

Educator edition

Pre-IB (a school pathway, not an IB program)

Schools with their own pre-IB or IB-preparatory pathway, usually grades 9–10, preparing students for later IB Diploma Programme courses.

20 cases

Case 1: Is the screening canceled?

Pre-IB 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 10 minutes.

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

The post

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

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

What it shows

Someone thinks the screening may be canceled. The clip says "we are removing access."

What it leaves out

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

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

The full update

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

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

What it shows

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

What it leaves out

Whether every visitor can use the front entrance.

Case 1 | Look at the evidence | Pre-IB educator edition

Pacing

Full chapter: 10 min.

Short on time: 10 min.

Say this

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

Watch for

Misconception:

Students call the clip fake.

Listen for:

"It's fake news."

Then:

Ask which word in the clip is wrong.

None is. The clip is real; the context is missing.

Support

Give each document on its own half-page with the key sentence enlarged.

Read the transcript aloud and offer a recording for replay.

Cognates:

context (contexto), evidence (evidencia), original (original), correction (corrección), confirm (confirmar), cancel (cancelar), access (acceso), transcript (transcripción).

Stretch

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

Heat check

Low.

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

How to use this educator edition

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

The educator column

- Pacing** Minutes for the full chapter, and what to cut when you have one period.
- Say this** Prompts to read aloud, with a note on how to use each one.
- Stop and think** On reading passage pages: the passage questions and where each one falls.
- Watch for** A likely misconception, what it sounds like and what to do next.
- Support** Scaffolds, sentence frames and English and Spanish cognates.
- Stretch** A harder question or extension for students who are ready.
- Heat check** How likely the page is to start a hard conversation, and how to cool it down.
- Standards** The standards the task practices, on the task page.
- Answer key** Answers that are not printed on the student page.

Answers

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

Heat check

- Low:** most students can discuss this without personal stakes.
- Medium:** the talk can turn personal. Use the cool-down.
- High:** plan the cool-down before class.

T2

Plan the course

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
1 Is the screening canceled?	Write a short commentary on the captioned screenshot as a text: how do the crop, the caption and the question mark work together to shape what a reader believes? Then record a two-minute reflection on one question: can a correction ever fully reach the people who saw the original?	Commentary (400—500 words) plus a two-minute recorded reflection	114	90	SPJ Code of Ethics
2 Does the worksheet show what Dec knows?	Write a structured inquiry response to the question “What can one task show about what someone knows?” Use the practice brief, Dec’s notes and the IDEA rule as three different kinds of evidence, test your position against a counterclaim, then present your conclusion in a three-minute talk and take one question from a peer.	Inquiry response (500—600 words) plus a three-minute talk	117	100	CEC Ethical Principles and Practice Standards
3 What should a group do after a public mistake?	Write a comparative commentary on Gia’s first draft and the correction the crew finally posted: how does each text position its readers and the people the caption blamed? Then hold a three-minute paired discussion on whether intent or impact should decide how a public message is judged.	Comparative commentary (450—550 words) plus a three-minute paired discussion	113	90	PRSA Code of Ethics

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
4 Who gets a say when a shared room changes?	Analyze the room decision from four perspectives (the board, Mari, Sami and the nearby resident) in a perspectives table and a short written analysis. Then deliver a two-minute oral recommendation that names who holds power over the decision and who carries its costs.	Perspectives table with a 300-word analysis plus a two-minute oral recommendation	112	90	ASPA Code of Ethics
5 Why is my deposit smaller than what I earned?	Write a short investigation that explains how the FICA lines on Gia’s statement connect to Social Security and Medicare, then compare that approach at a general level with one other country’s social insurance, using official sources for both. End with a paragraph on what a single paycheck can and cannot tell you about a whole system.	Investigation (500—600 words) with a comparison grid	127	100	PayrollOrg Code of Ethics
6 What can your family see in your college records?	Write a structured explanation for incoming college students that keeps three layers apart: the federal rule, its exceptions and one university’s process. Then take part in a two-minute recorded conversation on the question: how do we decide who has a right to know something about us?	Structured explanation (400—500 words) plus a two-minute recorded conversation	114	90	AACRAO Ethics and Practice

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
7 Did one complaint get the novel banned?	Write a comparative commentary on the Matilda library extract and the district reconsideration notice as two texts about access to books, analyzing how each one’s form shapes what it says. Then give a three-minute oral that connects both texts to the issue of who controls young people’s access to books.	Comparative commentary (450—550 words) plus a three-minute oral	115	90	ALA Code of Ethics
8 Is it a recommendation or an ad?	Analyze how three kinds of disclosure (spoken words, on-screen text and a caption tag) work in Gia’s revised review and in one real post from a brand’s own account. Then write a reflection on the question: can a viewer ever be sure a recommendation is independent?	Annotated comparison of two posts plus a 300-word reflection	116	90	FTC Endorsement Guides (16 CFR Part 255)
9 What is on your ballot, and where do you check?	Write a comparative analysis of how the official sample ballot and a creator’s voter guide present the same election: what each includes, leaves out and asks the reader to do. Then write a reflection on the question: how can a voter know what a candidate or measure will actually do?	Comparative analysis (450—550 words) plus a 250-word reflection	116	90	SPJ Code of Ethics

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
10 Whose job is it to fix the blocked route?	Write a structured argument on who should be responsible for keeping public routes accessible, comparing a rights-based approach (the ADA's program-access requirement) with a design-based approach (universal design). Then give a two-minute oral response to one challenge question from a peer.	Structured argument (500—600 words) plus a two-minute oral response	112	90	ASPA Code of Ethics
11 Why are Jordy and Gia paid different rates?	Write a short perspectives analysis of the pay question from three positions (Jordy, Gia and the supervisor), identifying what each person can know from where they stand. Then give a two-minute reflection on the question: what can a worker know about a pay decision from their own position?	Perspectives analysis (400—500 words) plus a two-minute reflection	114	90	SHRM Code of Ethics
12 When can a school limit what students say?	Prepare a structured case analysis that compares Tinker's facts with three new fact patterns (the wear-blue plan, the logo poster and the walkout). Then write a 300-word reflection on the question: how can a decision from 1969 tell us anything certain about a situation today?	Case analysis (400—500 words) plus a 300-word reflection	111	90	ABA Model Rules of Professional Conduct

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
13 Can the crew cut waste before it reaches the bin?	Write a short investigation report on one item from the last screening, the cups, using the EPA hierarchy, a stated measurement boundary and the city’s accepted-materials list. Then write a reflection on the question: how do we know whether a green choice actually helps?	Investigation report (450—550 words) with a data table, plus a 250-word reflection	109	90	FTC Green Guides (16 CFR Part 260)
14 Does giving credit let the crew use the song?	Write a commentary on the question “When does borrowing become a new text?”, comparing the crew’s planned use of the sampled track with one teacher-selected example of a licensed remix or cover. Then add a short reflection on how legal ownership and creative influence differ.	Commentary (450—550 words) plus a 200-word reflection	111	90	AIGA Standards of Professional Practice
15 Is Rafa’s unpaid internship really a job?	Write a structured analysis that uses the seven Department of Labor factors as an analytical framework for Rafa’s offer, marking what the evidence shows and what remains unknown. Then give a two-minute talk on the question: who can afford to say yes to an unpaid opportunity, and what does that mean for fairness?	Structured analysis (400—500 words) plus a two-minute talk	111	90	NACE Principles for Ethical Professional Practice

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
16 Who wrote the new building rule?	Write a document analysis that treats the unsigned notice, last year’s house rules and HUD’s Fair Housing Act overview as three different kinds of authority. Then give a two-minute talk answering: when a building rule and a resident’s need collide, what should decide the outcome?	Document analysis (400—500 words) plus a two-minute talk	111	90	ABA Model Rules of Professional Conduct
17 How should the crew give out ten free seats?	Write a reflective essay on the question: can a fair process produce an unfair result? Use the crew’s seat decision as the main example and one public allocation, such as a school admissions lottery, as a second. Then take part in a structured paired discussion and add a paragraph on what your partner changed in your thinking.	Reflective essay (500—600 words) plus a paragraph on the discussion	130	90	The Belmont Report
18 Why is the theater curtain still falling apart?	Write a structured analysis of how the \$48 million figure and the social post each work as arguments: what does each number select, hide and ask the reader to feel? Then give a two-minute talk on the question: when does a number clarify a public debate, and when does it hide a choice about values?	Structured analysis (400—500 words) plus a two-minute talk	125	90	ASPA Code of Ethics

Plan the course, continued

Case	Task	Students make	Full chapter, min	One period, min	Code of ethics
19 What should Gia say in her two-minute comment?	Watch a recorded local public meeting and write a structured analysis of how participation works there: who spoke, what the body could decide and what happened next. Then deliver a 90-second comment on the court-lights item and write a short reflection on the difference between speaking and being heard.	Meeting analysis (400—500 words), a 90-second comment and a 150-word reflection	113	100	ASPA Code of Ethics
20 Can the crew post this image as true?	Trace the courtyard image as far as the case allows and write a verification analysis: what each source can establish, what it cannot and how confident the crew should be. Then write a 300-word reflection on the question: when is seeing still believing?	Verification analysis (400—500 words) plus a 300-word reflection	105	90	RTDNA Code of Ethics

Standards in this edition

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

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies. **Cases 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards in this edition, continued

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

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

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

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

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

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

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

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

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

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

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

Professional standards in this edition

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

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

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

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

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

Minimize Harm: Case 19

spj.org/spj-code-of-ethics



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

Revised code adopted June 11, 2015.

