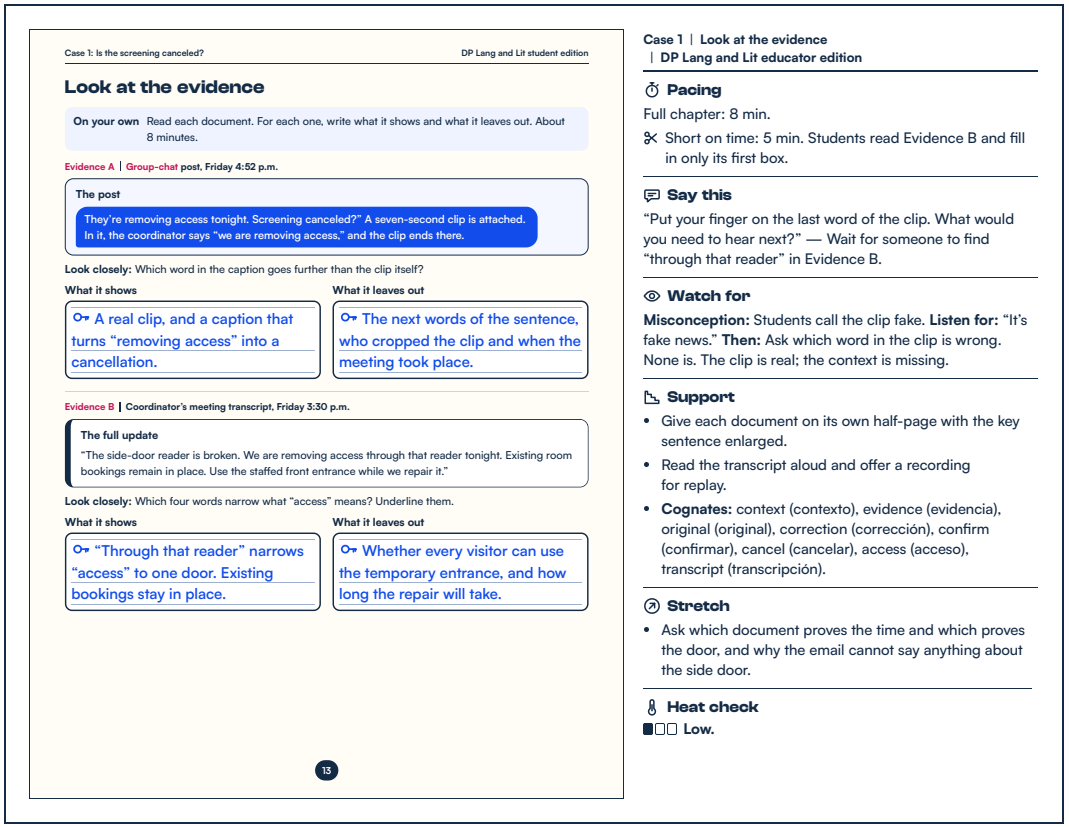
Educator edition

# IB Diploma Programme: Language A: language and literature

IB Diploma Programme Language A: language and literature classes at SL and HL, using selected cases for Paper 1 practice and one individual-oral rehearsal.

**10 cases**



Case 1: Is the screening canceled? DP Lang and Lit 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 8 minutes.

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

The post

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

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

| What it shows | What it leaves out |
|---|---|
| A real clip, and a caption that turns "removing access" into a cancellation. | The next words of the sentence, who cropped the clip and when the meeting took place. |

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

The full update

"The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it."

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

| What it shows | What it leaves out |
|---|---|
| "Through that reader" narrows "access" to one door. Existing bookings stay in place. | Whether every visitor can use the temporary entrance, and how long the repair will take. |

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Case 1 | Look at the evidence | DP Lang and Lit educator edition

**Pacing**

Full chapter: 8 min.

Short on time: 5 min. Students read Evidence B and fill in only its first box.

**Say this**

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

**Watch for**

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

**Support**

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

**Stretch**

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

**Heat check**

■□□ Low.

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

# How to use this educator edition

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

## The educator column

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

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

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

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

**Support** Scaffolds, sentence frames and English and Spanish cognates.

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

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

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

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

## Answers

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

## Heat check

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

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

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

# Plan the course

| Case | Task | Students make | Full chapter, min | One period, min | Code of ethics | Fit |
|---|---|---|---|---|---|---|
| 1 Is the screening canceled? | Write a guided textual analysis of the group-chat screenshot and its caption in response to the guiding question. Treat it as a non-literary text: analyze the crop, the caption's punctuation, the placement of "canceled?" and the reader it assumes. | Guided analysis, 600—800 words, written in 75 minutes | 120 | 75 | SPJ Code of Ethics | Strong |
| 3 What should a group do after a public mistake? | Write a guided textual analysis of the crew's published correction, reading it against the caption it replaces. Then apply the same guiding question to one longer real correction or apology statement the teacher selects. | Guided analysis, 600—800 words, written in 75 minutes | 116 | 75 | PRSA Code of Ethics | Partial |
| 6 What can your family see in your college records? | Write a guided textual analysis of the university's parent-access guide in response to the guiding question, treating it as an institutional text written for families and students at once. | Guided analysis, 600—800 words, written in 75 minutes | 113 | 75 | AACRAO Ethics and Practice | 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 the individual oral. Choose a short extract from Matilda, such as the library scene with Mrs Phelps, and a short extract from a body of non-literary work on book challenges, such as a library association's public statements or a district's reconsideration notices. Prepare a 10-minute response examining how the global issue of who controls young people's access to books is presented through the content and form of both extracts, followed by 5 minutes of teacher questions. | 10-minute recorded oral plus 5 minutes of teacher questions, with a one-page outline | 110 | 90 | ALA Code of Ethics | Strong |
| 8 Is it a recommendation or an ad? | Write a guided textual analysis of Gia's first-cut review (spoken script, on-screen text and caption) in response to the guiding question, treating it as a multimodal non-literary text. | Guided analysis, 600—800 words, written in 75 minutes | 117 | 75 | FTC Endorsement Guides (16 CFR Part 255) | Strong |
| 9 What is on your ballot, and where do you check? | Write a guided textual analysis of a teacher-selected voter guide aimed at young or first-time voters, responding to the guiding question. | Guided analysis, 600—800 words, written in 75 minutes | 115 | 75 | SPJ 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? | Write a guided textual analysis of a passage from Justice Fortas's majority opinion in Tinker (1969) that includes the "schoolhouse gate" sentence, responding to the guiding question. | Guided analysis, 600—800 words, written in 75 minutes | 112 | 75 | ABA Model Rules of Professional Conduct | Partial |
| 15 Is Rafa's unpaid internship really a job? | Write a guided textual analysis of the studio's internship listing in response to the guiding question, then test your reading against one real internship listing the teacher selects. | Guided analysis, 600—800 words, written in 75 minutes | 113 | 75 | NACE Principles for Ethical Professional Practice | Partial |
| 16 Who wrote the new building rule? | Write a guided textual analysis of the unsigned notice, then apply the same guiding question to one longer real building or institutional notice the teacher selects. | Guided analysis, 600—800 words, written in 75 minutes | 113 | 75 | ABA Model Rules of Professional Conduct | Partial |
| 20 Can the crew post this image as true? | Write a guided textual analysis of a teacher-selected, clearly labeled AI-generated image post and its caption, answering the guiding question, then test your analysis against the case's courtyard post and its reposts. | Guided analysis, 600—800 words, written in 75 minutes | 104 | 75 | RTDNA Code of Ethics | Partial |

# Standards in this edition

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

**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 3 and 9**

**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: Development and sustainability** IB Diploma Programme. Uses the course's Development and sustainability thematic study to examine a political issue. **Case 15**

**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 6**

**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 1, 3, 7, 8, 15, 16 and 20**

**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 6, 9 and 12**

**Theory of Knowledge — Knowledge and technology (optional theme)** IB Diploma Programme. An optional theme of the course: how technology shapes the way knowledge is produced and shared. **Cases 1, 8 and 20**

# Professional standards in this edition

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

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

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

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

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

spj.org/spj-code-of-ethics

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

Revised code adopted June 11, 2015.

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

**Truth and accuracy above all:** Cases 1 and 20

**Independence and transparency:** Case 3

**Opening statement (before the guiding principles):** Case 9

rtdna.org/ethics

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

No date shown on the page.

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

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

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

# Professional standards in this edition, continued

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

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

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

**Free Flow of Information:** Cases 3 and 8

**Disclosure of Information:** Cases 12 and 20

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

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

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

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

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

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

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

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

# Professional standards in this edition, continued

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

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

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

**Standards of professional practice:** Case 6

**Principles of professional ethics:** Case 6

aacrao.org/resource/ethics-and-practice

**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 2 (of 9):** Case 7

ala.org/tools/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 I: Commitment to the Student, item 2:** Case 7

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

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

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

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

**§ 255.5 Disclosure of material connections:** Case 8

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

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

# Professional standards in this edition, continued

**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 2.1 Advisor:** Case 12

**Rule 4.1 Truthfulness in Statements to Others:** Case 15

**Rule 4.3 Dealing with Unrepresented Person:** Case 15

**Rule 3.1 Meritorious Claims and Contentions:** Case 16

americanbar.org/groups/professional_responsibility/publications/model_rules_of_professional_conduct

**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

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

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

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

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

**4. Comply with laws:** Case 15

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

# Access, language and discussion

### Supports in this edition

- **Vocabulary:** Keep a glossary of text-type conventions and multimodal terms for each case's text type.
- **Read aloud:** For practice, read the unseen text aloud once before timed analysis, then withdraw the support as the course progresses.
- **Bilingual planning:** Allow annotation in any language during practice; the analysis is written in the language of the course. Never ask a student to disclose a disability, immigration status, family finances or private records to take part.
- **Oral rehearsal:** For the individual oral, rehearse the opening minute and practice answering follow-up questions with a partner.
- **Other ways to respond:** Early in the course, allow a recorded spoken commentary as a step toward written Paper 1 analysis.

### Cognates

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

### Heat check

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

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

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

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

### No one has to share

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

# How this book works

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

**What happened** Read the story and the question you will answer.

**Reading passage** Read a longer passage about the case. Stop and think at each question.

**Key idea and In the news** Read the idea behind the case, a code of ethics and two real news stories.

**Practice** Choose the best response and fix two phrases in a student's draft.

**Check your work** Answer yes-or-no questions and mark your level in the rubric.

**Talk about this case at home** Take home a page of questions for your family.

**Key terms** Learn the words the case needs, each with its Spanish word.

**Look at the evidence** Read each document. Write what it shows and what it leaves out.

**Sort the evidence** Decide which evidence supports each claim and whose view is missing.

**Your task** Follow the numbered steps, plan in the boxes and write your draft.

**Questions to discuss** Write short answers, then finish My take.

### Labels on the page

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

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

### Directions on each page

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

### When a page continues

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

### Filling in this book

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





## Say this

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

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

## Watch for

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

## Support

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

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## Say this

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

## Watch for

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

## Support

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

# Case 1: Is the screening canceled?

## Content note

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

## Overview

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

## Before this case

Students should already be able to:

- annotate a short text for content, form and effect
- write an analytical thesis that answers a guiding question
- support each claim with a precise reference to a text

## Objectives

Students will be able to:

## Objectives, continued

- analyze how the crop, the caption's punctuation and the placement of "canceled?" position a reader
- respond directly to a guiding question in a sustained analysis
- test a first reading against the transcript and the booking email
- organize an analysis in clear academic language

## Materials

- This chapter, one copy per student
- Evidence A as the unseen text, with the guiding question printed above it
- Evidence B and C, held back until after the first draft
- A timer for 75 minutes

## The task in this edition

**Task:** Write a guided textual analysis of the group-chat screenshot and its caption in response to the guiding question. Treat it as a non-literary text: analyze the crop, the caption's punctuation, the placement of "canceled?" and the reader it assumes.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

## Pacing

**Opener (page 3):** 4 min. Short on time: 3 min. Read What happened aloud. Do not discuss the post yet.

**Key terms (pages 4 and 5):** 4 min. Short on time: skip.

**Your task (pages 9 and 10):** 8 min. Short on time: 5 min. Read the guiding question aloud. Students annotate on their own.

**Your draft (pages 11 and 12):** 60 min. Short on time: 60 min.

**Look at the evidence (page 13):** 8 min. Short on time: 5 min. Students read Evidence B and fill in only its first box.

**Look at the evidence (page 14):** 4 min. Short on time: 2 min. Read Evidence C aloud. Skip its boxes.

**Key idea (pages 15 and 16):** 8 min. Short on time: skip.

**Sort the evidence (page 17):** 6 min. Short on time: skip.

**Check your work (pages 18 and 19):** 8 min. Short on time: skip. Give practice feedback yourself on the four areas in the route's assessment.

**Questions to discuss (pages 20 and 21):** 10 min. Short on time: skip.

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

# Case 1 plan, continued

## Pacing, continued

**Periods:** full chapter 120 minutes; one period 75 minutes.

## 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 the same clip produces different meanings for readers with different stakes.

**Theory of Knowledge — Knowledge and technology (optional theme)** An optional theme of the course: how technology shapes the way knowledge is produced and shared. In this case: Students ask how screenshots shape what a group believes it knows.

## Codes of ethics

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

## Heat map

■□□ **Opener (page 3):** Low

## Heat map, continued

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

■□□ **Look at the evidence (page 13):** Low

■□□ **Look at the evidence (page 14):** Low

■□□ **Key idea (pages 15 and 16):** Low

■■□ **Sort the evidence (page 17):** Medium

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

## Try it at your school

**Find out how your school sends urgent updates.**

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

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

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

## Sources

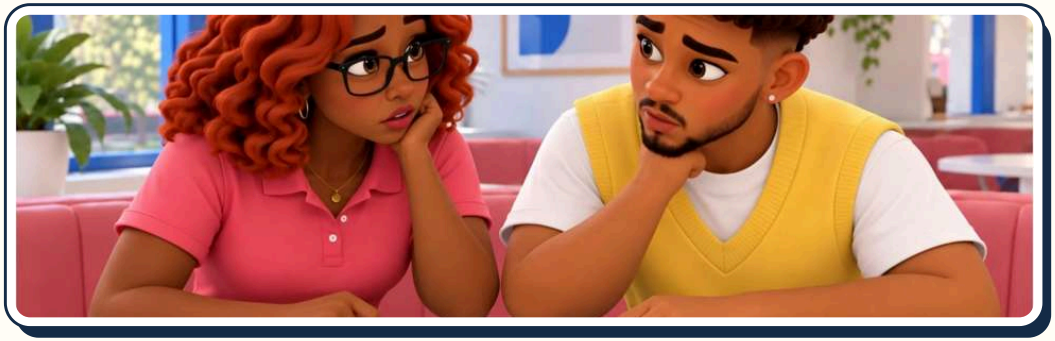

- Scholastic, "Sunrise on the Reaping announcement," June 6, 2024
- Robert M. Entman, "Framing," 1993
- Society of Professional Journalists, "SPJ Code of Ethics," September 6, 2014

# Case 1: Is the screening canceled?

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

**On your own** Read What happened. Underline the sentence that worries the crew. About 4 minutes.

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



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

## What happened

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

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

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

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

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





### Pacing

Full chapter: 4 min.

Short on time: 3 min. Read What happened aloud. Do not discuss the post yet.

### Say this

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

### Watch for

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

### Support

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

### Heat check

■□□ **Low.**

# Key terms

**On your own** Read each key term and its example. Then write your first guess in the box. About 4 minutes.

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

En español: afirmación

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

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

En español: contexto

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

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

En español: encuadre

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

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

En español: comunicado provisional

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

# Who is involved

**Mateo**

**Booked the room for tonight**

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

**Gia**

**Leaving soon for a café shift**

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





## Pacing

Full chapter: 4 min.

Short on time: skip this page.

## Say this

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

## Watch for

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

## Support

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

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

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

My first guess is ___, because ___.

My first guess is that the event is off, because the coordinator is on video saying access is being removed.

### Notes





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

# Reading passage

**Whose version travels fastest**

**On your own** Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 6 minutes.

**Words to know**

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

### The story: A real clip with a false caption

By late Friday afternoon, the Common Room is almost ready. The event space, tucked inside a Fort Greene bookshop, has rows of folding chairs that Mateo has been arranging since lunch. Jordy is checking whether the projector's captions are readable from the back row. Gia has about ten minutes before she has to leave for a café shift. Sami, who uses a manual wheelchair and usually enters through the side door, is already on the train from the print shop.

At 4:52 p.m., a seven-second clip reaches the group chat. It comes from a meeting about the room. The coordinator says, "we are removing access," and the clip ends. The forwarded caption supplies the conclusion the video does not: "They're removing access tonight. Screening canceled?"

Nothing about the clip is fabricated. That is what makes it persuasive. The voice is real, the words are real and the meeting happened. Gia's instinct is protective. People are already asking whether to turn around, and she wants to save them a trip. Mateo's instinct is hopeful, and he says plainly that he wants the clip to be fake. Jordy's instinct comes from editing. A sentence that stops at "access" usually has more after it.

Your role in this case is specific. You are the one who reads the full transcript before Gia posts. Every reply the crew sends will be read by people making decisions on the move, so the order of the crew's next three steps matters.

**Stop and think.** Why can a real clip mislead people more easily than a fake one?





## Pacing

Reading: about 6 min (775 words). Short on time: read it aloud together, pausing at each Stop and think.

## Stop and think

1. **After "The story: A real clip with a false caption":** Why can a real clip mislead people more easily than a fake one?
2. **After "Reading the record against the clip":** The holding statement avoids the word "canceled." What might happen if it repeated the word, even to deny it?
3. **After "Selection, emphasis and who controls the story":** Entman says a frame works by selection and emphasis. What did the crew's correction select and emphasize?

### Reading the record against the clip

The caption makes a **claim**, a statement that something is true that can be checked with evidence. Two documents test it. The coordinator's 3:30 p.m. transcript reads: "The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it." Mateo's booking email from Tuesday confirms Friday, 6 to 9 p.m., a step-free front entrance and staff at the desk from 5:30.

Set side by side, the documents show that the clip is accurate but incomplete. **Context**, the information around a quote that you need to understand what it means, narrows "removing access" to a single broken reader. The email adds something the transcript does not: the front entrance is step-free. It also leaves something out. It was sent before Friday's meeting, so it says nothing about the side door.

The crew's response follows the evidence in order. First, Jordy sends a **holding statement**, a short update that says what is known, what is still being checked and when people will hear more: "We're checking the original. Hold your plans for a moment." Notice what it avoids. It does not repeat the word "canceled," and it does not call the clip fake. Then Gia posts the correction in the same chat where the rumor spread, with the time, the entrance and the original update. Jordy captions it so it can be read without sound. Mateo keeps a link to the full transcript beside the cropped clip.

> **Stop and think.** The holding statement avoids the word "canceled." What might happen if it repeated the word, even to deny it?

### Selection, emphasis and who controls the story

Robert Entman's research defines **framing** through two actions: selecting some aspects of a situation and making them more salient (Robert M. Entman, "Framing," 1993). In plain terms, framing is choosing which parts of a situation a message brings forward. The seven-second crop is a frame built by subtraction. It selects "removing access" and removes the qualifier. Analyzing a frame does not require proving anyone's motive. It requires showing what was selected and what was left out.

The pattern reaches far beyond one group chat. When Suzanne Collins announced a new Hunger Games novel, her publisher quoted her on propaganda and "the power of those who control the narrative" (Scholastic, June 6, 2024). In the 2012 film's reaping scene, the Capitol stages an official ceremony, yet it cannot control how the crowd reacts when Katniss volunteers for Prim. In our reading, the scene and the clip raise the same question: whose version does the edit make easiest to see?

Research suggests the defense is teachable. A Stanford study found that most of 3,446 students judged posts by how they looked rather than by who made them (Stanford Graduate School of Education, November 18, 2019).





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

### Selection, emphasis and who controls the story, continued

A district-wide field study in high school government classes found that teaching lateral reading measurably improved how students judged online claims (Wineburg et al., Journal of Educational Psychology, July 2022). News organizations hold themselves to a similar standard. The RTDNA code warns that "trending" or "going viral" may increase urgency, but these "only heighten the need for strict standards of accuracy" (RTDNA Code of Ethics, June 11, 2015). Finding the original source is the first skill in this series, and every later case builds on it.

**Stop and think.** Entman says a frame works by selection and emphasis. What did the crew's correction select and emphasize?

### Sources

Real source | Robert M. Entman | 1993
**Framing**

Real source | Scholastic | June 6, 2024
**Sunrise on the Reaping announcement**

Real source | Stanford Graduate School of Education | November 18, 2019
**High school students are unprepared to judge the credibility of information on the internet, according to Stanford researchers**

Real source | Journal of Educational Psychology (Wineburg et al.) | July 2022
**Lateral reading on the open Internet: A district-wide field study in high school government classes**

Real source | Radio Television Digital News Association (RTDNA) | 2015
**RTDNA Code of Ethics**

### Notes





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

DP Lang and Lit

# Your task

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

Write a guided textual analysis of the group-chat screenshot and its caption in response to the guiding question. Treat it as a non-literary text: analyze the crop, the caption's punctuation, the placement of "canceled?" and the reader it assumes.

**Use:** The screenshot and caption as the unseen text. The transcript and booking email are held back until after the first draft, then used to test the reading.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Read later:** Evidence A. You will read it after your first draft.

**Guiding question:** How do the crop and the caption work together to lead readers toward a conclusion the full transcript does not support?

1. Read the guiding question and the post in Evidence A.
2. Annotate the post in three layers: content, form and effect on the reader.
3. Write a thesis that answers the guiding question.
4. Draft your opening and first body paragraph on the Your draft page.
5. Finish the analysis, 600 to 800 words, on lined paper within the 75 minutes.
6. Read Evidence B and C. Mark one claim the full record confirms or changes.

Prefer typing? Scan to open the online workspace.

**Content: what the post says**

A caption asks if the screening is canceled, above a clip about access.

**Form: how the post is built**

A seven-second crop, a two-sentence caption and a question mark.





## Pacing

Full chapter: 8 min.

Short on time: 5 min. Read the guiding question aloud. Students annotate on their own.

## Say this

"You are reading this post the way the chat did, with nothing else. What does it want you to believe?" — Hold back Evidence B and C until drafts are in.

## Watch for

**Misconception:** Students analyze only what the post says. **Listen for:** "The post says the screening is canceled." **Then:** Ask how it says it: where the crop stops and what the question mark does.

## Support

- Guiding question printed above the text
- Annotation layers: content, form, effect on the reader
- Model opening paragraph on a different text type
- Annotation layers: content (what it says), form (how it is built), effect (what a reader does).

## Stretch

- Practice framing a global issue through this text, such as how the power to edit shapes public belief, knowing that a real individual oral uses extracts from a literary work and a body of work studied in the course.

## Your task, continued

**Effect: what a reader does**

The reader fills the gap with the biggest meaning: the event is off.

**Thesis**

The post leads readers toward cancellation by cutting the coordinator off mid-sentence and naming the missing meaning for them. The question mark lets it suggest what it never states.

**Notes**





This page continues page 9.

### 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 the same clip produces different meanings for readers with different stakes.

**Theory of Knowledge — Knowledge and technology (optional theme)** — An optional theme of the course: how technology shapes the way knowledge is produced and shared. In this case: Students ask how screenshots shape what a group believes it knows.

### Answer key

**A strong response:**

- Responds directly to the guiding question
- Analyzes how specific formal features create meaning
- Supports each claim with precise reference to the text
- Sustains an organized line of analysis in clear academic language

# Your draft

**On your own** Write your draft in the boxes. Use your planner from the page before. About 60 minutes.

**Your opening paragraph**

The screenshot is a short non-literary text, but it is carefully built. A seven-second clip ends on the words “we are removing access,” and a caption above it asks, “Screening canceled?” The post leads readers toward cancellation by cutting the coordinator off mid-sentence and then naming the missing meaning for them. The question mark lets the caption suggest what it never states.

**Your first body paragraph**

The crop is the text’s first and strongest choice. Because the clip stops at “access,” the word has no object and no limit. A reader cannot tell whose access is being removed or where. The first sentence of the caption, “They’re removing access tonight,” repeats the clip’s words and adds “tonight,” which makes the change feel immediate. The second sentence supplies the meaning the crop left open. “Screening canceled?” places the event itself at the end of the post, where a reader sees it last. The question mark softens the claim, but it does not remove it.





## Pacing

Full chapter: 60 min.

Short on time: 60 min.

## Say this

“Now read the transcript. Did the full record confirm your reading or change it?” — Give five minutes before students revise one claim.

## Watch for

**Misconception:** Students turn the analysis into a fact-check. **Listen for:** “The post is wrong because the transcript says…” **Then:** Keep the focus on how the text works. The transcript tests a reading. It does not replace it.

## Answer key

**What to notice in the sample:**

1. The thesis answers the guiding question and names a formal feature.
2. Analyzes form, not only content.
3. Links placement to its effect on the reader.

## Your draft, continued

**After Evidence B and C: one claim the full record confirms or changes**

The transcript confirms my reading. The next words were “through that reader tonight,” so “access” meant one side door.

**Notes**





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

# 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 | Group-chat post, Friday 4:52 p.m.**

**The post**

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

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

**What it shows**

A real clip, and a caption that turns "removing access" into a cancellation.

**What it leaves out**

The next words of the sentence, who cropped the clip and when the meeting took place.

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

**The full update**

"The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it."

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

**What it shows**

"Through that reader" narrows "access" to one door. Existing bookings stay in place.

**What it leaves out**

Whether every visitor can use the temporary entrance, and how long the repair will take.





## Pacing

Full chapter: 8 min.

Short on time: 5 min. Students read Evidence B and fill in only its first box.

## Say this

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

## Watch for

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

## Support

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

## Stretch

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

## Heat check

■□□ **Low.**

## Look at the evidence, continued

Evidence C | Booking email to Mateo, sent Tuesday

**The booking email**

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

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

**What it shows**

A separate record of the booking that agrees with the transcript on the entrance.

**What it leaves out**

The broken reader. It was sent on Tuesday, three days before the Friday meeting.

**What is still missing from the evidence?**

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

**Notes**





### Pacing

Full chapter: 4 min.

Short on time: 2 min. Read Evidence C aloud. Skip its boxes.

### Say this

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

### Watch for

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

### Support

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

### Stretch

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

### Heat check

■□□ **Low.**

# Key idea: framing

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

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

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

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

### Professional standards

Real source | Society of Professional Journalists (SPJ)

**SPJ Code of Ethics: Seek Truth and Report It**

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

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

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

**Your answer**

The transcript goes on to say ___, which means ___.

The transcript goes on to say "through that reader tonight. Existing room bookings remain in place." The clip stops just before the words that limit "access."





## Pacing

Full chapter: 8 min.

Short on time: skip this page.

## Say this

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

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

## Watch for

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

## Support

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

## Stretch

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

## Heat check

■□□ **Low.**

## In the news

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

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

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

Real source | PolitiFact | August 1, 2022

**Viral image shows fake story from The Atlantic about Biden**

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

**Notes**





This page continues page 15. The notes for both pages are on the sheet for page 15.

## Sort the evidence

**On your own** Compare each piece of evidence with each claim. Write supports, challenges or neither in each box. About 6 minutes.

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

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

**Still open**

- Can every visitor use the temporary entrance?

## Whose perspective is missing?

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

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

People who already changed their plans after the first post. Nobody knows how many there are, so I would ask how the correction will reach people who left the chat.





### Pacing

Full chapter: 6 min.

Short on time: skip this page.

### Say this

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

### Watch for

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

### Support

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

### Heat check

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

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

# 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 thesis answer the guiding question directly? | ☑ Yes | ☐ No |
| Do you analyze at least two formal features, such as the crop and the question mark? | ☑ Yes | ☐ No |
| Does each claim rest on a precise reference to the post? | ☑ Yes | ☐ No |
| Did the full record confirm or change one of your claims? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

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





## Pacing

Full chapter: 8 min.

Short on time: skip this page. Give practice feedback yourself on the four areas in the route's assessment.

## Say this

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

## Watch for

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

## Support

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

## Heat check

■□□ **Low.**

**How your work is scored, continued**

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

**One change I made after reading the full record**

I changed ___ because ___.

I cut my guess that the poster wanted to scare people, because neither the post nor the transcript shows why it was posted.

**Notes**





This page continues page 18.

## Answer key

**How to assess:** The educator gives practice feedback on understanding and interpretation, analysis of the writer's choices, focus and organization, and language; no IB marks are predicted.

**Proficient looks like:**

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

## Questions to discuss

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

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

The crop selected the words about removing access, and the caption made cancellation the most noticeable idea. No word in the clip was false.

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

No. The sources cannot show motive, and the rubric treats a guess about motive as a reasoning gap. The crew can correct the claim without judging the person.

