainability without overstating it

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 40 minutes.

Issue statement, about 80 words

On In the case, the crew's "recyclable" cups were rejected by their city's list and went to the trash. That small example raises a political question: who decides what a city accepts, and who bears the costs of rejected items? Cities spend public money on collection, and the costs of landfills and pollution do not land evenly on every neighborhood. This project asks how our city's recycling decisions are made and who lives with their effects.

Engagement plan, about 60 words

On We will email our city's sanitation or recycling office, with our teacher copied. We will ask who sets the accepted-materials list, how often it changes and how residents can comment on it. We will not share anyone's personal information, and we will get consent before quoting anyone by name. We will not visit landfills or sort waste.

Case 13 | Your draft | DP Global politics educator edition

Pacing

Full chapter: 40 min.

 Short on time: 40 min.

Say this

"Your plan must say what you will ask and how you will get consent." — Check every plan for a consent line.

Watch for

Misconception: The proposal overstates what the case shows. **Listen for:** "The crew shows recycling is a scam." **Then:** The case shows one city's list rejecting one cup. Keep claims to that.

Support

- The overprinted sample holds the issue statement and engagement plan. Full proposals run 600 to 800 words.

On Answer key

What to notice in the sample:

- Frames the issue around power and the distribution of costs.
- Connects the local issue to sustainability without overstating it.
- Plans ethical engagement.

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 issue focus on who decides and who bears the costs? ☒ Yes ☐ No

Does your actor map show each actor's source of power? ☒ Yes ☐ No

Is your engagement plan ethical and feasible? ☒ Yes ☐ No

Do you connect the issue to sustainability without overstating it? ☒ 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.

Case 13 | Check your work

| DP Global politics educator edition

Pacing

Full chapter: 8 min.

 Short on time: 8 min.

Say this

“Find the sentence that says what you will count. Is there a number in it?” — If not, that is the revision.

Watch for

Misconception: Proposals still promise savings. **Listen for:** “It will definitely save money.” **Then:** Ask what the crew has counted so far. Replace the promise with the count.

Heat check

   Low.

Answer key

How to assess: The educator gives practice feedback on issue framing, actor analysis and conceptual connection; the proposal is not an internal assessment submission and no IB marks are predicted.

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.

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

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 Could a change that reduces waste create an access problem for someone, and how would you find out?

➤ Yes. The straw stories show that a waste rule can leave out people with disabilities, and that an exemption helps only if people know about it. The crew could offer items on request and say so.

- 2 How does “add more bins” define the problem differently from “order less packaging”?

➤ More bins assume the waste is unavoidable and needs better sorting, but the city would still reject the cups. Less packaging places the problem at the order form, where source reduction happens.

- 3 What would the crew need to count before saying a change saves money?

➤ A before-and-after count of cups, the cost of borrowing and washing, and a stated boundary. Without a boundary, a savings claim can hide costs nobody counted.

My take

My claim: ____.

➤ The crew should try one reuse change, keep disposables on request and report only what it counted.

The best evidence is ____, because ____.

➤ The city list, because it shows a label cannot tell you what the local program accepts.

Case 13 | Questions to discuss | DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

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

💬 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 ____.

Combining parts orders would cut more waste than changing cups.

The limit of the evidence is ____.

☛ We have one supply list and one box. We don't know washing costs or where the city's trash goes.

I would change my mind if ____.

☛ A count showed that washable cups added more cost than the cups they replaced.

Notes

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

This page continues page 162.

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.

Case 13 | Talk about this case at home | DP Global politics educator edition

🕒 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 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:
- define power and legitimacy
 - map the actors in a local issue
 - plan an interview or visit that respects consent and safety

Objectives

Students will be able to:

Objectives, continued

- frame a political issue about who makes and enforces rules in rental housing
- map actors and their sources of power accurately
- plan ethical, feasible engagement with a tenant organization or housing agency
- use power and legitimacy precisely when explaining Sami’s case

Materials

- This chapter, one copy per student
- HUD’s Fair Housing Act overview
- One local tenant-resource page you select
- The actor map and engagement plan on the task page

The task in this edition

Task: Rehearse an engagement project on local housing: frame a political issue about who makes and enforces rules in rental housing, map the actors (owners, managers, tenants, tenant associations, city agencies, HUD), plan how you would engage a tenant organization or housing agency ethically, and explain how power and legitimacy show up in Sami’s case.

Students make: Engagement-project proposal, 500—700 words, with an actor map

The task in this edition, continued

Fit: partial. Housing rules raise power, legitimacy and rights, and local housing is a realistic engagement-project topic, but the case is a single building dispute, so it works as engagement-project rehearsal rather than as core or thematic-study content.

Pacing

Opener (page 165): 5 min. Short on time: 4 min. Read What happened aloud.

Key terms (pages 166 and 167): 5 min. Short on time: 3 min. Read the key terms aloud; skip the first-guess box.

Look at the evidence (page 171): 8 min. Short on time: 8 min.

Look at the evidence (page 172): 4 min. Short on time: 4 min.

Key idea (pages 173 and 174): 10 min. Short on time: 8 min. Skip the code of ethics. Keep the Atlantic Plaza Towers news story, which the draft uses.

Sort the evidence (page 175): 10 min. Short on time: 8 min. Do the map together and stop at the empty box.

Practice (pages 176 and 177): 6 min. Short on time: skip.

Your task (pages 178 and 179): 25 min. Short on time: 25 min.

Case 16 plan, continued

Pacing, continued

Your draft (page 180): 30 min. Short on time: 30 min.

Check your work (pages 181 and 182): 6 min. Short on time: 5 min. Students answer the check questions and skip the rubric.

Questions to discuss (pages 183 and 184): 10 min. Short on time: 5 min. Use question 1 only.

Talk about this case at home (page 185): at home.

Periods: full chapter 119 minutes; one period 100 minutes.

Standards

Global politics — key concepts: power and legitimacy; thematic study: Rights and justice Uses the course’s key concepts of power and legitimacy within its Rights and justice thematic study to examine a political issue. In this case: Students analyze power between landlords and tenants and who bears a rule’s costs.

Language A: language and literature — Readers, writers and texts An area of exploration in the course: how readers, writers and texts interact to make meaning. In this case: Students examine how an unsigned notice creates authority through form.

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 165):** Medium
- □ □ **Key terms (pages 166 and 167):** Low
- □ □ **Look at the evidence (page 171):** Low
- □ □ **Look at the evidence (page 172):** Low
- □ □ **Key idea (pages 173 and 174):** Low
- ■ □ **Sort the evidence (page 175):** Medium
- □ □ **Practice (pages 176 and 177):** Low
- ■ □ **Your task (pages 178 and 179):** Medium
- □ □ **Check your work (pages 181 and 182):** 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

Try it at your school, continued

- 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.

Your question: Who has the authority behind this notice, and what should Sami ask the building manager?

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.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud.

💬 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 5 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: 5 min.

✂ Short on time: 3 min. Read the key terms aloud; skip the first-guess box.

💬 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.

Before you look at the evidence, should Sami follow the new notice?

➤ My first guess is that the notice may not be valid, because it has no name, date or contact.

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

This page continues page 166. The notes for both pages are on the sheet for page 166.

Reading passage

Who wrote the rule?

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

- **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: An anonymous notice

Sami, 23, lives in apartment 3B, studies design and uses a manual wheelchair. On Monday morning, she finds a new notice beside her building's common-room door. It announces two changes "effective immediately." The rear door will be locked at 8:00 p.m. nightly, and the common room is for resident social use only, with "NO BUSINESS USE" in capitals. The notice carries no name, no date and no contact.