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

Truth and accuracy above all: Cases 1 and 20

Independence and transparency: Cases 3 and 14

Opening statement (before the guiding principles): Case 9

rtdna.org/ethics



Professional standards in this edition, continued

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



No date shown on the page.

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

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

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

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



No adoption date shown on the page.

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

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

Special Education Professional Ethical Principles: Case 2

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

Professional standards in this edition, continued

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

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

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

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

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

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



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

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

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

Free Flow of Information: Cases 3 and 8

Disclosure of Information: Cases 12 and 20

Competition: Case 14

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



Professional standards in this edition, continued

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

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

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

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

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

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

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

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

natcom.org/wp-content/uploads/2025/01/

[Credo-for-Ethical-Communication-Revised-Clean-2024.pdf](#)



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

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

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

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

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

4. Strengthen social equity.: Case 17

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



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

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

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

Principle 1 (of 9): Case 4

Principle 2 (of 9): Case 7

ala.org/tools/ethics



Professional standards in this edition, continued

PayrollOrg Code of Ethics, PayrollOrg.

Professional code.

No date shown on the document.

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

Item 2: Case 5

Item 5: Case 5

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



IABC Code of Ethics for Professional Communicators,

International Association of Business Communicators (IABC). Professional code.

No date shown on the page.

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

“I communicate accurate information”: Case 5

“I protect confidential information”: Case 11

“I do not guarantee results”: Case 13

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



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

Professional code.

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

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

Standards of professional practice: Case 6

Principles of professional ethics: Case 6

aacrao.org/resource/ethics-and-practice



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

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

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

§ 255.5 Disclosure of material connections: Case 8

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

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



Professional standards in this edition, continued

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



No revision date shown on the page.

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

Code of Ethics, standard 3: Case 10

nppa.org/resources/code-ethics

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



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

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

Rule 3.1 Meritorious Claims and Contentions: Cases 10 and 16

Rule 2.1 Advisor: Case 12

Rule 4.1 Truthfulness in Statements to Others: Case 15

Rule 4.3 Dealing with Unrepresented Person: Case 15

[americanbar.org/groups/professional_responsibility/publications/
model_rules_of_professional_conduct](https://americanbar.org/groups/professional_responsibility/publications/model_rules_of_professional_conduct)

Professional standards in this edition, continued

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

As amended April 24, 2023.

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

Fairness and Justice: Case 11

Use of Information: Case 11

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



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

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

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

The designer’s responsibility to the public: Case 12

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

The designer’s responsibility to other designers: Case 14

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



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

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

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

§ 260.12 Recyclable claims: Case 13

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



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

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

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

4. Comply with laws: Case 15

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



Professional standards in this edition, continued

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



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

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

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

C. Applications: 1. Informed Consent: Case 17

[govinfo.gov/content/pkg/FR-1979-04-18/pdf/FR-1979-04-18.pdf](https://www.govinfo.gov/content/pkg/FR-1979-04-18/pdf/FR-1979-04-18.pdf)

Access, language and discussion

Supports in this edition

- **Vocabulary:** Introduce analytical terms (form, audience, purpose, knowledge question) alongside the case concepts.
- **Read aloud:** Read the core text aloud before analysis and offer recordings.
- **Bilingual planning:** Allow planning and first drafts in any language; many pre-IB students are multilingual, so treat that as a resource. Never ask a student to disclose a disability, immigration status, family finances or private records to take part.
- **Oral rehearsal:** Rehearse the oral component with a partner using the route's question stems.
- **Other ways to respond:** Allow the reflective component as a recorded conversation or written piece.

Cognates

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

Heat check

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

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

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

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

No one has to share

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

How this book works

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

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

Labels on the page

Evidence A | Group-chat post

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

Real source | Publisher | Date

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

Directions on each page

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

When a page continues

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

Filling in this book

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

Say this

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

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

Watch for

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

Support

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

Contents

1	Is the screening canceled?	3
2	Does the worksheet show what Dec knows?	24
3	What should a group do after a public mistake?	45
4	Who gets a say when a shared room changes?	66
5	Why is my deposit smaller than what I earned?	87
6	What can your family see in your college records?	107
7	Did one complaint get the novel banned?	127
8	Is it a recommendation or an ad?	147
9	What is on your ballot, and where do you check?	166
10	Whose job is it to fix the blocked route?	187
11	Why are Jordy and Gia paid different rates?	207
12	When can a school limit what students say?	227
13	Can the crew cut waste before it reaches the bin?	247
14	Does giving credit let the crew use the song?	267
15	Is Rafa's unpaid internship really a job?	288
16	Who wrote the new building rule?	308
17	How should the crew give out ten free seats?	329
18	Why is the theater curtain still falling apart?	350
19	What should Gia say in her two-minute comment?	370
20	Can the crew post this image as true?	390

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:

- quote a short text precisely
- name a feature of a text’s form, such as punctuation or word order
- give a short talk from notes

Objectives

Students will be able to:

- analyze how the crop, the caption and the question mark work together in one post

Objectives, continued

- support each claim about the post with a precise reference
- take a position on whether a correction can reach everyone who saw the original
- name one limit of what the sources can tell them

Materials

- This chapter, one copy per student
- Evidence A, B and C
- Gia’s correction, the best option in the second practice question on the case page
- A device or app that records two minutes of audio

The task in this edition

Task: Write a short commentary on the captioned screenshot as a text: how do the crop, the caption and the question mark work together to shape what a reader believes? Then record a two-minute reflection on one question: can a correction ever fully reach the people who saw the original?

Students make: Commentary (400—500 words) plus a two-minute recorded reflection

Pacing

Opener (page 3): 5 min. Short on time: 5 min.

Pacing, continued

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

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

Look at the evidence (page 10): 5 min. Short on time: 4 min. Read Evidence C aloud. Students fill in only its “What it shows” box.

Key idea (pages 11 and 12): 10 min. Short on time: 8 min. Skip the In the news section.

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

Practice (page 14): 6 min. Short on time: skip. Hand out Gia’s correction instead.

Your task (pages 15 and 16): 10 min. Short on time: 10 min.

Your draft (pages 17 and 18): 35 min. Short on time: 35 min.

Check your work (pages 19 and 20): 10 min. Short on time: 8 min. Skip the rubric boxes. Students answer the four questions.

Questions to discuss (pages 21 and 22): 10 min. Short on time: 7 min. Discuss question 1 only.

Talk about this case at home (page 23): at home.

Periods: full chapter 114 minutes; one period 90 minutes.

Case 1 plan, continued

Standards

- RI.9-10.1** Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.
- RI.9-10.6** Identify an author’s view or purpose and analyze how the author uses rhetoric to advance it.
- RI.9-10.8** Evaluate an argument’s claims, reasoning and evidence, and identify false statements and faulty reasoning.
- W.9-10.1.a** Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly.
- W.9-10.1.b** Develop claims and counterclaims fairly, giving evidence for each and their strengths and limits, with the audience in mind.
- SL.9-10.1.c** Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.
- SL.9-10.1.d** Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.
- D3.1.9-12** Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students use the corroborative value of the booking email to confirm the transcript.