**3** Jordy's holding message does not repeat the word "canceled." Why might that matter?

Repeating the word would put the rumor in front of readers again. A message that names only what is being checked keeps the claim from spreading.

**4** What rule could the Common Room adopt for urgent updates? What would the rule cost?

Link the coordinator's original update in the first post about any change. The cost is a slower first message while some people are already traveling.

## My take

My claim: ___.

The crew should correct the claim with the time, the entrance and a link to the transcript, without guessing at motive.





### Pacing

Full chapter: 10 min.

Short on time: skip this page.

### Say this

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

### Stretch

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

## My take, continued

The best evidence is ___, because ___.

The transcript, because it narrows “access” to one reader and keeps existing bookings in place.

Someone who disagrees might say ___.

Speed matters more than accuracy when people are already on the train.

The limit of the evidence is ___.

No document says whether every visitor can use the front entrance.

I would change my mind if ___.

The coordinator reported a second problem with the room.

**Notes**





This page continues page 20.

### Heat check

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

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

# Talk about this case at home

## Case 1: Is the screening canceled?

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

### Questions to talk about

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

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

See the case online.





## Pacing

At home: this page takes no class time.

## Say this

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

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

## Content note

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

## Overview

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

## Before this case

Students should already be able to:

- annotate a non-literary text for sequence, agency and hedging
- write an analytical thesis that answers a guiding question
- support each claim with a precise reference

## Objectives

Students will be able to:

- analyze how a correction uses order and precise detail
- compare how agency is assigned in the caption and in the correction

## Objectives, continued

- connect the conventions of corrections to their purpose
- apply the same guiding question to a longer real correction

## Materials

- This chapter, one copy per student
- The published correction (the revised draft in the Practice answer key) and the caption in Evidence A
- One longer published correction or apology from a newsroom or organization, chosen by you
- The guiding question printed above the texts

## The task in this edition

**Task:** Write a guided textual analysis of the crew's published correction, reading it against the caption it replaces. Then apply the same guiding question to one longer real correction or apology statement the teacher selects.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

**Fit: partial.** The published correction is a usable practice text for analyzing how an organization constructs accountability, but the case's texts are very short, so a full Paper 1 rehearsal needs a longer real correction or apology statement alongside it.

## Pacing

**Opener (page 23):** 4 min. Short on time: 3 min. Read What happened aloud. Skip the opening question.

**Key terms (pages 24 and 25):** 4 min. Short on time: skip.

**Look at the evidence (page 29):** 6 min. Short on time: 3 min. Students read Evidence A and B and skip the boxes.

**Look at the evidence (page 30):** 6 min. Short on time: 3 min. Students read Evidence C and D and skip the boxes.

**Key idea (pages 31 and 32):** 6 min. Short on time: skip.

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

**Practice (page 34):** 8 min. Short on time: 3 min. Skip the choice. Hand out the published correction from the answer key.

**Your task (pages 35 and 36):** 10 min. Short on time: 8 min. Read the guiding question aloud. Students annotate on their own.

**Your draft (pages 37 and 38):** 50 min. Short on time: 50 min.

**Check your work (pages 39 and 40):** 8 min. Short on time: 5 min. Give practice feedback yourself on the four areas in the route's assessment.

**Questions to discuss (pages 41 and 42):** 8 min. Short on time: skip.

# Case 3 plan, continued

## Pacing, continued

**Talk about this case at home (page 43):** at home.

**Periods:** full chapter 116 minutes; one period 75 minutes.

## 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 the writer's intent and the readers' experience diverge.

**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 ask how an organization rebuilds legitimacy after a public error.

## Codes of ethics

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

## Heat map

■■□ **Opener (page 23):** Medium

■□□ **Key terms (pages 24 and 25):** Low

■□□ **Look at the evidence (page 29):** Low

■□□ **Look at the evidence (page 30):** Low

■□□ **Key idea (pages 31 and 32):** Low

■■□ **Sort the evidence (page 33):** Medium

■□□ **Practice (page 34):** Low

■□□ **Check your work (pages 39 and 40):** Low

## Try it at your school

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

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

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

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

## Sources


- Public Relations Society of America (PRSA), "PRSA Code of Ethics," October 2000


## Sources, continued


- Society of Professional Journalists, "SPJ Code of Ethics," September 6, 2014
- Critical Media Project, "Zootopia: the press conference," No date listed

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

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

**On your own** Read What happened. Underline the caption and the time the projector failed. About 4 minutes.

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

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

## What happened

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

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

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

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





### Pacing

Full chapter: 4 min.

Short on time: 3 min. Read What happened aloud. Skip the opening question.

### Say this

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

### Watch for

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

### Support

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

### Heat check

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

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

# Key terms

**On your own** Read each key term and its example. Then write your first guess in the box. About 4 minutes.

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

En español: afirmación

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

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

En español: corrección

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

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

En español: rendición de cuentas

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

# Who is involved

**Gia**

**Wrote the recap caption**

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

**Jordy**

**Kept the setup log on Friday**

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





## Pacing

Full chapter: 4 min.

Short on time: skip this page.

## Say this

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

## Watch for

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

## Support

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

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

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

My first guess is ___, because ___.

My first guess is an explanation of the projector failure, because that caused the delay.

**Notes**





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

# Reading passage

### When an explanation becomes blame

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

**Words to know**

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

### The story: The log nobody opened

The crew's first neighborhood screening, the one saved from a cropped clip in Case 1, went ahead on Friday. On Saturday at 11:08 a.m., the crew posted a recap. Caio, 24, had edited the video. Gia, 21, wrote the caption: "Great night, once the younger crowd finally got organized." It seemed accurate to her in the loose way captions often do. A few people had arrived late, and the evening had started late, so the two facts fused into a cause.

On Sunday at the edit desk, Jordy opens the setup log. At 5:40 p.m., a projector failure was reported. At 6:00, attendees were seated. At 6:20, a replacement was connected, twenty minutes after the audience sat down. The final line notes that Anika and Dec, the two youngest people involved, carried chairs before the doors opened. Jordy writes in the chat that no one opened the log before posting, Jordy included.

Anika's voice note lands next: "We were helping you set up. Why are we the problem in this post?" Gia had already drafted a response, which was never posted: "Sorry if this came across wrong. We love our younger neighbors and would never want anyone to feel excluded." Rereading it, she recognizes the conditional "if" as a dodge. The draft also never mentions the projector.

**Stop and think.** How did two true facts, a late start and some late arrivals, combine into a false claim?

### Two jobs in one caption

The caption did two jobs at once. It explained the late start, and it assigned blame for it to a group of people. The first job is a **claim**, a statement that something is true that can be checked with evidence.





## Pacing

Reading: about 5 min (715 words). Short on time: read it aloud together, pausing at each Stop and think.

## Stop and think

1. **After "The story: The log nobody opened":** How did two true facts, a late start and some late arrivals, combine into a false claim?
2. **After "Two jobs in one caption":** Why does accountability include limits on what the crew asks of Anika and Dec?
3. **After "What research and professional codes add":** Walter and Murphy found that explanations beat bare denials. What explanation should the correction give?

### Two jobs in one caption, continued

Case 1 gave you the method: find the original source. The log is that source, and it replaces the caption's explanation with a mechanical one.

A **correction** is a public statement that replaces wrong information with accurate information. A strong correction here has a clear order. It names the wrong claim, states what the log shows and places the fix where the original audience will see it. Caio's rule, fix the same post instead of burying it under a new one, follows from that last requirement.

**Accountability** is owning a mistake and doing what you said you would do to fix it. In practice, accountability becomes a list of named owners. Gia corrects the post. Caio keeps a visible correction note with the edit. Jordy adds a source check before publication. Each owner is a named person rather than the crew in general, so anyone can check later whether the work was done. Just as important is what accountability does not require. Anika should not have to comfort Gia or approve the correction in public. Jordy suggests offering Anika a private way to respond and then letting her decide what she thinks. Jordy also proposes a test of success that ignores view counts. Ask a few people who saw the first post why the screening started late. If they still say "the younger crowd," the fix failed.

**Stop and think.** Why does accountability include limits on what the crew asks of Anika and Dec?

### What research and professional codes add

A 2016 study of apologies found that acknowledging responsibility and offering repair mattered most among six elements (Lewicki et al., Negotiation and Conflict Management Research, April 6, 2016). Research on misinformation points the same way. A meta-analysis of 65 studies found that corrections work better when they explain what is true rather than simply denying the false claim (Walter and Murphy, Communication Monographs, May 15, 2018). Gia's draft offered neither an explanation nor a repair.

Journalists write the prominence rule into their ethics. The RTDNA code says ethical journalism requires "owning errors, correcting them promptly and giving corrections as much prominence as the error itself had" (RTDNA Code of Ethics, June 11, 2015). NPR's public editor describes naming the error, fixing it on the story and keeping a public list (NPR, October 21, 2022).

The film connection sharpens the stakes. In Zootopia (2016), Judy tells a press conference that a set of incidents has a biological explanation tied to one group, and Nick's reaction shows a personal cost her official answer overlooks. In our reading, good intentions do not erase the effect of an unsupported claim about a group. The animal groups in the film are not a scientific model of human race. The crew's caption is far smaller, but it made the same kind of move. Your job is to check the log's times before the correction goes up.





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

**Stop and think.** Walter and Murphy found that explanations beat bare denials. What explanation should the correction give?

### Sources

Real source | Negotiation and Conflict Management Research (Lewicki et al.) | April 6, 2016
**An Exploration of the Structure of Effective Apologies**

Real source | Communication Monographs (Walter & Murphy) | May 15, 2018
**How to unring the bell: A meta-analytic approach to correction of misinformation**

Real source | Radio Television Digital News Association (RTDNA) | 2015
**RTDNA Code of Ethics**

Real source | NPR Public Editor | October 21, 2022
**That was wrong**

Real source | Critical Media Project | No date listed
**Zootopia: the press conference**

### 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 each document. For each one, write what it shows and what it leaves out. About 6 minutes.

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

**The caption**

Great night, once the younger crowd finally got organized.

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

| What it shows | What it leaves out |
|---|---|
| A public claim about cause that names an age group and no evidence. | What the setup log recorded at the time. |

**Evidence B | Setup log, Friday evening**

**Jordy's event log**

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

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

| What it shows | What it leaves out |
|---|---|
| A same-night record: a 5:40 failure, a 6:20 fix, and Anika and Dec helping. | What each attendee experienced, and whether latecomers mattered. |





## Pacing

Full chapter: 6 min.

Short on time: 3 min. Students read Evidence A and B and skip the boxes.

## Say this

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

## Watch for

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

## Support

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

## Stretch

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

## Heat check

■□□ **Low.**

## Look at the evidence, continued

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

**Anika's message**

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

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

| What it shows | What it leaves out |
|---|---|
| The person the caption blamed, correcting the record and naming the harm. | What response Anika wants, public or private. |

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

**Gia's first correction**

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

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

| What it shows | What it leaves out |
|---|---|
| An apology about intent that uses "if" and corrects no fact. | The false cause, the real cause and any repair. |

**What is still missing from the evidence?**

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





### Pacing

Full chapter: 6 min.

Short on time: 3 min. Students read Evidence C and D and skip the boxes.

### Say this

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

### Watch for

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

### Support

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

### Stretch

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

### Heat check

■□□ **Low.**

# Key idea: corrections

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

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

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

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

### Professional standards

Real source | Public Relations Society of America (PRSA)

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

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

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

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

**Your answer**

The first change is ___, made in ___, because ___.

The first change is the caption, edited in the original post with a correction note, because the error should be fixed where it appeared.





## Pacing

Full chapter: 6 min.

Short on time: skip this page.

## Say this

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

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

## Watch for

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

## Support

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

## Stretch

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

## Heat check

■□□ **Low.**

## In the news

Real source | NPR Public Editor | October 21, 2022

**That was wrong**

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

Real source | NPR | October 8, 2017

**Dove Expresses 'Regret' For Racially Insensitive Ad**

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

**Notes**





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

## Sort the evidence

**On your own** Compare the four accounts. Mark where they agree, where they differ and which one was written at the time. About 6 minutes.

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

**Account 1**

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

**Account 2**

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

**Account 3**

Anika: "We were helping you set up."

**Where they agree**

The screening started late.

**Where they differ**

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

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

## Whose perspective is missing?

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

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

People who saw the recap but were not there. I would ask what they now believe caused the delay.





### Pacing

Full chapter: 6 min.

Short on time: skip this page.

### Say this

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

### Watch for

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

### Support

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

### Heat check

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

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

## Practice: choose a response

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

**What should go first in the correction?**

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

**Why I chose it**

B. A correction has to replace the claim with the record. A offers regret without facts, and C removes the post but not the belief.

## Improve a draft

**A student's first draft**

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

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

**Rewrite phrase 1**

Our log shows a projector failure at 5:40 p.m. and a fix at 6:20.

**Rewrite phrase 2**

Before each recap, Jordy checks every claim about a cause against the log.





### Pacing

Full chapter: 8 min.

Short on time: 3 min. Skip the choice. Hand out the published correction from the answer key.

### Say this

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

### Watch for

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

### Heat check

■□□ **Low.**

### Answer key

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

**Other notes on the draft:**

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

DP Lang and Lit

## Your task

**On your own** Read the steps. Fill in the planner boxes before you start your draft. About 10 minutes.

Write a guided textual analysis of the crew's published correction, reading it against the caption it replaces. Then apply the same guiding question to one longer real correction or apology statement the teacher selects.

**Use:** The original caption, the posted correction from the case and one teacher-selected published correction from a newsroom or organization.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Guiding question:** How does the correction use order and precise detail to rebuild trust with the readers the original caption wronged?

1. Read the guiding question, the caption in Evidence A and the published correction.
2. Annotate the correction in three layers: sequence, agency and hedging.
3. Compare who does what in the caption and in the correction.
4. Write a thesis that answers the guiding question.
5. Draft your opening and first body paragraph on the Your draft page.
6. Apply the same guiding question to the longer correction your teacher selects.
7. Finish the analysis, 600 to 800 words, on lined paper within the 75 minutes.

Prefer typing? Scan to open the online workspace.

**Sequence**

Error first, then the log, then the fix.

**Agency**

The caption blames "the younger crowd." The correction says "we."





### Pacing

Full chapter: 10 min.

Short on time: 8 min. Read the guiding question aloud. Students annotate on their own.

### Say this

"In the caption, who did something wrong? In the correction, who did?" — Write both answers on the board: "the younger crowd" and "we."

### Watch for

**Misconception:** Students analyze content and skip form. **Listen for:** "The correction says the projector broke." **Then:** Ask where it says so and what comes before. Order is a choice.

### Support

- Guiding question printed above the text
- Annotation layers: sequence, agency (who did what), hedging
- Checklist of conventions for corrections and apologies as a text type
- Annotation layers: sequence (what comes first), agency (who does what), hedging (how sure it sounds).

### Stretch

- Compare how agency is assigned in the caption ("the younger crowd") and in the correction ("we"), and explain the effect on the readers who were wronged.

## Your task, continued

**Hedging**

Almost none. “That was wrong.” has no qualifier.

**Thesis**

The correction rebuilds trust by moving agency from “the younger crowd” to “we.” It states the error before any apology and backs it with logged times.

**Notes**





This page continues page 35.

### 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 the writer’s intent and the readers’ experience diverge.

**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 ask how an organization rebuilds legitimacy after a public error.

### Answer key

**A strong response:**

- Responds directly to the guiding question
- Analyzes sequence, agency and word choice with precise references
- Connects the text type’s conventions to its purpose
- Sustains an organized line of analysis in clear academic language

# Your draft

**On your own** Write your draft in the boxes. Use your planner from the page before. About 50 minutes.

**Your opening paragraph**

A public correction is a text type with a hard job: it must replace a claim readers already believe. The crew's correction does that job by reversing the caption it replaces. The caption made "the younger crowd" the agent of the delay. The correction makes the crew the agent of the error. It states the error before any apology, and it backs the new account with times from Jordy's log.

**Your first body paragraph**

Sequence carries much of the correction's meaning. It opens by restating the caption's claim and then closes it with three words: "That was wrong." Only then does it introduce evidence: "Jordy's event log shows the projector failed at 5:40 p.m." The precise time does rhetorical work. A reader can check it, which the caption's vague "finally got organized" never allowed. The apology comes near the end, after the facts and the repair, so it cannot be read as a substitute for them.





## Pacing

Full chapter: 50 min.

Short on time: 50 min.

## Say this

"Now read the longer correction. Does it follow the same order?" — Give students ten minutes with the second text before they write.

## Watch for

**Misconception:** The analysis drifts into judging the crew. **Listen for:** "The crew was irresponsible." **Then:** Bring it back to the text: how does the correction try to rebuild trust?

## Answer key

**What to notice in the sample:**

1. Analyzes agency, as the challenge asks.
2. Makes a precise reference to sequence.
3. Connects precise detail to rebuilding trust.

## Your draft, continued

**One question I will ask of the longer correction**

Does the longer correction name its error before it apologizes, as the crew's correction does?

**Notes**





This page continues page 37. The notes for both pages are on the sheet for page 37.

# 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 thesis answer the guiding question directly? | ☑ Yes | ☐ No |
| Do you analyze sequence, agency and word choice with precise references? | ☑ Yes | ☐ No |
| Do you connect the conventions of corrections to their purpose? | ☑ Yes | ☐ No |
| Did you apply the guiding question to the longer correction? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

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





## Pacing

Full chapter: 8 min.

Short on time: 5 min. Give practice feedback yourself on the four areas in the route's assessment.

## Say this

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

## Watch for

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

## Heat check

■□□ **Low.**

## Answer key

**How to assess:** The educator gives practice feedback on understanding and interpretation, analysis of the writer's choices, focus and organization, and language; no IB marks are predicted.

**Proficient looks like:**

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

### How your work is scored, continued

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

### One change I made after feedback

I changed ___ because ___.

🔑 I cut my summary of the Zootopia scene, because the analysis should stay on the two texts in front of me.

### Notes





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

## Questions to discuss

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

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

It was a believable story, not a record. The same-night log shows an equipment failure, and nothing links the latecomers to the delay.

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

Ask viewers why the screening started late. If they name the projector, not "the younger crowd," the correction reached them.

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

Whether to respond, in public or in private, and whether they trust the crew again. The repair work stays with the crew.

## My take

My claim: ___.

A correction must replace the false cause with the logged cause, in the same post.

The best evidence is ___, because ___.

The setup log, because it was recorded at the time instead of remembered afterward.

Someone who disagrees might say ___.

Deleting the post removes the harm faster than correcting it.





### Pacing

Full chapter: 8 min.

Short on time: skip this page.

### Say this

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

### Stretch

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

## My take, continued

The limit of the evidence is ___.

The log does not show whether latecomers affected the start at all.

I would change my mind if ___.

Attendees' accounts showed that latecomers delayed the start.

**Notes**





This page continues page 41.

### Heat check

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

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

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

# Talk about this case at home

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

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

### Questions to talk about

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

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

See the case online.





## Pacing

At home: this page takes no class time.

## Say this

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

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

## Content note

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

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

## Overview

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

## Before this case

Students should already be able to:

- annotate a non-literary text for structure and diction
- write a focused thesis in response to a guiding question
- sustain an analysis under timed conditions

## Objectives

Students will be able to:

- respond directly to the guiding question

## Objectives, continued

- analyze the guide's structure, forms of address and diction with precise references
- explain the effects on families and on students
- sustain an organized analysis in clear academic language

## Materials

- This chapter, one copy per student
- The American University parent-access guide, printed with the guiding question above it
- Annotation layers: question-and-answer structure, headings, forms of address, conditional wording
- The federal FAQ, for use only after drafting

## The task in this edition

**Task:** Write a guided textual analysis of the university's parent-access guide in response to the guiding question, treating it as an institutional text written for families and students at once.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

## The task in this edition, continued

**Fit: partial.** The university guide is a genuine non-literary text written for two audiences, which suits Paper 1 practice on structure and address, but it is procedural and thin on style, so pair it with a richer text type for a full rehearsal.

## Pacing

**Opener (page 44):** 4 min. Short on time: 2 min. Summarize What happened in one minute.

**Key terms (pages 45 and 46):** 4 min. Short on time: skip.

**Look at the evidence (pages 50 and 51):** 6 min. Short on time: skip. Students work from the American University guide.

**Key idea (pages 52 and 53):** 6 min. Short on time: skip.

**Sort the evidence (page 54):** 5 min. Short on time: skip.

**Practice (page 55):** 4 min. Short on time: skip.

**Your task (pages 56 and 57):** 10 min. Short on time: 10 min.

**Your draft (page 58):** 60 min. Short on time: 60 min.

**Check your work (pages 59 and 60):** 6 min. Short on time: 3 min. Students answer the Check your work questions only. Give practice feedback yourself.

# Case 6 plan, continued

## Pacing, continued

**Questions to discuss (pages 61 and 62):** 8 min. Short on time: skip.

**Talk about this case at home (page 63):** at home.

**Periods:** full chapter 113 minutes; one period 75 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 compare how privacy rights shift at adulthood and who holds them.

**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 who decides what information about a person may be known, and by whom.

## Codes of ethics

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

## Heat map

■■□ **Opener (page 44):** Medium

■□□ **Key terms (pages 45 and 46):** Low

■□□ **Look at the evidence (pages 50 and 51):** Low

■□□ **Key idea (pages 52 and 53):** Low

■■□ **Sort the evidence (page 54):** Medium

■□□ **Practice (page 55):** Low

■□□ **Check your work (pages 59 and 60):** Low

## Try it at your school

**Find your school's records notice.**

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

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

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

## Sources


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

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

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

**On your own** Read What happened and underline what Rafa's dad asks for in the family chat. About 4 minutes.

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

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

## What happened

Rafa, 18, has just started college, and his parents help pay his tuition bill. He commutes from the next block and helps at his family's shop after class. At the end of August, the college mailed Rafa a family-access form, but he has not opened the envelope yet.

On Sunday night, his parents ask about the form in the family group chat. His dad wants Rafa's login so the family can handle everything. Rafa is glad to share the bill, but he wants to read the rest of the form first.

Caio, an older friend who rents a room on the block, reads the form with Rafa, not for him. The form has separate sections for billing and for grades. Rafa wants to check the billing box. He wants to talk with his family before he decides about grades.

**Your question:** What will this form let Rafa's parents see, and what should he ask before he signs?





### Pacing

Full chapter: 4 min.

Short on time: 2 min. Summarize What happened in one minute.

### Say this

"Rafa's dad asks for his login. What is his dad trying to help with?" — Hear two answers. Keep the talk about Rafa's family, not students' own.

### Watch for

**Misconception:** Students assume paying tuition gives parents full access. **Listen for:** "They pay, so they get to see it." **Then:** Write "paying" and "seeing" as two columns. Ask which document connects them.

### Support

- Read What happened aloud while students follow along.
- Remind students that nobody shares their own records or family rules.

### Heat check

■■□ **Medium.** Students may compare the case with their own family's rules about grades.

**Cool-down:** Say: "We're working with Rafa's family." Go straight to the form.

# Key terms

**On your own** Read each key term and its example, then write your first guess in the box. About 4 minutes.

**FERPA** FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.

En español: FERPA (Ley de Derechos Educativos y Privacidad de la Familia)

**In this case:** Rafa is 18 and in college, so under the general rule the FERPA rights to his records are his, not his parents'.

**Education record** An education record is a record directly about a student that a school or college keeps.

En español: expediente educativo

**In this case:** Rafa's grades and schedule are education records. Section 2 of his form asks whether his parents may receive information about his grades.

**Consent** Consent is permission a person gives for something specific, such as sharing a record with a named person.

En español: consentimiento

**In this case:** Rafa's form asks for consent in two separate sections, one for billing and one for grades. He can say yes to one and no to the other.

# Who is involved

**Rafa**

**First-year commuter with a family-access form**

"My parents help with the bill. The college mailed this form, and the family chat already wants to know if I signed it. I haven't even opened it."

**Caio**

**Reads the form with Rafa, not for him**

"I can sit with Rafa while he asks. Being the older friend doesn't make this my decision."





## Pacing

Full chapter: 4 min.

Short on time: skip this page.

## Say this

"Which key term tells you whose rights these are?" — Wait for FERPA. Then ask when the rights transfer.

## Watch for

**Misconception:** Students think FERPA protects only children. **Listen for:** "FERPA is for kids." **Then:** Reread the key idea: the rights transfer to the student at 18 or on starting college.

## Support

- Pair students who share a language to explain each term in their own words.
- Show a timeline: middle school, high school, 18 or college.
- **Cognates:** consent (consentimiento), privacy (privacidad), authorization (autorización), exception (excepción), information (información), academic (académico), federal (federal), education (educación).

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

Before you look at the evidence, what do you think Rafa's parents are allowed to see?

My first guess is ___, because ___.

My first guess is that the form decides it, because a college would not share grades without a signature.

**Notes**





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

# Reading passage

**Consent, one box at a time**

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

**Words to know**

- **FERPA**: FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.
- **Education record**: An education record is a record directly about a student that a school or college keeps.
- **Consent**: Consent is permission a person gives for something specific, such as sharing a record with a named person.
- **Decision-maker**: A decision-maker is the person or group with the power to make a particular choice.

### The story: Family support and a sealed envelope

Rafa, 18, is in his first weeks of college. He commutes from the next block and works at his family's shop after class. His parents help with tuition, and they want to keep helping. At the end of August, the college mailed him a parent and family access form. He has not opened it.

On Sunday night, his parents bring it up in the family group chat. His mom asks whether the tuition form arrived so they can help with the bill. His dad proposes the simplest route from a parent's point of view: send the login, and the family will take care of everything. Rafa answers that he can share the bill part and wants to read the rest first. His reply is honest and a little uncomfortable. It says yes to one kind of help and asks for time on another.

Caio, 24, the oldest in the crew, rents a room on the block and offers to sit with Rafa while he reads the form. He is careful about the limits of that help. Being the older friend does not make this his decision. When the conversation turns to exceptions in the law, Caio pushes for precision. Which exception, and does it even fit Rafa? Just saying "privacy law" will not answer his dad.

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

**Stop and think.** Rafa says yes to one kind of help and asks for time on another. Why might that be harder than saying yes to everything?





## Pacing

Reading: about 5 min (749 words). Short on time: read it aloud together, pausing at each Stop and think.

## Stop and think

1. **After "The story: Family support and a sealed envelope":** Rafa says yes to one kind of help and asks for time on another. Why might that be harder than saying yes to everything?
2. **After "A form is a set of separate decisions":** The notice lists rights and exceptions but not which exceptions this college uses. What should Rafa ask to fill that gap?
3. **After "The federal rule and its exceptions":** Why does Caio insist on naming the exact exception instead of saying "privacy law"?

### A form is a set of separate decisions

The new skill in this case builds on Case 5. There, you read a pay statement line by line and matched each line to a record. Here, you read a form section by section and decide each part on its own. Section 1 would let a named person view account statements and make payments. Section 2 would let that person receive information about grades, enrollment and academic standing. Section 3 says the authorization lasts until Rafa changes or withdraws it in writing. The first two sections each carry a separate yes-or-no box.

The college's annual notice adds the legal frame. Students have the right to inspect their education records, to request corrections and to consent to disclosures, except where the law allows disclosure without consent. The notice does not say which exceptions this college uses, and neither document says where Rafa sends a written change.

Two earlier terms sharpen the analysis. A **decision-maker** (Case 4) is the person or group with the power to make a particular choice, and on this form that person is Rafa. A trade-off (also Case 4) exists in each section separately. Sharing billing costs little and gives his parents what they asked for. Sharing grades may strengthen family trust, or it may shift a conversation Rafa would rather have in person first. **Consent** is permission a person gives for something specific, such as sharing a record with a named person. For college records, it is written and specifies which record, to whom and for what purpose. A shared login is the opposite of specific.

**Stop and think.** The notice lists rights and exceptions but not which exceptions this college uses. What should Rafa ask to fill that gap?

### The federal rule and its exceptions

**FERPA**, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records. An **education record** is a record directly about a student that a school or college keeps. Under the general rule, FERPA rights transfer from parents to the student at 18 or when the student enters college at any age, and the law calls that student an "eligible student" (U.S. Department of Education, Student Privacy Policy Office, no date listed). Paying tuition does not, by itself, return those rights to a parent.

The exceptions are real and narrow. A college may disclose records to parents if the student is a dependent for federal tax purposes, and it may disclose in a health or safety emergency. The Department of Education stresses that these disclosures are permitted, not required (U.S. Department of Education, Student Privacy Policy Office, no date listed). That is why the practical step is a question to the records office, not an argument from the law alone. American University's parent-access guide shows how one institution handles it, and it is one university's process, not a national rule (American University, June 30, 2025).





This page continues page 47. The notes for both pages are on the sheet for page 47.