Each change touches her directly. The building's entrance plan lists a front entrance with four steps and no ramp, a side door for service use only and a rear door that is step-free and opens to the elevator hallway. After 8 p.m., the notice would lock the only door she can use. It would also cloud the future of the workshop she runs in the common room, which goes past 8.

Sami does not start with outrage. She photographs the notice and writes down when and where she found it, before anybody starts arguing about what it said. Caio, the oldest in the crew, brings last year's house rules, handed out at lease signing. He reads the notice the way an editor reads copy. All caps, bold, no name, no date. Somebody made it look official, and he still does not know who.

Your role is to help Sami keep a clean record of the notice before anyone starts arguing.

? Stop and think. Why does formatting signal authority without proving it?

Case 16 | Reading passage | DP Global politics educator edition

⌚ Pacing

Reading: about 6 min (768 words). Short on time: read it aloud together, pausing at each Stop and think.

? Stop and think

1. **After "The story: An anonymous notice":** Why does formatting signal authority without proving it?
2. **After "Authority, sources and missing definitions":** How does the undefined phrase "business use" change what Sami can conclude?
3. **After "The law, the process and a Brooklyn example":** Why might the Atlantic Plaza Towers example not apply directly to Sami's building?

Authority, sources and missing definitions

Authority is the power a person or group has to make or change a particular rule or decision. The case separates the look of authority from its substance. Formatting signals power but does not prove it. An unsigned notice is not automatically invalid, but its force depends on who issued it and what it claims to change.

The new skill is finding who has the authority to make a rule. It draws on three earlier skills. From Case 1, you compare the notice with an original document, last year's house rules, which let residents reserve the room for "gatherings, classes and resident-run workshops" through the building office. From Case 7, you ask what stage the rule is at. From Case 10, you take the question to the office that can answer it, here the building manager. Case 4's **decision-maker**, the person or group with the power to make a particular choice, names what Sami is looking for.

Caio's comparison finds a definitional gap. The old rules explicitly allow resident-run workshops. The new notice bans "business use" without defining it, so nobody can yet say whether Sami's workshop is affected. The notice also does not say whether it replaces the old rules or adds to them.

Case 10's **barrier**, something that blocks or limits a person from taking part, describes the locked rear door. A **reasonable accommodation** is a change to a rule or practice that gives a person with a disability equal use of a place, such as a key fob for the rear door. **Documentation** is a record, such as a photo, a note or an email, that shows what was said or done and when. Sami's photo and note will matter if the facts are disputed later. She keeps her two questions apart: who has the authority, and how she gets in after 8. Neither friend calls the notice illegal, because they do not yet know who wrote it or how the building handles access requests.

 **Stop and think.** How does the undefined phrase "business use" change what Sami can conclude?

The law, the process and a Brooklyn example

A landlord's policy and the law are different sources of rules. HUD says the Fair Housing Act bars housing discrimination based on race, color, religion, sex, national origin, familial status or disability, and covers most housing with some exceptions (HUD, no date listed). Guidance can change even when the law does not. In 2025, HUD withdrew several fair housing guidance documents, but the Act itself stayed the same (National Association of Realtors, October 7, 2025). Enforcement continues. In 2026, the Justice Department announced a \$750,000 settlement with a property management company in a disability discrimination case (U.S. Department of Justice, April 30, 2026).

Process can give tenants leverage. At Atlantic Plaza Towers in Brownsville, Brooklyn, the landlord applied to install a facial-recognition entry system. Tenants say they learned about it from the state housing agency, not the landlord.

This page continues page 168. The notes for both pages are on the sheet for page 168.

The law, the process and a Brooklyn example, continued

Because the change needed that agency's permission, they filed opposition (Legal Services NYC, May 1, 2019), and in November 2019 the landlord withdrew the application (Gothamist, November 21, 2019). That case turned on New York's rent-stabilization rules, which may not apply to Sami's building.

The NCA credo describes the posture Sami takes: "We strive to understand and respect other communicators' intent before evaluating and responding to their messages" (NCA Credo for Ethical Communication, 2024).

? **Stop and think.** Why might the Atlantic Plaza Towers example not apply directly to Sami's building?

Sources

Real source | U.S. Department of Housing and Urban Development (HUD) | No date listed

Fair Housing Act overview

Real source | National Association of Realtors (Washington Report) | October 7, 2025

HUD Withdraws Fair Housing Guidance Documents

Real source | U.S. Department of Justice | April 30, 2026

Justice Department Settles Disability Discrimination Case Against Property Management Company for \$750,000

Real source | Legal Services NYC | May 1, 2019

Brooklyn tenants file legal opposition to landlord's application to install facial recognition entry system in building

Real source | Gothamist | November 21, 2019

Brooklyn Landlord Does An About Face On Facial Recognition Plan

Real source | National Communication Association (NCA) | 2024

Credo for Ethical Communication

This page continues page 168. The notes for both pages are on the sheet for page 168.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 8 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

➤ Two changes stated as commands: a nightly 8:00 p.m. lock and a ban on business use.

What it leaves out

➤ An issuer, a date, a contact and any definition of “business use.”

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

➤ A written rule, given out at lease signing, that allowed resident-run workshops.

What it leaves out

➤ Whether it still governs the room, or whether the notice claims to replace it.

Case 16 | Look at the evidence | DP Global politics educator edition

🕒 Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 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 8:00 p.m. lock falls on the only step-free entrance; the front has four steps.

What it leaves out

🔍 How the building handles access requests, and whether another route exists.

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

Case 16 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 4 min.

✂ Short on time: 4 min.

💬 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: 8 min. Skip the code of ethics. Keep the Atlantic Plaza Towers news story, which the draft uses.

💬 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 ____, because ____.

➤ Sami first needs the issuer, the rule it changes and the building's answer to an accommodation request, because a claim needs a basis in fact.

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 173. The notes for both pages are on the sheet for page 173.

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 10 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 _____.

➞ Other residents who use the common room or the rear door. I would ask how the notice changes their week, without naming anyone.

Case 16 | Sort the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Do the map together and stop at the empty box.

💬 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. A treats a missing signature as proof the rule is fake, and C draws a legal conclusion from partial facts. B documents first and asks the open questions.

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: skip this page.

Say this

"It is Monday morning, and the door locks at 8 tonight. What should Sami do first?" — Hold a vote before any discussion.

Watch for

Misconception: Students choose to post that the building breaks the law. **Listen for:** "Post it everywhere so they get in trouble." **Then:** Ask what Sami knows for sure. Point to the missing issuer and the request she has not made yet.

Support

- Read the three options aloud before students choose.

Heat check

■□□ Low.

Improve a draft, continued

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

Rewrite phrase 1

✎ Could you tell me who issued the notice and whether it replaces last year's house rules?

Rewrite phrase 2

✎ I'm requesting an accommodation, such as a key fob, so I can enter after 8 p.m.

Notes

This page continues page 176.

✎ 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.

DP Global politics

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 25 minutes.

Rehearse an engagement project on local housing: frame a political issue about who makes and enforces rules in rental housing, map the actors (owners, managers, tenants, tenant associations, city agencies, HUD), plan how you would engage a tenant organization or housing agency ethically, and explain how power and legitimacy show up in Sami's case.

Use: The notice, the older house rules, the entrance plan, HUD's Fair Housing Act overview and one local tenant-resource page.

You'll make: Engagement-project proposal, 500–700 words, with an actor map

Time: 100 minutes

- 1 Write a political issue about who makes and enforces rules in rental housing.
- 2 Fill in the actor map: owners, managers, tenants, tenant associations, city agencies and HUD.
- 3 Note each actor's source of power: formal authority, resources, influence or voice.
- 4 Plan how you would contact a tenant organization or housing agency, with consent and safety.
- 5 Draft your issue statement and engagement plan on the Your draft page.
- 6 Finish a proposal of 500 to 700 words with your actor map.