Standards, continued

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

Codes of ethics

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

Heat map

- **Opener (page 3):** Low
- **Key terms (pages 4 and 5):** Low
- **Look at the evidence (page 9):** Low
- **Look at the evidence (page 10):** Low
- **Key idea (pages 11 and 12):** Low
- **Sort the evidence (page 13):** Medium
- **Practice (page 14):** Medium
- **Check your work (pages 19 and 20):** 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

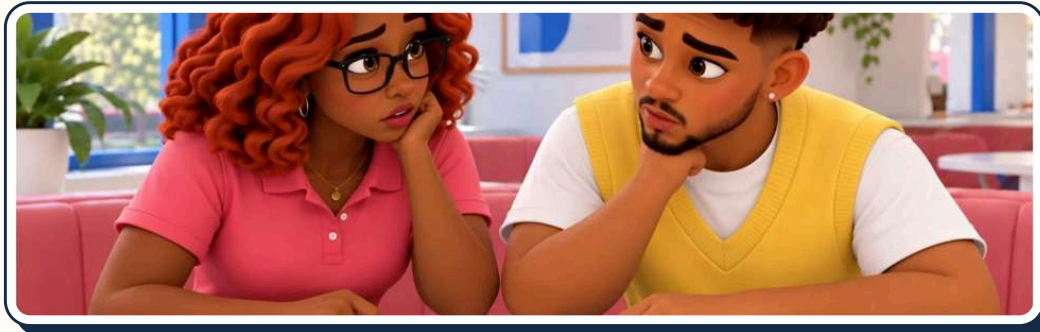
- Scholastic, “Sunrise on the Reaping announcement,” June 6, 2024
- Robert M. Entman, “Framing,” 1993
- Society of Professional Journalists, “SPJ Code of Ethics,” September 6, 2014

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 5 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: 5 min.

✂ Short on time: 5 min.

💬 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 5 minutes.

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

En español: afirmación

In this case: The caption “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: 5 min.

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

💬 Say this

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

👁 Watch for

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

📖 Support

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

🔥 Heat check

■□□ Low.

🔑 Answer key

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

Your first guess

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

My first guess is ___, because ___.

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

Notes

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

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

Reading passage

What the crop left out

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

Words to know

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

The story: Ten minutes before Gia's shift

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

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

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

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

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

⌚ Pacing

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

❓ Stop and think

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

Three possible replies, one set of facts

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

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

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

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

Framing in the real world

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

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

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

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

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

Sources

Real source | Robert M. Entman | 1993

Framing

Real source | PolitiFact | August 1, 2022

Viral image shows fake story from The Atlantic about Biden

Real source | PBS NewsHour Classroom | November 17, 2022

Lesson plan: How to spot fake screenshots on social media

Real source | Society of Professional Journalists | September 6, 2014

SPJ Code of Ethics

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper has rounded corners on the left side and a standard rectangular shape on the right. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

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

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

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

The post

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

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

What it shows

Someone thinks the screening may be canceled. The clip says "we are removing access."

What it leaves out

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

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

The full update

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

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

What it shows

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

What it leaves out

Whether every visitor can use the front entrance.

Case 1 | Look at the evidence | Pre-IB educator edition

Pacing

Full chapter: 10 min.

 Short on time: 10 min.

Say this

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

Watch for

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

Support

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

Stretch

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

Heat check

Low.

Look at the evidence, continued

Evidence C | Booking email to Mateo, sent Tuesday

The booking email

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

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

What it shows

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

What it leaves out

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

What is still missing from the evidence?

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

Notes

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read Evidence C aloud. Students fill in only its “What it shows” box.

💬 Say this

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

👁 Watch for

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

📄 Support

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

🔗 Stretch

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

🔥 Heat check

■□□ Low.

Key idea: framing

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

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

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

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

Professional standards

Real source | Society of Professional Journalists (SPJ)

SPJ Code of Ethics: Seek Truth and Report It

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

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

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

Your answer

The transcript goes on to say ____.

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

Case 1 | Key idea | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

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

💬 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.

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.

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

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

Sort the evidence

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

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

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

Still open

- Can every visitor use the temporary entrance?

Whose perspective is missing?

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

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

Pacing

Full chapter: 8 min.

 Short on time: skip this page.

Say this

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

Watch for

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

Support

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

Heat check

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

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

Practice: choose a response

On your own Choose the message you would send and explain why. Then fix the two marked lines.
About 6 minutes.

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

☐ A Cancel your plans before you travel.

☒ B We're checking the original. Hold your plans for a moment.

☐ C The post is fake. Ignore it.

Why I chose it

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

Improve a draft

A student's first draft

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

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

Rewrite phrase 1

➤ The clip is real, but it stops before the coordinator says which access.

Rewrite phrase 2

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

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page. Skip this page. Hand out Gia's correction instead.

💬 Say this

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

👁 Watch for

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

🔥 Heat check

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

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

➤ Answer key

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

Pre-IB

Your task

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

Write a short commentary on the captioned screenshot as a text: how do the crop, the caption and the question mark work together to shape what a reader believes? Then record a two-minute reflection on one question: can a correction ever fully reach the people who saw the original?

Use: The screenshot and caption, the full transcript and the booking email, plus Gia's final correction.

You'll make: Commentary (400—500 words) plus a two-minute recorded reflection

Time: 90 minutes

- 1 Reread the post in Evidence A. Mark the crop, the caption and the question mark.
- 2 Fill in the planner: what each feature does and how it does it.
- 3 Name one question the sources cannot answer about the post.
- 4 Draft your opening paragraph and one body paragraph on the Your draft page.
- 5 Finish the commentary, 400 to 500 words, on lined paper or in the online workspace.
- 6 Plan and record a two-minute reflection on whether a correction can reach everyone.



Prefer typing? Scan to open the online workspace.

The crop

The crop ends at ____, so ____.

🔍 The crop ends at “we are removing access,” so “access” has no limit.

The caption

The caption adds ____.

🔍 The caption adds “Screening canceled?”, a meaning the clip never states.

Case 1 | Your task | Pre-IB educator edition

🕒 Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 Say this

“Treat the post as a text someone made. What three choices did its maker make?” — Accept the crop, the caption and the question mark. Write them on the board.

👁 Watch for

Misconception: The commentary retells the story.

Listen for: “First the clip was posted, then...” **Then:** Ask what the feature does to a reader. Keep the summary to one sentence.

📄 Support

- Commentary planner: what the text does, how it does it, why it matters to this reader
- Guiding question printed above the text
- Reflection stem: “How do we know when...?”
- Model paragraph analyzing a different short text
- Commentary frame: “The ___ leads the reader to ___ because ___.”

🔗 Stretch

- Name one thing the sources cannot tell you and explain how that limit shapes the claims in your commentary.

📋 Standards

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

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

The Case plan sheet gives each code in plain words.

Your task, continued

The question mark

The question mark ____.

○ The question mark sounds careful, but it still puts “canceled” in the reader’s mind first.

One question the sources cannot answer

The sources do not show ____.

- The sources do not show who cropped the clip or why.

Notes

[illegible]

This page continues page 15.

07 Answer key

A strong response:

- Analyzes at least two features of the post's form, not only its content
- Supports each claim with a precise reference
- Reflection takes a clear position and names one limit of what can be known
- Language is formal and precise

Your draft

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

Your opening paragraph

👉 The post in the crew's group chat is only a caption and seven seconds of video, but its form does most of the work. The crop ends at "we are removing access," the caption adds "Screening canceled?", and the question mark makes the claim sound like a careful question. Together, these features lead a reader to believe the event is off, a conclusion the full transcript does not support.

Your first body paragraph

👉 The crop is the most powerful feature because it controls where the sentence stops. The coordinator's sentence continues in the transcript: "We are removing access through that reader tonight." Without the words "through that reader," a reader cannot tell that the change is about one broken side door. The caption then fills the gap. By asking "Screening canceled?", it names the biggest possible meaning and lets the reader supply the answer. The question mark protects the poster from being wrong, but it still places "canceled" in the reader's mind before any document is checked.

Case 1 | Your draft | Pre-IB educator edition

🕒 Pacing

Full chapter: 35 min.

⌘ Short on time: 35 min.

💬 Say this

"Your reflection answers one question: can a correction reach everyone who saw the original?" — Give two minutes of planning before students record.

👁 Watch for

Misconception: The reflection claims to know how many people saw the post. **Listen for:** "Everyone already saw it." **Then:** Point to the evidence. Nobody knows how many people changed plans.

👉 Answer key

What to notice in the sample:

1. States a claim about form, not only about content.
2. Uses the transcript as a precise reference.
3. Analyzes a second feature and its effect on the reader.

Your draft, continued

Reflection plan: my position and one reason

A correction can ___ because ___.

➤ A correction cannot fully reach everyone, because anyone who changed plans after the first post may not open the chat again.

Notes

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

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

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 10 minutes.

Do you analyze at least two features of the post's form?	☒ Yes ☐ No
Does each claim point to exact words in the post or the transcript?	☒ Yes ☐ No
Does your reflection take a position and name one limit of what you can know?	☒ Yes ☐ No
Is your language formal and precise?	☒ 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: 10 min.