### The federal rule and its exceptions, continued

Records management is also a data security problem. A breach at PowerSchool exposed millions of student records (Education Week, January 9, 2025). The Markup has reported on how school software companies gain access to student data, and where FERPA's protections run out (The Markup, January 15, 2022). Registrars' own professional code asks them to "protect the legitimate privacy interests of all individuals" (AACRAO Ethics and Practice, 2010).

**Stop and think.** Why does Caio insist on naming the exact exception instead of saying "privacy law"?

### Sources

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed
**What is FERPA?**

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed
**Must postsecondary institutions provide a parent with access to an eligible student's education records?**

Real source | American University, AU Central | June 30, 2025
**FERPA and parent-access guide**

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

Real source | The Markup | January 15, 2022
**The Big Business of Tracking and Profiling Students**

Real source | American Association of Collegiate Registrars and Admissions Officers (AACRAO) | 2010
**AACRAO Ethics and Practice**

### Notes





This page continues page 47. The notes for both pages are on the sheet for page 47.

# Look at the evidence

**On your own** Read the form and the notice, and fill in both boxes for each one. About 6 minutes.

**Evidence A | College form**

**Parent and family access authorization, mailed to Rafa on August 28**

Section 1, Billing and payments: allow the person named below to view account statements and make payments. Yes or No. Section 2, Academic records: allow the person named below to receive information about grades, enrollment and academic standing. Yes or No. Section 3: this authorization stays in effect until the student changes or withdraws it in writing.

**Look closely:** Which section covers billing, and which covers grades? Circle each yes-or-no box.

**What it shows**

Two separate consents. Section 3 lets Rafa change or withdraw either one in writing.

**What it leaves out**

The exceptions that allow sharing without consent, and whether any fit Rafa.

**Evidence B | College notice**

**Annual FERPA notice on the registrar's page**

Students have the right to inspect their education records, to request corrections and to consent to disclosures, except where the law allows disclosure without consent. Questions go to the Office of the Registrar.

**Look closely:** Which phrase tells you the law has exceptions? Underline it.

**What it shows**

The rights sit with the student, and "except where the law allows" signals exceptions.

**What it leaves out**

Which exceptions apply here, such as tax dependency, and who decides at the registrar.





## Pacing

Full chapter: 6 min.

Short on time: skip this page. Skip this page. Students work from the American University guide.

## Say this

"Put one finger on the billing section and one on the grades section. Could Rafa say yes to one and no to the other?" — Wait for "yes, they are separate."

## Watch for

**Misconception:** Students read the notice as a promise of total privacy. **Listen for:** "So nobody can ever see his grades." **Then:** Point to "except where the law allows disclosure without consent."

## Support

- Give each document on its own half-page with the section headings enlarged.
- Read the notice aloud and pause at "except."
- **Cognates:** consent (consentimiento), privacy (privacidad), authorization (autorización), exception (excepción), information (información), academic (académico), federal (federal), education (educación).

## Stretch

- Ask what Section 3 lets Rafa do later, and why that matters for the choice he makes today.

## Heat check

■□□ **Low.**

## Look at the evidence, continued

**What is still missing from the evidence?**

- Which exceptions the college uses and whether any fit Rafa, including tax dependency; what help his family wants; and where a written change goes.

**Notes**





This page continues page 50. The notes for both pages are on the sheet for page 50.

# Key idea: education records

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

**FERPA**, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records. It gives parents, and later students, rights over those records. An **education record** is a record directly about a student that a school or college keeps. Grades, transcripts and schedules can be education records, on paper or stored digitally. Under the general rule, the rights transfer to the student at age 18 or when the student starts college, at any age. The law calls that student an "eligible student."

Helping pay tuition does not, by itself, give those rights back to a parent. **Consent** is permission a person gives for something specific, such as sharing a record with a named person. For college records, consent is written and says which record, to whom and for what purpose. Rafa's form asks about billing and about grades in separate sections. He can say yes to one section and no to the other. He can also change his choice later in writing.

FERPA also has exceptions, which are situations in which a college may share records without the student's consent. A college may share records with parents if the student is a dependent for federal tax purposes. It may also share them in a health or safety emergency. The U.S. Department of Education says this sharing is allowed, not required, so Rafa should ask his records office what his college does.

### Professional standards

Real source | **American Association of Collegiate Registrars and Admissions Officers (AACRAO)**

**AACRAO Ethics and Practice: Standards of professional practice**

"Protect the legitimate privacy interests of all individuals and maintain appropriate confidentiality of institutional and student education records"

**In plain words:** College registrars who belong to AACRAO agree to protect students' privacy and keep education records confidential.

**Question:** Rafa's form separates billing from grades. What would the registrar need before sharing his grades with his parents?





## Pacing

Full chapter: 6 min.

Short on time: skip this page.

## Say this

"The AACRAO code asks registrars to protect privacy. What would a registrar need before sharing Rafa's grades?" — Wait for "his consent in Section 2."

## Watch for

**Misconception:** Students treat the AACRAO code as the law. **Listen for:** "The registrar would go to jail." **Then:** Say: "The code binds AACRAO members. FERPA is the federal law on education records."

## Support

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

## Stretch

- Use the second AACRAO row. Ask what a clear, complete answer to each of Rafa's three questions would include.

## Heat check

■□□ **Low.**

**Professional standards, continued**

**Your answer**

The registrar would need ___, unless ___.

The registrar would need Rafa's consent in Section 2, unless a FERPA exception applies, such as tax dependency. Even then, sharing is allowed, not required.

## In the news

Real source | U.S. Department of Education (YouTube) | November 7, 2013

**Student Privacy 101: FERPA for Parents and Students**

The Education Department's own short explainer of FERPA rights and when they move from parents to students.

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed

**Must postsecondary institutions provide a parent with access to an eligible student's education records?**

Answers the case question directly, including the exception for students claimed as tax dependents.

**Notes**





This page continues page 52. The notes for both pages are on the sheet for page 52.

## Sort the evidence

**On your own** Fill in the diagram to show who decides each question, which rule applies and who can ask. About 5 minutes.

Who actually decides each question: Rafa, the rule or the college? Mark where paying the bill and seeing grades split into two separate decisions.

| Who may see Rafa's grades? | Who may see and pay the tuition bill? |
|---|---|
| **Who decides**<br>Rafa, the eligible student, through written consent | **Who decides**<br>Rafa, the eligible student, through written consent |
| **Under which rule**<br>FERPA: rights transfer to the student at 18 or on entering college | **Under which rule** |
| **Who lives with it**<br>Rafa's family, who help pay tuition | **Who lives with it**<br>Rafa's family, who help pay tuition |
| **Your way in**<br>The registrar or records office explains which form and which exceptions apply | **Your way in** |

## Whose perspective is missing?

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

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

His parents' reasons are missing. The chat shows they want to help with the bill, but not why they asked for his login. I would ask what they need to see.





### Pacing

Full chapter: 5 min.

Short on time: skip this page.

### Say this

"For each question on the diagram, who decides: Rafa, the rule or the college?" — Model the grades question together.

### Watch for

**Misconception:** Students name the parents as the deciders. **Listen for:** "His parents decide because they pay." **Then:** Point to the diagram: his family can ask, and Rafa decides through written consent.

### Support

- Let students label each box Rafa, rule or college before they write sentences.

### Heat check

**Medium.** The missing-perspective question can turn to students' own families.

**Cool-down:** Keep answers about the characters. No student describes their own family arrangements.

## Practice: choose a response

**On your own** Choose who holds Rafa's rights and explain why, then fix the two marked lines. About 4 minutes.

**Rafa is 18 and in college, and his parents help pay his tuition. Under the general FERPA rule, who holds the rights to his education records?**

- [x] **A** Rafa does.
- [ ] **B** His parents do, because they help pay the bill.
- [ ] **C** His parents do, until Rafa signs a form that says otherwise.

**Why I chose it**

A. Under the general rule the rights are Rafa's. B confuses paying with permission, and C reverses the rule: the form is how he shares, not how he gains rights.

## Improve a draft

**A student's first draft**

Rafa, (1) your parents are paying so they can probably see everything, that's how it works at most schools. My parents could always see my grades on the portal in high school. FERPA is a privacy law but it's mostly for kids. (2) Once you're 18 it doesn't really matter anymore. If you want to keep your grades private you should just not give them your password. Honestly just ask your parents what they want to see. They're helping you a lot so it's probably fair for them to know how you're doing.

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

**Rewrite phrase 1**

Paying tuition doesn't give access to grades. That needs consent in a separate section.

**Rewrite phrase 2**

At 18 or on starting college, FERPA rights transfer to you, though some exceptions apply.





### Pacing

Full chapter: 4 min.

Short on time: skip this page.

### Say this

"Rafa is 18 and in college. Who holds the rights to his records?" — Vote before any discussion.

### Watch for

**Misconception:** Students pick the paying-parents option. **Listen for:** "They're paying, so it's theirs." **Then:** Ask what the form would be for if his parents already held the rights.

### Support

- Read the options aloud before students choose.

### Heat check

■□□ **Low.**

### Answer key

**A revised version:** Rafa, under the general FERPA rule, the rights to your education records are yours now, because you're 18 and in college. Paying tuition doesn't automatically give your family access to your grades. At schools like the one in the guide, parent access for paying the bill is separate from permission to see academic records. You can decide what to share. Talk with your family about what help you actually want, then ask the records office which form covers that, what it allows and how to change it later. There are exceptions, so ask them which ones your college uses.

DP Lang and Lit

# Your task

**On your own** Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Write a guided textual analysis of the university's parent-access guide in response to the guiding question, treating it as an institutional text written for families and students at once.

**Use:** The American University parent-access guide linked in the case as the text; the federal FAQ is used only as background after drafting.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Guiding question:** How does the guide's structure separate what families can do from what students control?

1. Read the guiding question printed above the American University guide.
2. Annotate the guide for structure, headings, forms of address and conditional wording.
3. Write a thesis that answers the guiding question.
4. Plan three body paragraphs in the planner.
5. Write your analysis in 75 minutes, 600 to 800 words, starting in the Your draft boxes.
6. Read the federal FAQ after drafting and note one point your analysis could add.

Prefer typing? Scan to open the online workspace.

**My thesis**

The guide lets families in through a question in their own voice, then uses its answer to mark where their access ends.





## Pacing

Full chapter: 10 min.

Short on time: 10 min.

## Say this

"How does the guide's structure separate what families can do from what students control?" — Read the guiding question aloud twice, then start the clock.

## Watch for

**Misconception:** Students explain FERPA instead of analyzing the text. **Listen for:** "FERPA says rights transfer at 18." **Then:** Ask what the guide does with its words, not what the law says.

## Support

- Guiding question printed above the text
- Annotation layers: question-and-answer structure, headings, forms of address, conditional wording
- Model paragraph analyzing a different institutional text
- Annotation colors: one for structure, one for address, one for conditional wording.

## Stretch

- Analyze how the guide addresses its readers, for example through headings and forms of address, and what that reveals about whose permission the institution centers.

## Your task, continued

**Three body paragraphs**

1. The question-and-answer structure. 2. Address: “my child” and the parent’s voice. 3. Separating billing access from permission for academic records.

**Notes**





This page continues page 56.

### 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 compare how privacy rights shift at adulthood and who holds them.

**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 who decides what information about a person may be known, and by whom.

### Answer key

**A strong response:**

- Responds directly to the guiding question
- Analyzes structure, address and diction with precise references
- Explains effects on both audiences
- Sustains an organized line of analysis in clear academic language

# Your draft

**On your own** Write your draft in the boxes, using your planner from the page before. About 60 minutes.

**Opening paragraph and thesis**

American University's parent-access guide is an institutional text with two readers: families who help pay and students who hold rights to their records. It asks, "How do I access my child's grades?" That question is written in a parent's voice. The guide lets families in through a question in their own voice, then uses its answer to mark where their access ends.

**First body paragraph**

The question-and-answer structure shapes the reader's path. A parent arrives with a question and receives an answer, which feels like service, not refusal. The answer separates parent online access for account activity and bill payment from authorization to discuss academic records. By stating that billing access does not include viewing grades, the guide draws a firm line in a calm register. A parent learns the limit as a practical fact. A student reading the same page sees that permission for academic records is a separate step.





## Pacing

Full chapter: 60 min.

Short on time: 60 min.

## Say this

"Every paragraph answers the guiding question. Check your topic sentences against it." — Call time at 60 minutes so students can write a conclusion.

## Watch for

**Misconception:** Analysis drifts into summary of the guide. **Listen for:** "Then the guide says... Then it says..." **Then:** Ask for the effect of one choice on one audience.

## Answer key

**What to notice in the sample:**

1. Identifies text type and audience in the first sentence.
2. Analyzes a form of address.
3. Explains the effect of the structure on families.
4. Explains the effect on the second audience.

# 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.

| | | |
|---|---|---|
| Do you respond directly to the guiding question? | ☑ Yes | ☐ No |
| Do you analyze structure, address and diction with precise references? | ☑ Yes | ☐ No |
| Do you explain effects on both audiences? | ☑ Yes | ☐ No |
| Is your analysis organized and written in clear academic language? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

| Skill | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Evidence** | ☐ No source cited. | ☐ Refers to "privacy law" generally. | ☐ Cites the transfer rule and the separate-access guide. | ☐ Cites both and notes that exceptions exist. |
| **Reasoning** | ☐ States the rule backwards. | ☐ Gets the transfer right but merges billing and grades. | ☐ Separates paying from permission correctly. | ☐ Explains why least access is a reasonable choice. |
| **Audience & purpose** | ☐ Tells Rafa what to do. | ☐ Gives advice without a next step. | ☐ Leaves the decision with Rafa and names the records office. | ☐ Respects Rafa's family relationship while protecting his choice. |
| **Revision** | ☐ No change. | ☐ Fixes one fact. | ☐ Fixes the rule and adds a next step. | ☐ Explains why each correction matters for Rafa's decision. |





## Pacing

Full chapter: 6 min.

Short on time: 3 min. Students answer the Check your work questions only. Give practice feedback yourself.

## Say this

"Mark your level honestly. Then make one change and say why." — Ask for one corrected rule or one added question for the records office.

## Watch for

**Misconception:** Students leave an absolute claim in place. **Listen for:** "Parents can never see grades." **Then:** Point to the Evidence row. Ask them to add that exceptions exist.

## Heat check

■□□ **Low.**

## Answer key

**How to assess:** The educator gives practice feedback on understanding and interpretation, analysis of the writer's choices, focus and organization, and language; no IB marks are predicted.

**Proficient looks like:**

- **Evidence:** Cites the transfer rule and the separate-access guide.
- **Reasoning:** Separates paying from permission correctly.
- **Audience & purpose:** Leaves the decision with Rafa and names the records office.
- **Revision:** Fixes the rule and adds a next step.

## Check your work, continued

**What I would add after reading the FAQ**

After reading the FAQ, I would add ___.

🔑 After reading the FAQ, I would add that the guide's separation matches the federal rule that rights transfer to the student.

**Notes**





This page continues page 59. The notes for both pages are on the sheet for page 59.

## Questions to discuss

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

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

Section 1 alone. His family asked to help with the bill, and billing access covers that. Grades can wait until they talk.

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

The form separates billing from grades, but his family may not know that. Talking first lets him explain the difference before he decides.

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

Parents generally need an eligible student's consent. The law allows, but does not require, sharing with parents of a tax dependent or in a health or safety emergency.

## My take

My claim: ___.

My claim: the smallest access that still helps is billing only, with grades left for a family talk.

The best evidence is ___, because ___.

The best evidence is Section 3, because it lets Rafa change his choice later in writing.





### Pacing

Full chapter: 8 min.

Short on time: skip this page.

### Say this

"Answer with a detail from the form or the notice, not from your own family." — Post the question numbers and hear one answer per question.

### Stretch

- Ask what Rafa could share with his family in a conversation, without signing any form.
- Going further: Compare FERPA's general rule with American University's parent-access process. Which parts come from the federal law, and which come from one university's forms?
- Going further: What might a student and a family member who pays the bill each misunderstand about access? Write wording that makes the separate permissions clear without promising total secrecy.
- Going further: Draw two permission guides for a sample student: a flowchart and a short conversation. Test both with a reader who does not know this case.
- Going further: Search your school or district website for its FERPA or "student records" notice. Then write one question about who can see a record, and ask the front office or a counselor. If you are heading to college, look up its parent-access and authorization forms early.
- Find your own school's FERPA notice and summarize what it says about directory information and opting out
- Compare FERPA with your state's student-privacy law, if it has one

## My take, continued

Someone who disagrees might say ___.

Someone who disagrees might say a paying family has a fair claim to see results.

The limit of the evidence is ___.

The limit of the evidence is that we don't know which exceptions Rafa's college uses.

I would change my mind if ___.

I would change my mind if his family claims him as a tax dependent and the college shares on that basis.

**Notes**





This page continues page 61.

### Heat check

**Question 2: Medium.** Students may describe their own family's rules about grades or money.

**Cool-down:** Say: "We're talking about Rafa's family, not ours." Return to what the chat shows his family asked for.

# Talk about this case at home

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

In this case, Rafa's parents help pay his college bill, and a form asks if they should also see his grades. Your student read the form and a federal privacy rule, then explained how paying the bill differs from seeing grades.

See the case online.

### Questions to talk about

1. Under the general rule, when do students start to control who sees their school records?
2. Why might a college form keep paying a bill separate from seeing grades?
3. Who at a college could answer a question about records?

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





## Pacing

At home: this page takes no class time.

## Say this

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

# Case 7: Did one complaint get the novel banned?

## Overview

Students read a short story in which a group chat claims that one parent's complaint got a novel "banned" from Anika's school library. They compare the claim with the district's reconsideration notice, the committee input form and the ALA's example procedure. They map where the novel is in the review. They then write input to the review committee that is tied to the selection criteria.

## Before this case

Students should already be able to:

- analyze authorial choices in a literary extract
- analyze a non-literary text as part of a body of work
- speak from notes for several minutes

## Objectives

Students will be able to:

- frame a global issue that is transnational and visible in local contexts
- analyze content and form in both extracts
- balance attention between the literary work and the body of work
- answer questions with textual evidence

## Materials

- This chapter, one copy per student

## Materials, continued

- An extract from Matilda studied in class, such as the library scene
- An extract from one body of non-literary work on book challenges, such as district reconsideration notices
- The global-issue planner and an outline template

## The task in this edition

**Task:** Rehearse the individual oral. Choose a short extract from Matilda, such as the library scene with Mrs Phelps, and a short extract from a body of non-literary work on book challenges, such as a library association's public statements or a district's reconsideration notices. Prepare a 10-minute response examining how the global issue of who controls young people's access to books is presented through the content and form of both extracts, followed by 5 minutes of teacher questions.

**Students make:** 10-minute recorded oral plus 5 minutes of teacher questions, with a one-page outline

## Pacing

**Opener (page 64):** 4 min. Short on time: 3 min. Summarize What happened in one minute.

## Pacing, continued

**Key terms (pages 65 and 66):** 4 min. Short on time: skip.

**Look at the evidence (pages 70 and 71):** 8 min. Short on time: 6 min. Students fill in the Evidence A boxes only.

**Key idea (pages 72 and 73):** 8 min. Short on time: 6 min. Read the key idea only.

**Sort the evidence (page 74):** 6 min. Short on time: skip.

**Practice (page 75):** 4 min. Short on time: skip.

**Your task (pages 76 and 77):** 20 min. Short on time: 20 min.

**Your draft (pages 78 and 79):** 40 min. Short on time: 40 min.

**Check your work (pages 80 and 81):** 8 min. Short on time: 8 min.

**Questions to discuss (pages 82 and 83):** 8 min. Short on time: 7 min. Use question 3 only.

**Talk about this case at home (page 84):** at home.

**Periods:** full chapter 110 minutes; one period 90 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 64):** Medium

■□□ **Key terms (pages 65 and 66):** Low

■□□ **Look at the evidence (pages 70 and 71):** Low

## Heat map, continued

■■□ **Key idea (pages 72 and 73):** Medium

■■□ **Sort the evidence (page 74):** Medium

■□□ **Practice (page 75):** Low

■□□ **Check your work (pages 80 and 81):** Low

## Try it at your school

**Find your library's reconsideration policy.**

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

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

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

## Sources


- Penguin, "Matilda by Roald Dahl: authorized extract," No date listed
- American Library Association, "Selection and Reconsideration Policy Toolkit: formal reconsideration," No date listed


## Sources, continued


- 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 4 minutes.

**Your role:** You're the one who reads the library notice before anyone replies "banned." **New skill:** Find what stage a process has reached.

Gia, Mari and Sami talk around a table on a rooftop terrace at sunset.

## What happened

On Thursday night, a message about a novel in the library at Anika's high school appears in a group chat. The message says one parent complained, so the novel is now banned and gone from the library. Gia replies that this is censorship.

On Friday, the school library posts a notice about the novel. Mari reads it and compares it with the group chat. Gia deletes her first reply, because she had not read the notice or the novel.

Mari works the counter at the neighborhood bookshop. She switches between print and audio, and she is halfway through the novel on audio. Gia is planning a discussion at the bookshop. First, both of them want to know what stage the library's process has reached.

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





### Pacing

Full chapter: 4 min.

Short on time: 3 min. Summarize What happened in one minute.

### 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 4 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: 4 min.

Short on time: skip this page.

## Say this

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

## Watch for

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

## Support

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

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

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

My first guess is ___, because ___.

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

**Notes**





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

# 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 67. The notes for both pages are on the sheet for page 67.

### 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 67. The notes for both pages are on the sheet for page 67.

# 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 | What it leaves out |
|---|---|
| A request, not a decision: a committee reads the full work and judges it by criteria. | 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 | What it leaves out |
|---|---|
| Input is capped at 300 words, and the form asks which criteria it addresses. | How comments count in the decision, and the full list of criteria. |





## Pacing

Full chapter: 8 min.

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

## Say this

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

## Watch for

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

## Support

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

## Stretch

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

## Heat check

■□□ **Low.**

## Look at the evidence, continued

**What is still missing from the evidence?**

Which novel is under review and what the request says, who sits on the review committee, what the district's selection criteria say in full, and what state law, if any, adds to the district policy.

**Notes**





This page continues page 70. The notes for both pages are on the sheet for page 70.

# Key idea: book challenges

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

A **challenge** is a formal request to remove or restrict a book or other library material. A challenge starts a review. On its own, it does not remove a book. A complaint, a temporary change and a final decision can happen at different times. Check which stage a process has reached before you repeat a claim.

A **reconsideration policy** is a library's written process for reviewing a challenge to a book. The American Library Association (ALA) recommends that libraries adopt one, and its example has a committee read the whole work. **Selection criteria** are the written standards a library uses to decide which materials to include. ALA's guidance is a professional recommendation, not a law. Each district's adopted policy and the applicable law govern its own process.

Whether removing a book breaks the law is a harder question. Federal courts disagree about how the First Amendment applies when a library removes a book. The answer can depend on where you live. Right now, the notice at Anika's school describes a review, and the novel is still available.

### Professional standards

Real source | **American Library Association (ALA)**

**ALA Code of Ethics: Principle 2 (of 9)**

"We uphold the principles of intellectual freedom and resist all efforts to censor library resources."

**In plain words:** Library workers who follow the ALA code support people's freedom to read and oppose censorship of library materials.

**Question:** The district notice says the title stays available during review. Does that match the group chat's claim that it's "gone"?

**Your answer**

The notice says ___, 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.





## Pacing

Full chapter: 8 min.

Short on time: 6 min. Read the key idea only.

## Say this

"ALA's code says to resist efforts to censor library resources. Does keeping the book available during review fit that?" — Wait for evidence from the notice.

## Watch for

**Misconception:** Students treat the ALA code as a law. **Listen for:** "The school is breaking the ALA law." **Then:** Say: "ALA's code is a framework for library workers. District policy and the applicable law govern the process."

## Support

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

## Stretch

- Use the NEA row. Ask how reading the whole work tests whether a reason to remove a book is reasonable.

## Heat check

■■□ **Medium.** The word "censorship" can start a debate about real books or groups.

**Cool-down:** Keep the talk on this notice. Ask what the notice says, not which side is right.

## In the news

Real source | Chalkbeat Colorado | February 10, 2025

**Colorado bill to curb school library book challenges clears first legislative hurdle**

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

Real source | Chalkbeat Tennessee | September 17, 2024

**Under stricter Tennessee law, some school library books quietly disappear**

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

**Notes**





This page continues page 72. The notes for both pages are on the sheet for page 72.

## 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 6 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.





### Pacing

Full chapter: 6 min.

Short on time: skip this page.

### Say this

“Replace “banned” with the real chain of decisions. Who decides first?” — Model the first decider together: the review committee.

### Watch for

**Misconception:** Students name the parent as the decider. **Listen for:** “The parent decided.” **Then:** Point to the diagram: the parent can ask, the committee decides and the board hears appeals.

### Support

- Let students write D, R or A (decider, rule, affected) before they write sentences.

### Heat check

**Medium.** The missing-perspective question can invite personal reasons a book matters.

**Cool-down:** No student has to share why a book matters to them. Answer about the characters.

## Practice: choose a response

**On your own** Choose what to check first and explain why, then fix the two marked lines. About 4 minutes.

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

- [x] **A** Find the library's policy and where the review stands.
- [ ] **B** Ask everyone in the chat whether they like the book.
- [ ] **C** Read the passage people are upset about, then decide.

**Why I chose it**

A. 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: 4 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 Lang and Lit

# Your task

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

Rehearse the individual oral. Choose a short extract from Matilda, such as the library scene with Mrs Phelps, and a short extract from a body of non-literary work on book challenges, such as a library association's public statements or a district's reconsideration notices. Prepare a 10-minute response examining how the global issue of who controls young people's access to books is presented through the content and form of both extracts, followed by 5 minutes of teacher questions.

**Use:** An extract from Matilda studied in class (the publisher's authorized extract is a starting point), and an extract from one body of non-literary work on book challenges chosen with the teacher.

**You'll make:** 10-minute recorded oral plus 5 minutes of teacher questions, with a one-page outline

**Time:** 90 minutes

1. Choose your Matilda extract and your non-literary extract with your teacher.
2. Fill in the planner: the global issue and where it appears in each text.
3. Note one choice of form in each extract.
4. Write your one-page outline in the Your draft boxes.
5. Rehearse a 10-minute response from your outline.
6. Answer 5 minutes of teacher questions with textual evidence.

Prefer typing? Scan to open the online workspace.

**The global issue**

Who controls young people's access to books and ideas





## Pacing

Full chapter: 20 min.

Short on time: 20 min.

## Say this

"Where does the issue appear in each text, and how does the form shape it?" — Check that each student's two extracts are short enough to discuss in 10 minutes.

## Watch for

**Misconception:** The global issue is too local. **Listen for:** "My issue is this one school library." **Then:** Ask where else in the world the same question comes up.

## Support

- Global-issue planner: the issue, where it appears in each text, how form shapes it
- Outline template for a 10-minute response
- Practice questions for the 5-minute discussion
- Use this route only if the class has studied Matilda as a literary work.

## Stretch

- Explain one way the literary extract's form, such as Dahl's narrative voice, presents the issue differently from the institutional voice of the body of work.

## Your task, continued

**Where it appears in Matilda**

A librarian helps Matilda choose books. Later, her father tears pages out of her library copy.

**Where it appears in the body of work**

A district notice keeps a challenged title available while a committee reviews the full work.

**Notes**





This page continues page 76.

### 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.

### Answer key

**A strong response:**

- Frames a global issue that is transnational and visible in local contexts
- Analyzes content and form in both extracts
- Balances attention between the literary work and the body of work
- Answers questions with textual evidence

# Your draft

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

**Outline: introduction and global issue**

Global issue: who controls young people's access to books and ideas. Texts: the library scene in Matilda and a district reconsideration notice.

**Outline: the literary extract**

Content: Matilda finds the library on her own, and Mrs Phelps helps her choose. Form: Dahl's narrative voice lets readers share Matilda's view. Link: access depends on one adult's choice, for better or worse.

**Outline: the non-literary extract**

Content: the title remains available, a committee reads the full work, and input and an appeal follow. Form: a formal, impersonal voice and ordered stages. Link: access depends on a process, not one person.





## Pacing

Full chapter: 40 min.

Short on time: 40 min.

## Say this

"Your outline is one page. Could you speak for 10 minutes from it without reading?" — Run a 3-minute practice from the literary section only.

## Watch for

**Misconception:** The oral spends most of its time on one text. **Listen for:** Seven minutes on Matilda and two on the notice. **Then:** Ask students to time each section and rebalance.

## Answer key

**What to notice in the sample:**

1. Frames a transnational issue with a local example.
2. Names a choice of form in the literary work.
3. Names a choice of form in the body of work.
4. Balances the two texts in the conclusion.