Prefer typing? Scan to open the online workspace.

My political issue

Who holds power to make and change the rules residents live under?

Case 16 | Your task | DP Global politics educator edition

Pacing

Full chapter: 25 min.

Short on time: 25 min.

Say this

“Power is the ability to lock the door. Legitimacy is the right to. Which does this notice have?” — Put both words on the board before students map actors.

Watch for

Misconception: Students plan to ask real neighbors about private matters. **Listen for:** “I’ll interview my neighbor about her landlord.” **Then:** Engage organizations, not neighbors’ private situations. Plans need consent and an adult.

Support

- Actor map: formal authority, resources, influence, voice
- Engagement plan template: who, how, what you will ask, consent and safety
- Core-concept prompts on power and legitimacy
- Actor map frame: actor, formal authority, resources, influence, voice.

Stretch

- Explain how international statements of a right to adequate housing relate, or fail to relate, to the rules in Sami's building.

Heat check

Medium. Housing problems at home may come up as students plan projects.

Cool-down: Projects study process and public organizations. No student needs to use their own home.

Your task, continued

Actors with formal authority

- The owner and manager; HUD enforces the Fair Housing Act.

Actors with voice or influence

🔑 Tenants and tenant associations; a local housing help line.

Power and legitimacy in Sami's case

⦿ The notice exercises power, but with no issuer it cannot show legitimacy.

Notes

[illegible]

This page continues page 178.

Standards

Global politics — key concepts: power and legitimacy; thematic study: Rights and justice — Uses the course's key concepts of power and legitimacy within its Rights and justice thematic study to examine a political issue. In this case: Students analyze power between landlords and tenants and who bears a rule's costs.

Language A: language and literature — Readers, writers and texts — An area of exploration in the course: how readers, writers and texts interact to make meaning. In this case: Students examine how an unsigned notice creates authority through form.

○ Answer key

A strong response:

- Frames a political issue about power over housing rules
- Maps actors and their sources of power accurately
- Plans ethical, feasible engagement with the people involved
- Uses power, legitimacy and rights precisely

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 30 minutes.

First draft: your issue statement

☞ My engagement project asks who holds the power to set the rules residents live under. In Sami's building, an unsigned notice locks the only step-free door at 8 p.m. The notice exercises power, because the door may be locked either way. It cannot show legitimacy, because it names no issuer and no process. Atlantic Plaza Towers in Brooklyn offers a contrast: a change to entry needed a state agency's permission, which gave tenants a place to object.

First draft: your engagement plan

☞ I would contact a local tenant organization and ask how residents learn about new building rules. Before any meeting, I would explain my project, ask for consent and offer to leave out names. I would not ask about anyone's disability or lease. I would go with a classmate or a trusted adult and meet in a public place. My questions would focus on process: who issues rules, and how residents can respond.

⌚ Pacing

Full chapter: 30 min.

✂ Short on time: 30 min.

💬 Say this

"An engagement plan is a promise to the people you contact. What will you promise them?" — Ask for one sentence on consent and one on safety.

👁 Watch for

Misconception: Recommendations are not feasible. **Listen for:** "Sue the building." **Then:** Ask what the first step is and who would do it this week.

☞ Answer key

What to notice in the sample:

1. Uses legitimacy precisely.
2. Uses a real, sourced example to show where power can be checked.
3. Plans ethical engagement that protects privacy.

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 proposal frame a political issue about power over housing rules?	☒ Yes ☐ No
Does your actor map show each actor's source of power?	☒ Yes ☐ No
Is your engagement plan ethical and feasible?	☒ Yes ☐ No
Do you use power, legitimacy and rights precisely?	☒ 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.

Case 16 | Check your work | DP Global politics educator edition

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 5 min. Students answer the check questions and skip the rubric.

💬 Say this

“Mark your level in each row. Then change one sentence so the manager can say yes to it.” — Circulate and ask for one request made more specific.

👁 Watch for

Misconception: Students soften the tone and keep the legal conclusion. **Listen for:** “I said it nicely.” **Then:** Point to the Revision row. Replace the conclusion with a question and a request.

🔥 Heat check

■□□ Low.

🔑 Answer key

How to assess: The educator gives practice feedback on issue framing, actor analysis and engagement planning; the proposal is not an internal assessment submission and no IB marks are predicted.

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.

Notes

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

Case 16 | Check your work
| DP Global politics educator edition

This page continues page 181. The notes for both pages are on the sheet for page 181.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 10 minutes.

1 Which missing fact would most change how you see the notice?

➤ The issuer. A notice from the owner carries different weight than one from a neighbor, and knowing the issuer tells Sami where to send her questions.

2 The notice bans “business use” without saying what that means. What would you need to know to decide whether Sami’s workshop counts?

➤ A written definition from whoever issued the notice, the facts of Sami’s workshop and which document governs: the notice or last year’s house rules.

3 A building may want a door locked at night. How could it keep that door secure and still let Sami in?

➤ A fob reader keeps the rear door locked to outsiders and open to residents who need step-free entry. The policy should name whom to contact.

My take

My claim: ____.

➤ Sami should request an accommodation and ask about authority without claiming a violation yet.

Case 16 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 5 min. Use question 1 only.

💬 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

My take, continued

The best evidence is ____, because ____.

🔗 The entrance plan, because it shows who bears the cost of the lock.

Someone who disagrees might say ____.

🔗 Security at night protects every resident, including Sami.

The limit of the evidence is ____.

🔗 No document shows who issued the notice or why.

I would change my mind if ____.

🔗 The building showed a signed rule and a working way in for Sami after 8.

Notes

Case 16 | Questions to discuss | DP Global politics educator edition

This page continues page 183.

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.

Case 16 | Talk about this case at home | DP Global politics educator edition

⌚ 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 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:

- define power and legitimacy as Global Politics core concepts
- map actors across levels of government
- plan an interview or meeting request ethically

Objectives

Students will be able to:

- frame who decides how facilities money is shared, and by what criteria, as a political issue
- map actors from the state legislature to the school board to student groups
- plan an ethical, feasible way to engage a board member or budget office
- explain how power and legitimacy shape which requests get funded

Materials

- This chapter, one copy per student
- Evidence A and C and the NCES revenue summary
- Your own district's published budget calendar
- An actor map and an engagement plan template

The task in this edition

Task: Rehearse an engagement project on school funding: frame the political issue (who decides how facilities money is shared, and by what criteria), map the actors from the state legislature to the school board to student groups, plan an ethical way to engage a board member or budget office, and explain how power and legitimacy shape which requests get funded.

Students make: Engagement-project proposal, 500—700 words, with an actor map

Fit: partial. How a district divides resources raises power, legitimacy and equality, and a school-board budget process is a realistic engagement-project setting, but the case is a domestic local-finance question with no direct link to the thematic studies.

Pacing

Opener (page 186): 4 min. Short on time: 3 min. Read What happened aloud and go straight to the key terms.

Key terms (pages 187 and 188): 4 min. Short on time: 3 min. Read the key terms aloud. Skip the first-guess box.

Look at the evidence (page 192): 8 min. Short on time: 6 min. Students fill in only the What it leaves out boxes.

Look at the evidence (page 193): 5 min. Short on time: 4 min. Read Evidence C aloud. Students note who received the quote.

Key idea (pages 194 and 195): 12 min. Short on time: 10 min. Skip the In the news section.