 Short on time: 8 min. Skip the rubric boxes. Students answer the four questions.

Say this

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

Watch for

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

Support

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

Heat check

 Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for analysis, evidence and expression; no IB criteria, marks or grades are assigned.

Proficient looks like:

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

How your work is scored, continued

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

One change I made after feedback

I changed ___ because ___.

➤ I cut a sentence that retold the story and added one about the question mark, because the commentary should analyze form.

Notes

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

This page continues page 19. The notes for both pages are on the sheet for page 19.

Questions to discuss

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

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

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

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

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

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

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

My take

My claim: ____.

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

The best evidence is ____, because ____.

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

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 7 min. Discuss question 1 only.

💬 Say this

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

➤ Stretch

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

My take, continued

Someone who disagrees might say ____.

➤ A fast warning protects people who are already traveling.

I would change my mind if ____.

- The coordinator said the room itself was closing.

Notes

[illegible]

This page continues page 21.

Heat check

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

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

Talk about this case at home

Case 1: Is the screening canceled?

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

Questions to talk about

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

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



See the case online.

Pacing

At home: this page takes no class time.

Say this

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

Case 2: Does the worksheet show what Dec knows?

Content note

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

Overview

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

Before this case

Students should already be able to:

- state an arguable position in one sentence
- tell a design document, an observation and a rule apart
- give a short talk from notes

Objectives

Students will be able to:

- state a precise, arguable position on what one task can show
- use three kinds of evidence and say what each can and cannot show
- test the position against a real counterclaim
- answer a peer’s question with evidence

Materials

- This chapter, one copy per student
- Evidence A and B, and the IDEA rule as summarized in the key idea
- Optional: the CAST UDL Guidelines listed in the case page’s Sources
- The talk planner with a 30-second opening

The task in this edition

Task: Write a structured inquiry response to the question “What can one task show about what someone knows?” Use the practice brief, Dec’s notes and the IDEA rule as three different kinds of evidence, test your position against a counterclaim, then present your conclusion in a three-minute talk and take one question from a peer.

Students make: Inquiry response (500—600 words) plus a three-minute talk

Pacing

- Opener (page 24):** 6 min. Short on time: 5 min. Read What happened aloud. Skip the opening question.
- Key terms (pages 25 and 26):** 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.
- Look at the evidence (pages 30 and 31):** 12 min. Short on time: 12 min.
- Key idea (pages 32 and 33):** 12 min. Short on time: 10 min. Skip the In the news section.

Pacing, continued

- Sort the evidence (pages 34 and 35):** 8 min. Short on time: 6 min. Do the first two rows together.
- Practice (page 36):** 6 min. Short on time: skip.
- Your task (pages 37 and 38):** 15 min. Short on time: 15 min.
- Your draft (page 39):** 30 min. Short on time: 30 min.
- Check your work (pages 40 and 41):** 12 min. Short on time: 12 min.
- Questions to discuss (pages 42 and 43):** 10 min. Short on time: 6 min. Discuss question 3 only.
- Talk about this case at home (page 44):** at home.
- Periods:** full chapter 117 minutes; one period 100 minutes.

Standards

- RI.9-10.1** Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.
- RI.9-10.8** Evaluate an argument’s claims, reasoning and evidence, and identify false statements and faulty reasoning.
- W.9-10.1.a** Introduce a precise claim, distinguish it from opposing claims and organize the claims, counterclaims, reasons and evidence clearly.

Case 2 plan, continued

Standards, continued

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

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

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

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

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

Codes of ethics

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

Codes of ethics, continued

- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 8

Heat map

- ■ □ **Opener (page 24):** Medium
- □ □ **Key terms (pages 25 and 26):** Low
- □ □ **Look at the evidence (pages 30 and 31):** Low
- □ □ **Key idea (pages 32 and 33):** Low
- ■ □ **Sort the evidence (pages 34 and 35):** Medium
- ■ □ **Practice (page 36):** Medium
- □ □ **Check your work (pages 40 and 41):** Low

Try it at your school

Learn your school’s route for asking about support.

- Find your school’s student handbook or website page on learning support
- Write one question you’d want answered, without naming a classmate
- Ask a counselor who handles support requests and how parents or students start one
- If a friend is struggling, ask them what they want before doing anything

Try it at your school, continued

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

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

Sources

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

Case 2: Does the worksheet show what Dec knows?

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

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

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



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

What happened

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

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

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

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

⌚ Pacing

Full chapter: 6 min.

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

💬 Say this

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

👁 Watch for

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

📄 Support

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

🔥 Heat check

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

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

Key terms

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

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

En español: meta de aprendizaje

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

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

En español: evaluación

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

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

En español: elegibilidad

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

Who is involved



Dec

Theater crew, working on the circuit sheet

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



Anika

Studying the circuit with Dec

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

⌚ Pacing

Full chapter: 6 min.

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

💬 Say this

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

👁 Watch for

Misconception: Students think "evaluation" means any test.

Listen for: "The worksheet was his evaluation." **Then:**

Reread the definition. An evaluation is a formal school process, not a practice sheet.

📖 Support

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

🔥 Heat check

■□□ Low.

🔑 Answer key

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

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

Reading passage

Is the test measuring the right thing?

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

Words to know

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

The story: A cue sheet with no numbers

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

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

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

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

Reading the goal line

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

⌚ Pacing

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

❓ Stop and think

1. After "The story: A cue sheet with no numbers":

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

2. After "Reading the goal line": How would you know that a new format shows Dec's learning more clearly instead of giving away the answer?

3. After "Where the crew's power ends": Why does a study session fall outside the IDEA evaluation rule?

Reading the goal line, continued

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

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

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

Where the crew's power ends

The crew can change a practice plan. It cannot decide what support Dec qualifies for. An **evaluation** is a school's formal process for learning about a student's needs, using more than one measure. **Eligibility** is meeting the requirements for a particular service or program. Under IDEA, a federal law, a public school must use varied tools in an evaluation, and no single measure can be the only basis for deciding eligibility (U.S. Department of Education, IDEA regulations, 34 CFR 300.304). Special educators hold themselves to a similar standard. The Council for Exceptional Children asks them to use assessments that "accurately measure what is intended to be measured" (CEC Ethical Principles and Practice Standards, no date listed).

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

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

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

Sources

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

IDEA regulations, 34 CFR § 300.304 (evaluation procedures)

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

Sources, continued

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

CEC Ethical Principles and Practice Standards

Real source | [ADA.gov](https://www.ada.gov/) (U.S. Department of Justice) | February 28, 2020

ADA Requirements: Testing Accommodations

Real source | Education Week | October 13, 2025

Does Extended Time on Tests Actually Help Students With ADHD?

Notes

[illegible]

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

Look at the evidence

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

Evidence A | Practice brief, handed out Monday

The assignment

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

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

What it shows

➤ The goal is explaining a circuit. The page has six dense paragraphs and a small diagram.

What it leaves out

➤ How the sheet is scored, and what the six paragraphs are meant to test.

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

Dec's explanation

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

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

What it shows

➤ Out loud, Dec traced the circuit correctly. On paper, he skipped a line.

What it leaves out

➤ Why the layout is hard for him, and whether he wants formal support.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 12 min.

💬 Say this

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

👁 Watch for

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

📖 Support

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

🔗 Stretch

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

🔥 Heat check

■□□ Low.

What is still missing from the evidence?

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

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a dark vertical border on the left side, suggesting it might be part of a bound notebook or folder. The paper is otherwise blank, with no writing or markings.

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

Key idea: learning goals

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 12 minutes.

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

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

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

Professional standards

Real source | Council for Exceptional Children (CEC)

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

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

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

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

Case 2 | Key idea | Pre-IB educator edition

Pacing

Full chapter: 12 min.

 Short on time: 10 min. Skip the In the news section.

Say this

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

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

Watch for

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

Support

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

Stretch

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

Heat check

■□□ Low.

Professional standards, continued**Your answer**

Besides circuits, the sheet tests ____.

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

In the news

Real source | Education Week | October 13, 2025

Does Extended Time on Tests Actually Help Students With ADHD?

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



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

IDEA at 50: How the landmark law changed education

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

Notes

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

Sort the evidence

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

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

Try a clearer practice format for the circuit goal

Who decides

The teacher, who sets the practice format and the learning goal

Under which rule

Who lives with it

Dec, who decides what to share and whether to ask

Your way in

Start a formal IDEA evaluation or a Section 504 conversation

Who decides

The school's evaluation process, with a parent or guardian for a student under 18

Under which rule

IDEA evaluation rule: varied tools, no single measure as the sole basis

Who lives with it

Your way in

 A counselor or special-education coordinator explains how a request starts

Case 2 | Sort the evidence | Pre-IB educator edition

Pacing

Full chapter: 8 min.