## Your draft, continued

**Outline: connection and conclusion**

Both texts ask who decides. The novel shows the risk of one adult deciding alone. The notice shows one answer.

**Notes**





This page continues page 78. The notes for both pages are on the sheet for page 78.

# 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.

| | | |
|---|---|---|
| Is your global issue transnational and visible in a local context? | ☑ Yes | ☐ No |
| Do you analyze content and form in both extracts? | ☑ Yes | ☐ No |
| Is your attention balanced between the two texts? | ☑ Yes | ☐ No |
| Did you answer questions with textual evidence? | ☑ 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: 8 min.

## 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 knowledge of the extracts, analysis of authorial choices, focus and organization, and language; this rehearsal is not an assessed individual oral 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.

## Check your work, continued

**One change I made after the practice questions**

I changed ___ because ___.

I added a point about Dahl's narrative voice, because my first outline discussed only content.

**Notes**





This page continues page 80. The notes for both pages are on the sheet for page 80.

## Questions to discuss

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

**1** **Whose reading experience is missing from the crew's discussion of the novel?**

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.





### Pacing

Full chapter: 8 min.

Short on time: 7 min. Use question 3 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 page continues page 82.

### Heat check

■■□ **Question 1: Medium.** Students may feel pressed to share why a book matters to them personally.

**Cool-down:** Say: "Answer about the characters, not yourself." Nobody has to share a personal reason.

**Question 2 cool-down:** Say: "We discuss the request, not the person." Return to what the notice says.

# Talk about this case at home

## Case 7: Did one complaint get the novel banned?

In this case, a group chat claims one parent's complaint got a novel banned from a school library. Your student compared that claim with the library's notice and learned how a book review works.

### Questions to talk about

1. What is the difference between a book being reviewed and a book being removed?
2. Where could someone find out how a library decides which books to keep?
3. How can people disagree about a book without attacking each other?

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

See the case online.





## Pacing

At home: this page takes no class time.

## Say this

"Bring this page home, or read it with someone you trust." — Nobody needs to share their views on any real book.

# Case 8: Is it a recommendation or an ad?

## Content note

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

## Overview

Students read a short story in which a publisher sends Gia a free novel to review. Her video tags the publisher but never says the copy was free. They compare the publisher's email, the video script and Caio's edit notes with the FTC's disclosure guidance for social media. They then rewrite the video's opening and caption so that a viewer watching with the sound off learns about the free copy.

## Before this case

Students should already be able to:

- annotate a text for address, word choice and layout
- write an analytical thesis that answers a guiding question
- sustain an organized analysis in timed conditions

## Objectives

Students will be able to:

- analyze how spoken, visual and written features of a multimodal text build intimacy and trust
- explain how the placement of the brand tag shapes what viewers notice

## Objectives, continued

- respond directly to a guiding question in an organized analysis
- compare the first cut with the revised version after drafting

## Materials

- This chapter, one copy per student, with Evidence B printed on the task page
- The guiding question, printed above the text
- A glossary of multimodal terms: caption, overlay, direct address

## The task in this edition

**Task:** Write a guided textual analysis of Gia's first-cut review (spoken script, on-screen text and caption) in response to the guiding question, treating it as a multimodal non-literary text.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

## Pacing

**Opener (page 85):** 3 min. Short on time: 2 min. Students read What happened on their own.

**Key terms (pages 86 and 87):** 4 min. Short on time: skip.

**Your task (pages 91 and 92):** 12 min. Short on time: 10 min. Read the guiding question aloud. Students annotate for 10 minutes.

## Pacing, continued

**Your draft (pages 93 and 94):** 60 min. Short on time: 60 min.

**Look at the evidence (page 95):** 6 min. Short on time: skip. in class. Assign it after the timed analysis.

**Look at the evidence (page 96):** 4 min. Short on time: skip. in class.

**Key idea (pages 97 and 98):** 8 min. Short on time: skip. Assign the key idea and the FTC rows as reading after the analysis.

**Sort the evidence (page 99):** 6 min. Short on time: skip.

**Check your work (pages 100 and 101):** 6 min. Short on time: 3 min. Students answer the four questions only.

**Questions to discuss (pages 102 and 103):** 8 min. Short on time: skip.

**Talk about this case at home (page 104):** at home.

**Periods:** full chapter 117 minutes; one period 75 minutes.

# Case 8 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 a known brand relationship changes how readers interpret a review.

**Theory of Knowledge — Knowledge and technology (optional theme)** An optional theme of the course: how technology shapes the way knowledge is produced and shared. In this case: Students ask how platform design affects whether viewers can judge a source.

## Codes of ethics

- **FTC Endorsement Guides (16 CFR Part 255):** § 255.5 Disclosure of material connections
- **FTC Endorsement Guides (16 CFR Part 255):** § 255.0 Purpose and definitions, paragraph (f)
- **PRSA Code of Ethics:** Free Flow of Information

## Heat map

■□□ **Opener (page 85):** Low

■□□ **Key terms (pages 86 and 87):** Low

■□□ **Your task (pages 91 and 92):** Low

■□□ **Your draft (pages 93 and 94):** Low

■□□ **Look at the evidence (page 95):** Low

## Heat map, continued

■□□ **Look at the evidence (page 96):** Low

■□□ **Key idea (pages 97 and 98):** Low

■□□ **Sort the evidence (page 99):** Low

■□□ **Check your work (pages 100 and 101):** Low

## Try it at your school

**Check the relationship before you trust the review.**

- Next time you see a recommendation, look for a disclosure in the video itself
- If you post reviews, practice a clear spoken line like "They sent me this for free"
- Share a disclosure checklist with a school media club
- Don't accuse real creators; practice on your own sample posts

**Who to ask:** School media or journalism advisor, a librarian, a digital citizenship teacher

**Safety:** Don't share personal information to get free products. Talk with a trusted adult before accepting any brand deal.

## Sources


- TikTok Newsroom, "BookTok and publishing," September 2022
- Federal Trade Commission, "Disclosures 101 for Social Media Influencers," No date listed


## Sources, continued


- Federal Trade Commission, "FTC's Endorsement Guides: What People Are Asking," No date listed
- Federal Trade Commission, "FTC explanatory video," No date listed

# Case 8: Is it a recommendation or an ad?

Gia loves a novel that a publisher sent her for free, and her video review does not mention the free copy yet.

**On your own** Read What happened. Underline what the publisher sent Gia and what it asked for. About 3 minutes.

Gia, Caio and Mari set up a camera in a bright studio.

**Your role:** You're the viewer with the sound off who checks the first three seconds. **New skill:** Spot and disclose a material connection.

## What happened

At 1:30 p.m. on Saturday, Caio finishes editing Gia's short video review of a new novel. Gia made the review for BookTok, where people recommend books on TikTok. She stayed up until 2 a.m. to finish the novel, and she loves it.

Two weeks ago, the book's publisher emailed Gia. The publicity team offered her a free copy of its spring novel for review. The email said she did not have to post, but it asked for a tag if she did. In the first cut, Gia never says the book was free. The only sign of the publisher is a tag in the caption below the video.

Caio wants to watch the cut the way a stranger would, on a phone with the sound off. He wants to know whether the first three seconds say the book was free. Gia wants to keep her honest opinion in the video. She also wants viewers to know how she got the book.

**Your question:** Do Gia's viewers need to know the book was free, and how should she tell them?





### Pacing

Full chapter: 3 min.

Short on time: 2 min. Students read What happened on their own.

### Say this

"Gia stayed up until 2 a.m. finishing this book. Does it matter how she got it?" — Take three answers. Do not settle it yet.

### Watch for

**Misconception:** Students decide a free copy makes the review a lie. **Listen for:** "She only likes it because it was free." **Then:** Ask what the evidence says about her opinion. Nothing shows it is false; the free copy is context.

### Support

- Read What happened aloud while students follow along.
- Explain BookTok in one sentence: people on TikTok recommending books.

### Heat check

■□□ **Low.**

# Key terms

**On your own** Read each key term and its example. Then write your first guess in the box. About 4 minutes.

**Material connection** A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.

En español: conexión material

**In this case:** The publisher sent Gia a free copy of its spring novel for review. That free copy is a material connection.

**Disclosure** A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

En español: divulgación

**In this case:** Gia's first cut has no disclosure. The tag in the caption names the publisher but never says the book was free.

**Endorsement** An endorsement is a message that shares someone's opinion or experience of a product to promote it.

En español: respaldo

**In this case:** Gia's video review promotes the novel with her own opinion: she stayed up until 2 a.m. to finish it.

# Who is involved

**Gia**
**Made the video review**

"I stayed up till 2 a.m. finishing it. That part's real. The publisher sending it free is also real, and right now it's nowhere in the video."

**Caio**
**Editing Gia's video**

"The publisher's email literally says 'free copy for review.' That's the sentence. It's just not in the video yet."





## Pacing

Full chapter: 4 min.

Short on time: skip this page.

## Say this

"Which key term names the free copy? Which one names what Gia still has to add?" — Wait for material connection, then disclosure.

## Watch for

**Misconception:** Students hear "material" as physical stuff, like paper. **Listen for:** "The material is the book." **Then:** Reread the definition: a material connection is a relationship with a brand, such as a free product.

## Support

- Pair students who share a language to explain each term in their own words.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

Before you look at the evidence, does Gia need to tell viewers the book was free?

My first guess is ___, because ___.

My first guess is that she should mention it, but the tag in the caption probably covers it.

**Notes**





This page continues page 86. The notes for both pages are on the sheet for page 86.

# Reading passage

**Honest opinion, hidden relationship**

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

**Words to know**

- **Material connection**: A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.
- **Disclosure**: A disclosure is a clear statement that tells people about a relationship or fact they would want to know.
- **Endorsement**: An endorsement is a message that shares someone's opinion or experience of a product to promote it.
- **Framing**: Framing is choosing which parts of a situation a message brings forward.

### The story: The edit that is almost done

Gia's review is sincere. She stayed up until 2 a.m. finishing the novel, and her video for BookTok, TikTok's book-recommending community, captures that. Caio, who edits video and has a habit of checking before posting anything that involves someone else, finishes the cut at 1:30 p.m. on Saturday. Gia is ready to publish.

Caio asks for one more pass, done the way most viewers would watch: once, on a phone, with the sound off. He is looking at the first three seconds. The question he wants answered is whether a stranger could tell that the book was free.

It was. Two weeks earlier, the publisher's publicity team emailed Gia to offer a free copy of its spring novel for review. The email said there was no obligation to post but asked for a tag if she did. The first cut opens with Gia saying she literally could not put the book down. There is no on-screen text, and the only trace of the publisher is "@publisher #booktok" in the caption below the video.

Gia's first defense is the tag. Caio's edit notes reply in four words: tag equals brand name, not relationship. Your role in this case is to be the viewer with the sound off who checks the first three seconds.

**Stop and think.** Why does the case insist that the free copy does not make Gia's opinion false?





## Pacing

Reading: about 5 min (743 words). Short on time: read it aloud together, pausing at each Stop and think.

## Stop and think

1. **After "The story: The edit that is almost done":** Why does the case insist that the free copy does not make Gia's opinion false?
2. **After "Separating the opinion from the relationship":** Apply the FTC's "clear and conspicuous" definition to the caption tag. Does the tag meet it?
3. **After "Rules, enforcement and evidence":** Who should make sure disclosures are clear: creators, brands or platforms?

### Separating the opinion from the relationship

Three terms keep the analysis clean. An **endorsement** is a message that shares someone's opinion or experience of a product to promote it. A **material connection** is a relationship with a brand, like payment or a free product, that viewers might not expect. A **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Gia's review is an honest endorsement with an undisclosed material connection. The connection does not make her opinion false. It changes what a viewer needs to know to weigh it.

This is a framing problem, in the Case 1 sense of **framing**: choosing which parts of a situation a message brings forward. The first cut brings forward enthusiasm and leaves the relationship in a caption that many viewers never open. Caio's fix reorders the frame without deleting anything true. The video opens with a three-second line, "Quick heads-up, the publisher sent me this free," spoken and on screen, followed by Gia's hook.

The case also asks what a disclosure does not do. Gia had considered calling the novel the best book of the year and then asks herself, out of the ones she happened to read? She replaces the superlative with what she can support: two nights, could not put it down. A disclosure answers how she got the book. It does not make every claim in a review accurate.

Finally, the case tests the fix on an audience. Caio will show the cut to someone who did not help make it and ask whether the book was free. If they hesitate, the disclosure is not clear yet. A comment on another creator's review shows the cost of late discovery: "wait was this sponsored?? kind of feels like an ad now." The comment is about someone else, and nobody knows whether that review was sponsored, which is the point.

**Stop and think.** Apply the FTC's "clear and conspicuous" definition to the caption tag. Does the tag meet it?

### Rules, enforcement and evidence

The Federal Trade Commission's Endorsement Guides explain how federal law against deceptive practices applies to endorsements. The current text says material connections "can include monetary payment or the provision of free or discounted products … to an endorser, regardless of whether the advertiser requires an endorsement in return" (16 CFR Part 255, as revised 2023). The same guides define "clear and conspicuous" as "difficult to miss (i.e., easily noticeable) and easily understandable by ordinary consumers." FTC staff guidance for video says the disclosure belongs in the video itself, ideally both spoken and on screen (Federal Trade Commission, updated December 3, 2024).

Enforcement has followed. In November 2023, the FTC warned two trade associations and a dozen influencers about posts promoting aspartame or sugar, stressing that disclosures belong in the video, not a caption (Federal Trade Commission, November 14, 2023).





This page continues page 88. The notes for both pages are on the sheet for page 88.

### Rules, enforcement and evidence, continued

Trade coverage noted that sponsors share responsibility for clear disclosures (Food Dive, November 27, 2023).

Research on adolescents supports the rule's purpose. A study of 3,149 high school students in Taiwan found that full sponsorship disclosure helped teens recognize a post as an ad (Lin et al., PLOS One, May 27, 2026). Earlier work examined whether disclosures help younger and older teens notice when an influencer is paid (van Reijmersdal and van Dam, Journal of Youth and Adolescence, January 18, 2020).

**Stop and think.** Who should make sure disclosures are clear: creators, brands or platforms?

### Sources

Real source | Federal Trade Commission (FTC) | 2023
**FTC Endorsement Guides (16 CFR Part 255)**

Real source | Federal Trade Commission | December 3, 2024
**Disclosures 101 for Social Media Influencers**

Real source | Federal Trade Commission | November 14, 2023
**FTC Warns Two Trade Associations and a Dozen Influencers About Social Media Posts Promoting Consumption of Aspartame or Sugar**

Real source | Food Dive | November 27, 2023
**FTC crackdown could change influencer marketing for food and beverages**

Real source | PLOS One (Lin et al.) | May 27, 2026
**Effects of social media sponsorship disclosure on adolescents' advertising literacy and purchase intention**

Real source | Journal of Youth and Adolescence (van Reijmersdal & van Dam) | January 18, 2020
**How Age and Disclosures of Sponsored Influencer Videos Affect Adolescents' Knowledge of Persuasion and Persuasion**





This page continues page 88. The notes for both pages are on the sheet for page 88.

DP Lang and Lit

# Your task

**On your own** Read the steps. Fill in the planner boxes before you start your draft. About 12 minutes.

Write a guided textual analysis of Gia's first-cut review (spoken script, on-screen text and caption) in response to the guiding question, treating it as a multimodal non-literary text.

**Use:** Gia's first-cut script and caption as the text; the revised version and the FTC guidance are used only after drafting.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Read later:** Evidence B. You will read it after your first draft.

**Guiding question:** How does the review build intimacy and trust with its viewers, and how does the placement of the brand tag shape what they notice?

1. Read the guiding question above the text.
2. Annotate Evidence B in three layers: address to the viewer, intensifiers and the brand tag.
3. Write a thesis that answers both parts of the guiding question.
4. Plan two or three body paragraphs, each on one feature.
5. Write your analysis of 600 to 800 words in 75 minutes. Start on the Your draft page.
6. Read the other evidence and the revised version only after you finish.

Prefer typing? Scan to open the online workspace.

**Layer 1: address to the viewer**

"You guys" speaks to viewers as friends; "I have to tell you" sounds urgent and personal.





## Pacing

Full chapter: 12 min.

Short on time: 10 min. Read the guiding question aloud. Students annotate for 10 minutes.

## Say this

"This is the only text you get for now. What does the review do before you know anything else?" — Hold back the other evidence until drafts are done.

## Watch for

**Misconception:** Students judge Gia instead of analyzing the text. **Listen for:** "She's being fake." **Then:** Return to the guiding question: how does the text build trust? Ask for a feature and its effect.

## Support

- Guiding question printed above the text
- Annotation layers: address to the viewer, intensifiers, placement of the brand tag
- Glossary of multimodal terms: caption, overlay, direct address

## Stretch

- Compare the first cut with the revised version and analyze how disclosure changes the implied relationship between creator and viewer. For oral practice, frame a global issue such as the commercialization of trust online, remembering that a real individual oral pairs a literary work with a body of work studied in the course.

## Heat check

■□□ Low.

## Your task, continued

**Layer 2: intensifiers**

🔑 “literally” and the exclamation point make the reaction sound unplanned.

**Layer 3: the brand tag**

🔑 “@publisher #booktok” sits in the caption, outside the spoken and on-screen text.

**Thesis**

🔑 The review builds intimacy through direct address and emphasis that sounds unplanned, while the tag’s placement keeps the business relationship out of view.

**Notes**





This page continues page 91.

### 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 a known brand relationship changes how readers interpret a review.

**Theory of Knowledge — Knowledge and technology (optional theme)** — An optional theme of the course: how technology shapes the way knowledge is produced and shared. In this case: Students ask how platform design affects whether viewers can judge a source.

### 🔑 Answer key

**A strong response:**

- Responds directly to the guiding question
- Analyzes spoken, visual and written features with precise references
- Explains how the text constructs intimacy and trust
- Sustains an organized line of analysis in clear academic language

# Your draft

**On your own** Write your draft in the boxes. Use your planner from the page before. About 60 minutes.

**Introduction and thesis**

Gia's first-cut review is a short multimodal text: a spoken line, a screen with no written text, and a caption. It builds intimacy and trust through direct address and emphasis that sounds unplanned. At the same time, the placement of the brand tag keeps the business relationship below the video, where the text's intimate voice never reaches.

**Body paragraph 1**

The spoken line opens with direct address: "You guys, I have to tell you about this book." The plural "you guys" treats viewers as a group of friends. "I have to tell you" frames the review as an urgent personal need, not a pitch. The intensifier "literally" and the exclamation point add the texture of a reaction that was not planned. Together these choices build ethos from closeness: the viewer trusts Gia because she sounds like one of them.

**Body paragraph 2**

The caption works differently. "@publisher #booktok" is the only place the publisher appears, and it sits outside the spoken and visual text. A viewer on mute sees no words at all, and a viewer who listens





## Pacing

Full chapter: 60 min.

Short on time: 60 min.

## Say this

"Every paragraph names a feature, quotes it and explains its effect on a viewer." — Post the time at 25 and 50 minutes.

## Watch for

**Misconception:** The analysis ignores the missing on-screen text. **Listen for:** Paragraphs about the spoken line only. **Then:** Ask what a viewer on mute receives from this text. An absence can be analyzed too.

## Heat check

■□□ **Low.**

## Answer key

**What to notice in the sample:**

1. Analyzes a precise feature of address.
2. Answers the second part of the guiding question.
3. Explains how placement shapes what viewers notice.

## Your draft, continued

**Body paragraph 2, continued**

hears only enthusiasm. The tag names a brand but not the relationship. The warmth of the text reaches every viewer, while its business context may reach very few.

**Notes**





This page continues page 93. The notes for both pages are on the sheet for page 93.

# Look at the evidence

**On your own** Read each document. For each one, write what it shows and what it leaves out. About 6 minutes.

**Evidence A | Email**

**The publisher's email**

"Hi Gia, we love your book reviews! We'd be glad to send you a free copy of our spring novel for review. There's no obligation to post, but if you do, we'd appreciate a tag. Best, the publicity team"

**Look closely:** What did the publisher give, and what did it ask for?

| What it shows | What it leaves out |
|---|---|
| A free product with "no obligation to post," and a request for a tag. | Any other relationship between Gia and the publisher. |

**Evidence B | Video script and caption**

**Gia's first cut**

Spoken: "You guys, I have to tell you about this book because I literally could not put it down!" On-screen text: none. Caption below the video: "@publisher #booktok

**Look closely:** Where in this video would a viewer learn about the free copy?

| What it shows | What it leaves out |
|---|---|
| A sincere endorsement. The only link to the publisher is a caption tag. | The free copy. Nothing spoken or on screen names it. |





## Pacing

Full chapter: 6 min.

Short on time: skip this page. Skip this page in class. Assign it after the timed analysis.

## Say this

"Put your finger on the start of Gia's script. Where does it say the book was free?" — Wait for "nowhere." Then find the tag in the caption.

## Watch for

**Misconception:** Students count the caption tag as a disclosure. **Listen for:** "She tagged them, so it's disclosed." **Then:** Ask what the tag tells a viewer. It names the publisher; it never says the book was free.

## Support

- Give each document on its own half-page, with the email's key sentence enlarged.
- Read Caio's notes aloud. Explain that 0:00—0:03 means the first three seconds.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

## Stretch

- Ask why Caio tests the video on mute, and which viewers a spoken-only disclosure would miss.

## Heat check

■□□ **Low.**

## Look at the evidence, continued

**Evidence C | Edit notes**

**Caio's edit notes**

"Watch once as a stranger, phone on mute. 0:00—0:03: does anything say free copy? Caption sits below the video; most people won't open it. Tag = brand name, not relationship."

**Look closely:** What does Caio want to test before uploading, and why the first three seconds?

**What it shows**

A sound-off test, and the point that a tag names a brand, not a relationship.

**What it leaves out**

How many of Gia's viewers watch on mute or open the caption.

**Evidence D | Viewer comment**

**A comment on another creator's review**

wait was this sponsored?? kind of feels like an ad now

**Look closely:** When does this viewer start to wonder about a sponsorship?

**What it shows**

Suspicion that arrives after the video can lower trust in the review.

**What it leaves out**

Whether that review was sponsored. It is about another creator.

**What is still missing from the evidence?**

Any other relationship with the publisher, what label the platform would show, how many viewers watch on mute, and what supports her strongest claims.





### Pacing

Full chapter: 4 min.

Short on time: skip this page. Skip this page in class.

### Say this

"Put your finger on the start of Gia's script. Where does it say the book was free?" — Wait for "nowhere." Then find the tag in the caption.

### Watch for

**Misconception:** Students count the caption tag as a disclosure. **Listen for:** "She tagged them, so it's disclosed." **Then:** Ask what the tag tells a viewer. It names the publisher; it never says the book was free.

### Support

- Give each document on its own half-page, with the email's key sentence enlarged.
- Read Caio's notes aloud. Explain that 0:00—0:03 means the first three seconds.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

### Stretch

- Ask why Caio tests the video on mute, and which viewers a spoken-only disclosure would miss.

### Heat check

■□□ **Low.**

# Key idea: material connections

**On your own** Read the key idea and the FTC guide. Then answer the question in the box. About 8 minutes.

An **endorsement** is a message that shares someone's opinion or experience of a product to promote it. Gia's video review is an endorsement, and her opinion in it is honest. A **material connection** is a relationship with a brand, like payment or a free product, that viewers might not expect. The free copy from the publisher is a material connection. Knowing about it gives viewers context, but it does not prove that Gia's opinion is false.

The Federal Trade Commission (FTC) is a federal agency. Its Endorsement Guides explain how a federal law against deceptive practices applies to endorsements. A **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. For a video, the FTC says the disclosure belongs in the video itself, ideally both spoken and on screen. A tag in the caption only names the brand, and it sits below the video.

A disclosure answers one question: how did Gia get the book? Viewers can still ask what supports her claims about the book itself. A clear disclosure does not make every claim in a review accurate. Do not accuse a real creator of hiding a sponsorship based on a guess.

### Professional standards

Real source | Law or regulation | Federal Trade Commission (FTC)

**FTC Endorsement Guides (16 CFR Part 255): § 255.5 Disclosure of material connections**

"They can include monetary payment or the provision of free or discounted products ... to an endorser, regardless of whether the advertiser requires an endorsement in return."

**In plain words:** The FTC says a free product can be a connection that reviewers must clearly disclose, even if the brand asked for nothing in return.

**Question:** The publisher's email says there is "no obligation to post." Does that change whether Gia has a connection to disclose?





## Pacing

Full chapter: 8 min.

Short on time: skip this page. Assign the key idea and the FTC rows as reading after the analysis.

## Say this

"The FTC counts free products even when the brand requires no review. What does that mean for Gia?" — Wait for: the email's "no obligation" does not change the connection.

## Watch for

**Misconception:** Students treat the PRSA code and the FTC guides as the same kind of rule. **Listen for:** "Gia broke the PRSA code." **Then:** Say: "The PRSA code binds PRSA members. The FTC guides explain a federal law that reaches endorsers like Gia."

## Support

- Read the quotation aloud. Point out the label: Law or regulation, not a code of ethics.

## Stretch

- Use the second FTC row: where in the first three seconds would a viewer on mute learn the book was free?

## Heat check

■□□ **Low.**

**Professional standards, continued**

**Your answer**

The FTC text says ___, so ___.

The FTC text says free products count "regardless of whether the advertiser requires an endorsement in return," so Gia has a connection.

## In the news

Real source | NBC News | November 15, 2023

**Influencers warned by FTC over 'inadequate' disclosures of artificial sweetener promotions**

Real creators were warned for not clearly saying they were paid, the exact question this case asks.

Real source | ABC News | November 6, 2019

**Popular YouTuber chimes in on federal product disclosure guide for influencers**

A creator reacts to the FTC's disclosure rules, showing how the guidance lands for people who actually post.

**Notes**





This page continues page 97. The notes for both pages are on the sheet for page 97.

## Sort the evidence

**On your own** Follow each choice to its results. Then write whose view is missing. About 6 minutes.

Follow both choices forward. Which consequences can Gia control, which depend on viewers, and what test tells her the disclosure worked?

| **Post the first cut with only a brand tag in the caption** | **Disclose aloud and on screen in the first seconds** |
|---|---|
| Sound-off viewers never learn the book was free<br>**Who is affected**<br>Viewers deciding whether to buy or borrow the book | Viewers weigh the recommendation knowing the relationship<br>**Who is affected**<br>Viewers deciding whether to buy or borrow the book |
| | Some viewers may discount the review as an ad<br>**Who is affected** |

## Whose perspective is missing?

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

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

The platform's. I would ask what label the platform itself would show, and whether a viewer on mute would see it.





### Pacing

Full chapter: 6 min.

Short on time: skip this page.

### Say this

"Follow each choice forward. Which results can Gia control, and which depend on viewers?" — Model the first chain together.

### Watch for

**Misconception:** Students read "some viewers may discount the review" as a reason not to disclose. **Listen for:** "Then she shouldn't say it." **Then:** Ask what happens when viewers find out later. Follow the chain that starts with the tag only.

### Support

- Let students write the letter of each result on the arrows before they write sentences.

### Heat check

**Low.**

# Check your work

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

| | | |
|---|---|---|
| Does your thesis answer both parts of the guiding question? | ☑ Yes | ☐ No |
| Do you analyze spoken, visual and written features with precise references? | ☑ Yes | ☐ No |
| Do you explain how the text builds intimacy and trust? | ☑ Yes | ☐ No |
| Is your analysis organized, with one feature per paragraph? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

| Skill | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Evidence** | ☐ No disclosure or claim support. | ☐ Tag only. | ☐ Names the relationship clearly. | ☐ Names the relationship and supports the product claim. |
| **Reasoning** | ☐ Treats opinion as a substitute for disclosure. | ☐ Discloses but can't explain why. | ☐ Explains why placement and clarity matter. | ☐ Distinguishes opinion, relationship and product claim. |
| **Audience & purpose** | ☐ Ignores viewers. | ☐ Assumes viewers read captions. | ☐ Works for sound-off viewers. | ☐ Works across channels with consistent wording. |
| **Revision** | ☐ No change. | ☐ Adds a hashtag. | ☐ Adds spoken and on-screen disclosure. | ☐ Explains each placement choice for different viewers. |





## Pacing

Full chapter: 6 min.

Short on time: 3 min. Students answer the four questions only.

## Say this

"Mark your level honestly. Then make one change and say why." — Ask for one moved disclosure or one cut claim.

## Watch for

**Misconception:** Students add a hashtag and call it done. **Listen for:** "I added #ad." **Then:** Point to the Revision row: a hashtag alone is the second level. Ask where a viewer on mute would see it.

## Heat check

■□□ **Low.**

## Answer key

**How to assess:** The educator gives practice feedback on understanding and interpretation, analysis of the writer's choices, focus and organization, and language; no IB marks are predicted.