Sort the evidence (page 196): 12 min. Short on time: 12 min.

Practice (page 197): 5 min. Short on time: skip.

Your task (pages 198 and 199): 25 min. Short on time: 25 min.

Your draft (page 200): 35 min. Short on time: 30 min. Students draft the two sections in class and finish the proposal at home.

Check your work (pages 201 and 202): 8 min. Short on time: 3 min. Students answer the Check your work questions only.

Questions to discuss (pages 203 and 204): 10 min. Short on time: 4 min. Discuss question 2 only.

Case 18 plan, continued

Pacing, continued

Talk about this case at home (page 205): at home.

Periods: full chapter 128 minutes; one period 100 minutes.

Standards

Global politics — key concept: power Uses the course’s key concept of power to examine a political issue. In this case: Students analyze how resource decisions distribute opportunity.

Theory of Knowledge — Knowledge and politics (optional theme) An optional theme of the course: how political power and processes affect what counts as knowledge. In this case: Students ask how numbers gain authority in public debate.

Codes of ethics

- **ASPA Code of Ethics:** 5. Fully Inform and Advise.
- **SPJ Code of Ethics:** Seek Truth and Report It
- **Credo for Ethical Communication:** “We advocate truthfulness, accuracy, honesty, and reason...” (one of nine unnumbered principles)

Heat map

- **Opener (page 186):** Low
- **Key terms (pages 187 and 188):** Low

Heat map, continued

- **Look at the evidence (page 192):** Low
- **Look at the evidence (page 193):** Low
- **Key idea (pages 194 and 195):** Low
- **Sort the evidence (page 196):** Low
- **Practice (page 197):** Low
- **Your task (pages 198 and 199):** Low
- **Your draft (page 200):** Low
- **Check your work (pages 201 and 202):** Low

Try it at your school

Find one line in your school’s budget.

- With a teacher or advisor, find your district’s budget on its website
- Label the document’s year and stage
- Find one line connected to something you use (facilities, arts, technology)
- Ask your student council how students can submit a budget question or comment

Who to ask: Student council advisor, school business office, school board clerk, principal

Safety: Get permission before photographing spaces or people at school. Stick to observed facts when posting about budgets.

Sources

- ABC, “About Abbott Elementary,” No date listed

Sources, continued

- 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 4 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.

Your question: What can the \$48 million total tell Dec about the curtain, and what should he ask the school board?

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.

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 3 min. Read What happened aloud and go straight to the key terms.

💬 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 4 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: $\$48,000,000 \div 3,200 \text{ students} = \$15,000 \text{ per student}$. 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: 4 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip the first-guess box.

💬 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.

Before you look at the evidence, why do you think the theater curtain is still not fixed?

➤ My first guess is that the curtain ranks below other repairs, because \$310,000 has to cover every school.

[illegible]

Reading passage

Reading a budget before reacting to it

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: Where is the money going?

Dec, 17, a senior on the theater crew, pulls the stage curtain at every show. It is torn and no longer closes all the way. The facilities office has already priced a flame-retardant replacement, removal and installation included, at \$6,800. Dec has a photo of the tear. He wants to take the problem to the school board, and he wants to be the one who asks.

Mari, 19, is helping him and Anika, 16, prepare. The district's proposed budget for next school year is posted online. The headline figure is \$48,000,000, with projected enrollment of 3,200 students. A facilities line provides \$310,000 for building repairs across all schools. A note warns that the figures are proposed and may change before adoption.

On Tuesday at 6:10 p.m., a post begins circulating. It sets the district's \$48 million beside Westbrook's \$21,000 per student and asks why the district cannot fix one curtain. The post has the emotional logic of a good question. It also has the arithmetic of a bad one. Mari's instinct is to ask where the numbers are from.

Your role is to work out the per-student number before anyone repeats the post.

? Stop and think. The post "has the emotional logic of a good question." What makes it feel convincing?

Case 18 | Reading passage

| DP Global politics educator edition

⌚ Pacing

Reading: about 5 min (706 words). Short on time: read it aloud together, pausing at each Stop and think.

? Stop and think

1. **After "The story: Where is the money going?":** The post "has the emotional logic of a good question." What makes it feel convincing?
2. **After "Putting numbers on the same scale":** Why can't a per-pupil figure show whether a district has enough money?
3. **After "Funding, spending and outcomes":** What would Dec need to know to show that the curtain belongs in the building repairs line?

Putting numbers on the same scale

Budget numbers carry three labels that must match before a comparison means anything: year, stage and unit. The post mismatches all three. It pairs a proposed district total for next year with a per-student figure of 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 in this case is comparing numbers on the same scale. It extends Case 11's habit of comparing like with like. Dividing \$48,000,000 by 3,200 gives \$15,000 per student. The recalculation changes the post's implied story, but it does not settle it. Westbrook's year and stage are still unknown, and a per-pupil figure cannot show whether either district's funding matches its students' needs.

The vocabulary of public finance keeps other distinctions straight. **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. This document is a **proposal**, the Case 4 term for a change that someone suggests and that has not been approved yet. A proposed budget, the adopted budget and actual spending are three different records.

The crew's method draws on earlier cases. Mari reads the budget line by line, the skill from Case 5, looking for the line that could plausibly cover a stage curtain. She is not sure a curtain counts as a building repair, and she wants to find out. Dec follows Case 13's rule of keeping a claim as small as the evidence. His photo proves the tear and nothing about where money went, so he brings the photo, the quote and a question rather than an accusation. Case 4's **decision-maker**, the person or group with the power to make a particular choice, points to the school board, which adopts the budget within state and federal rules. His question should name one budget line, one need and the board's next chance to hear requests.

? **Stop and think.** Why can't a per-pupil figure show whether a district has enough money?

Funding, spending and outcomes

National data give context but not local answers. NCES reports that public-school revenue comes from federal, state and local sources, with a mix that varies by state (NCES, May 2024). Its state-by-state table for 2022–23 includes per-pupil amounts (NCES Digest table 235.20, March 2026). Reliance on local property taxes produces large differences between districts (NPR, April 18, 2016).

Budgets also change over time. When temporary federal pandemic relief ran out, districts faced what reporters called a funding cliff (Chalkbeat, September 13, 2023). In 2026, many districts made cuts and layoffs tied to inflation and enrollment declines (Chalkbeat, May 28, 2026). Spending levels matter for students.

This page continues page 189. The notes for both pages are on the sheet for page 189.

Funding, spending and outcomes, continued

A major study of school finance reforms found that more per-pupil spending raised graduation rates and adult earnings, especially for low-income students (Jackson, Johnson and Persico, Quarterly Journal of Economics, October 1, 2015).

The SPJ code offers a rule for anyone writing about budgets: “Provide context. Take special care not to misrepresent or oversimplify in promoting, previewing or summarizing a story” (SPJ Code of Ethics, September 6, 2014). The viral post fails that test, and Dec’s question passes it.

? **Stop and think.** What would Dec need to know to show that the curtain belongs in the building repairs line?

Sources

Real source | National Center for Education Statistics | May 2024

Public School Revenue Sources (Condition of Education)

Real source | National Center for Education Statistics | March 2026

Revenue sources for public schools by state, 2022–23 (Digest table 235.20)

Real source | NPR | April 18, 2016

Why America's Schools Have A Money Problem

Real source | Chalkbeat | September 13, 2023

Schools face a funding cliff. How bad will the fall be?

Real source | Chalkbeat | May 28, 2026

A financial reckoning is hitting America’s public schools

Real source | The Quarterly Journal of Economics (Jackson, Johnson & Persico) | October 1, 2015

The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms

Real source | Society of Professional Journalists (SPJ) | 2014

SPJ Code of Ethics

This page continues page 189. The notes for both pages are on the sheet for page 189.