 Short on time: 6 min. Do the first two rows together.

Say this

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

Watch for

Misconception: Students give the friends a decider role.

Listen for: “Anika and Mari should ask for the IEP.” **Then:** Point to the diagram. The school's process decides evaluations, and Dec decides what he shares.

Support

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

Heat check

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

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

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

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

Ms. R's view is missing. I would ask how the sheet is scored and whether reading counts toward the goal.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

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

Practice: choose a response

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

What should the crew try at the study table?

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

Why I chose it

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

Improve a draft

A student's first draft

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

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

Rewrite phrase 1

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

Rewrite phrase 2

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

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

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

👁 Watch for

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

🔥 Heat check

■ ■ □ **Medium.** Option C can prompt stories about classmates’ IEPs.

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

➤ Answer key

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

Pre-IB

Your task

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

Write a structured inquiry response to the question “What can one task show about what someone knows?” Use the practice brief, Dec’s notes and the IDEA rule as three different kinds of evidence, test your position against a counterclaim, then present your conclusion in a three-minute talk and take one question from a peer.

Use: The practice brief, Dec’s study-table notes and the IDEA evaluation card, with the CAST UDL overview as an optional fourth source.

You’ll make: Inquiry response (500—600 words) plus a three-minute talk

Time: 100 minutes

- 1 Write your position on the question “What can one task show about what someone knows?”
- 2 Fill in the evidence table: what each source can and cannot show.
- 3 Write the strongest counterclaim and your response.
- 4 Draft your opening and counterclaim paragraphs on the Your draft page.
- 5 Finish the response, 500 to 600 words, on lined paper or in the online workspace.
- 6 Plan a three-minute talk with a 30-second opening.
- 7 Give the talk. Answer one question from a peer with evidence.



Prefer typing? Scan to open the online workspace.

My position

➤ One task can show what a student did under one set of conditions, not everything the student knows.

Case 2 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 15 min.

✂ Short on time: 15 min.

💬 Say this

“You have three kinds of evidence: a design document, an observation and a rule. What can each one not show?” — Fill in one row of the table together.

👁 Watch for

Misconception: Students treat the IDEA rule as the answer to the whole question. **Listen for:** “The law says one test isn’t enough.” **Then:** Ask what the rule covers: formal evaluations. That is a narrower question than theirs.

📄 Support

- Claim and counterclaim table
- Evidence-type labels: a design document, an observation, a legal rule
- Talk planner with a 30-second opening
- Question stems for the peer
- Talk planner: a 30-second opening, two reasons, the counterclaim and your answer.

🔗 Stretch

- Explain why the IDEA rule answers a narrower question than yours and what that teaches about using legal sources.

Your task, continued

The brief (a design document): what it can and cannot show

It shows the intended goal. It cannot show whether the layout tests that goal alone.

The notes (an observation): what they can and cannot show

The notes show that Dec explained the circuit aloud but went off track on paper, not why.

The IDEA rule (a legal rule): what it can and cannot show

It shows the law requires varied tools for evaluations. It does not cover a practice sheet.

The strongest counterclaim, and my response

Someone might say a written test is fair because everyone takes the same one. But the same layout can measure different skills for different students.

Notes

This page continues page 37.

Standards

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

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

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- States a precise, arguable position
- Uses three kinds of evidence and says what each can and cannot show
- Tests the position against a real counterclaim
- Answers the peer's question with evidence rather than repetition

Your draft

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

Your opening paragraph

What can one task show about what someone knows? Dec's circuit practice sheet suggests a narrow answer. The brief names one goal, explaining how a simple circuit works, but Dec's written answer went off track while his spoken explanation was correct. One task can show what a student did under one set of conditions. It cannot show everything the student knows, and it cannot show why the student struggled.

Your counterclaim paragraph

A strong counterclaim is that a written test is fair because every student takes the same one. Sameness does make scores easier to compare. But the same layout can ask different skills of different readers. For Dec, six dense paragraphs turned a circuit question into a question about keeping his place. The IDEA rule points the same way for a much bigger decision. In a formal evaluation, no single measure can be the only basis for deciding eligibility. That rule does not cover a practice sheet, but it shows the law does not let one measure decide eligibility.

Case 2 | Your draft | Pre-IB educator edition

Pacing

Full chapter: 30 min.

 Short on time: 30 min.

Say this

“When your peer asks a question, answer with a detail from a source, not by repeating your position.” — Give each speaker a one-minute warning.

Watch for

Misconception: Answers to peer questions repeat the position. **Listen for:** “Like I said, one task can’t show everything.” **Then:** Ask which source answers the question, and have the speaker point to it.

Answer key

What to notice in the sample:

1. States a precise, limited position.
2. Concedes what the counterclaim gets right.
3. Says what the legal source cannot show.

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 12 minutes.

- Is your position precise and arguable? ☒ Yes ☐ No
- Do you say what each kind of evidence can and cannot show? ☒ Yes ☐ No
- Do you test your position against a real counterclaim? ☒ Yes ☐ No
- Did you answer your peer's question with evidence? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

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

Pacing

Full chapter: 12 min.

 Short on time: 12 min.

Say this

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

Watch for

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

Heat check

   Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for position, evidence and response to questions; no IB criteria, marks or grades are assigned.

Proficient looks like:

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

How your work is scored, continued

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

The question my peer asked, and my answer

My peer asked _____. I answered _____.

➤ My peer asked if a bigger diagram gives away the answer. I answered that Dec still has to explain the path of the current.

One change I made after my talk

I changed ____ because _____.

➤ I added what the IDEA rule cannot show, because my peer thought it applied to every classroom test.

Notes

This page continues page 40. The notes for both pages are on the sheet for page 40.

Questions to discuss

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

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

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

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

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

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

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

My take

My claim: ____.

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

The best evidence is ____, because ____.

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

⌚ Pacing

Full chapter: 10 min.

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

💬 Say this

“Answer with a detail from the brief or the notes, not a story about someone you know.” — Post the question numbers and call on one student per question.

➡ Stretch

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

My take, continued

Someone who disagrees might say ____.

➡ Dec just needs more practice with the same timed sheet.

I would change my mind if ____.

- Dec could not explain the circuit out loud either.

Notes

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

This page continues page 42.

Heat check

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

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

Talk about this case at home

Case 2: Does the worksheet show what Dec knows?

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

Questions to talk about

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

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:

- compare two short texts point by point
- explain the difference between intent and impact
- respond to a partner’s point with evidence

Objectives

Students will be able to:

- compare how two texts position their readers and the people the caption blamed
- analyze specific choices of wording and order
- distinguish intent, impact and accountability

Objectives, continued

- respond to a partner’s point with evidence in discussion

Materials

- This chapter, one copy per student
- Evidence A, B and D
- The posted correction: the revised draft printed in the Practice answer key, copied for each student
- The comparison grid: purpose, audience, what each text asks readers to believe

The task in this edition

Task: Write a comparative commentary on Gia’s first draft and the correction the crew finally posted: how does each text position its readers and the people the caption blamed? Then hold a three-minute paired discussion on whether intent or impact should decide how a public message is judged.

Students make: Comparative commentary (450—550 words) plus a three-minute paired discussion

Pacing

Opener (page 45): 5 min. Short on time: 5 min.

Key terms (pages 46 and 47): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Pacing, continued

Look at the evidence (page 51): 8 min. Short on time: 8 min.

Look at the evidence (page 52): 6 min. Short on time: 6 min.

Key idea (pages 53 and 54): 10 min. Short on time: 6 min. Skip the In the news section.

Sort the evidence (page 55): 8 min. Short on time: skip.

Practice (page 56): 8 min. Short on time: 4 min. Read the revised draft in the answer key aloud. Skip the choice.

Your task (pages 57 and 58): 10 min. Short on time: 10 min.

Your draft (pages 59 and 60): 35 min. Short on time: 35 min.

Check your work (pages 61 and 62): 8 min. Short on time: 6 min. Skip the rubric boxes.

Questions to discuss (pages 63 and 64): 10 min. Short on time: 7 min. Use question 3 for the paired discussion.

Talk about this case at home (page 65): at home.

Periods: full chapter 113 minutes; one period 90 minutes.