**Proficient looks like:**

- **Evidence:** Names the relationship clearly.
- **Reasoning:** Explains why placement and clarity matter.
- **Audience & purpose:** Works for sound-off viewers.
- **Revision:** Adds spoken and on-screen disclosure.

## Check your work, continued

**One change I made after feedback**

I changed ___ because ___.

I cut a paragraph about whether Gia was honest, because the guiding question asks how the text builds trust.

**Notes**





This page continues page 100. The notes for both pages are on the sheet for page 100.

## Questions to discuss

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

1. **Would knowing the book was free change how much you trust Gia's review? Why or why not?**

It lowers trust only if she hides it. Said up front, the free copy is context. Found later, as in the viewer comment, it looks like concealment.

2. **Some viewers may treat a review with a disclosure as just an ad. How could Gia keep their trust?**

By separating the relationship from the claim. An early disclosure plus claims she can support, like finishing it in two nights, answers both questions viewers have.

3. **Who should make sure disclosures are clear: creators, brands or platforms?**

Mostly creators, because they control what viewers see first. The FTC guides apply to endorsers and advertisers, so brands share the duty.

## My take

My claim: ___.

Gia should disclose the free copy at 0:00, spoken and on screen, and cut claims she cannot support.

The best evidence is ___, because ___.

The FTC text, because it counts a free product even when no post is required.





### Pacing

Full chapter: 8 min.

Short on time: skip this page.

### Say this

"Answer with a detail from the evidence, not with a real creator you follow." — Post the question numbers and take one answer per question.

### Stretch

- Ask what a disclosure checklist for a school media club would include, and who would check it.
- Going further: What does a viewer need to know about how Gia got the book? Plan one way to check that viewers understood the disclosure. A view count cannot tell you that.
- Going further: Design two versions of a sponsored post, with the disclosure in a different place in each. Keep the relationship equally clear in both versions.
- Going further: Find the line in the evidence that shows the book was free. Before you call any real post sponsored, look for that kind of evidence. Do not accuse a real creator based on a guess.
- Going further: The next time you see a recommendation, look for a disclosure in the video itself. Talk with a trusted adult before you accept any brand deal. If you post reviews, practice a clear spoken line, such as "They sent me this for free."
- Analyze three real posts from brands' own accounts (not individual creators) for disclosure
- Compare FTC guidance with another country's advertising standards body

## My take, continued

Someone who disagrees might say ___.

A disclosure makes an honest review look like an ad.

The limit of the evidence is ___.

No document shows how many of her viewers watch on mute.

I would change my mind if ___.

The publisher had not sent the book for free.

**Notes**





This page continues page 102.

### Heat check

■■□ **Question 2: Medium.** Students may name real creators they believe hide sponsorships.

**Cool-down:** Say: “We are talking about Gia, not real creators.” Return to the viewer comment, which is about a creator.

# Talk about this case at home

## Case 8: Is it a recommendation or an ad?

In this case, a publisher sends Gia a free novel, and her video review does not say the book was free. Your student read the email and the video script, then rewrote the opening so viewers learn about the free copy.

### Questions to talk about

1. How can you tell when a video review is also an ad?
2. Where in a video would you look for a note that a product was free?
3. Why might a review still be honest if the reviewer got the product for free?

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

See the case online.





## Pacing

At home: this page takes no class time.

## Say this

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

# Case 9: What is on your ballot, and where do you check?

## Content note

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

## Overview

Students read a story in which Dec, who turns 18 in October, looks past the headline race on his sample ballot. He finds a school board race, a city council race and a transit bond. They compare the ballot with a creator's voter guide that mixes facts with picks, and they read Vote.gov's guidance for people 18 and under. They then write a personal checklist of official sources for registration, deadlines and their own sample ballot.

## Before this case

Students should already be able to:

- annotate a non-literary text for address, layout and word choice
- write an analytical thesis that answers a guiding question
- sustain an organized analysis in timed conditions

## Objectives

Students will be able to:

- analyze how a voter guide uses address, layout and word choice to build trust
- locate and explain where informing turns into persuading

## Objectives, continued

- respond directly to a guiding question in an organized analysis
- analyze a real guide in a nonpartisan way

## Materials

- This chapter, one copy per student
- Evidence A and B, used as a warm-up text
- One voter guide aimed at young or first-time voters, chosen by you; use guides from different organizations across the class
- The guiding question, printed above the guide

## The task in this edition

**Task:** Write a guided textual analysis of a teacher-selected voter guide aimed at young or first-time voters, responding to the guiding question.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

**Fit: partial.** A voter guide aimed at young people is a rich non-literary text for analyzing the shift from informing to persuading, but the case only describes the creator's guide, so the rehearsal uses a teacher-selected real guide chosen to keep the classroom nonpartisan.

## Pacing

**Opener (page 105):** 3 min. Short on time: 2 min. Students read What happened on their own.

**Key terms (pages 106 and 107):** 4 min. Short on time: skip.

**Look at the evidence (pages 111 and 112):** 6 min. Short on time: 5 min. Students read both documents; skip the boxes.

**Key idea (pages 113 and 114):** 8 min. Short on time: skip. Assign the key idea and the SPJ row as reading after the analysis.

**Sort the evidence (pages 115 and 116):** 6 min. Short on time: skip.

**Practice (page 117):** 5 min. Short on time: skip.

**Your task (pages 118 and 119):** 10 min. Short on time: 8 min. Keep the warm-up on Evidence B to 8 minutes.

**Your draft (page 120):** 60 min. Short on time: 58 min. Students skip the practice paragraph and go straight to the timed analysis.

**Check your work (pages 121 and 122):** 5 min. Short on time: 2 min. Students answer the four questions at home.

**Questions to discuss (pages 123 and 124):** 8 min. Short on time: skip.

**Talk about this case at home (page 125):** at home.

**Periods:** full chapter 115 minutes; one period 75 minutes.

# Case 9 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 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)
- **Credo for Ethical Communication:** "We advocate sharing information, opinions, and feelings..." (one of nine unnumbered principles)

## Heat map

■□□ **Opener (page 105):** Low

■□□ **Key terms (pages 106 and 107):** Low

■□□ **Look at the evidence (pages 111 and 112):** Low

■□□ **Key idea (pages 113 and 114):** Low

■■□ **Sort the evidence (pages 115 and 116):** Medium

## Heat map, continued

■□□ **Practice (page 117):** Low

■■□ **Your task (pages 118 and 119):** Medium

■■□ **Your draft (page 120):** Medium

■□□ **Check your work (pages 121 and 122):** Low

## Try it at your school

**Find your official election information.**

- With a trusted adult, visit vote.gov and choose your state or territory
- Check eligibility, preregistration and registration rules for your age
- Find a sample ballot for your address and circle one local office
- Learn what that office does before researching candidates

**Who to ask:** Your county or local election office, a civics teacher, a school librarian

**Safety:** Never share your address, birthdate or voter information in group chats. Use official government sites (.gov) for registration.

## Sources


- Vote.gov, "Your state or territory's voting information," No date listed
- Vote.gov, "Preparing to vote: age 18 and under," No date listed
- USAGov, "Sample ballots and voter guides," No date listed


## Sources, continued

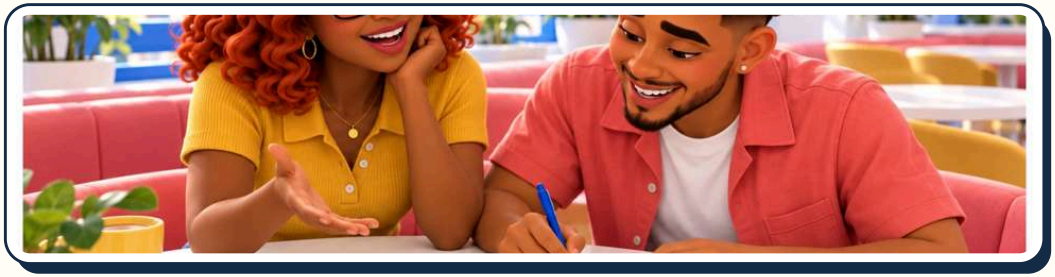

- National Constitution Center, "The 26th Amendment of the U.S. Constitution," No date listed

# 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 3 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: 3 min.

Short on time: 2 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 4 minutes.

**Sample ballot** A sample ballot is a preview of the contests and measures that will appear on your ballot.

En español: boleta de muestra

**In this case:** Dec's sample ballot lists a school board race, a city council seat and Measure T below the big race from his feed.

**Voter guide** A voter guide is a document that explains or recommends choices in an election.

En español: guía para votantes

**In this case:** A creator's voter guide mixes one deadline with two picks: "vote Candidate B" and "Measure T: yes, obviously."

**Registration** Registration is signing up with your election office so that you are on the list of people who can vote.

En español: inscripción electoral

**In this case:** Dec turns 18 in October and needs to know whether he is registered in time. The guide's deadline names no state.

**Jurisdiction** A jurisdiction is the place or area where a particular government or rule has authority.

En español: jurisdicción

**In this case:** Mateo may still be registered in New Bedford, Massachusetts. A different place can mean a different ballot and a different deadline.

# Who is involved

**Mateo**
**Helping Dec read the sample ballot**

"Dec's feed is all the big race. Then you flip the sample ballot: school board, city council, a transit bond. Nobody's posting about Measure T."

**Gia**
**Writing the group-chat reminder**

"The creator's guide says 'registration closes the 14th.' Whose 14th? It doesn't even say which state."





## Pacing

Full chapter: 4 min.

Short on time: skip this page.

## Say this

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

## Watch for

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

## Support

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

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

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

My first guess is ___, because ___.

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

**Notes**





This page continues page 106. The notes for both pages are on the sheet for page 106.

# 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.





## 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 108. The notes for both pages are on the sheet for page 108.

### 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 108. The notes for both pages are on the sheet for page 108.

# Look at the evidence

**On your own** Read each document. For each one, write what it shows and what it leaves out. About 6 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.





## Pacing

Full chapter: 6 min.

Short on time: 5 min. Students read both documents; skip the 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

**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.

**Notes**





This page continues page 111. The notes for both pages are on the sheet for page 111.

# Key idea: sample ballots

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

A **sample ballot** is a preview of the contests and measures that will appear on your ballot. A measure is a question that voters decide directly, such as Measure T. A **voter guide** is a document that explains or recommends choices in an election. The two have different purposes. Start with the ballot for your address, and then check a guide's facts apart from its picks.

Your address decides which contests appear on your ballot. A **jurisdiction** is the place or area where a particular government or rule has authority. A friend two districts over may see different local races. A school board and a city council have different jobs, so each one makes different decisions. Before you research candidates, find out which office has power over the issue you care about.

**Registration** is signing up with your election office so that you are on the list of people who can vote. Rules and deadlines vary by state, so do not copy a friend's deadline. The Twenty-Sixth Amendment protects the right to vote for citizens 18 and older. Most states let people preregister before they turn 18. Several states let 17-year-olds vote in a primary if they will be 18 by the general election.

### Professional standards

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

**SPJ Code of Ethics: Seek Truth and Report It**

"Label advocacy and commentary."

**In plain words:** Journalists who follow the SPJ code mark opinions and recommendations so readers can tell them apart from facts.

**Question:** The creator's guide mixes a registration deadline with "vote Candidate B." Which lines are checkable facts, and which are picks?

**Your answer**

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.





## Pacing

Full chapter: 8 min.

Short on time: skip this page. Assign the key idea and the SPJ row as reading after the analysis.

## Say this

"The SPJ code says to label advocacy. Which lines in the creator's guide are advocacy?" — Wait for the two picks.

## Watch for

**Misconception:** Students treat the SPJ code as a law that creators must follow. **Listen for:** "The creator broke the rules." **Then:** Say: "SPJ's code binds no one by law. It shows how journalists label opinion."

## Support

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

## Stretch

- Use the RTDNA row: what would a guide that helps Dec decide include about the school board race?

## Heat check

■□□ **Low.**

## In the news

Real source | NPR | August 6, 2023

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

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

Real source | Ballotpedia News | September 26, 2025

**Most states allow teenagers to pre-register to vote before turning 18, and some let them vote in primaries**

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

**Notes**





This page continues page 113. The notes for both pages are on the sheet for page 113.

# 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 6 minutes.

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

| Which contests and measures appear on Dec's ballot | Whether Dec can register and vote in November |
|---|---|
| **Who decides**<br>His address and district lines, drawn through redistricting | **Who decides** |
| **Under which rule** | **Under which rule**<br>Twenty-Sixth Amendment: the vote at 18 cannot be denied on account of age<br>State rules on preregistration, deadlines and 17-year-old primary voting |
| **Who lives with it** | **Who lives with it** |
| **Your way in**<br>Vote.gov, which links to his state or local election office | **Your way in**<br>Vote.gov, which links to his state or local election office |





## Pacing

Full chapter: 6 min.

Short on time: skip this page.

## Say this

"Dec has two questions. Which rule or office answers each one?" — Model the registration question together.

## Watch for

**Misconception:** Students think the Twenty-Sixth Amendment sets every voting rule. **Listen for:** "The Constitution says when you register." **Then:** The amendment protects the vote at 18. States set registration rules and deadlines.

## Support

- Let students draw the arrows before they write sentences.

## Heat check

**Medium.** The missing-perspective question can turn to students' own eligibility.

**Cool-down:** Keep answers about Dec and his friends. No student shares their own or a family member's eligibility.

## Whose perspective is missing?

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

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

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

**Notes**





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

## 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 5 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: 5 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 Lang and Lit

# Your task

**On your own** Read the steps. Fill in the planner boxes before you start your draft. About 10 minutes.

Write a guided textual analysis of a teacher-selected voter guide aimed at young or first-time voters, responding to the guiding question.

**Use:** One teacher-selected voter guide aimed at young people, balanced across the class with guides from different organizations, and the case's sample ballot for context.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Guiding question:** How does the guide build trust with first-time voters, and where does informing turn into persuading?

1. Mark where Evidence B turns from informing to persuading, as a warm-up.
2. Write a practice paragraph on Evidence B on the Your draft page.
3. Read the guiding question above the guide your teacher gives you.
4. Annotate that guide in three layers: address, layout, and the shift from fact to recommendation.
5. Write your guided analysis of 600 to 800 words in 75 minutes, on paper.

Prefer typing? Scan to open the online workspace.

**Address to the reader, Evidence B**

"All you need for November!!" talks to the reader like a friend with a tip.

**Layout and hierarchy, Evidence B**

Short labeled lines: a deadline, then "School board:" and "Measure T:" as headings for picks.





## Pacing

Full chapter: 10 min.

Short on time: 8 min. Keep the warm-up on Evidence B to 8 minutes.

## Say this

"Before the real guide, practice on this one. Where does it stop informing?" — Keep the warm-up short; the timed analysis is the main task.

## Watch for

**Misconception:** Students evaluate the picks instead of the text. **Listen for:** "Measure T is a bad idea anyway." **Then:** Return to the guiding question: how does the guide build trust, and where does it turn?

## Support

- Guiding question printed above the text
- Annotation layers: address to the reader, layout and hierarchy, the move from fact to recommendation
- Checklist of conventions for voter guides as a text type

## Stretch

- Analyze how design choices such as headings, icons or checkmarks do persuasive work that the sentences do not state.

## 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

**Where informing turns into persuading**

At “School board: vote Candidate B.” The fact is over, and the commands begin.

**Notes**





This page continues page 118.

### 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:**

- Responds directly to the guiding question
- Analyzes language and design with precise references
- Locates and explains the shift from informing to persuading
- Sustains an organized line of analysis in clear academic language

# Your draft

**On your own** Write your draft in the boxes. Use your planner from the page before. About 60 minutes.

**Practice paragraph on Evidence B**

The creator's guide builds trust quickly and then spends it. Its opening, "All you need for November!!," addresses first-time voters as friends who need one reliable source. The doubled exclamation points carry a friend's energy rather than an office's caution. The next line, "Registration closes the 14th," borrows the authority of a fact, even though it names no state. Then the layout shifts. Each later line starts with a label, "School board:" or "Measure T:," and ends with an instruction. The labels look like the headings of a neutral guide, but the text under them is advocacy. Informing turns into persuading at the colon.





## Pacing

Full chapter: 60 min.

Short on time: 58 min. Students skip the practice paragraph and go straight to the timed analysis.

## Say this

"Every paragraph names a feature, quotes it and explains its effect on a first-time voter." — Post the time at 25 and 50 minutes.

## Watch for

**Misconception:** The analysis ignores design. **Listen for:** Paragraphs about sentences only. **Then:** Ask what the headings, icons or checkmarks do that the sentences do not say.

## 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. Analyzes address and its effect on trust.
2. Explains how one checkable-looking line builds credibility.
3. Analyzes layout doing persuasive work, the route's challenge.

# Check your work

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

| | | |
|---|---|---|
| Does your thesis answer both parts of the guiding question? | ☑ Yes | ☐ No |
| Do you analyze language and design with precise references? | ☑ Yes | ☐ No |
| Do you locate and explain the shift from informing to persuading? | ☑ Yes | ☐ No |
| Did you analyze the guide without taking a side on its picks? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

| Skill | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Evidence** | ☐ Copies one person's deadlines. | ☐ Mentions official sources vaguely. | ☐ Points to official sources for each person's state. | ☐ Points to official sources and explains why rules differ. |
| **Reasoning** | ☐ Treats a guide as the ballot. | ☐ Mentions the ballot but not local contests. | ☐ Separates ballot, guide and registration. | ☐ Explains why local offices matter to the audience. |
| **Audience & purpose** | ☐ Collects private info. | ☐ Generic hype. | ☐ Useful, private, nonpartisan. | ☐ Includes people not yet eligible. |
| **Revision** | ☐ No change. | ☐ Adds a link. | ☐ Replaces copied deadlines with official routes. | ☐ Explains how each change helps friends in different situations. |





## Pacing

Full chapter: 5 min.

Short on time: 2 min. Students answer the four questions at home.

## 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 understanding and interpretation, analysis of the writer's choices, focus and organization, and language; 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.

## Check your work, continued

**One change I made after feedback**

I changed ___ because ___.

I cut a paragraph that argued against the guide's picks, because the task analyzes how the guide persuades.

**Notes**





This page continues page 121. The notes for both pages are on the sheet for page 121.

## Questions to discuss

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





### Pacing

Full chapter: 8 min.

Short on time: skip this page.

### Say this

"Answer with a detail from the evidence, not a candidate or party you like." — Post the question numbers and take one answer per question.

### Stretch

- Ask what one local office on the ballot decides, and how a student could learn that before researching candidates.
- Going further: Which election office covers your address? Find it through Vote.gov. If you live away from home for school, write one question asking that office which address and rules apply to you.
- Going further: Plan an election reminder for your own group chat. Who might a group chat miss? Link to an official source so nobody has to trust a screenshot.
- Going further: Record a one-minute audio guide that tells listeners how to find their own sample ballot. Then write the same steps as a checklist. Check that both lead to the same official page.
- Going further: With a trusted adult, go to Vote.gov and choose your state or territory. Check the registration rules for your age, then find the sample ballot for your address. Never share your address or birthdate in a group chat.
- Find your county's sample ballot for the next election
- Research the history of the Twenty-Sixth Amendment

## My take, continued

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**





This page continues page 123.

### 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?

See the case online.

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





## Pacing

At home: this page takes no class time.

## Say this

“Take this page home or read it with someone you trust.” — Nobody needs to share their own voting information or anyone else’s.

# 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:

- annotate a non-literary text for imagery, structure and diction
- write a guided analysis in response to a question
- sustain an organized line of analysis under time limits

## Objectives

Students will be able to:

- respond directly to the guiding question about images of place and balanced sentences
- analyze imagery, structure and diction with precise references
- explain how the opinion balances student rights and school authority
- compare how the opinion addresses students and school officials

## Materials

- An educator-selected passage of 300 to 400 words from the Tinker majority opinion, including the "schoolhouse gate" sentence
- The guiding question printed above the passage
- A glossary of legal terms, kept separate from the analysis

## The task in this edition

**Task:** Write a guided textual analysis of a passage from Justice Fortas's majority opinion in Tinker (1969) that includes the "schoolhouse gate" sentence, responding to the guiding question.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

## The task in this edition, continued

**Fit: partial.** A passage from the Tinker majority opinion is a rich non-literary text for analyzing how legal writing persuades, but the case's own materials (poster, handbook, chat) are brief, so the analysis rests mainly on an outside text.

## Pacing

**Opener (page 126):** 3 min. Short on time: skip. the case pages. The timed analysis needs only the passage.

**Key terms (pages 127 and 128):** 3 min. Short on time: skip.

**Look at the evidence (page 132):** 5 min. Short on time: skip.

**Look at the evidence (page 133):** 3 min. Short on time: skip.

**Key idea (pages 134 and 135):** 6 min. Short on time: skip.

**Sort the evidence (page 136):** 4 min. Short on time: skip.

**Practice (page 137):** 3 min. Short on time: skip.

**Your task (pages 138 and 139):** 10 min. Short on time: 10 min.

**Your draft (page 140):** 65 min. Short on time: 65 min.

# Case 12 plan, continued

## Pacing, continued

**Check your work (pages 141 and 142):** 5 min. Short on time: skip. Give practice feedback yourself on the four areas named in the assessment.

**Questions to discuss (pages 143 and 144):** 5 min. Short on time: skip.

**Talk about this case at home (page 145):** at home.

**Periods:** full chapter 112 minutes; one period 75 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

## Codes of ethics, continued

- **PRSA Code of Ethics:** Disclosure of Information
- **AIGA Standards of Professional Practice:** The designer's responsibility to the public

## Heat map

■■□ **Opener (page 126):** Medium

■□□ **Key terms (pages 127 and 128):** Low

■□□ **Look at the evidence (page 132):** Low

■□□ **Look at the evidence (page 133):** Low

■■□ **Key idea (pages 134 and 135):** Medium

■□□ **Sort the evidence (page 136):** Low

■■□ **Practice (page 137):** Medium

■□□ **Your task (pages 138 and 139):** Low

■□□ **Check your work (pages 141 and 142):** 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

## Try it at your school, continued

**Who to ask:** Student council advisor, a civics or government teacher, an assistant principal

**Safety:** Don't pressure classmates to join a protest or skip class. Talk with a trusted adult before any action that could lead to discipline.

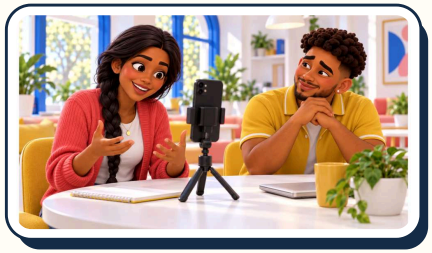
## Sources


- U.S. Courts, "Facts and Case Summary: Tinker v. Des Moines," No date listed
- U.S. Courts, "Fictional Scenario: Tinker v. Des Moines," No date listed
- Legal Information Institute, Cornell Law School, "Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)," 1969

# Case 12: When can a school limit what students say?

Anika's poster asks her school to keep the library open at lunch, and now someone in her group chat suggests a walkout.

**On your own** Read What happened. Underline each plan: the poster, wearing blue and the walkout. About 3 minutes.



Anika records a voice memo while Mateo listens beside a phone on a small tripod.

**Your role:** You're the one who compares Tinker with each action before anyone says "can't touch us."
**New skill:** Apply a precedent by comparing fact patterns.

## What happened

Anika is a junior at a public high school. She wants the school library to stay open at lunch. On Tuesday afternoon, she prints a poster that says "KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday."

Mateo did the photo and layout. He put a photo of the school's sign and logo across the top. The poster does not name Anika or any student group. The student handbook says posters need approval from the main office and the name of the student or group responsible.

On Wednesday night, someone in the group chat suggests a walkout if the school takes the poster down. The message says a 1969 Supreme Court case, Tinker v. Des Moines, means the school "can't touch us." Anika never suggested a walkout.

**Your question:** How far does Tinker cover the poster, the wear-blue plan and the walkout, and what facts are missing?





### Pacing

Full chapter: 3 min.

Short on time: skip this page. Skip the case pages. The timed analysis needs only the passage.

### 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 3 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: 3 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.

### Your first guess

Before you look at the evidence, can the school do anything about the poster or the walkout?

My first guess is ___, because ___.

My first guess is that the school can remove the poster, because it breaks the posting rule.

### Notes





This page continues page 127. The notes for both pages are on the sheet for page 127.

# 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?





## 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 129. The notes for both pages are on the sheet for page 129.

### 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





This page continues page 129. The notes for both pages are on the sheet for page 129.

# Look at the evidence

**On your own** Read each document. For each one, fill in both boxes. About 5 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.





## Pacing

Full chapter: 5 min.

Short on time: skip this page.

## 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**





## Pacing

Full chapter: 3 min.

Short on time: skip this page.

## 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 6 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: 6 min.

Short on time: skip this page.

## 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 134. The notes for both pages are on the sheet for page 134.

## Sort the evidence

**On your own** Link each piece of evidence to the claim it supports or challenges. Then name one missing view. About 4 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.





### Pacing

Full chapter: 4 min.

Short on time: skip this page.

### Say this

"Test the slogan. Which evidence narrows "Tinker means nobody can face consequences"?" — Model the first link together: Tinker's facts narrow the claim.

### Watch for

**Misconception:** Students say the logo does not matter. **Listen for:** "It's just a picture." **Then:** Ask who a stranger would think made the poster. That question is about who is speaking.

### Support

- Let students write S, C or N (supports, challenges, narrows) before writing sentences.

### Heat check

■□□ **Low.**

## Practice: choose a response

**On your own** Choose the best reply to the group chat and explain why. Then fix the two marked lines. About 3 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: 3 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 Lang and Lit

# Your task

**On your own** Read the steps. Fill in the planner boxes before you start your draft. About 10 minutes.

Write a guided textual analysis of a passage from Justice Fortas's majority opinion in Tinker (1969) that includes the "schoolhouse gate" sentence, responding to the guiding question.

**Use:** A teacher-selected passage of 300—400 words from the majority opinion, taken from a court-hosted or official copy.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Guiding question:** How does the opinion use images of place and balanced sentences to set limits on both student rights and school authority?

1. Read the guiding question. Then read the passage twice.
2. Annotate in three layers: images of place, sentence balance, and concession and limit.
3. Write a thesis that answers the guiding question.
4. Write your guided analysis of 600 to 800 words. Start on the Your draft page.
5. Stop at 75 minutes, including reading time.

Prefer typing? Scan to open the online workspace.

**Images of place**

"schoolhouse gate": a boundary students cross with their rights.

**Sentence balance**

"students or teachers": rights on both sides of the classroom.

**Concession and limit**

"But, in our system" turns from rights to the limit on a school's fear.





## Pacing

Full chapter: 10 min.

Short on time: 10 min.

## Say this

"Read the guiding question aloud twice. Every paragraph must answer it." — Start the 75 minutes after the second reading.

## Watch for

**Misconception:** Students summarize the case instead of analyzing the text. **Listen for:** "In 1969, students wore armbands..." **Then:** Ask what the passage does with its words. History belongs in one clause, not a paragraph.

## Support

- Guiding question printed above the passage
- Annotation layers: images of place, sentence balance, concession and limit
- Glossary of legal terms kept separate from the analysis

## Stretch

- Compare how the opinion addresses students with how it addresses school officials, and explain what that double address suggests about its purpose.

## Heat check

■□□ **Low.**

## Your task, continued

**Thesis**

The opinion uses a gate and balanced pairs to give students rights inside school while telling officials that fear alone cannot remove them.

**Notes**





This page continues page 138.

### 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.

### Answer key

**A strong response:**

- Responds directly to the guiding question
- Analyzes imagery, structure and diction with precise references
- Explains how the text balances rights and authority
- Sustains an organized line of analysis in clear academic language

# Your draft

**On your own** Write your draft in the boxes. Use your planner from the page before. About 65 minutes.

**Body paragraph: images of place, about 90 words**

The opinion makes a legal boundary visible through an image of place. By saying that no one sheds rights "at the schoolhouse gate," it makes school a place students enter daily with their rights intact. The gate marks where the school's authority begins, yet the sentence insists that rights cross it too. The image works on two audiences at once. For students, it promises that walking into school does not mean giving up their voice. For officials, it sets the terms of their authority before any rule is stated.

**Body paragraph: balanced sentences, about 90 words**

The passage balances its promise with a limit. The pairing "students or teachers" spreads the right across the whole classroom, so neither group holds it alone. Later, "But, in our system" turns toward school officials. The phrase "undifferentiated fear or apprehension of disturbance" names exactly what will not justify limiting speech. By defining the insufficient reason so precisely, the opinion leaves room for a school to act on a real disruption. The structure grants a right first and sets its limit later.





## Pacing

Full chapter: 65 min.