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 plan, not spending: \$48 million total and \$310,000 for repairs at all schools.

What it leaves out

➤ Last year's actual spending, how repairs are ranked and what the board will adopt.

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

➤ A comparison of a district total with another district's per-student figure.

What it leaves out

➤ Matching units, Westbrook's budget year and stage, and any source for its figure.

Case 18 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Students fill in only the What it leaves out boxes.

💬 Say this

“Before you react to any number, find its year, its stage and its unit.” — Model it on the \$48 million: next year, proposed, whole district.

👁 Watch for

Misconception: Students read the proposed budget as money already spent. **Listen for:** “They spent \$48 million and didn’t fix it.” **Then:** Point to “PROPOSED” and “NEXT SCHOOL YEAR.” Nothing here has been spent.

📄 Support

- Give students a calculator and the budget excerpt with its labels highlighted.
- Read the budget note aloud.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

🔗 Stretch

- Ask why the \$310,000 line cannot show whether the curtain is funded, even though it is the right kind of line.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Repair quote

The facilities quote for a new curtain

Stage curtain replacement, main auditorium: remove the torn curtain, supply and install a flame-retardant replacement. Total: \$6,800.

Look closely: What does the quote confirm, and who received it?

What it shows

➤ A priced need: \$6,800 for a flame-retardant replacement, sent to the advisor.

What it leaves out

➤ Whether the request reached the board, and where it ranks among other repairs.

What is still missing from the evidence?

➤ Whether stage equipment falls under the building-repairs line, how repair requests are ranked, and Westbrook's year and stage. We also don't know what the board will adopt.

Notes

Case 18 | Look at the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read Evidence C aloud. Students note who received the quote.

💬 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 12 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: 12 min.

 Short on time: 10 min. Skip the In the news section.

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, evidence of the damage and the budget line that would cover it. Then it can rank the curtain against 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 194. The notes for both pages are on the sheet for page 194.

Sort the evidence

On your own Trace the curtain request from the photo to the vote and fill in each box. About 12 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 board and the facilities office are missing. I would ask whether stage equipment counts as a building repair and when requests are heard.

Case 18 | Sort the evidence

| DP Global politics educator edition

🕒 Pacing

Full chapter: 12 min.

✂ Short on time: 12 min.

💬 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 5 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 repeats a unit mismatch. C corrects the units but jumps to underfunding, and Westbrook's year and stage are unknown. B makes a fair comparison possible.

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

➤ The \$48 million is next year's proposed budget, not this year's spending.

Rewrite phrase 2

➤ Which line covers stage equipment, and when will the board hear repair requests?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 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.

DP Global politics

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 25 minutes.

Rehearse an engagement project on school funding: frame the political issue (who decides how facilities money is shared, and by what criteria), map the actors from the state legislature to the school board to student groups, plan an ethical way to engage a board member or budget office, and explain how power and legitimacy shape which requests get funded.

Use: The proposed-budget excerpt, the repair quote, the NCES revenue overview and the student's own district's published budget calendar.

You'll make: Engagement-project proposal, 500—700 words, with an actor map

Time: 100 minutes

- 1 Frame the political issue as one question in the planner.
- 2 Map the actors: formal authority, resources, influence and voice.
- 3 Find one date on your district's budget calendar when the board hears the public.
- 4 Plan one ethical engagement: who, how, what you will ask, consent and safety.
- 5 Draft the issue and engagement sections on the Your draft page.
- 6 Finish the proposal, 500 to 700 words, on lined paper or in the online workspace.



Prefer typing? Scan to open the online workspace.

The political issue

➡ Who decides how a district shares facilities money among schools, and by what criteria?

Case 18 | Your task | DP Global politics educator edition

⌚ Pacing

Full chapter: 25 min.

✂ Short on time: 25 min.

💬 Say this

“Who has power over the curtain, and who has only a voice?” — Sort the actors into two columns on the board.

👁 Watch for

Misconception: Students place all power with the principal. **Listen for:** “The principal controls the money.” **Then:** Point to the chain: the board adopts the budget and the facilities office ranks repairs.

📄 Support

- Actor map: formal authority, resources, influence, voice
- Engagement plan template: who, how, what you will ask, consent and safety
- Core-concept prompts on power and legitimacy
- Consent script: who you are, what you will ask, how you will use the answer.

➡ Stretch

- Explain what would make a budget decision legitimate to students who had no vote in electing the board.

🔥 Heat check

■□□ Low.

Your task, continued

Actor map

State and federal rules: set limits. School board: adopts the budget.
Facilities office: ranks repair requests. Theater crew and auditorium users:
voice only.

My engagement plan

✶ Email the board clerk to ask how students submit a written budget question. No recording without consent.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

This page continues page 198.

Standards

Global politics — key concept: power — Uses the course's key concept of power to examine a political issue. In this case: Students analyze how resource decisions distribute opportunity.

Theory of Knowledge — Knowledge and politics (optional theme) — An optional theme of the course: how political power and processes affect what counts as knowledge. In this case: Students ask how numbers gain authority in public debate.

07 Answer key

A strong response:

- Frames a political issue about the distribution of public resources
- Maps actors across levels of government accurately
- Plans ethical, feasible engagement
- Uses power and legitimacy precisely

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 35 minutes.

Issue section

🔗 This proposal examines who decides how a district shares facilities money, and by what criteria. The case begins with a torn theater curtain. The facilities office has priced a replacement at \$6,800, and the district's proposed budget sets \$310,000 for building repairs at all schools. The elected school board adopts the budget within state and federal rules, and the facilities office ranks repair requests. Students who use the auditorium have a voice but no formal authority. The political question is how a request travels from people with voice to people with power.

Engagement section

🔗 I will contact the school board clerk first, because the clerk is one of the people students can ask about the board. I will send a short email asking how students submit a written budget question and when the board hears requests before it adopts the budget. I will not record any conversation without consent. I will not name any student or staff member in my report without permission. This engagement tests legitimacy. Many students had no vote in electing the board. A budget may feel less legitimate to them unless the process lets them ask and receive an answer.

🕒 Pacing

Full chapter: 35 min.

✂ Short on time: 30 min. Students draft the two sections in class and finish the proposal at home.

💬 Say this

“Legitimacy is why people accept a decision. What would make this budget legitimate to students?” — Ask for one sentence in the proposal.

👁 Watch for

Misconception: Engagement plans skip consent. **Listen for:** “I’ll just record the meeting.” **Then:** Point to the template: consent comes before any recording.

🔥 Heat check

■□□ Low.

🔗 Answer key

What to notice in the sample:

1. Frames the issue with the core concept of power.
2. Places actors across levels of government accurately.
3. Plans ethical engagement.
4. Uses legitimacy precisely and answers the challenge.

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 proposal frame a political issue about sharing public resources?	☒ Yes ☐ No
Does your actor map cover each level of government accurately?	☒ Yes ☐ No
Is your engagement plan ethical and feasible?	☒ Yes ☐ No
Do you use power and legitimacy precisely?	☒ 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.

Case 18 | Check your work | DP Global politics educator edition

🕒 Pacing

Full chapter: 8 min.

✂ Short on time: 3 min. Students answer the Check your work questions only.

💬 Say this

“Find the sentence in your question that names one budget line and one need.” — Circulate and ask for the label “proposed” if it is missing.

👁 Watch for

Misconception: Revisions only soften the tone. **Listen for:** “I took out the rude part.” **Then:** Point to the Revision row. Ask for an added label or a specific budget line.