Standards

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

Case 3 plan, continued

Standards, continued

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

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

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

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

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

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

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

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

Codes of ethics

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

Heat map

- ■ □ **Opener (page 45):** Medium
- □ □ **Key terms (pages 46 and 47):** Low
- □ □ **Look at the evidence (page 51):** Low
- □ □ **Look at the evidence (page 52):** Low
- □ □ **Key idea (pages 53 and 54):** Low
- ■ □ **Sort the evidence (page 55):** Medium
- □ □ **Practice (page 56):** Low
- □ □ **Check your work (pages 61 and 62):** 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

Try it at your school, continued

- Keep any real examples anonymous

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

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

Sources

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

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

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

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

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



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

What happened

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

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

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

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

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 5 min.

💬 Say this

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

👁 Watch for

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

📄 Support

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

🔥 Heat check

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

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

Key terms

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

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

En español: afirmación

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

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

En español: corrección

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

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

En español: rendición de cuentas

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

Who is involved



Gia

Wrote the recap caption

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



Jordy

Kept the setup log on Friday

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

Case 3 | Key terms | Pre-IB educator edition

⌚ Pacing

Full chapter: 5 min.

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

💬 Say this

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

👁 Watch for

Misconception: Students think saying sorry is the same as a correction. **Listen for:** “She apologized, so it’s fixed.”

Then: Reread the definition. A correction replaces wrong information with supported information.

📖 Support

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

🌡 Heat check

■□□ Low.

🔑 Answer key

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

Reading passage

Fix the post, not just the feeling

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

Words to know

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

The story: Sunday at the edit desk

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

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

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

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

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

Building the correction

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

Pacing

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

Stop and think

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

Building the correction, continued

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

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

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

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

How real organizations get this right or wrong

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

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

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

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

Sources

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

The 6 elements of an effective apology, according to science

This page continues page 48. The notes for both pages are on the sheet for page 48.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

Look at the evidence

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

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

The caption

Great night, once the younger crowd finally got organized.

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

What it shows

➤ The crew told viewers that younger people caused the slow start.

What it leaves out

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

Evidence B | Setup log, Friday evening

Jordy's event log

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

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

What it shows

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

What it leaves out

➤ Whether any latecomers affected the start at all.

Case 3 | Look at the evidence | Pre-IB educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

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

👁 Watch for

Misconception: Students decide Gia is a bad person.

Listen for: “Gia is just rude.” **Then:** Ask what the evidence shows Gia did. The caption made a claim she never checked.

📄 Support

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

🔗 Stretch

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

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Voice note to the crew

Anika's message

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

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

What it shows

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

What it leaves out

➤ Whether Anika wants any public response from the crew.

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

Gia's first correction

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

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

What it shows

➤ Gia's good intentions and her wish to apologize.

What it leaves out

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

What is still missing from the evidence?

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

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 6 min.

💬 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 10 minutes.

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

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

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

Professional standards

Real source | Public Relations Society of America (PRSA)

PRSA Code of Ethics: Free Flow of Information

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

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

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

Your answer

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

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

Case 3 | Key idea | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Skip the In the news section.

💬 Say this

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

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

👁 Watch for

Misconception: Students treat the PRSA code as a law.

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

📖 Support

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

🔗 Stretch

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

🔥 Heat check

■□□ Low.

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



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

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

Sort the evidence

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

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

Account 1

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

Account 2

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

Account 3

Anika: "We were helping you set up."

Where they agree

☞ The screening started late.

Where they differ

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

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

Whose perspective is missing?

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

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

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

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

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

👁 Watch for

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

📖 Support

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

🔥 Heat check

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

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

Practice: choose a response

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

What should go first in the correction?

☐ A An explanation of how bad Gia feels about the caption.

☒ B The wrong claim, and what the event log shows.

☐ C Delete the post and stay quiet.

Why I chose it

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

Improve a draft

A student's first draft

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

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

Rewrite phrase 1

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

Rewrite phrase 2

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

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 4 min. Read the revised draft in the answer key aloud. Skip the choice.

💬 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.

Pre-IB

Your task

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

Write a comparative commentary on Gia's first draft and the correction the crew finally posted: how does each text position its readers and the people the caption blamed? Then hold a three-minute paired discussion on whether intent or impact should decide how a public message is judged.

Use: The published caption, Jordy's event log, Gia's first draft and the posted correction.

You'll make: Comparative commentary (450—550 words) plus a three-minute paired discussion

Time: 90 minutes

- 1 Read Gia's first draft in Evidence D and the posted correction side by side.
- 2 Fill in the comparison grid for both texts.
- 3 Mark one choice of wording and one choice of order in each text.
- 4 Draft your opening and one comparison paragraph on the Your draft page.
- 5 Finish the commentary, 450 to 550 words, on lined paper or in the online workspace.
- 6 Discuss with a partner for three minutes: should intent or impact decide how a message is judged?



Prefer typing? Scan to open the online workspace.

Purpose of each text

➡ The draft tries to show good intentions. The correction replaces a false cause with the logged one.

Case 3 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 Say this

“What does each text want a reader to believe when they finish it?” — Write both answers on the board side by side.

👁 Watch for

Misconception: The commentary describes one text, then the other. **Listen for:** “First, Gia's draft... Next, the correction...” **Then:** Ask for one sentence that uses “while” or “but” to compare both texts.

📄 Support

- Comparison grid: purpose, audience, what each text asks readers to believe
- Guiding question printed above both texts
- Discussion stems for intent versus impact
- Model comparative topic sentence
- Frame: “While the draft ____, the correction ____.”

🔗 Stretch

- Explain whether a correction can succeed if the people it blamed never see it, and what evidence would tell you.

📋 Standards

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

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

The Case plan sheet gives each code in plain words.

Your task, continued

What each text asks readers to believe

✶ The draft: the crew means well. The correction: a projector failure, not younger people, caused the delay.

A choice of order

- ✦ The correction states the error before it apologizes.

A choice of wording

- The draft's "if" makes the harm sound uncertain.

Notes

This page continues page 57.

07 Answer key

A strong response:

- Compares the texts rather than describing one after the other
- Analyzes specific choices of wording and order
- Distinguishes intent, impact and accountability
- Responds to the partner's point with evidence in discussion

Your draft

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

Your opening paragraph

🔗 Gia's first draft and the crew's posted correction respond to the same caption, but they ask readers to reach different conclusions. The draft asks readers to believe that the crew means well. The correction asks them to believe something they can check: the projector failed at 5:40 p.m., and younger attendees did not cause the delay. The difference shows how a text can express regret without taking responsibility for what it said.

Your first comparison paragraph

🔗 The two texts differ most in their order. The draft opens with "Sorry if this came across wrong," so the apology comes first and the error never appears. The correction opens with the error itself: "our recap said the screening started late because younger attendees were disorganized. That was wrong." By naming the claim first, the correction takes responsibility for its own words. The draft's "if" does the opposite. It makes the harm sound uncertain, as if it depended on how readers took the caption.

Case 3 | Your draft | Pre-IB educator edition

🕒 Pacing

Full chapter: 35 min.

✂ Short on time: 35 min.

💬 Say this

"In your discussion, answer your partner's point with a detail from the log or the texts." — Time three minutes for each pair.

👁 Watch for

Misconception: Students argue that intent erases impact.

Listen for: "She didn't mean it, so it's fine." **Then:** Ask what Anika and Dec experienced, whatever Gia meant. Point to Anika's message.

🔗 Answer key

What to notice in the sample:

1. Sets up a comparison instead of two separate descriptions.
2. Analyzes a specific choice of order.
3. Explains the effect of one word on the people who were blamed.

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

Check your work

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

Do you compare the texts rather than describe one after the other?	☒ Yes ☐ No
Do you analyze specific choices of wording and order?	☒ Yes ☐ No
Do you distinguish intent, impact and accountability?	☒ Yes ☐ No
Did you answer your partner's point with evidence?	☒ 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: 6 min. Skip the rubric boxes.

💬 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 applies the school's own pre-IB rubric for comparison, evidence and discussion; no IB criteria, marks or grades are assigned.

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.

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.

My partner said _____. I answered _____.

🔍 My partner said Gia meant no harm. I answered that the log shows the caption blamed people who were helping.

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

This page continues page 61. The notes for both pages are on the sheet for page 61.

Questions to discuss

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

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

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

- 2 What evidence would show that the repair happened?

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

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

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

My take

My claim: ____.

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

The best evidence is ____, because ____.

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

Someone who disagrees might say ____.

➤ An apology that shows feelings is enough between friends.

Case 3 | Questions to discuss | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 7 min. Use question 3 for the paired discussion.

💬 Say this

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

🔗 Stretch

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

My take, continued

I would change my mind if ____.

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

Notes

[illegible]

This page continues page 63.

Heat check

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

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

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

Talk about this case at home

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

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

Questions to talk about

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

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



See the case online.