Short on time: 65 min.

## Say this

"Name the effect of each choice on students and on officials." — Remind students at minute 45 to begin their conclusion.

## Watch for

**Misconception:** Quotations are too long. **Listen for:** Whole sentences copied from the passage. **Then:** Quote the three or four words that do the work, then analyze them.

## Support

- The sample quotes only two sentences of the opinion: the "schoolhouse gate" sentence and the "undifferentiated fear" sentence. Match quotations to your passage.

## Answer key

**What to notice in the sample:**

1. Quotes the image of place exactly.
2. Answers the challenge about the opinion's double address.
3. Analyzes diction with a precise reference.
4. Ties structure back to the guiding question.

# Check your work

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

| | | |
|---|---|---|
| Does your analysis respond directly to the guiding question? | ☑ Yes | ☐ No |
| Do you analyze imagery, structure and diction with precise references? | ☑ Yes | ☐ No |
| Do you explain how the passage balances rights and authority? | ☑ Yes | ☐ No |
| Is your analysis organized and written in clear academic language? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

| Skill | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Evidence** | ☐ No case facts. | ☐ Names Tinker without its rule. | ☐ States Tinker's facts and substantial -disruption test. | ☐ Adds a second precedent or the walkout exercise accurately. |
| **Reasoning** | ☐ Treats a slogan as the answer. | ☐ Applies Tinker to everything. | ☐ Compares facts and separates speech from conduct. | ☐ Varies facts to show where the precedent stops fitting. |
| **Audience & purpose** | ☐ Tells others to break rules. | ☐ Argues for one side only. | ☐ Recommends a clear next question for the school. | ☐ Balances effective expression with respect for process. |
| **Revision** | ☐ No change. | ☐ Softens tone only. | ☐ Adds the rule's limit and removes a legal conclusion. | ☐ Explains how each edit makes the argument more precise. |





## Pacing

Full chapter: 5 min.

Short on time: skip this page. Give practice feedback yourself on the four areas named in the assessment.

## 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 understanding and interpretation, analysis of the writer's choices, focus and organization, and language; 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.

## Check your work, continued

**One change I made after feedback**

I changed ___ because ___.

I cut my summary of the Tinker case, because the guiding question asks about the passage's choices.

**Notes**





This page continues page 141. The notes for both pages are on the sheet for page 141.

## Questions to discuss

**On your own** Write a short answer to each question. Then complete each sentence frame below the questions. About 5 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.





### Pacing

Full chapter: 5 min.

Short on time: skip this page.

### Say this

"Change one fact at a time. Say which fact you changed before you answer." — Hear one answer per question.

### Stretch

- Rewrite the walkout message so it says only what the chat knows for sure.
- Going further: Read the U.S. Courts summary of Tinker. List two facts from Tinker and two facts from Anika's situation. Which difference matters most, and why?
- Going further: Write two headlines about the same walkout, one using the words "a protest" and one using "leaving class" instead. What does each headline make readers think the dispute is about?
- Going further: Write a short dialogue in which Anika explains to a friend why Tinker fits the wear-blue plan better than the walkout. Ask a reader to explain the difference back to you.
- Going further: Find the section of your student handbook on posting, dress or expression. Write down which spaces allow student posters and whether you need approval. Bring questions to a student council advisor before you plan any action.
- Read about Bethel v. Fraser (1986) and Morse v. Frederick (2007) and add them to the comparison
- Find your district's student expression or posting policy and compare it with Tinker

## My take, continued

Someone who disagrees might say ___.

The logo makes the poster school speech, so the school can remove it.

The limit of the evidence is ___.

We don't know the attendance policy or whether the school has objected to the poster yet.

I would change my mind if ___.

The school removed the wear-blue poster because of its message, not the posting rule.

**Notes**





This page continues page 143.

### Heat check

**Question 1: Low.**

# Talk about this case at home

### Case 12: When can a school limit what students say?

In this case, a student's poster asks her school to keep the library open at lunch, and someone in a group chat suggests a walkout. Your student compared a 1969 Supreme Court case with each plan and wrote a short analysis.

See the case online.

**Questions to talk about**

1. What rules do schools often have about posters or flyers?
2. Why might a school treat wearing a color differently from leaving class?
3. How can a reader tell who made a poster?

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





## Pacing

At home: this page takes no class time.

## Say this

"Bring this page home or read it with someone you trust." — Nobody needs to share their own views about protests or school discipline.

# Case 15: Is Rafa's unpaid internship really a job?

## Content note

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

## Overview

Students read a story in which a studio offers Rafa an unpaid summer internship running its inbox. The studio says college credit makes it legal. They read the listing, the studio's reply and Gia's questions, and they apply the seven factors in the Department of Labor's Fact Sheet #71. They then write Rafa's email asking the studio about the learning plan and supervision.

## Before this case

Students should already be able to:

- annotate a non-literary text for diction and address
- write a thesis that answers a guiding question
- sustain an analysis across several paragraphs

## Objectives

Students will be able to:

- respond directly to the guiding question
- analyze diction, address and omission with precise references
- explain the ideal applicant the listing constructs

## Objectives, continued

- test the reading against a second, real listing

## Materials

- This chapter, one copy per student
- Evidence A, printed large with the guiding question above it
- One real internship listing you select
- The annotation layers on the task page

## The task in this edition

**Task:** Write a guided textual analysis of the studio's internship listing in response to the guiding question, then test your reading against one real internship listing the teacher selects.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

**Fit: partial.** A job listing is a recognizable non-literary text type whose prestige language constructs an ideal applicant, which suits focused Paper 1 practice, but the case's listing is short, so pair it with one or two real listings.

## Pacing

**Opener (page 146):** 3 min. Short on time: 2 min. Read the first paragraph of What happened aloud.

**Key terms (pages 147 and 148):** 3 min. Short on time: skip.

## Pacing, continued

**Look at the evidence (page 152):** 6 min. Short on time: 3 min. Students read Evidence A only and skip the boxes.

**Look at the evidence (page 153):** 3 min. Short on time: skip.

**Key idea (pages 154 and 155):** 6 min. Short on time: skip.

**Sort the evidence (page 156):** 5 min. Short on time: skip.

**Practice (page 157):** 5 min. Short on time: skip.

**Your task (pages 158 and 159):** 12 min. Short on time: 10 min. Students annotate on their own, with no group discussion.

**Your draft (page 160):** 60 min. Short on time: 60 min.

**Check your work (pages 161 and 162):** 5 min. Short on time: skip. Give feedback yourself after class.

**Questions to discuss (pages 163 and 164):** 5 min. Short on time: skip.

**Talk about this case at home (page 165):** at home.

**Periods:** full chapter 113 minutes; one period 75 minutes.

# Case 15 plan, continued

## Standards

**Global politics — thematic study: Development and sustainability** Uses the course's Development and sustainability thematic study to examine a political issue. In this case: Students examine who can afford unpaid work and what that does to access.

**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 job listings construct an ideal reader.

## Codes of ethics

- **NACE Principles for Ethical Professional Practice:** 4. Comply with laws
- **ABA Model Rules of Professional Conduct:** Rule 4.1 Truthfulness in Statements to Others
- **ABA Model Rules of Professional Conduct:** Rule 4.3 Dealing with Unrepresented Person

## Heat map

■□□ **Opener (page 146):** Low

■□□ **Key terms (pages 147 and 148):** Low

■□□ **Look at the evidence (page 152):** Low

■□□ **Look at the evidence (page 153):** Low

■□□ **Key idea (pages 154 and 155):** Low

■□□ **Sort the evidence (page 156):** Low

## Heat map, continued

■□□ **Practice (page 157):** Low

■□□ **Check your work (pages 161 and 162):** Low

## Try it at your school

**Ask what the work is before you accept it.**

- Before accepting any internship, ask for duties, hours, supervision and pay in writing
- Take the offer to your school counselor or college career center
- Check your state labor department's page on minimum wage and youth work
- Compare the offer with your other commitments before deciding

**Who to ask:** School counselor, college career center, work-permit officer where your state uses them, state labor department

**Safety:** If you're under 18, federal and state rules limit hours and certain jobs. Involve a trusted adult before accepting any work arrangement.

## Sources


- U.S. Court of Appeals for the Second Circuit, via Justia, "Glatt v. Fox Searchlight Pictures," 2016

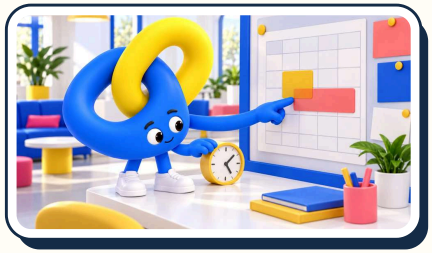

## Sources, continued


- U.S. Department of Labor, Wage and Hour Division, "Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act," No date listed

# Case 15: Is Rafa's unpaid internship really a job?

A studio offers Rafa an unpaid summer internship running its customer inbox and says college credit makes it legal.

**On your own** Read What happened and underline what Rafa would do all summer. About 3 minutes.



Nexo, one of the crew's companions, points to where a meeting and a work shift overlap on a calendar. Rafa's internship would take time from his shifts at the family shop.

**Your role:** You're the one who checks each factor of the test before Rafa says yes. **New skill:** Apply a legal test factor by factor.

## What happened

Rafa, 18, is a first-year college student who commutes to class and helps at his family's shop. In April, a studio posted a listing on the campus job board for a "Summer Editing Intern." The internship is unpaid. The listing says the intern will run the customer inbox all summer. Rafa reads it twice, looking for the editing.

On Tuesday at 11:20 a.m., the studio answers Rafa's message. The email says college credit makes it "totally legal" not to pay him. It also asks him to start right after finals.

At lunch, Rafa talks it over with Gia, who fits café shifts around her classes. Gia asks whether the studio paid someone to run the inbox last year. Rafa says the studio's assistant ran it. Taking the internship would also cost Rafa paid shifts at the shop. He has not said yes yet.

**Your question:** Is the internship mainly training for Rafa or unpaid work for the studio, and what should he ask before he decides?





### Pacing

Full chapter: 3 min.

Short on time: 2 min. Read the first paragraph of What happened aloud.

### Say this

"The job title says "Editing Intern." What would you expect to do all summer?" — Collect two or three answers, then read the listing.

### Watch for

**Misconception:** Students trust the job title. **Listen for:** "It says editing, so he'll learn editing." **Then:** Ask them to find "editing" in the list of duties. It appears only in the title.

### Support

- Read What happened aloud while students follow along.

### Heat check

■□□ **Low.**

# Key terms

**On your own** Read each key term and its example, then write your first guess in the box. About 3 minutes.

**Primary beneficiary test** The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.

En español: prueba del beneficiario principal

**In this case:** The studio gets its customer inbox answered all summer. Rafa asks what he would learn and who would train him.

**Fair Labor Standards Act** The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

En español: Ley de Normas Justas de Trabajo

**In this case:** If Rafa counts as an employee under this law, the studio must pay him at least the minimum wage.

**Academic credit** Academic credit is credit toward a degree that a school gives for approved work, such as an internship.

En español: créditos académicos

**In this case:** The studio says credit makes the unpaid role "totally legal." Credit is one factor out of seven.

# Who is involved

**Rafa**
**Offered an unpaid summer internship**

"The listing says 'Summer Editing Intern.' Then it says I'd run the customer inbox all summer. I read it twice looking for the editing."

**Gia**
**Talking the offer over with Rafa**

"I almost said 'take it, it'll look good.' Easy for me to say. I'm not the one giving up a summer."





## Pacing

Full chapter: 3 min.

Short on time: skip this page.

## Say this

"Write your first guess now. You will check it against the evidence later." — First guesses stay private unless a student wants to share.

## Watch for

**Misconception:** Students think the test asks whether Rafa likes the job. **Listen for:** "He benefits if he enjoys it." **Then:** Reread the term. The test asks who mainly benefits: the intern's learning or the employer's work.

## Support

- Give factor cards with an icon and one line each: training, credit, school calendar, length, paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

Before you look at the evidence, is Rafa's offer more like training or more like a job?

My first guess is ___, because ___.

My first guess is a job, because running an inbox all summer sounds like regular work.

**Notes**





This page continues page 147. The notes for both pages are on the sheet for page 147.

# Reading passage

### Seven factors and a summer

**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**

- **Primary beneficiary test**: The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.
- **Fair Labor Standards Act**: The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.
- **Academic credit**: Academic credit is credit toward a degree that a school gives for approved work, such as an internship.
- **Compensation**: Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

### The story: Totally legal?

Rafa is 18, a first-year college student who commutes and helps at his family's shop. In April, a studio lists a "Summer Editing Intern (unpaid)" position on the campus job board. The copy is upbeat: a fast-paced studio, great exposure to the industry, college credit available. The duties are narrower. The intern will run the customer inbox all summer and help with client files. Rafa reads the listing twice, looking for the editing, and does not find it.

When he writes to ask, the studio's reply on Tuesday at 11:20 a.m. offers a legal conclusion. Since interns get college credit, it says, it is "totally legal" not to pay him. It also asks him to start right after finals.

Rafa does what the crew has learned to do. He checks. On the train, he finds that college credit is one factor among seven. At lunch with Gia, the facts get sharper. Gia asks whether the studio paid someone to do the inbox last year, and Rafa confirms that its assistant did. Gia counts the cost: shifts at the shop, the commute and a summer without pay. She also catches herself. She almost told him to take it because it would look good, and she realizes that is easy to say when she is not the one giving up the summer. When Rafa asks whether she can tell him it is illegal, she says no. She does not know that. She can tell him which questions the studio has not answered yet.

Your role is to check each factor of the test before Rafa says yes.





## Pacing

Reading: about 6 min (752 words). Short on time: read it aloud together, pausing at each Stop and think.

## Stop and think

1. **After "The story: Totally legal?":** Gia says she cannot tell Rafa the internship is illegal. Why is that the more accurate answer?
2. **After "Reasoning with a multi-factor test":** Which factor has the strongest evidence, and which has none? What does that imbalance mean?
3. **After "The courts, the data and the profession":** If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?

**Stop and think.** Gia says she cannot tell Rafa the internship is illegal. Why is that the more accurate answer?

### Reasoning with a multi-factor test

The **primary beneficiary test** is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee. It asks whether the intern or the employer mainly benefits from an unpaid internship. An intern who is an employee must be paid under the **Fair Labor Standards Act**, a federal law that sets minimum wage and overtime rules for most workers. The seven factors include training, links to coursework or **academic credit**, the academic calendar and the length of the learning period. Academic credit is credit toward a degree that a school gives for approved work, such as an internship. Another factor is whether the intern's work complements paid employees' work or displaces it.

The new skill is applying a legal test factor by factor. It extends Case 12, where you compared fact patterns to a precedent, and Case 11, where you compared two situations on the same terms. Gia's question about last year is a Case 11 comparison. The inbox used to be a paid job. That fact bears directly on displacement.

Laid out factor by factor, the evidence is uneven. Displacement: a paid assistant did this work last year. Academic credit: listed as available, but Rafa's school has not confirmed it. Training and supervision: no information. Calendar and duration: the studio wants him to start after finals and stay all summer, but gives no hours. A careful reader concludes that the studio's claim is unsupported, not that the internship is illegal. The test is flexible, no single factor decides it and the facts that would decide it are missing. The test also has limits. It applies to for-profit employers, and state rules may differ.

Case 11's term **compensation**, all the pay and benefits a worker receives, completes the picture. The offer pays nothing and costs Rafa paid shifts. His email will ask for the missing facts in writing, politely: who trains him, what a normal week looks like, the weekly hours and whether this is the assistant's old job.

**Stop and think.** Which factor has the strongest evidence, and which has none? What does that imbalance mean?

### The courts, the data and the profession

The primary beneficiary test grew out of litigation. Two unpaid interns on the 2010 film Black Swan sued Fox Searchlight. The appeals court opinion lists their tasks, which included answering phones, taking lunch orders, making coffee, photocopying and filing (U.S. Court of Appeals for the Second Circuit, 2016). In 2015, the court held that the question is who is the primary beneficiary, and that is the test the Labor Department uses now (LAist, July 2, 2015; U.S.





This page continues page 149. The notes for both pages are on the sheet for page 149.

### The courts, the data and the profession, continued

Department of Labor, Fact Sheet #71, updated January 2018).

The stakes are about access as well as law. PBS NewsHour reported that nearly half of U.S. interns were unpaid in 2022 (PBS NewsHour, August 26, 2023). NACE survey data show inequity in who gets paid internships (National Association of Colleges and Employers, August 8, 2023). NACE's own ethics principles ask members to comply with "local, state, and federal" laws (NACE Principles for Ethical Professional Practice, 2025).

**Stop and think.** If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?

### Sources

Real source | U.S. Court of Appeals for the Second Circuit, via Justia | 2016
**Glatt v. Fox Searchlight Pictures**

Real source | LAist (AirTalk) | July 2, 2015
**Appeals court reverses 'Black Swan' interns' victory over Fox**

Real source | U.S. Department of Labor, Wage and Hour Division | January 2018
**Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act**

Real source | PBS NewsHour (YouTube) | August 26, 2023
**Why unpaid internships still exist despite hardships for young workers**

Real source | National Association of Colleges and Employers | August 8, 2023
**The Class of 2023: Inequity Continues to Underpin Internship Participation and Pay Status**

Real source | National Association of Colleges and Employers (NACE) | 2025
**NACE Principles for Ethical Professional Practice**

### Notes





This page continues page 149. The notes for both pages are on the sheet for page 149.

# Look at the evidence

**On your own** Read each document, then fill in both boxes under it. About 6 minutes.

**Evidence A | Job listing**

**Studio listing on the campus job board, April**

"Summer Editing Intern (unpaid). Join our fast-paced studio! You'll run the customer inbox all summer, help with client files and get great exposure to the industry. College credit available."

**Look closely:** Which words describe learning? Which words describe work?

| What it shows | What it leaves out |
|---|---|
| An "editing" title over a duty list led by the inbox, plus credit and "exposure." | Training, supervision, hours and what editing, if any, the intern would do. |

**Evidence B | Email**

**Studio reply to Rafa, Tuesday, 11:20 a.m.**

"Thanks for your interest, Rafa! Since interns get college credit, it's totally legal for us not to pay. We'd love for you to start right after finals."

**Look closely:** Is credit one factor or the whole test? What does the email skip?

| What it shows | What it leaves out |
|---|---|
| The studio treats one factor, credit, as if it settles the whole test. | The other factors, and whether Rafa's school would grant credit at all. |





## Pacing

Full chapter: 6 min.

Short on time: 3 min. Students read Evidence A only and skip the boxes.

## Say this

"Underline every task in the listing. Now circle the ones where Rafa learns." — Pause and ask what that tells them.

## Watch for

**Misconception:** Students call the studio's email a lie. **Listen for:** "They're lying to him." **Then:** The email makes a claim. Ask which document could test it. Nobody knows what the studio believes.

## Support

- Read the listing aloud and offer it on its own half-page.
- Reduce the factors to three: training, credit and paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

## Stretch

- Ask which factors the studio's email addresses and which it skips.

## Heat check

■□□ **Low.**

# Look at the evidence, continued

Evidence C | Chat

**Gia and Rafa, Tuesday lunch**

Gia: Didn't they pay someone to do the inbox last year?

Rafa: Yeah, their assistant.

Gia: And it's your summer, not theirs. What about your shifts at the shop?

**Look closely:** Who ran the customer inbox last year? Was that person paid?

**What it shows**

The intern would do work a paid assistant did last year: the displacement factor.

**What it leaves out**

The size of Rafa's cost: how many paid shop shifts he would lose.

**What is still missing from the evidence?**

What training and supervision the studio actually provides, how many hours a week the role takes, whether Rafa's school will grant credit, and how many paid shifts at the family shop Rafa would give up.

**Notes**





## Pacing

Full chapter: 3 min.

Short on time: skip this page.

## Say this

"Underline every task in the listing. Now circle the ones where Rafa learns." — Pause and ask what that tells them.

## Watch for

**Misconception:** Students call the studio's email a lie. **Listen for:** "They're lying to him." **Then:** The email makes a claim. Ask which document could test it. Nobody knows what the studio believes.

## Support

- Read the listing aloud and offer it on its own half-page.
- Reduce the factors to three: training, credit and paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

## Stretch

- Ask which factors the studio's email addresses and which it skips.

## Heat check

■□□ **Low.**

# Key idea: the primary beneficiary test

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

A job title does not show how the work is arranged. The **primary beneficiary test** is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee. It asks whether the intern or the employer mainly benefits from an unpaid internship. An intern who counts as an employee must be paid under the **Fair Labor Standards Act**. The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

The Department of Labor's Fact Sheet #71 lists seven factors. They include training, links to coursework or **academic credit**, the school calendar and how long the learning lasts. Academic credit is credit toward a degree that a school gives for approved work, such as an internship. Another factor is whether the intern's work adds to paid employees' work or replaces it. The test is flexible, and no single factor decides it.

So the studio's email does not settle the question. Calling a job an internship does not decide it. Neither does college credit, or an intern agreeing to work for no pay. The test also has limits. It applies to for-profit employers, and state rules may differ. To apply the test, you need facts about the duties, training, supervision and hours.

### Professional standards

Real source | National Association of Colleges and Employers (NACE)

**NACE Principles for Ethical Professional Practice: 4. Comply with laws**

"Comply with laws ... associated with local, state, and federal entities"

**In plain words:** Career offices and employer recruiters who belong to NACE agree to follow federal, state and local laws.

**Question:** The campus job board lists the internship. What should the career office ask the studio about the seven DOL factors?

**Your answer**

Before posting, the career office should ask ___, because ___.

Before posting, the career office should ask how the role meets each factor, because the listing names credit but no training or supervision.





## Pacing

Full chapter: 6 min.

Short on time: skip this page.

## Say this

"The studio says one factor settles the test. What does the key idea say about a single factor?" — Wait for "no single factor decides it."

"The NACE principle asks career offices to follow the law. What should the office ask the studio?" — List answers on the board.

## Watch for

**Misconception:** Students think the NACE principles bind the studio. **Listen for:** "The studio broke the NACE code." **Then:** Say: "NACE's principles guide its members, career offices and employer recruiters. A code of ethics is not a law."

## Support

- Read the code quotation aloud. Point out the label: it is a real source, quoted word for word, with a gap marked "...".

## Stretch

- Try the ABA Rule 4.1 question: what does Fact Sheet #71 say about whether one factor, credit, decides the test?

## Heat check

■□□ **Low.**

## In the news

Real source | PBS NewsHour (YouTube) | August 26, 2023

**Why unpaid internships still exist despite hardships for young workers**

Reports that nearly half of U.S. interns were unpaid in 2022 and who can afford to take those jobs.

Real source | NPR | May 18, 2013

**Internships: Low-Paid, Unpaid Or Just Plain Illegal?**

Explains when an unpaid internship can break wage law, using the 'Black Swan' intern lawsuit.

**Notes**





This page continues page 154. The notes for both pages are on the sheet for page 154.

## Sort the evidence

**On your own** Match each piece of evidence to the claim it supports or challenges, and mark what is still unknown. About 5 minutes.

Test the studio's claim against the factor list. Which evidence points toward training, which toward a job, and what is still unknown?

| Evidence | **Claim 1** College credit makes the unpaid internship legal. | **Claim 2** The role looks more like a job than training. |
|---|---|---|
| 1 DOL: credit is one of seven factors, and no single factor decides | Challenges | Neither |
| 2 The listing: Rafa runs the customer inbox all summer | Neither | Supports |
| 3 A paid assistant ran the inbox last year | Neither | Supports |
| 4 The role is openly unpaid and offers credit (factors 1 and 3) | Neither | Challenges |

**Still open**

- Is there a learning plan, and who supervises?

## Whose perspective is missing?

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

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

Rafa's school. I would ask whether it would grant credit for this role, since the studio's whole argument rests on credit.





### Pacing

Full chapter: 5 min.

Short on time: skip this page.

### Say this

"Some evidence points toward a job and some toward training. Find one of each." — Model the first row with the listing.

### Watch for

**Misconception:** Students ignore the evidence that points toward an internship. **Listen for:** "Every single fact says it's a job." **Then:** Point to the unpaid label and the credit offer. A fair analysis counts evidence on both sides.

### Support

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

### Heat check

■□□ **Low.**

## Practice: choose a response

**On your own** Choose what Rafa should do next and explain why, then fix the two marked lines. About 5 minutes.

**The studio's unpaid internship has Rafa running its customer inbox all summer, the job a paid assistant did last year. The studio says college credit makes it legal. What should Rafa do next?**

- ☐ **A** Accept the studio's answer, since college credit settles the question.
- ☑ **B** Ask for the learning plan, supervision, schedule and how the role relates to paid employees' work.
- ☐ **C** Tell the studio that unpaid internships are against the law.

**Why I chose it**

B. A lets one factor decide a flexible test, and C claims a rule the test does not contain. B asks for the facts each factor needs.

## Improve a draft

**A student's first draft**

Hi, thanks so much for the offer! I'm really excited about this opportunity and I know it will look great on my résumé. I just wanted to ask ❶ if this is legal since it's unpaid? My friend said unpaid internships aren't allowed. Also how many hours is it? ❷ I can start whenever you need me. I really want to get into editing and this seems like a good way in. Let me know! Thank you again for thinking of me, Rafa

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

**Rewrite phrase 1**

Is there a written learning plan, and how much of a normal week is the customer inbox?

**Rewrite phrase 2**

I'll confirm a start date once I know the hours, the weeks and the supervision.





### Pacing

Full chapter: 5 min.

Short on time: skip this page.

### Say this

"Rafa has the studio's email open. What should he do next?" — Hold a vote before any discussion.

### Watch for

**Misconception:** Students choose to tell the studio the internship is illegal. **Listen for:** "Unpaid internships are against the law." **Then:** Ask where the evidence says that. The test depends on facts, so ask what facts Rafa needs first.

### Support

- Read the three options aloud before students choose.

### Heat check

■□□ **Low.**

### Answer key

**A revised version:** Hi, thank you for the offer. Before I decide, could you help me understand the arrangement? What would a normal week look like, and how much of it is the customer inbox? Who would supervise and give feedback, and is there a written learning plan? How many hours per week, and for how many weeks? Does the role cover work a paid staff member did before? You mentioned college credit; I'm checking with my school about that. I also work at my family's shop, so I need to know the schedule before committing. Thanks, Rafa

**Other notes on the draft:**

- "I know it will look great on my résumé" Repeats the listing's pitch. What do you want to learn?

DP Lang and Lit

## Your task

**On your own** Read the steps and fill in the planner boxes before you start your draft. About 12 minutes.

Write a guided textual analysis of the studio's internship listing in response to the guiding question, then test your reading against one real internship listing the teacher selects.

**Use:** The studio listing from the case and one teacher-selected real internship listing.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Guiding question:** How does the listing's language construct an ideal applicant, and what does it leave the reader unable to judge?

1. Read the guiding question, then read the listing in Evidence A twice.
2. Annotate three layers: prestige vocabulary, second-person address and what is left vague.
3. Write a thesis that answers the guiding question.
4. Draft your opening and one analytical paragraph on the Your draft page.
5. Finish a guided analysis of 600 to 800 words in the time given.
6. Apply the same guiding question to the real listing your teacher selected.

Prefer typing? Scan to open the online workspace.

**Prestige vocabulary**

"Editing," "fast-paced," "great exposure to the industry"

**Second-person address**

"You'll run the customer inbox": duties framed as the reader's future.





### Pacing

Full chapter: 12 min.

Short on time: 10 min. Students annotate on their own, with no group discussion.

### Say this

"The guiding question asks what the reader cannot judge. Annotate the silences as carefully as the words." — Model one omission: no hours are stated.

### Watch for

**Misconception:** Students judge the studio instead of analyzing the text. **Listen for:** "The studio is scamming students." **Then:** Return to the guiding question. Ask what a phrase does to the reader.

### Support

- Guiding question printed above the text
- Annotation layers: prestige vocabulary, second-person address, what is left vague
- Checklist of conventions for job listings as a text type
- Conventions checklist for job listings: title, duties, hours, supervisor, pay, how to apply.

### Stretch

- Analyze how the listing's vagueness about hours and duties functions as a choice, and what kind of reader it rewards.

## Your task, continued

**What is left vague**

Hours, training, supervision and what editing, if any, the intern would do.

**My thesis**

The listing constructs an eager applicant who values prestige over pay, and its silences leave that reader unable to judge the work.

**Notes**





This page continues page 158.

### Standards

**Global politics — thematic study: Development and sustainability** — Uses the course's Development and sustainability thematic study to examine a political issue. In this case: Students examine who can afford unpaid work and what that does to access.