🔥 Heat check

■□□ Low.

🔑 Answer key

How to assess: The educator gives practice feedback on issue framing, actor analysis and engagement planning; the proposal is not an internal assessment submission and no IB marks are predicted.

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 added a consent step to my plan, because my draft planned to record a meeting.

Notes

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

This page continues page 201. The notes for both pages are on the sheet for page 201.

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?

➤ Rising costs, such as higher prices for the same work, or more students to serve. Spending can grow while each student gets the same or less.

2 Dec wants to ask the board himself. Why might it matter who brings the question?

➤ A student who uses the curtain brings firsthand evidence and shows the board who is affected. It also gives students practice in a process that affects them.

3 What else would you want to know before saying one district gets less than another?

➤ Westbrook's year, stage and categories, and what each district's students need. A per-student figure alone cannot show need.

My take

My claim: ____.

➤ Dec should ask which line covers stage equipment, how repairs are ranked and when the board hears requests.

The best evidence is ____, because ____.

➤ The budget excerpt, because its labels show a proposed plan, not spending.

Case 18 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 4 min. Discuss question 2 only.

💬 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

My take, continued

Someone who disagrees might say ____.

- The \$48 million total proves there is money for a \$6,800 curtain.

The limit of the evidence is ____.

- No document shows how the district ranks repair requests.

I would change my mind if ____.

➡ The board showed that the curtain is already scheduled for repair.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black margin line. The top-left corner of the paper is rounded. The entire sheet is set against a solid black background.

This page continues page 203.

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.

Case 18 | Talk about this case at home | DP Global politics educator edition

🕒 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:

- define power and legitimacy as Global politics core concepts
- map stakeholders and their sources of power
- follow a consent script for a conversation

Objectives

Students will be able to:

- frame a local political issue with competing interests
- engage one person or one meeting ethically and record what was learned
- analyze power and legitimacy in the court-lights decision with evidence
- name missing voices and the limits of their own findings

Materials

- This chapter, one copy per student
- A stakeholder map template and an engagement log template
- A consent script for the conversation
- Seattle City Council’s public comment page

The task in this edition

Task: Carry out an engagement-project rehearsal on the court-lights item: frame the political issue, identify stakeholders (court users, nearby residents, the parks committee, the full council), hold one consented conversation with a park user or neighbor or observe a real public meeting with a trusted adult, and write a report on how power and legitimacy shape the decision, including whose voices are missing.

Students make: Engagement report, 800—1,000 words, with a stakeholder map and engagement log

Pacing

Opener (page 206): 5 min. Short on time: 4 min. Read the summary line and the first paragraph aloud.

Key terms (pages 207 and 208): 5 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 212): 10 min. Short on time: 10 min.

Pacing, continued

Look at the evidence (page 213): 10 min. Short on time: 10 min.

Key idea (pages 214 and 215): 15 min. Short on time: 12 min. Skip In the news.

Sort the evidence (page 216): 10 min. Short on time: 10 min.

Practice (page 217): 5 min. Short on time: skip.

Your task (pages 218 and 219): 40 min. Short on time: 40 min.

Your draft (page 220): 40 min. Short on time: 40 min.

Check your work (pages 221 and 222): 10 min. Short on time: 10 min.

Questions to discuss (pages 223 and 224): 15 min. Short on time: 10 min. Use questions 3 and 4 only.

Talk about this case at home (page 225): at home.

Periods: full chapter 165 minutes; one period 150 minutes.

Standards

Global politics — key concepts: power and legitimacy Uses the course’s key concepts of power and legitimacy to examine a political issue. In this case: Students analyze how public participation contributes to a decision’s legitimacy.

Case 19 plan, continued

Standards, continued

Language A: language and literature —

Readers, writers and texts An area of exploration in the course: how readers, writers and texts interact to make meaning. In this case: Students analyze how public comments are shaped by the meeting’s rules.

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 206):** Low
- **Key terms (pages 207 and 208):** Low
- **Look at the evidence (page 212):** Low
- **Look at the evidence (page 213):** Low
- **Key idea (pages 214 and 215):** Low
- **Sort the evidence (page 216):** Medium
- **Practice (page 217):** Medium
- **Your task (pages 218 and 219):** Medium
- **Your draft (page 220):** Low
- **Check your work (pages 221 and 222):** Low

Try it at your school

Find your next local agenda.

- With a trusted adult, find the website for your city council, school board or parks board
- Open the next meeting agenda and find one item that affects you
- Read the public-comment instructions: sign-up, time limit, written option
- Draft a practice comment and decide with your adult whether to submit it

Who to ask: Clerk of the council or school board, a civics teacher, a student representative to the board if your district has one

Safety: Public comments and names may be published. Leave out addresses, phone numbers and anyone else’s private story. Attend meetings with a trusted adult.

Sources

- Peacock, “Parks and Recreation,” No date listed
- Seattle City Council, “Public Comment,” No date listed

Case 19: What should Gia say in her two-minute comment?

Gia has two minutes to speak to the parks committee about the court lights, but her draft is three pages long.

On your own Read What happened and underline the sentence that says what item 4 proposes. About 5 minutes.



Gia and Mateo sit on a front stoop, each holding pages of notes.

Your role: You're the one holding the timer and listening for the request. **New skill:** Fit a request to the body's remit and time limit.

What happened

It is Tuesday, 5:40 p.m. The parks committee meets at 6. Item 4 on its agenda is a proposal to turn off the park's court lights at 8 p.m. The reason given is complaints about evening noise from nearby residents.

Gia, 21, wants to speak against item 4. It is her first time speaking at a public meeting. Each speaker gets two minutes. On Monday night, Gia wrote a three-page draft. When she reads page one out loud, it takes two minutes and forty seconds.

Mateo, 22, is timing her from a bench. He follows every word, but he cannot tell what she wants the committee to do. The draft also mentions a friend's private situation, and page two is about the bus. Everything Gia says will become part of the public record, along with her name.

Your question: What should Gia keep in her two-minute comment, and what should she cut?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read 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: 4 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Which part of item 4 tells you what the committee can do?" — Point to the action line: a recommendation to the full council.

👁 Watch for

Misconception: Students think the committee makes the final decision. **Listen for:** "The committee decides tonight." **Then:** Reread the action line. The committee recommends, and the full council decides.

📖 Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

🌡 Heat check

■□□ Low.

🔑 Answer key

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

Before you look at the evidence, what do you think Gia should say in her two minutes?

➤ My first guess is that she should open with the bus problem, because it affects the most people.

[illegible]

This page continues page 207. The notes for both pages are on the sheet for page 207.

Reading passage

Two minutes, one ask

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: The first time at the microphone

Gia, 21, has spent her life in Fort Greene, and the park is part of her week. On Tuesday, the parks committee meets at 6 p.m. Item 4 on its agenda proposes turning off the court lights and closing the lighted courts at 8 p.m., citing complaints about evening noise from nearby residents. The agenda lists the action as a committee recommendation to the full council. Gia wants to speak against it. She has never spoken at a public meeting before.

The rules give her two minutes. Speakers sign up by 5 p.m., written comments may be submitted in advance and comments and names become part of the public record. At 5:40, Gia reads her draft aloud on a bench while Mateo, 22, times her. The draft runs three pages, and page one alone takes two minutes and forty seconds. It also contains a friend's private situation and a page about the bus.

Mateo's feedback is precise without being a rewrite. He followed every word and still cannot say what she wants the committee to do. His question is the most useful editing tool in the case. If the committee remembers one sentence, what is it? That sentence goes first.

Your role is to hold the timer and listen for the request.

? Stop and think. Why does Mateo's one-sentence question work better than line edits?