Pacing

At home: this page takes no class time.

Say this

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

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

Overview

Students read a short story about the Common Room, where a nonprofit board is considering paid evening rentals. The rentals would help close a \$200 weekly budget gap. Students read the board agenda, a budget note and listening notes from evening users, then map who might miss the meeting. They write a note or a spoken comment with a budget question and an access question.

Before this case

Students should already be able to:

- describe a stakeholder’s interest and constraint
- tell who holds power over a decision
- give a short talk from notes

Objectives

Students will be able to:

- represent four perspectives fairly with evidence
- use figures accurately and as projections
- name who decides and who bears the costs
- answer an audience question with evidence

Materials

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

Materials, continued

- The perspective table: interest, power, constraint
- The oral planner: claim, perspective, cost, request

The task in this edition

Task: Analyze the room decision from four perspectives (the board, Mari, Sami and the nearby resident) in a perspectives table and a short written analysis. Then deliver a two-minute oral recommendation that names who holds power over the decision and who carries its costs.

Students make: Perspectives table with a 300-word analysis plus a two-minute oral recommendation

Pacing

Opener (page 66): 5 min. Short on time: 5 min.

Key terms (pages 67 and 68): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 72): 10 min. Short on time: 10 min.

Look at the evidence (page 73): 6 min. Short on time: 6 min.

Key idea (pages 74 and 75): 10 min. Short on time: 6 min. Skip the In the news section.

Pacing, continued

Sort the evidence (page 76): 8 min. Short on time: 6 min. Do the Option B row together.

Practice (page 77): 6 min. Short on time: skip.

Your task (pages 78 and 79): 12 min. Short on time: 12 min.

Your draft (pages 80 and 81): 30 min. Short on time: 30 min.

Check your work (pages 82 and 83): 10 min. Short on time: 6 min. Skip the rubric boxes. Students give the oral recommendation instead.

Questions to discuss (pages 84 and 85): 10 min. Short on time: 6 min. Discuss question 2 only.

Talk about this case at home (page 86): at home.

Periods: full chapter 112 minutes; one period 90 minutes.

Standards

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

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

Case 4 plan, continued

Standards, continued

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

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

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

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

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

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

Codes of ethics

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

Heat map

- **Opener (page 66):** Low
- **Key terms (pages 67 and 68):** Low
- **Look at the evidence (page 72):** Low
- **Look at the evidence (page 73):** Low
- **Key idea (pages 74 and 75):** Low
- **Sort the evidence (page 76):** Medium
- **Practice (page 77):** Low
- **Check your work (pages 82 and 83):** Low

Try it at your school

Find the room where your community’s decisions happen.

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

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

Try it at your school, continued

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

Sources

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

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

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

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

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



Mari shows Sami a printed schedule.

What happened

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

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

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

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

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 5 min.

💬 Say this

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

👁 Watch for

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

📄 Support

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

🔥 Heat check

■□□ Low.

Key terms

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

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

En español: propuesta

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

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

En español: compensación entre opciones

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

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

En español: quien toma la decisión

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

Who is involved



Mari

Closes the bookshop, then stays for zine night

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



Sami

Runs a print workshop in the room

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

Case 4 | Key terms | Pre-IB educator edition

⌚ Pacing

Full chapter: 5 min.

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

💬 Say this

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

👁 Watch for

Misconception: Students think a proposal is a decision.

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

📖 Support

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

🔥 Heat check

■□□ Low.

🔑 Answer key

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

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

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

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

Reading passage

A headline is not a budget

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

Words to know

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

The story: A room with two kinds of value

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

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

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

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

Options, numbers and trade-offs

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

⌚ Pacing

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

❓ Stop and think

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

Options, numbers and trade-offs, continued

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

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

Every option is a **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Case 2 taught you to ask what a task is meant to measure. Ask the same of each option: what problem is it designed to solve? Case 1's idea of **framing** helps too. Option B frames the \$200 gap as the problem and the free evenings as the price. That frame leaves two questions open. Who loses those evenings, and what happens if bookings come in lower than projected? Ask the same questions about your own favorite option.

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

Who decides, in the room and in the city

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

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

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

Sources

Real source | NY1 | November 17, 2023

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

This page continues page 69. The notes for both pages are on the sheet for page 69.

Sources, continued

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

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

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

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

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

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

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

This page continues page 69. The notes for both pages are on the sheet for page 69.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

Evidence A | Board agenda, Wednesday 6:30 p.m. meeting

The proposal

Evening rentals, for discussion. Option A: keep the current free evenings; the funding gap remains. Option B: replace Tuesday and Thursday evenings with paid rentals. Option C: pilot one rental evening for six weeks while seeking additional funding. No vote has been taken.

Look closely: Is this a vote or a discussion? Which words tell you?

What it shows

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

What it leaves out

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

Evidence B | Weekly budget note for the board

The budget note

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

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

What it shows

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

What it leaves out

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

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 Say this

“Put your finger on the word “projected” in the budget note. What does it tell you about the \$120?” — Wait for “it’s a guess.”

👁 Watch for

Misconception: Students treat \$120 per rental as guaranteed. **Listen for:** “Two rentals means \$240, done.” **Then:** Point to “Demand is uncertain.” Ask what happens with one booking, or none.

📊 Support

- Provide a calculator and work $\$600 - \$400 = \$200$ together.
- Read one option at a time aloud.
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

🔗 Stretch

- Ask students to work out the gap with zero, one and two rentals, and say which result is a guess.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Listening notes from evening users

The missing voices

Sami works afternoons. Dec rehearses on Thursdays. Mari closes the shop. A nearby resident worries about late noise. The proposed meeting time overlaps with several shifts.

Look closely: Whose voice is missing from these four notes?

What it shows

Four evening users have different needs, and the meeting conflicts with shifts.

What it leaves out

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

What is still missing from the evidence?

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

Notes

Pacing

Full chapter: 6 min.

 Short on time: 6 min.

Say this

“Put your finger on the word “projected” in the budget note. What does it tell you about the \$120?” — Wait for “it’s a guess.”

Watch for

Misconception: Students treat \$120 per rental as guaranteed. **Listen for:** “Two rentals means \$240, done.” **Then:** Point to “Demand is uncertain.” Ask what happens with one booking, or none.

Support

- Provide a calculator and work $\$600 - \$400 = \$200$ together.
- Read one option at a time aloud.
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

Stretch

- Ask students to work out the gap with zero, one and two rentals, and say which result is a guess.

Heat check

 Low.

Key idea: trade-offs

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

The board is weighing a **proposal** about the free evenings. A proposal is a change that someone suggests and that has not been approved yet. Option B would help close the \$200 weekly gap, but it would end the free Tuesday and Thursday evenings. A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Every option on the agenda has one, including the one you prefer.

Carol Bacchi's policy-analysis approach asks what a proposed solution assumes the problem is. Option B treats the \$200 gap as the problem and two free evenings as the price. That leaves two questions open: who loses those evenings, and what happens if bookings come in lower than projected? Ask the same questions about your own favorite option.

A **decision-maker** is the person or group with the power to make a particular choice. Here, the nonprofit's board controls its own schedule. A community board or a city agency would follow other rules. A strong comment names the proposal, explains one effect with evidence and asks for a decision the board can make. The board can still choose an option the crew did not ask for.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 5. Fully Inform and Advise

"Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members"

In plain words: ASPA members agree to give decision-makers, such as board members, accurate and complete information.

Question: The budget note projects \$120 more per rental. What should it also tell the board about how certain that is?

Your answer

The note should also say ____, because ____.

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

Case 4 | Key idea | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Skip the In the news section.

💬 Say this

"A trade-off means gaining one benefit costs something else. What does each option cost, and who pays?" — Build a three-column chart: A, B, C.

"The ASPA code asks for accurate, complete information for decision-makers. What is missing from the budget note?" — Wait for the basis of the \$120.

👁 Watch for

Misconception: Students treat the ASPA code as a law.

Listen for: "The board has to follow ASPA." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The ASPA code is not a law."

📖 Support

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

🔗 Stretch

- Read the second ASPA card. Ask how the board could hear from evening users who cannot attend.

🔥 Heat check

■□□ Low.

Real source | Education Week | February 6, 2023
Letting Students Decide Where Money Should Go: How One District Did It
 A real district let students propose and vote on how shared school spaces and money would change.



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



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

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

This page continues page 74. The notes for both pages are on the sheet for page 74.

Sort the evidence

On your own Follow each option to its consequences. Mark the consequences that depend on a projection. About 8 minutes.