**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 job listings construct an ideal reader.

### Answer key

**A strong response:**

- Responds directly to the guiding question
- Analyzes diction, address and omission with precise references
- Explains the ideal applicant the text constructs
- Sustains an organized line of analysis in clear academic language

## Your draft

**On your own** Write your first draft in the boxes, using your planner from the page before. About 60 minutes.

**First draft: your opening**

A job listing is written to attract a certain reader. The studio's "Summer Editing Intern" listing constructs an eager applicant who values prestige over pay. Its title, its exclamation and its promise of "great exposure" speak to a student who wants a way into the industry. What the listing leaves out is just as important. It never states the hours, the training or the editing the intern would do. The ideal applicant is someone who will not ask.

**First draft: one analytical paragraph**

Second-person address turns duties into the reader's future. "You'll run the customer inbox all summer" places the reader inside the job before they have applied. The verb "run" lends routine work a sense of control. Beside it, "fast-paced" makes pressure sound like excitement. The listing offers "exposure to the industry" where a wage would normally appear. Exposure is left undefined, so each reader fills it with their own hopes. The result is a text that rewards trust and discourages questions about hours or supervision.





### Pacing

Full chapter: 60 min.

Short on time: 60 min.

### Say this

"Write for 50 minutes, then spend 10 applying the guiding question to the real listing." — Post the time left every 15 minutes.

### Watch for

**Misconception:** The memo decides for Rafa. **Listen for:** "Rafa should turn it down." **Then:** Point to the success list: the memo leaves the choice with Rafa.

### Answer key

**What to notice in the sample:**

1. Answers the guiding question in the thesis.
2. Analyzes address with a precise reference.
3. Treats an omission as a choice with an effect.

# Check your work

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

| | | |
|---|---|---|
| Does your analysis respond directly to the guiding question? | ☑ Yes | ☐ No |
| Do you analyze diction, address and omission with precise references? | ☑ Yes | ☐ No |
| Do you explain the ideal applicant the listing constructs? | ☑ Yes | ☐ No |
| Is your analysis organized in clear academic language? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

| Skill | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Evidence** | ☐ Relies on rumor. | ☐ Mentions pay only. | ☐ Asks about several factors. | ☐ Asks about factors and notes what the credit claim doesn't settle. |
| **Reasoning** | ☐ Declares legal or illegal. | ☐ Asks for a verdict. | ☐ Gathers facts before deciding. | ☐ Connects each question to a reason it matters. |
| **Audience & purpose** | ☐ Gives away leverage or accuses. | ☐ Polite but vague. | ☐ Specific, respectful questions. | ☐ Specific questions plus Rafa's own constraints. |
| **Revision** | ☐ No change. | ☐ Tone only. | ☐ Replaces rumor with factor-based questions. | ☐ Explains how each question helps Rafa decide. |





## Pacing

Full chapter: 5 min.

Short on time: skip this page. Give feedback yourself after class.

## Say this

"Mark your level in each row. Then change one question so it asks for a fact." — Circulate and ask which factor each question connects to.

## Watch for

**Misconception:** Students soften the tone but keep the legal question. **Listen for:** "I made it more polite." **Then:** Point to the Revision row. Tone alone is level 2; replace the legal question with factor questions.

## Heat check

■□□ **Low.**

## Answer key

**How to assess:** The educator gives practice feedback on understanding and interpretation, analysis of the writer's choices, focus and organization, and language; no IB marks are predicted.

**Proficient looks like:**

- **Evidence:** Asks about several factors.
- **Reasoning:** Gathers facts before deciding.
- **Audience & purpose:** Specific, respectful questions.
- **Revision:** Replaces rumor with factor-based questions.

## Check your work, continued

**One change I made after feedback**

I changed ___ because ___.

I replaced "the listing is manipulative" with an analysis of what its silences do, because the question asks about effect.

**Notes**





This page continues page 161. The notes for both pages are on the sheet for page 161.

## Questions to discuss

**On your own** Write a short answer to each question, then complete each sentence frame. About 5 minutes.

1. **What would count as evidence that the promised training is happening?**

A learning plan tied to coursework, a supervisor's name and a weekly schedule that shows learning time beside inbox work.

2. **Unpaid summers are easier for people who do not need a paycheck. Who might an unpaid internship leave out?**

People who need income, work for family or pay to commute. PBS NewsHour reported that nearly half of U.S. interns were unpaid in 2022.

3. **If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?**

No. The test is flexible, and credit is one factor among seven. The displacement evidence still weighs toward a job, and the training is unknown.

## My take

My claim: ___.

Rafa should hold off on a start date until the studio answers questions tied to the factors.

The best evidence is ___, because ___.

The listing, because its main duty is the inbox a paid assistant ran last year.





### Pacing

Full chapter: 5 min.

Short on time: skip this page.

### Say this

"Answer with a detail from the evidence, not a story about a job you or your family had." — Post the question numbers and collect one answer per question.

### Stretch

- Compare what the offer costs Rafa with what it would cost a student who does not need summer pay.
- Going further: Read Fact Sheet #71 from the Department of Labor. For each of the seven factors, mark whether Rafa's offer points toward training, toward a job or is still unknown.
- Going further: Suppose the studio answers, "We'll give college credit." What problem does that solve for the studio? What problem does it leave for Rafa?
- Going further: Make a two-column worksheet that compares what the listing promises with a normal week of duties. Ask a classmate to fill it in, and see which gaps they find.
- Going further: Before you accept any internship, ask for the duties, hours, supervision and pay in writing. Take the offer to your school counselor or college career center. If you are under 18, involve a trusted adult before you agree to any work.
- Look up whether your state has its own internship or minimum-wage rules
- Compare the for-profit test with guidance for volunteering at nonprofits

## My take, continued

Someone who disagrees might say ___.

An unpaid role could still open doors that a paid job would not.

The limit of the evidence is ___.

No document shows the training, the hours or whether the school grants credit.

I would change my mind if ___.

The studio shared a learning plan tied to his coursework and a named supervisor.

**Notes**





This page continues page 163.

### Heat check

■■□ **Question 2: Medium.** Students may bring up their own family's money or compare classmates' situations.

**Cool-down:** Keep answers about groups and about Rafa. Say: "Nobody needs to share their own family's situation."

# Talk about this case at home

## Case 15: Is Rafa's unpaid internship really a job?

In this case, a college student is offered an unpaid summer internship, and the studio says college credit makes that legal. Your student compared the offer with a federal test and wrote questions to ask before saying yes.

### Questions to talk about

1. What questions would you ask before accepting an unpaid internship?
2. How can someone tell whether a role is mostly learning or mostly work?
3. Who can help a student check a job or internship offer?

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

See the case online.





## Pacing

At home: this page takes no class time.

## Say this

"Share this page at home, or read it with an adult you trust." — Nobody needs to share a personal story to complete it.

# Case 16: Who wrote the new building rule?

## Content note

This case involves disability access and a request for an exception to a building rule. No student should share their own disability, health information or housing situation, so keep the discussion on Sami's building.

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

## Overview

Students read a short story in which an unsigned notice says a building's rear door will be locked at 8 p.m. That step-free door is the only one Sami can use. Students compare the notice with last year's house rules and the entrance plan, and they map how the rule affects different residents. They read HUD's Fair Housing Act overview as a source of questions, then rewrite the notice or write Sami's question to the building manager.

## Before this case

Students should already be able to:

- annotate a non-literary text for layout and language
- write a thesis that answers a guiding question
- sustain an analysis across several paragraphs

## Objectives

Students will be able to:

- respond directly to the guiding question
- analyze layout, typography and imperative language with precise references
- treat omissions as meaningful choices
- apply the same question to a longer real notice

## Materials

- This chapter, one copy per student
- Evidence A, printed large with the guiding question above it
- One longer public notice or policy announcement you select
- The annotation layers on the task page

## The task in this edition

**Task:** Write a guided textual analysis of the unsigned notice, then apply the same guiding question to one longer real building or institutional notice the teacher selects.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

**Fit: partial.** The unsigned notice is a compact non-literary text whose layout and imperatives manufacture authority, which suits a focused Paper 1 exercise, but it is very short, so pair it with a longer real notice or policy communication.

## Pacing

**Opener (page 166):** 3 min. Short on time: 2 min. Read the first paragraph of What happened aloud.

**Key terms (pages 167 and 168):** 3 min. Short on time: skip.

**Look at the evidence (page 172):** 6 min. Short on time: 3 min. Students read Evidence A only and skip the boxes.

**Look at the evidence (page 173):** 3 min. Short on time: skip.

**Key idea (pages 174 and 175):** 6 min. Short on time: skip.

**Sort the evidence (page 176):** 5 min. Short on time: skip.

**Practice (pages 177 and 178):** 5 min. Short on time: skip.

**Your task (pages 179 and 180):** 12 min. Short on time: 10 min. Students annotate on their own, with no group discussion.

**Your draft (page 181):** 60 min. Short on time: 60 min.

**Check your work (pages 182 and 183):** 5 min. Short on time: skip. Give feedback yourself after class.

**Questions to discuss (pages 184 and 185):** 5 min. Short on time: skip.

**Talk about this case at home (page 186):** at home.

# Case 16 plan, continued

## Pacing, continued

**Periods:** full chapter 113 minutes; one period 75 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 166):** Medium

■□□ **Key terms (pages 167 and 168):** Low

## Heat map, continued

■□□ **Look at the evidence (page 172):** Low

■□□ **Look at the evidence (page 173):** Low

■□□ **Key idea (pages 174 and 175):** Low

■■□ **Sort the evidence (page 176):** Medium

■□□ **Practice (pages 177 and 178):** Low

■□□ **Check your work (pages 182 and 183):** Low

## Try it at your school

**Ask who wrote the rule before you argue about it.**

- When a new rule is posted where you live or at school, write down the date and take a photo
- Look for who issued it and what document it changes
- Ask a trusted adult to help you ask the building manager or office
- Find your city's or county's tenant or housing help page with an adult

**Who to ask:** A parent or guardian, the building manager, a local tenant or housing help line, a school social worker

**Safety:** Don't post neighbors' names, unit numbers or private situations online. Let adults handle lease disputes.

## Sources


- Gothamist, "Brooklyn Landlord Does An About Face On Facial Recognition Plan," November 21, 2019
- Legal Services NYC, "Brooklyn tenants file legal opposition to landlord's application to install facial recognition entry system in building," May 1, 2019
- U.S. Department of Housing and Urban Development (HUD), "Fair Housing Act overview," No date listed

# Case 16: Who wrote the new building rule?

An unsigned notice says the building's only step-free door locks at 8 p.m., and Sami's workshop runs later.

**On your own** Read What happened and underline the two changes the notice announces. About 3 minutes.

Mari hands a yellow sheet to Sami across a white table while Caio listens. This scene comes from Case 4.

**Your role:** You're the one who photographs the notice and writes down when and where it was found.
**New skill:** Find who has the authority to make a rule.

## What happened

It is Monday morning in Sami's apartment building. A new notice is posted beside the common-room door. It says the rear door will be locked at 8:00 p.m. every night. It also says the common room is "for resident social use only," with "NO BUSINESS USE" in capital letters. The notice has no name, no date and no contact.

That rear door matters to Sami, who lives in apartment 3B and uses a manual wheelchair. It is the building's only step-free entrance. The front entrance has four steps and no ramp. Sami also runs a workshop in the common room, and it goes past 8 p.m.

Caio reads last year's house rules beside the notice. Those rules let residents reserve the common room for classes and resident-run workshops. The new notice does not say whether it replaces them. Before anyone starts arguing, Sami photographs the notice and writes down when and where she found it.

**Your question:** Who has the authority behind this notice, and what should Sami ask the building manager?





### Pacing

Full chapter: 3 min.

Short on time: 2 min. Read the first paragraph of 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 3 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: 3 min.

Short on time: skip this page.

## Say this

"Write your first guess now. You will test it against three documents." — First guesses stay private unless a student wants to share.

## Watch for

**Misconception:** Students think a building must grant every accommodation request. **Listen for:** "She asks, so they have to say yes." **Then:** Point to the key idea: whether a building grants an accommodation depends on the facts.

## Support

- Pair students who share a language to explain each term in their own words.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

Before you look at the evidence, should Sami follow the new notice?

My first guess is ___, because ___.

My first guess is that the notice may not be valid, because it has no name, date or contact.

### Notes





This page continues page 167. The notes for both pages are on the sheet for page 167.

# 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?





## 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 169. The notes for both pages are on the sheet for page 169.

### 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 169. The notes for both pages are on the sheet for page 169.

# Look at the evidence

**On your own** Read each document, then fill in both boxes under it. About 6 minutes.

**Evidence A | Posted notice**

**Unsigned notice by the common-room door, found Monday morning**

NOTICE TO ALL RESIDENTS. Effective immediately, the rear door will be locked at 8:00 p.m. nightly. The common room is for resident social use only. NO BUSINESS USE.

**Look closely:** Which features give the notice an official look? What is missing?

| What it shows | What it leaves out |
|---|---|
| Two changes stated as commands: a nightly 8:00 p.m. lock and a ban on business use. | 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 | What it leaves out |
|---|---|
| A written rule, given out at lease signing, that allowed resident-run workshops. | Whether it still governs the room, or whether the notice claims to replace it. |





## Pacing

Full chapter: 6 min.

Short on time: 3 min. Students read Evidence A only and skip the boxes.

## 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**





### Pacing

Full chapter: 3 min.

Short on time: skip this page.

### 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 6 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: 6 min.

Short on time: skip this page.

## 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 174. The notes for both pages are on the sheet for page 174.

## 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 5 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.





### Pacing

Full chapter: 5 min.

Short on time: skip this page.

### Say this

"Fill in who decides, which rules apply, who is affected and where residents can ask. Which box stays empty?" — Wait for the issuer box.

### Watch for

**Misconception:** Students write "the landlord" in the decider box. **Listen for:** "The landlord made it." **Then:** Ask which document says so. None does. Write "unknown" and how Sami could find out.

### Support

- Let students write short labels in each box before they write sentences.

### Heat check

**Medium.** The affected-people box can turn to classmates' own access needs.

**Cool-down:** Keep answers about Sami and residents in the story. No student speaks for a group.

## Practice: choose a response

**On your own** Choose what Sami should do first and explain why, then fix the two marked lines. About 5 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: 5 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 177.

### 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 Lang and Lit

# Your task

**On your own** Read the steps and fill in the planner boxes before you start your draft. About 12 minutes.

Write a guided textual analysis of the unsigned notice, then apply the same guiding question to one longer real building or institutional notice the teacher selects.

**Use:** The unsigned notice as the first text and one teacher-selected public notice or policy announcement as the second.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Guiding question:** How do layout and imperative language create an impression of authority that the notice never explains?

1. Read the guiding question, then read the notice in Evidence A twice.
2. Annotate four layers: layout, typography, commands and what is left out.
3. Write a thesis that answers the guiding question.
4. Draft your opening and one analytical paragraph on the Your draft page.
5. Finish a guided analysis of 600 to 800 words in the time given.
6. Apply the same guiding question to the longer notice your teacher selected.

Prefer typing? Scan to open the online workspace.

**Layout and typography**

A heading in capitals; a final line, "NO BUSINESS USE," in capitals.

**Commands and verbs**

"Effective immediately"; "will be locked" hides who acts.





## Pacing

Full chapter: 12 min.

Short on time: 10 min. Students annotate on their own, with no group discussion.

## Say this

"The guiding question asks how the notice creates authority. Start with what it leaves out." — Model one omission: no date.

## Watch for

**Misconception:** Students speculate about who wrote the notice. **Listen for:** "It was probably the landlord trying to shut Sami out." **Then:** Return to the guiding question. Analyze the text's choices; the writer is unknown.

## Support

- Guiding question printed above each text
- Annotation layers: layout, typography, imperatives, what is omitted
- Checklist of conventions for public notices as a text type
- Conventions checklist for public notices: issuer, date, reason, scope, contact.

## Stretch

- Analyze how absence works as a choice: what does leaving out the issuer, date and contact do to the reader's position?

## Your task, continued

**What is left out**

An issuer, a date, a contact, a reason and a definition of “business use.”

**My thesis**

The notice builds authority from form alone; its silences leave residents able to obey but not to question.

**Notes**





This page continues page 179.

### 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:**

- Responds directly to the guiding question
- Analyzes layout, typography and language with precise references
- Treats omissions as meaningful choices
- Sustains an organized line of analysis in clear academic language

# Your draft

**On your own** Write your first draft in the boxes, using your planner from the page before. About 60 minutes.

**First draft: your opening**

Public notices usually draw authority from a name: a manager, an office, a board. The unsigned notice by the common-room door draws it from form instead. Its capital letters, its opening address “TO ALL RESIDENTS” and its closing “NO BUSINESS USE” create an official voice. What it leaves out is just as important. With no issuer, date, contact or reason, the notice positions residents as people who obey rather than people who may ask.

**First draft: one analytical paragraph**

The passive voice does much of this work. The clause “the rear door will be locked at 8:00 p.m. nightly” names an action but no actor. The reader cannot tell who decided or whom to ask. “Effective immediately” adds urgency while hiding the start date. The final line drops the verb altogether. “NO BUSINESS USE” reads as a command, yet the phrase is never defined. A resident like Sami, who runs a workshop, cannot tell whether her work counts. The notice’s power comes from what it leaves unexplained.





## Pacing

Full chapter: 60 min.

Short on time: 60 min.

## Say this

“Write for 50 minutes, then spend 10 applying the guiding question to the longer notice.” — Post the time left every 15 minutes.

## 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. Answers the guiding question in the opening.
2. Analyzes a grammatical choice with a precise reference.
3. Treats an omission as a choice with an effect.

# Check your work

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

| | | |
|---|---|---|
| Does your analysis respond directly to the guiding question? | ☑ Yes | ☐ No |
| Do you analyze layout, typography and language with precise references? | ☑ Yes | ☐ No |
| Do you treat omissions as meaningful choices? | ☑ Yes | ☐ No |
| Is your analysis organized in clear academic language? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

| Skill | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Evidence** | ☐ No specifics from the notice. | ☐ Mentions the notice generally. | ☐ Quotes the notice and older rule. | ☐ Quotes both and names what is still unknown. |
| **Reasoning** | ☐ Declares a legal violation. | ☐ Complains without a clear need. | ☐ Connects the rule to a concrete effect. | ☐ Separates the communication problem from the legal question. |
| **Audience & purpose** | ☐ Hostile or vague. | ☐ Polite but no request. | ☐ Specific request the manager can act on. | ☐ Specific request plus questions that clarify authority. |
| **Revision** | ☐ No change. | ☐ Tone edits only. | ☐ Replaces the conclusion with a question and request. | ☐ Explains how each change makes a yes more likely. |





## Pacing

Full chapter: 5 min.

Short on time: skip this page. Give feedback yourself after class.

## 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 understanding and interpretation, analysis of the writer’s choices, focus and organization, and language; 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.

## Check your work, continued

**One change I made after feedback**

I changed ___ because ___.

I replaced “the landlord is hiding” with an analysis of the passive voice, because the writer of the notice is unknown.

**Notes**





This page continues page 182. The notes for both pages are on the sheet for page 182.

## Questions to discuss

**On your own** Write a short answer to each question, then complete each sentence frame. About 5 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.





### Pacing

Full chapter: 5 min.

Short on time: skip this page.

### Say this

"Answer with a detail from the evidence. You do not need to share details about your own home." — Post the question numbers and collect one answer per question.

### Stretch

- List every kind of resident the 8 p.m. lock could affect, without names or unit numbers, and one question each would ask.
- Going further: Read HUD's Fair Housing Act overview. Which protected characteristic applies to Sami? List two facts you would need before saying the law was broken.
- Going further: The notice affects other residents too. Write a short note from Sami to other residents that explains the change and asks who else it affects. Leave out names, unit numbers and claims you cannot support.
- Going further: Rewrite the notice so every resident can tell who issued it, what changed, when it starts and who to ask. Put your version next to the original. Ask a reader which details they would still want to check.
- Going further: When a new rule is posted where you live or at school, write down the date and take a photo. Look for who issued it and what document it changes. Ask a trusted adult to help you bring your questions to the building manager or school office.
- Research what local tenant organizations exist in your area and what they offer
- Compare federal fair-housing protections with your state's list of protected characteristics

## My take, continued

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**





This page continues page 184.

### Heat check

■■□ **Question 3: Medium.** Students may share their own or a family member's disability, or talk about crime where they live.

**Cool-down:** Keep the talk on Sami's building. Say: "Nobody needs to share a personal or family situation to answer."

# Talk about this case at home

## Case 16: Who wrote the new building rule?

In this case, an unsigned notice in an apartment building says the only step-free door will lock at 8 p.m. Your student compared the notice with last year's building rules and practiced asking who made the new rule.

### Questions to talk about

1. What should a clear building or school notice include?
2. Whom can people ask when a posted rule is unclear?
3. Why might someone keep a photo of a notice with the date?

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

See the case online.





## Pacing

At home: this page takes no class time.

## Say this

"Share this page at home, or read it with an adult you trust." — Nobody needs to share a personal story to complete it.

# Case 20: Can the crew post this image as true?

## Content note

The real sources include AI-generated images from disasters such as Hurricane Helene. Preview them, and do not share images of real people in distress, even to debunk them.

## Overview

Students read a short story in which a realistic image captioned "Courtyard flooded today, stay away" spreads through a campus group chat. They compare the image, Sami's zoom-in, a secondhand reply, a detector score and the campus alerts page with NIST's overview of detection. They then write the verification note Jordy posts instead of the image.

## Before this case

Students should already be able to:

- annotate a multimodal text in layers
- write a thesis that answers a guiding question
- sustain an organized analysis under time pressure

## Objectives

Students will be able to:

- respond directly to the guiding question
- analyze image and caption together with precise references

## Objectives, continued

- explain how the text positions its reader to act before checking
- test the analysis on the courtyard post

## Materials

- This chapter, one copy per student
- One image post clearly labeled as generated, chosen by you and printed with its caption
- The courtyard post and two reposts with added comments, written by you
- A glossary of visual terms: framing, foreground, focal point

## The task in this edition

**Task:** Write a guided textual analysis of a teacher-selected, clearly labeled AI-generated image post and its caption, answering the guiding question, then test your analysis against the case's courtyard post and its reposts.

**Students make:** Guided analysis, 600—800 words, written in 75 minutes

**Fit: partial.** A captioned viral image and its reposts are a legitimate multimodal non-literary text, but the case supplies only a description of the image and a one-line caption, so a Paper 1 rehearsal needs a real, clearly labeled example post.

## Pacing

**Opener (page 187):** 3 min. Short on time: 2 min. Read the summary line aloud.

**Key terms (pages 188 and 189):** 3 min. Short on time: skip.

**Look at the evidence (page 193):** 4 min. Short on time: 3 min. Students read Evidence A only and fill in no boxes.

**Look at the evidence (page 194):** 3 min. Short on time: skip.

**Key idea (pages 195 and 196):** 5 min. Short on time: skip.

**Sort the evidence (page 197):** 3 min. Short on time: skip.

**Practice (page 198):** 3 min. Short on time: skip.

**Your task (pages 199 and 200):** 10 min. Short on time: 5 min. Read the guiding question aloud and start writing.

**Your draft (page 201):** 60 min. Short on time: 60 min.

**Check your work (pages 202 and 203):** 5 min. Short on time: 5 min.

**Questions to discuss (pages 204 and 205):** 5 min. Short on time: skip.

**Talk about this case at home (page 206):** at home.

**Periods:** full chapter 104 minutes; one period 75 minutes.

# Case 20 plan, continued

## Standards

**Theory of Knowledge — Knowledge and technology (optional theme)** An optional theme of the course: how technology shapes the way knowledge is produced and shared. In this case: Students ask how generated images change what counts as seeing for yourself.

**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 captions direct what readers see in an image.

## Codes of ethics

- **RTDNA Code of Ethics:** Truth and accuracy above all
- **SPJ Code of Ethics:** Seek Truth and Report It
- **PRSA Code of Ethics:** Disclosure of Information

## Heat map

■□□ **Opener (page 187):** Low

■□□ **Key terms (pages 188 and 189):** Low

■□□ **Look at the evidence (page 193):** Low

■□□ **Look at the evidence (page 194):** Low

■□□ **Key idea (pages 195 and 196):** Low

■□□ **Sort the evidence (page 197):** Low

■□□ **Practice (page 198):** Low

## Heat map, continued

■□□ **Your task (pages 199 and 200):** Low

■□□ **Your draft (page 201):** Low

■□□ **Check your work (pages 202 and 203):** Low

## Try it at your school

**Pause before you share an image as news.**

- Find where the image first appeared before reposting
- Check an official or independent source for the event
- If you can't confirm it, say so or don't share it
- Suggest a "check before posting" rule for a club account you help run

**Who to ask:** School librarian or media specialist, journalism advisor, campus communications office

**Safety:** Don't download or share images of real people that could embarrass or harm them, even to debunk them. Report harmful fakes to a trusted adult and the platform.

## Sources


- UC Berkeley School of Information, "Hany Farid breaks down the viral Helene image," October 4, 2024


## Sources, continued


- National Institute of Standards and Technology (NIST), "Reducing Risks Posed by Synthetic Content: An Overview of Technical Approaches to Digital Content Transparency," No date listed

# Case 20: Can the crew post this image as true?

A realistic image says the campus courtyard flooded today, and Jordy must decide what the six o'clock recap can say about it.

**On your own** Read What happened and underline the caption's claim. About 3 minutes.

Lupa holds a cropped photo of a courtyard next to the full photo pinned on a board. The full photo also shows a blue doorway.

**Your role:** You're the one who writes the verification note Jordy posts at six. **New skill:** Confirm an image with independent sources.

## What happened

It is Wednesday, 3:10 p.m. For twenty minutes, an image has been going around the group chat. It looks like a photo of the campus courtyard, with water over the paving and benches. The caption says, "Courtyard flooded today, stay away." It showed up at 2:48 p.m. with no link, no date and no name.

Jordy is putting together the crew's recap, which goes out at six. Sami has zoomed in on a hand in the picture, and the fingers seem to merge at the knuckles. Someone ran the image through a free online detector. It reported "12% likely AI-generated."

A reply in the chat says the writer's roommate's friend saw water near the library. Jordy checks the campus facilities alerts page. It shows no active alerts, but its last update was Monday morning.

**Your question:** Did the courtyard flood today, and what should the recap say about the image?





### Pacing

Full chapter: 3 min.

Short on time: 2 min. Read the summary line aloud.

### Say this

"This image lands in your chat with the caption "Courtyard flooded today, stay away." Would you share it?" — Ask for a show of hands. Do not correct anyone yet.

### Watch for

**Misconception:** Students decide from how real the image looks. **Listen for:** "It looks totally real, so it happened." **Then:** Ask what the image cannot tell you: who took it, when and where.

### Support

- Read What happened aloud. Describe the image aloud for students with low vision.

### Heat check

■□□ **Low.**

# Key terms

**On your own** Read each key term and its example, then write your first guess in the box. About 3 minutes.

**Provenance** Provenance is information about where an image or a document came from and how it has been handled.

En español: procedencia

**In this case:** The courtyard image arrived at 2:48 p.m. with no link, no date and no named poster. Its provenance is unknown.

**Corroboration** Corroboration is support for a claim from an independent source.

En español: corroboración

**In this case:** A campus alert or someone's dated photo of the courtyard could corroborate the flood. A roommate's friend's report of water near the library cannot.

**Verification note** A verification note is a short record of what you checked, what you found and what is still unknown.

En español: nota de verificación

**In this case:** Instead of posting the image, the recap says what the crew checked, what it found and what is still unknown.

# Who is involved

**Sami**

**Checking where the image came from**

"Everyone's zooming in on the hand. I did too, and it's weird. But I still don't know who posted this."

**Jordy**

**Putting the six o'clock recap together**

"The recap goes out at six. Right now I have an image with no source, a strange hand and an alerts page that hasn't updated since Monday."





## Pacing

Full chapter: 3 min.

Short on time: skip this page.

## Say this

"Provenance asks where a file came from. What do we know about this image's provenance?" — Only when it appeared, 2:48 p.m. No link, no date, no name.

## Watch for

**Misconception:** Students treat any second report as corroboration. **Listen for:** "Someone else saw water, so it's confirmed." **Then:** Ask who saw what, where and when. The report is secondhand, and the library is a different place from the courtyard.

## Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

## Heat check

■□□ **Low.**

## Answer key

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

### Your first guess

Before you look at the evidence, do you think the courtyard flooded today?

My first guess is ___, because ___.

My first guess is that the image is fake, because the hand looks strange.

**Notes**





This page continues page 188. The notes for both pages are on the sheet for page 188.