Case 19 | Reading passage

| DP Global politics educator edition

Pacing

Reading: about 5 min (706 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: The first time at the microphone”:** Why does Mateo's one-sentence question work better than line edits?
2. **After “Matching a request to a body”:** How does asking for 9 p.m. instead of no change affect the committee's choices?
3. **After “Research and real practice”:** The research shows commenters often do not reflect the whole community. What does that suggest about who should speak?

Matching a request to a body

An **agenda item** is one topic listed on a meeting's official schedule of business. A **remit** is the set of matters that a committee or other body is responsible for and can act on. The two concepts define what Gia can usefully ask. Item 4 concerns lighting and closing time. The committee's remit includes recommending court hours. It does not include buses. Her draft's central plea, "Please don't close the park," misstates the item, since no one has proposed closing the park.

The new skill is fitting a request to the body's remit and time limit, and it assembles earlier skills. Case 4 introduced the **proposal**, a change that someone suggests and that has not been approved yet, and the **decision-maker**, the person or group with the power to make a particular choice. Here the chain has two links. The committee recommends, and the full council decides. Case 10 taught you to route a problem to the office responsible, which is why the bus page belongs with a transit office rather than this committee.

A strong two-minute comment does four jobs. It names the agenda item, reports an observation, explains why it matters and makes one request. Gia's revised comment does exactly that. It names item 4. It reports that she counted twenty or thirty people on the courts between 8 and 9. It notes that many of them work late. And it asks for lights until 9 on weekdays this summer. The request also engages the resident who wrote that late noise carries into their apartment and that their kids have school in the morning. Asking for 9 rather than no change gives the committee a middle path that answers both concerns in part.

The final cut is ethical. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. Everything Gia says will be attached to her name and kept. Her friend's situation belongs to her friend, so it comes out.

? **Stop and think.** How does asking for 9 p.m. instead of no change affect the committee's choices?

Research and real practice

Rules differ by body. Seattle City Council accepts spoken comment in person or by phone and written comment by email, with up to two minutes per speaker (Seattle City Council, no date listed). That is one city's process, not a rule for every council. Research raises a harder question about who shows up. A study of meeting minutes found that local commenters often do not reflect the whole community (Einstein, Palmer and Glick, Perspectives on Politics, October 14, 2018). Other peer-reviewed work examines whether and how public comment connects to policy outcomes (Sahn, American Journal of Political Science, August 31, 2024).

Young people are using the process well. Philadelphia students testified at board meetings about school closures, drawing on district data (Chalkbeat Philadelphia, April 3, 2026).

This page continues page 209. The notes for both pages are on the sheet for page 209.

Research and real practice, continued

Journalists hold a related privacy standard. The SPJ code says “private people have a greater right to control information about themselves than public figures” (SPJ Code of Ethics, September 6, 2014). Gia applies that principle to her friend.

? **Stop and think.** The research shows commenters often do not reflect the whole community. What does that suggest about who should speak?

Sources

Real source | Seattle City Council | No date listed

Public Comment

Real source | Perspectives on Politics (Einstein, Palmer & Glick) | October 14, 2018

Who Participates in Local Government? Evidence from Meeting Minutes

Real source | American Journal of Political Science (Sahn) | August 31, 2024

Public comment and public policy

Real source | Chalkbeat Philadelphia | April 3, 2026

‘Not what democracy is all about’: Philly students slam school leaders’ approach to school closures

Real source | Society of Professional Journalists (SPJ) | 2014

SPJ Code of Ethics**Notes**

This page continues page 209. The notes for both pages are on the sheet for page 209.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 10 minutes.

Evidence A | Meeting agenda

Item 4 on the parks committee agenda

Item 4. Evening court hours. Proposal to turn off the court lights and close the lighted courts at 8:00 p.m. Background: complaints about evening noise from nearby residents. Action: committee recommendation to the full council.

Look closely: Circle the item number, the proposed time and the action.

What it shows

➤ A proposal about lights and hours only. The committee recommends; the council decides.

What it leaves out

➤ How many complaints there were, when the noise happens and any other hours 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

➤ A deadline, a time limit, a written route and a public record for every comment.

What it leaves out

➤ How the full council usually treats committee recommendations.

Case 19 | Look at the evidence | DP Global politics educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 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

➤ Strong feeling and a request, "Please don't close the park," that misstates item 4.

What it leaves out

➤ The item, the lights and the 8 p.m. time, and any observation the committee can use.

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

➤ A family that values the courts but hears late-evening noise, with kids who have school.

What it leaves out

➤ When the noise starts to bother them, which matters for any middle-ground hours.

What is still missing from the evidence?

➤ The number of complaints and when the noise occurs. Whether compromise hours were considered, how the full council treats committee recommendations, and what absent court users think.

Case 19 | Look at the evidence | DP Global politics educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 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 15 minutes.

A **remit** is the set of matters that a committee or other body is responsible for and can act on. The parks committee can make a recommendation about court hours. It cannot change bus routes. That is why Gia's comment should ask for something the parks committee can do.

An **agenda item** is one topic listed on a meeting's official schedule of business. Each committee, council or board sets its own rules for who can speak, when and for how long. Seattle City Council is one real example. Its public comment page describes speaking in person or by phone and signing up before the meeting. Each speaker gets up to two minutes, and written comments can be sent by email.

A short comment can do four jobs. It names the agenda item, shares something the speaker observed, says why it matters and ends with a clear request. Before adding personal details, check whether comments become public. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. At Gia's meeting, comments and speakers' names become part of the public record.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 3. Promote democratic participation

"Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations."

In plain words: ASPA's code asks people in public service to make it easy for every affected person to take part in decisions.

Question: The instructions allow written comments in advance. How does that help court users who cannot come at 6 p.m.?

Your answer

Written comments ____, but ____.

➡ Written comments open the process to people who work at 6 p.m., but they only help people who know about item 4 before the meeting.

⌚ Pacing

Full chapter: 15 min.

✂ Short on time: 12 min. Skip In the news.

💬 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.

'Not what democracy is all about': Philly students slam school leaders' approach to school closures



How a Newark student coalition is using its own research to press for change in schools

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

This page continues page 214. The notes for both pages are on the sheet for page 214.

Sort the evidence

On your own Follow a comment from the speaker to the final decision and fill in each box. About 10 minutes.

Follow a comment from the speaker to the final decision. Which body hears it, which body decides, and whose concerns reach the room?

Turn off the court lights at 8 p.m.?

Who decides

Full council: takes the final action

Under which rule

Who lives with it

Your way in

Whose perspective is missing?

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

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

🔗 Court users who cannot attend a 6 p.m. meeting. I would ask whether they know they can send a written comment before the meeting.

Case 19 | Sort the evidence | DP Global politics educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 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 5 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. A misstates item 4, which can make listeners doubt the rest. C may feel true but gives the committee nothing to act on.

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 the private detail. Keep the public point: many of us work until evening.

Rewrite phrase 2

➤ I ask the committee to keep the lights on until 9 p.m. on weekdays this summer.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 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.

Other notes on the draft:

- “I have lived in this neighborhood my whole life” Good: it establishes a stake. Keep it short.

DP Global politics

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 40 minutes.

Carry out an engagement-project rehearsal on the court-lights item: frame the political issue, identify stakeholders (court users, nearby residents, the parks committee, the full council), hold one consented conversation with a park user or neighbor or observe a real public meeting with a trusted adult, and write a report on how power and legitimacy shape the decision, including whose voices are missing.

Use: The agenda item, the comment instructions, the resident's written comment, Seattle's public-comment page and the student's own engagement notes.

You'll make: Engagement report, 800–1,000 words, with a stakeholder map and engagement log

Time: 150 minutes

- 1 Frame the political issue in item 4 as one question.
- 2 Map the stakeholders: court users, nearby residents, the parks committee and the full council.
- 3 Hold one consented conversation with a park user or neighbor, or observe a meeting with a trusted adult.
- 4 Record what you learned in the engagement log.
- 5 Draft the power and legitimacy section on the Your draft page.
- 6 Finish the report, 800 to 1,000 words, on lined paper or in the online workspace.
- 7 Name the voices missing from your findings and the limits of your evidence.



Prefer typing? Scan to open the online workspace.

The political issue, framed as a question

Who should shape the hours of a shared public space when users and neighbors want different hours?

Pacing

Full chapter: 40 min.

Short on time: 40 min.

Say this

“Where does power sit in item 4? Name who shaped it, who recommends and who decides.” — Build the stakeholder map on the board together.

Watch for

Misconception: Students treat the committee as the final decider. **Listen for:** “The committee will ban the lights.”

Then: Point to the action line: a recommendation to the full council.

Support

- Stakeholder map with sources of power and access to the meeting
- Consent script and engagement log template
- Core-concept prompts: where does legitimacy come from in this process?
- Consent script: say who you are and what the project is, keep names private and let the person stop at any time.

Stretch

- Evaluate whether a recommendation made after public comment is more legitimate than one made without it, and what evidence would show the difference.

Heat check

Medium. Conversations with neighbors or park users can touch real local conflicts.

Cool-down: Students engage only with consent and a trusted adult. The report uses no names or addresses.

Your task, continued

Stakeholders and their sources of power

○ Court users: the right to comment. Residents: complaints on the record. Parks committee: the recommendation. Full council: the final action.

Who can reach the meeting, and who cannot

☛ Anyone who signs up by 5:00 p.m. or writes before the meeting.
People working at 6 p.m. may not reach it.

Notes

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

This page continues page 218.

Standards

Global politics — key concepts: power and legitimacy

- Uses the course's key concepts of power and legitimacy to examine a political issue. In this case: Students analyze how public participation contributes to a decision's legitimacy.

Language A: language and literature — Readers, writers and texts — An area of exploration in the course: how

and texts — An area of exploration in the course: how readers, writers and texts interact to make meaning. In this case: Students analyze how public comments are shaped by the meeting's rules.

0π Answer key

A strong response:

- Frames a genuine local political issue with competing interests
- Engages people ethically and records what was learned
- Analyzes power and legitimacy with evidence from the engagement
- Names missing voices and the limits of the student's own findings

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 40 minutes.

Power and legitimacy section

Power over item 4 is shared unevenly. The parks committee holds agenda power, because it decides what to recommend on evening court hours. The full council holds the final decision. Nearby residents have already shaped the item, since their complaints about evening noise are its stated background. Court users hold a weaker form of power: the right to speak for two minutes or to send a written comment. Legitimacy is a separate question. A recommendation made after public comment can claim more legitimacy, because affected people had a chance to be heard. That claim is only as strong as the access behind it. The meeting is at 6 p.m., and speakers must sign up by 5:00 p.m. Many court users work late, Gia says, so they may never reach the room. Einstein, Palmer and Glick found that commenters often do not reflect the whole community. So a recommendation would be more legitimate if the committee showed it heard from both sides, including people who wrote in. My conversation is one data point, so I treat it as a lead, not proof.

Pacing

Full chapter: 40 min.

 Short on time: 40 min.

Say this

“Is a recommendation made after public comment more legitimate? What evidence would show it?” — Push for evidence about who spoke or wrote in.

Watch for

Misconception: Students treat one conversation as proof about everyone. **Listen for:** “The neighbor I talked to said everyone hates the noise.” **Then:** Ask what one conversation can show, and what it cannot.

Heat check

 Low.

Answer key

What to notice in the sample:

1. Makes a claim about power, not only a description.
2. Keeps the two core concepts distinct.
3. Uses research to test the legitimacy claim.
4. Names a limit of the student’s own findings.

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 10 minutes.

Does your report frame a real local issue with competing interests?	☒ Yes ☐ No
Did you engage people ethically and record what you learned?	☒ Yes ☐ No
Do you analyze power and legitimacy with evidence?	☒ Yes ☐ No
Do you name missing voices and the limits of your findings?	☒ 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.

Case 19 | Check your work | DP Global politics educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one removed private detail or one sharper request.

👁 Watch for

Misconception: Students only shorten the draft.

Listen for: “I just cut some words.” **Then:** Point to the Revision row. Ask why each cut helps the committee or protects someone.

🔥 Heat check

■□□ Low.

🔑 Answer key

How to assess: The educator gives practice feedback on issue framing, ethical engagement and conceptual analysis; the report is not an internal assessment submission and no IB marks are predicted.

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.

[illegible]

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 15 minutes.

- 1 The parks committee cannot fix the bus problem. Who should get that question instead?

➤ The body with bus routes in its remit. Gia should find its agenda and rules and keep the bus out of her parks comment.

- 2 How could Gia's comment respond to the resident's concern about noise?

➤ She could name the concern in one sentence, then ask for 9 p.m. on weekdays and a review of when the noise happens.

- 3 What does Gia get from speaking, even if the committee recommends turning off the lights?

➤ Her count goes on the public record, she can follow the item to the full council, and she learns how the process works.

- 4 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. The committee could make that option easier to find, since commenters often do not reflect the whole community.

My take

My claim: ____.

➤ Gia should name item 4, give one observation, acknowledge the noise concern and make one request.

Case 19 | Questions to discuss

| DP Global politics educator edition

⌚ Pacing

Full chapter: 15 min.

✂ Short on time: 10 min. Use questions 3 and 4 only.

💬 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

The best evidence is ____, because ____.

👉 The agenda, because its action line shows the committee recommends and the full council decides.

Someone who disagrees might say ____.

👉 Gia should skip the meeting and write to the full council, which makes the final decision.

The limit of the evidence is ____.

👉 No document says how many residents complained or when the noise happens.

I would change my mind if ____.

👉 The complaints showed that the noise starts before 9 p.m. on weekdays.

Notes

Case 19 | Questions to discuss | DP Global politics educator edition

This page continues page 223.

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.

Case 19 | Talk about this case at home | DP Global politics educator edition

🕒 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

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

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

Compensation Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

En español: compensación

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

En español: quien toma la decisión

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

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

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

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

En español: FICA (Seguro Social y Medicare)

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

En español: salario bruto

Jurisdiction A jurisdiction is the place or area where a particular government or rule has authority.

En español: jurisdicción

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

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

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

Precedent A precedent is an earlier court decision that judges use as a guide in similar later cases.
En español: precedente

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

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

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

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

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
4					
5					
7					
9					
10					
11					
12					
13					
16					
18					
19					

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
4 Who gets a say when a shared room changes?					
5 Why is my deposit smaller than what I earned?					
7 Did one complaint get the novel banned?					
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?					
16 Who wrote the new building rule?					
18 Why is the theater curtain still falling apart?					
19 What should Gia say in her two-minute comment?					

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

IB Diploma Programme Global politics (guide for first assessment 2026)

- International Baccalaureate, Global politics course page:
<https://ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/global-politics/>
- International Baccalaureate, Global politics updates: <https://ibo.org/university-admission/latest-curriculum-updates/global-politics-updates/>
- International Baccalaureate, Global politics guide, first assessment 2026:
<https://ibo.org/globalassets/new-structure/university-admission/pdfs/subject-guides/global-politics-guide-first-assessment-2026.pdf>

Checked September 25, 2026.