# Reading passage

**When the honest answer is unverified**

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

**Words to know**

- **Provenance**: Provenance is information about where an image or a document came from and how it has been handled.
- **Corroboration**: Corroboration is support for a claim from an independent source.
- **Verification note**: A verification note is a short record of what you checked, what you found and what is still unknown.
- **Claim**: A claim is a statement that something is true. You can check a claim with evidence.
- **Holding statement**: A holding statement is a short update that says what is known, what is still being checked and when people will hear more.
- **Correction**: A correction is a public statement that replaces wrong information with accurate information.

### The story: A deadline and a picture

The crew's casebook began with a seven-second clip in a group chat. It ends with a single image. At 2:48 p.m. on a Wednesday, a photo-like picture of the campus courtyard appears in the chat, showing water over the paving and benches. Its caption reads, "Courtyard flooded today, stay away." It arrives with no link, no date on the image and no original poster named. A person in the foreground holds up a phone.

Jordy, who edits the crew's films and checks every cut before calling it finished, is assembling the six o'clock recap. Within twenty minutes, four pieces of evidence have arrived, and each points somewhere different. Sami posts a zoomed screenshot at 3:02 showing a foreground hand whose fingers seem to merge at the knuckles. A free online detector reports "12% likely AI-generated." A reply relays that the writer's roommate's friend saw water near the library. And at 3:10, Jordy checks the campus facilities alerts page: "No active alerts. Last update: Monday, 9:15 a.m."

Sami, a design student who notices details for a living, is the first to step back from them. The hand is weird, she agrees, but the more important question is who posted the image first, and when. Jordy states the dilemma plainly. They wanted a clean yes or no, and they do not have one.

Your role is to write the verification note Jordy posts at six.





## Pacing

Reading: about 5 min (748 words). Short on time: read it aloud together, pausing at each Stop and think.

## Stop and think

1. **After "The story: A deadline and a picture":** Why can a detector score answer the wrong question even if it is accurate?
2. **After "Weighing evidence without overclaiming":** Why does a question mark fail to stop an image from misleading people?
3. **After "Detection, provenance and professional standards":** Who could be harmed if the crew called a real photo fake?

**Stop and think.** Why can a detector score answer the wrong question even if it is accurate?

### Weighing evidence without overclaiming

**Provenance** is information about where an image or a document came from and how it has been handled. Checking provenance first is the Case 1 skill, finding the original source, applied to images. This image has none, so every other clue has to be weighed without an anchor.

Each clue has a specific weakness. The caption is a **claim**, a statement that something is true that can be checked with evidence. The hand is an anomaly, which justifies closer scrutiny and proves nothing, since generated images can look natural and real photos can look strange. The detector score is uninterpretable without knowing the tool's error rates. Sami's question, twelve percent of what, gets at that. It also answers a different question from the one that matters. Even a perfect detector could not say whether the courtyard flooded today. The secondhand report fails on two counts: it is not firsthand, and it concerns the library, not the courtyard.

**Corroboration** is support for a claim from an independent source. Case 9's skill, checking the official source for your area, points to the alerts page, but its last update on Monday limits what its silence can mean. A dated photo from someone at the courtyard would be stronger.

The new skill is confirming an image with independent sources, and publishing only what was checked. Jordy rejects the middle path of posting the image with a question mark, because the image travels regardless of the punctuation. The recap instead carries a **verification note**, a short record of what you checked, what you found and what is still unknown. It is a descendant of Case 1's **holding statement**, which says what is known, what is still being checked and when people will hear more. It also sets up Case 3's obligation. If new evidence arrives, a **correction** or update appears where the note did. "Unverified" is sometimes the most accurate conclusion available.

**Stop and think.** Why does a question mark fail to stop an image from misleading people?

### Detection, provenance and professional standards

NIST's overview of synthetic content describes provenance data, labeling, watermarking and detection, and it explains the technical limits of each (NIST, November 20, 2024). Real incidents show why no single signal suffices. The Hurricane Helene image of a crying girl with a puppy had no traceable photographer or outlet, and forensics researcher Hany Farid identified internal inconsistencies (UC Berkeley School of Information, October 4, 2024). The News Literacy Project's RumorGuard check on that image models a verification note, setting out what is known, what is not and why (RumorGuard, no date listed). In 2023, fake images of a Pentagon explosion were shared by verified accounts, showing that a trusted-looking sharer is not provenance (CNN, May 22, 2023).





This page continues page 190. The notes for both pages are on the sheet for page 190.

### Detection, provenance and professional standards, continued

Human perception is not a reliable safeguard. In a PNAS study, people could not reliably distinguish AI-synthesized faces from real ones (Nightingale and Farid, February 14, 2022).

Journalism codes frame Jordy's choice as a duty. The RTDNA code says journalism "verifies, provides relevant context, tells the rest of the story and acknowledges the absence of important additional information" (RTDNA Code of Ethics, June 11, 2015). The SPJ code asks journalists to "identify sources clearly" (SPJ Code of Ethics, September 6, 2014).

**Stop and think.** Who could be harmed if the crew called a real photo fake?

### Sources

Real source | National Institute of Standards and Technology (NIST) | November 20, 2024
**Reducing Risks Posed by Synthetic Content: An Overview of Technical Approaches to Digital Content Transparency**

Real source | UC Berkeley School of Information | October 4, 2024
**Hany Farid breaks down the viral Helene image**

Real source | RumorGuard (News Literacy Project) | No date listed
**Widely shared image of crying girl and puppy after Helene is AI generated**

Real source | CNN | May 22, 2023
**'Verified' Twitter accounts share fake image of 'explosion' near Pentagon, causing confusion**

Real source | PNAS (Nightingale & Farid) | February 14, 2022
**AI-synthesized faces are indistinguishable from real faces and more trustworthy**

Real source | Radio Television Digital News Association (RTDNA) | 2015
**RTDNA Code of Ethics**

Real source | Society of Professional Journalists (SPJ) | 2014
**SPJ Code of Ethics**





This page continues page 190. The notes for both pages are on the sheet for page 190.

# Look at the evidence

**On your own** Read each document and write what it shows and what it leaves out. About 4 minutes.

Evidence A | Group-chat post

**The courtyard image and its caption**

Image, described: a photo-like view of the campus courtyard with water over the paving and benches. A person in the foreground holds up a phone. Caption: “Courtyard flooded today, stay away.” Shared Wednesday at 2:48 p.m. with no link, no date on the image and no original poster named.

**Look closely:** Underline what the caption claims. Circle what the post is missing.

**What it shows**

A realistic image and a caption that claims a flood today, with no link or date.

**What it leaves out**

The first poster, and when and where the image was made or taken.

Evidence B | Screenshot

**Sami’s zoom-in on the hand**

Zoomed screenshot of the foreground hand: the fingers seem to merge at the knuckles. Sami posted it in the crew chat on Wednesday at 3:02 p.m.

**Look closely:** What does the odd hand tell you? What can it not tell you?

**What it shows**

A visual clue that calls for a closer look. It is not proof in either direction.

**What it leaves out**

Whether the image was generated, edited, or real but from another day or place.





## Pacing

Full chapter: 4 min.

Short on time: 3 min. Students read Evidence A only and fill in no boxes.

## Say this

“For each document, ask two questions: what can it show, and what can it not show?” — Model it on the odd hand: a reason to look closer, not proof.

## Watch for

**Misconception:** Students treat the detector score as a verdict. **Listen for:** “Twelve percent means it’s real.” **Then:** Ask what the tool measured and how often it is wrong. The score is silent about the flood.

## Support

- Describe the image and the zoomed hand aloud.
- Give each document on its own half-page with the key line enlarged.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

## Stretch

- Ask which evidence bears on how the image was made and which bears on whether the courtyard flooded.

## Heat check

■□□ **Low.**

## Look at the evidence, continued

**Evidence C | Detector result**

**A score from a free online detector**

"12% likely AI-generated."

**Look closely:** What did the tool measure? Does it say anything about the flood?

| What it shows | What it leaves out |
|---|---|
| One tool's low score about how the image was made. It is silent about the event. | The tool's error rate, and whether the courtyard flooded today. |

**Evidence D | Web page**

**The campus facilities alerts page, checked at 3:10 p.m.**

"No active alerts. Last update: Monday, 9:15 a.m. Scheduled elevator maintenance in Science Hall, completed."

**Look closely:** When was this page last updated? Compare that with the caption's claim.

| What it shows | What it leaves out |
|---|---|
| No active alerts at 3:10 p.m., but the last update was Monday at 9:15 a.m. | Whether anyone checked the page since Monday, or how fast it reports floods. |

**What is still missing from the evidence?**

The earliest post and its date, whether the image shows this courtyard on this day, and any dated firsthand photo. We also don't know how fast the alerts page reports floods.





### Pacing

Full chapter: 3 min.

Short on time: skip this page.

### Say this

"For each document, ask two questions: what can it show, and what can it not show?" — Model it on the odd hand: a reason to look closer, not proof.

### Watch for

**Misconception:** Students treat the detector score as a verdict. **Listen for:** "Twelve percent means it's real." **Then:** Ask what the tool measured and how often it is wrong. The score is silent about the flood.

### Support

- Describe the image and the zoomed hand aloud.
- Give each document on its own half-page with the key line enlarged.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

### Stretch

- Ask which evidence bears on how the image was made and which bears on whether the courtyard flooded.

### Heat check

■□□ **Low.**

# Key idea: provenance

**On your own** Read the key idea and the code of ethics, then answer the question in the box. About 5 minutes.

**Provenance** is information about where an image or a document came from and how it has been handled. Check it first when an image claims to show a news event. An image can look polished and still be generated, edited, old or shared with the wrong caption. The courtyard image arrived with no link, no date and no named poster, so its provenance is unknown.

A detail or a tool can give a clue, but it cannot settle the question. An odd-looking hand is a reason to look closer. A natural-looking hand does not prove that an image is real, either. The National Institute of Standards and Technology (NIST) describes several ways to track, label, watermark and detect synthetic content, such as AI-generated images. NIST explains that each approach has technical limits.

For a claim about a real event, look for the earliest post, its date and place, and corroboration. **Corroboration** is support for a claim from an independent source. Here, that could be a campus alert or someone's dated photo of the courtyard. If you cannot confirm the claim, write a verification note. A **verification note** is a short record of what you checked, what you found and what is still unknown.

### Professional standards

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

**RTDNA Code of Ethics: Truth and accuracy above all**

"Journalism verifies, provides relevant context, tells the rest of the story and acknowledges the absence of important additional information."

**In plain words:** The RTDNA code asks news staff to say what they checked and to admit what they still do not know.

**Question:** The facilities page shows no active alerts but was last updated Monday. What should Jordy's note say is still unknown?

**Your answer**

Still unknown: ___, because ___.

Still unknown: whether the courtyard flooded today, because an empty page last updated Monday morning cannot confirm or rule out a Wednesday flood.





## Pacing

Full chapter: 5 min.

Short on time: skip this page.

## Say this

"A clue can start a question. Can it end one? Look at the hand and the score." — Neither settles the question. Both are clues.

"The RTDNA code says journalism acknowledges missing information. What is missing here?" — Wait for the first post and a dated photo.

## Watch for

**Misconception:** Students treat the RTDNA code as a law. **Listen for:** "The crew could get in legal trouble." **Then:** Say: "The RTDNA code is guidance for news staff. It is not a law."

## Support

- Preview the In the news sources. Do not show images of real people in distress, even to debunk them.

## Stretch

- Use the SPJ row: what can the crew truthfully say about where the image came from?

## Heat check

■□□ **Low.**

## In the news

Real source | NPR | May 22, 2023

**Fake viral images of an explosion at the Pentagon were probably created by AI**

A realistic fake image spread fast and briefly moved markets before officials confirmed nothing happened.

Real source | CNN | May 22, 2023

**'Verified' Twitter accounts share fake image of 'explosion' near Pentagon, causing confusion**

A blue check was not proof: accounts that looked trustworthy still shared an image with no real source.

**Notes**





This page continues page 195. The notes for both pages are on the sheet for page 195.

## Sort the evidence

**On your own** Sort each piece of evidence under the claim it bears on and fill in each box. About 3 minutes.

Two claims are in play: the flood and the image. Sort each piece of evidence under the claim it actually bears on. What would settle either one?

| Evidence | **Claim 1** The courtyard flooded today. | **Claim 2** The image was generated by AI. |
|---|---|---|
| 1 The image shows water in a courtyard, with no date or source | Supports | Neither |
| 2 Facilities alerts page at 3:10 p.m.: no active alerts | Challenges | Neither |
| 3 Secondhand report of water near the library | Supports | Neither |
| 4 An odd hand and a 12% detector score | Neither | Leaves open |

**Still open**

- The image's earliest source and date

## Whose perspective is missing?

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

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

The original poster's view is missing. I would ask where the file came from, when it was made or taken, and whether they have the original.





### Pacing

Full chapter: 3 min.

Short on time: skip this page.

### Say this

"Two claims are in play: the flood, and how the image was made. Sort each clue under the claim it bears on." — Model the hand together.

### Watch for

**Misconception:** Students put the detector score under the flood claim. **Listen for:** "Low score, so the flood happened." **Then:** Ask whether the tool looked at the courtyard. It looked only at the file.

### Support

- Let students write F for the flood claim or M for how it was made before writing sentences.

### Heat check

■□□ **Low.**

## Practice: choose a response

**On your own** Choose what Jordy should do, explain why and fix the two marked phrases. About 3 minutes.

**The recap goes out at six. What should Jordy do about the courtyard image?**

- ☐ **A** Post the image with a question: "Is the courtyard flooded?"
- ☐ **B** Say the image is fake, because the hand looks wrong.
- ☑ **C** Leave the image out, report what the crew checked and say the flood is not confirmed.

**Why I chose it**

C. A spreads the image even with a question mark. B turns a clue into a verdict, and the image could be a real photo from another day.

## Improve a draft

**A student's first draft**

Heads up everyone!! (1) The courtyard flooded today so don't go over there. Some people are saying the picture is AI because the hand looks weird but I ran it through a detector and it said 12% AI so it's basically real. My roommate also said her friend saw water near the library earlier, so that pretty much confirms it. Stay safe and (2) tell your friends, we don't want anyone getting hurt or ruining their shoes lol. We'll post more if we hear anything else about it.

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

**Rewrite phrase 1**

An image says the courtyard flooded today. We can't confirm that yet.

**Rewrite phrase 2**

If you have a dated photo or the original post, send it to Jordy.





### Pacing

Full chapter: 3 min.

Short on time: skip this page.

### Say this

"The recap goes out at six. What should Jordy do about the image?" — Vote before any discussion.

### Watch for

**Misconception:** Students choose B because the hand looks wrong. **Listen for:** "Look at the fingers, it's obviously fake." **Then:** Ask whether the image could be a real photo from another day. The hand cannot rule that out.

### Support

- Read the three options aloud before students choose.

### Heat check

■□□ **Low.**

### Answer key

**A revised version:** About the courtyard flood image going around: we can't confirm it yet. We couldn't find who posted it first, and the campus alerts page shows no active alerts, though its last update was Monday. A detector gave a low score, but detectors make mistakes and can't tell us whether the event happened. So we're not sharing the image as news. If you're on campus now, check the official alert page before changing plans. We'll update here by 6 p.m. Thanks for checking before sharing. If you have a dated photo or an original post, send it to Jordy.

DP Lang and Lit

# Your task

**On your own** Read the steps and fill in the planner boxes before you start your draft. About 10 minutes.

Write a guided textual analysis of a teacher-selected, clearly labeled AI-generated image post and its caption, answering the guiding question, then test your analysis against the case's courtyard post and its reposts.

**Use:** One teacher-selected image post that is clearly labeled as generated, plus the case's courtyard caption and two reposts with added comments.

**You'll make:** Guided analysis, 600—800 words, written in 75 minutes

**Time:** 75 minutes

**Guiding question:** How do the image's realism and the caption's urgency work together to discourage the reader from checking?

1. Read the guiding question printed above the text.
2. Annotate the post in layers: composition, realism cues, caption syntax and imperatives.
3. Write a thesis that answers the guiding question.
4. Write the guided analysis, 600 to 800 words, on lined paper.
5. Write your final paragraph on the Your draft page. Test your analysis on the courtyard post.
6. Stop writing at 75 minutes.

Prefer typing? Scan to open the online workspace.

**Annotation layers (sample uses the courtyard post)**

Composition: water over paving and benches; a person in the foreground holds up a phone. Caption: a flat statement, then an imperative.





## Pacing

Full chapter: 10 min.

Short on time: 5 min. Read the guiding question aloud and start writing.

## Say this

"Read the guiding question twice. Which two features does it ask you to connect?" — Realism and urgency. Write both on the board.

## Watch for

**Misconception:** Students judge whether the image is fake instead of analyzing it. **Listen for:** "You can tell it's generated from the hands." **Then:** Ask how the image works on its reader, whatever its source.

## Support

- Guiding question printed above the text
- Annotation layers: composition, realism cues, caption syntax, imperatives
- Glossary of visual terms: framing, foreground, focal point
- Glossary of visual terms: framing, foreground, focal point.

## Stretch

- Analyze how each repost's added comment shifts the meaning of the same image for its readers.

## Heat check

■□□ **Low.**

## Your task, continued

**Thesis**

Realism supplies proof the caption never gives, and urgency turns that proof into an order, so the reader acts before checking.

**Notes**





This page continues page 199.

### Standards

**Theory of Knowledge — Knowledge and technology (optional theme)** — An optional theme of the course: how technology shapes the way knowledge is produced and shared. In this case: Students ask how generated images change what counts as seeing for yourself.

**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 captions direct what readers see in an image.

### Answer key

**A strong response:**

- Responds directly to the guiding question
- Analyzes image and caption together with precise references
- Explains how the text positions its reader to act
- Sustains an organized line of analysis in clear academic language

# Your draft

**On your own** Write your draft in the boxes, using your planner from the page before. About 60 minutes.

**Final paragraph: test your analysis on the courtyard post**

The courtyard post tests this reading. Its image offers a photo-like view of water over the paving and benches, with a person in the foreground holding up a phone. That figure invites the reader to see the scene as someone's own record of the moment. The caption, "Courtyard flooded today, stay away," then removes any distance. It states the flood as fact, fixes it to "today" and ends with a command. The post carries no link, no date and no named poster, so the reader has no handle for a question. Realism and urgency work together here as in the labeled post, with one difference. The labeled post tells its reader how it was made. The courtyard post gives no such signal, so the burden of checking falls entirely on the reader.





## Pacing

Full chapter: 60 min.

Short on time: 60 min.

## Say this

"Your last paragraph tests your reading on a new text. What stays the same, and what changes?" — The labeled post carries a label; the courtyard post does not.

## Watch for

**Misconception:** The analysis lists devices without effects. **Listen for:** "There is an imperative and a time word." **Then:** Ask what each choice does to the reader's willingness to check.

## Heat check

■□□ **Low.**

## Answer key

**What to notice in the sample:**

1. Analyzes a visual choice with a precise reference to the image.
2. Analyzes caption syntax and its effect on the reader.
3. Explains how the text positions its reader.

# Check your work

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

| | | |
|---|---|---|
| Does your analysis respond directly to the guiding question? | ☑ Yes | ☐ No |
| Do you analyze image and caption together with precise references? | ☑ Yes | ☐ No |
| Do you explain how the text positions its reader to act? | ☑ Yes | ☐ No |
| Is your line of analysis organized from start to finish? | ☑ Yes | ☐ No |

### How your work is scored

Mark one box in each row.

| Skill | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Evidence** | ☐ Treats the image as proof. | ☐ Cites a detector or a detail as a verdict. | ☐ Checks the earliest source and an independent record. | ☐ Checks several sources and names what each can't show. |
| **Reasoning** | ☐ Declares real or fake with no basis. | ☐ Hedges without explaining why. | ☐ Matches confidence to evidence. | ☐ Separates authenticity of the file from truth of the event. |
| **Audience & purpose** | ☐ Urges spreading. | ☐ Warns without guidance. | ☐ Gives followers a safe next step. | ☐ Gives a next step, a follow-up time and a way to contribute evidence. |





## Pacing

Full chapter: 5 min.

Short on time: 5 min.

## Say this

"Mark your level honestly. Then make one change and say why." — Ask for one removed verdict or one added source.

## Watch for

**Misconception:** Revisions only soften words. **Listen for:** "I changed fake to probably fake." **Then:** Point to the Revision row. Replace the verdict with what was checked.

## Heat check

■□□ **Low.**

## Answer key

**How to assess:** The educator gives practice feedback on understanding and interpretation, analysis of the writer's choices, focus and organization, and language; no IB marks are predicted.

**Proficient looks like:**

- **Evidence:** Checks the earliest source and an independent record.
- **Reasoning:** Matches confidence to evidence.
- **Audience & purpose:** Gives followers a safe next step.
- **Revision:** Replaces the verdict with a verification note.

### How your work is scored, continued

| Skill | Beginning | Developing | Proficient | Advanced |
|---|---|---|---|---|
| **Revision** | ☐ No change. | ☐ Softens words only. | ☐ Replaces the verdict with a verification note. | ☐ Explains how each change protects followers and credibility. |

### One change I made after feedback

I changed ___ because ___.

🔑 I replaced a sentence that called the post a lie, because the task asks how the text works, not whether it is true.

### Notes





This page continues page 202. The notes for both pages are on the sheet for page 202.

## Questions to discuss

**On your own** Write a short answer to each question, then complete the sentence frames. About 5 minutes.

**1** What would you need beyond the image to support the caption's claim?

The earliest post, its date and place, and an independent record, such as an alert or a dated firsthand photo.

**2** Do you agree with Jordy's choice to leave the image out of the recap, and why?

Yes. The image would do the persuading, whatever the caption says. A note can report the checks without spreading the claim.

**3** Who could be harmed if the crew called a real photo fake?

The photographer, whose honest photo is called a lie, and people who skip a real warning. The crew's credibility also suffers.

**4** The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?

No. Silence from a page last updated Monday morning cannot rule out a Wednesday flood. It only means no alert was posted.

## My take

My claim: ___.

The crew should post a verification note that keeps the flood claim open and leaves the image out.





### Pacing

Full chapter: 5 min.

Short on time: skip this page.

### Say this

"Answer with a detail from a document, not a feeling about the image." — Ask for one answer per question.

### Stretch

- Compare the crew's note with the RumorGuard check on the Helene image. What does each say is known and unknown?
- Going further: List every place the crew could look for the first post of the courtyard image. For each one, write what it could prove and what it could not.
- Going further: Write two captions that say the flood is not confirmed. Which one makes the image feel more trustworthy than it is? Name who could be hurt if the crew gets this wrong.
- Going further: Write two short notices that tell followers the flood is not confirmed. Ask two readers what each notice lets them conclude. Rewrite any line that made them more certain than the evidence allows.
- Going further: Before you repost an image as news, find where it first appeared. Check an official or independent source for the event. If you cannot confirm it, say so or do not share it. If you help run a club account, suggest a "check before posting" rule.
- Compare how two news organizations describe their image-verification process
- Research what content credentials record and what they cannot show

## My take, continued

The best evidence is ___, because ___.

🔑 The missing provenance, because with no first post or date, the image cannot show today's courtyard.

Someone who disagrees might say ___.

🔑 The low detector score means the image is real, so the crew should warn people.

The limit of the evidence is ___.

🔑 The alerts page was last updated Monday, so its silence proves little.

I would change my mind if ___.

🔑 The facilities office posted a same-day alert about the courtyard.

**Notes**





This page continues page 204.

### Heat check

■■□ **Question 3: Medium.** Students may bring up real disaster images or people they know who lived through a disaster.

**Cool-down:** Keep to the courtyard case. Do not show or search for images of real people in distress.

# Talk about this case at home

## Case 20: Can the crew post this image as true?

In this case, a realistic image in a group chat claims that a campus courtyard flooded today. Your student checked where the image came from and wrote a short note that says what is known and what is not.

### Questions to talk about

1. What would you check before you share a picture of breaking news?
2. Where does your town or school post official alerts?
3. Why can saying you are not sure yet be better than guessing?

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

See the case online.





## Pacing

At home: this page takes no class time.

## Say this

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

# Key terms

**Academic credit** Academic credit is credit toward a degree that a school gives for approved work, such as an internship.
En español: créditos académicos

**Accountability** Accountability is owning a mistake and doing what you said you would do to fix it.
En español: rendición de cuentas

**Authority** Authority is the power a person or group has to make or change a particular rule or decision.
En español: autoridad

**Challenge** A challenge is a formal request to remove or restrict a book or other library material.
En español: impugnación

**Claim** A claim is a statement that something is true. You can check a claim with evidence.
En español: afirmación

**Consent** Consent is permission a person gives for something specific, such as sharing a record with a named person.
En español: consentimiento

**Context** Context is the information around an event or a quote that you need to understand what it means.
En español: contexto

**Correction** A correction is a public statement that replaces wrong information with accurate information.
En español: corrección

**Corroboration** Corroboration is support for a claim from an independent source.
En español: corroboración

**Disclosure** A disclosure is a clear statement that tells people about a relationship or fact they would want to know.
En español: divulgación

**Documentation** Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.
En español: documentación

**Education record** An education record is a record directly about a student that a school or college keeps.
En español: expediente educativo

**Endorsement** An endorsement is a message that shares someone's opinion or experience of a product to promote it.
En español: respaldo

**Fact pattern** A fact pattern is the specific set of facts in a situation that a rule is applied to.
En español: conjunto de hechos

**Fair Labor Standards Act** The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.
En español: Ley de Normas Justas de Trabajo

**FERPA** FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.
En español: FERPA (Ley de Derechos Educativos y Privacidad de la Familia)





## 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

**Framing** Framing is choosing which parts of a situation a message brings forward.
En español: encuadre

**Holding statement** A holding statement is a short update that says what is known, what is still being checked and when people will hear more.
En español: comunicado provisional

**Jurisdiction** A jurisdiction is the place or area where a particular government or rule has authority.
En español: jurisdicción

**Material connection** A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.
En español: conexión material

**Precedent** A precedent is an earlier court decision that judges use as a guide in similar later cases.
En español: precedente

**Primary beneficiary test** The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.
En español: prueba del beneficiario principal

**Provenance** Provenance is information about where an image or a document came from and how it has been handled.
En español: procedencia

**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

**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

**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

**Verification note** A verification note is a short record of what you checked, what you found and what is still unknown.
En español: nota de verificación

**Voter guide** A voter guide is a document that explains or recommends choices in an election.
En español: guía para votantes





## Say this

"Each definition here matches the one in the case, word for word." — Show one term in both places.

"The Spanish term follows each definition." — Invite students to add terms from other languages they know in the margin.

## Watch for

**Misconception:** A key term means the same in everyday talk as in the case. **Listen for:** A student uses "claim" to mean "lie." **Then:** Have the student reread the definition and the case's "In this case" line together.

## Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

# My progress

After each case, write the date and your level for each skill: Beginning, Developing, Proficient or Advanced.

| Case | Date | Evidence | Reasoning | Audience and purpose | Revision |
|---|---|---|---|---|---|
| 1 | | | | | |
| 3 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 12 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 20 | | | | | |





## Say this

"After each case, mark your level for Evidence, Reasoning, Audience and purpose, and Revision." — Use the rubric on the case's Check your work page.

"Pick one row you want to raise next time." — Students keep this page private.

## Watch for

**Misconception:** My progress is a grade. **Listen for:** "Is this going in the grade book?" **Then:** Explain that it is a self-check; grades come from your scoring with the rubric.

## Support

- Model one row with Case 1 before students fill in their own.

# Track the work across the year

Each case has the same four rubric rows, so growth is easy to see. Mark the level each student or group reached, case by case.

| Case | Evidence | Reasoning | Audience | Revision | Took a civic step |
|---|---|---|---|---|---|
| 1 Is the screening canceled? | | | | | |
| 3 What should a group do after a public mistake? | | | | | |
| 6 What can your family see in your college records? | | | | | |
| 7 Did one complaint get the novel banned? | | | | | |
| 8 Is it a recommendation or an ad? | | | | | |
| 9 What is on your ballot, and where do you check? | | | | | |
| 12 When can a school limit what students say? | | | | | |
| 15 Is Rafa's unpaid internship really a job? | | | | | |
| 16 Who wrote the new building rule? | | | | | |
| 20 Can the crew post this image as true? | | | | | |

# About course names and standards

AP, Pre-AP and IB activities are practice designed by No, Pero Why?. They are not official College Board or IB materials. Honors expectations are set by your school.

### Framework sources

IB Diploma Programme Language A: language and literature (guide for first assessment 2021)

- International Baccalaureate, Language A: language and literature course page: https://ibo.org/programmes/diploma-programme/curriculum/language-and-literature/language-a-language-and-literature/
- International Baccalaureate, Language A: language and literature guide, first assessment 2021: https://ibo.org/globalassets/new-structure/university-admission/pdfs/subject-guides/language-a-language-literature-guide.pdf
- International Baccalaureate, latest curriculum updates: https://ibo.org/university-admission/latest-curriculum-updates/

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