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

Option B: paid rentals replace Tuesday and Thursday evenings

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

Who is affected

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

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

Who is affected

→ Evening users, including people who cannot attend the meeting

Option C: one rental evening piloted for six weeks

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

Who is affected

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

Whose perspective is missing?

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

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

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

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Do the Option B row together.

💬 Say this

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

👁 Watch for

Misconception: Students list only money consequences.

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

📄 Support

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

🔥 Heat check

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

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

Practice: choose a response

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

What should the crew ask the board for first?

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

Why I chose it

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

Improve a draft

A student's first draft

➤ 1 The board should not take away our free nights. The Common Room is important to the community and a lot of people use it. I have been coming here for movie nights since it opened and it's one of the only places we can all hang out without paying. Renting it out just shows ➤ 2 the board cares more about money than people. Sami and Dec would lose their spot and that is not fair. Please keep it free for everyone. Thank you for listening.

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

Rewrite phrase 1

➤ The board is discussing a plan to rent two free evenings. No vote has happened.

Rewrite phrase 2

➤ The budget shows a real \$200 weekly gap.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

"The meeting is Wednesday. What should the crew ask for first?" — Vote first.

👁 Watch for

Misconception: Students choose A because it feels urgent. **Listen for:** "We have to warn everyone." **Then:** Ask whether the board has voted. It has not, so A misstates the facts.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: I use the Common Room on weeknights, and I'm commenting on the rental options. Option B would replace both Tuesday and Thursday free evenings. Sami meets clients after her print-shop shift, and Dec rehearses Thursdays, so losing both nights hits people with the least flexible schedules. I understand the \$200 weekly gap is real. Option C's one-night pilot could cut it to about \$80 if bookings hold. I'm asking the board to choose the pilot, collect written input from evening users who can't attend, and review the results with them after six weeks.

Other notes on the draft:

- "Sami and Dec would lose their spot" Good affected perspectives. Say which evenings and why they matter.
- "Please keep it free for everyone" Clear position, but the board needs a plan for the gap. What could it do?

Pre-IB

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 12 minutes.

Analyze the room decision from four perspectives (the board, Mari, Sami and the nearby resident) in a perspectives table and a short written analysis. Then deliver a two-minute oral recommendation that names who holds power over the decision and who carries its costs.

Use: The agenda, the budget note and the listening notes.

You'll make: Perspectives table with a 300-word analysis plus a two-minute oral recommendation

Time: 90 minutes

- 1 Fill in the perspective table for the board, Mari, Sami and the nearby resident.
- 2 Mark who holds power over the decision and who carries its costs.
- 3 Write an analysis of about 300 words on the Your draft page.
- 4 Plan a two-minute recommendation with the oral planner.
- 5 Give the recommendation and answer one audience question with evidence.
- 6 Write two sentences on whose perspective was easiest for you to take, and why.



Prefer typing? Scan to open the online workspace.

The board

Interest: close the \$200 gap.
Power: decides the schedule.

Mari

Paid to close the shop, and uses the room at night.

Case 4 | Your task | Pre-IB educator edition

Pacing

Full chapter: 12 min.

Short on time: 12 min.

Say this

“The four people in the table have different stakes. Who can change the schedule, and who has to live with it?” — Draw two columns: decides, carries the cost.

Watch for

Misconception: Students treat the resident’s concern as selfish. **Listen for:** “The neighbor just wants it quiet.” **Then:** Ask what the resident would lose. Represent every perspective at its strongest.

Support

- Perspective table: interest, power, constraint
- Figures check card
- Oral planner: claim, perspective, cost, request
- Frame: “___ holds the power, but ___ carries the cost.”

Stretch

- Reflect in two sentences on whose perspective was easiest for you to take and why.

Standards

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

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

The Case plan sheet gives each code in plain words.

Your task, continued

Sami

- Runs a print workshop after her shift in a step-free room.

The nearby resident

🔑 Worries about late noise from evening rentals.

Notes

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

This page continues page 78.

Key Answer key

A strong response:

- Represents four perspectives fairly with evidence
- Uses figures accurately and conditionally
- Names who decides and who bears the costs
- Answers one audience question with evidence

Your draft

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

Your analysis, about 300 words

☞ The board holds the power in this decision. Its agenda lists three options, and no vote has been taken. The board's interest is a \$200 weekly gap between \$600 in evening costs and \$400 in grants and donations. Mari sees both sides. She is paid to close the shop, so she knows free evenings do not pay the staff. She also uses the room at night. Sami runs a print workshop in the room after her afternoon shift, and it is one of the few step-free rooms nearby. For her, losing an evening could mean losing access, not just a time slot. The nearby resident worries about late noise, a cost that paid rentals might increase. The people who carry the costs are not the people who decide. The board can narrow that distance by collecting written input, because the meeting time overlaps with several shifts. Option C would keep one free evening and leave a projected \$80 gap, if bookings hold.

Case 4 | Your draft | Pre-IB educator edition

⌚ Pacing

Full chapter: 30 min.

✂ Short on time: 30 min.

💬 Say this

"In your talk, name who decides before you recommend anything." — Give each speaker a 30-second warning.

👁 Watch for

Misconception: The recommendation ignores the people who carry the costs. **Listen for:** "The board should just pick B." **Then:** Ask who pays for that choice, and how the board would hear from them.

☞ Answer key

What to notice in the sample:

1. Names who decides.
2. Represents Sami's perspective with evidence.
3. Connects power to costs.
4. States the figure as a projection.

This page continues page 80. The notes for both pages are on the sheet for page 80.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 10 minutes.

Do you represent four perspectives fairly, with evidence?	☒ Yes ☐ No
Do you use the figures accurately and as projections?	☒ Yes ☐ No
Do you name who decides and who bears the costs?	☒ Yes ☐ No
Did you answer an audience question with evidence?	☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No figures or perspectives.	☐ Mentions money or people vaguely.	☐ Uses one figure and one affected perspective accurately.	☐ Uses figures conditionally and names an uncertainty.
Reasoning	☐ Assigns bad motives to the board.	☐ States a preference without addressing the gap.	☐ Recommends an option and addresses the gap.	☐ Weighs trade-offs across options and explains the choice.
Audience & purpose	☐ Speaks to the wrong decision-maker.	☐ Addresses the board but asks for nothing specific.	☐ Makes a request the board can act on.	☐ Requests a process that includes people who can't attend.
Revision	☐ No change.	☐ Tone edits only.	☐ Replaces a motive claim with evidence.	☐ Adds a figure, a perspective and a follow-up request.

Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Skip the rubric boxes. Students give the oral recommendation instead.

Say this

“Could a board member act on your request tomorrow? Mark your level, then make one change.” — Ask for one figure stated as a projection.

Watch for

Misconception: Students state the \$120 as certain. **Listen for:** “The pilot will bring in \$120.” **Then:** Point to the Evidence row. Add “is projected to.”

Heat check

■□□ Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for perspectives, evidence and oral delivery; no IB criteria, marks or grades are assigned.

Proficient looks like:

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

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

Questions to discuss

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

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

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

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

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

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

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

My take

My claim: ____.

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

The best evidence is ____, because ____.

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

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Discuss question 2 only.

💬 Say this

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

➤ Stretch

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

My take, continued

Someone who disagrees might say ____.

➔ Two paid nights would cover the whole gap.

I would change my mind if ____.

➤ Past bookings showed that the \$120 projection is reliable.

Notes

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

This page continues page 84.

Heat check

■ ■ □ **Question 3: Medium.** Students may describe the board as the enemy or guess at its motives.

Cool-down: Ask what the agenda and budget note show. Keep the talk on the decision, not on the people who made it.

Talk about this case at home

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

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

Questions to talk about

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

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



See the case online.

Pacing

At home: this page takes no class time.

Say this

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

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

Content note

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

Overview

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

Before this case

Students should already be able to:

- find and cite an official government source
- compare two systems using the same categories
- write a paragraph that reflects on the limits of evidence

Objectives

Students will be able to:

- explain how the FICA lines connect to Social Security and Medicare
- compare the U.S. approach with one other country at a general level
- cite official sources for both countries
- explain what a single paycheck can and cannot show about a whole system

Materials

- This chapter, one copy per student
- Evidence A
- The IRS employment-tax page and the Social Security Administration overview
- One official source from another country’s social-insurance agency

The task in this edition

Task: Write a short investigation that explains how the FICA lines on Gia’s statement connect to Social Security and Medicare, then compare that approach at a general level with one other country’s social insurance, using official sources for both. End with a paragraph on what a single paycheck can and cannot tell you about a whole system.

Students make: Investigation (500—600 words) with a comparison grid

Pacing

Opener (page 87): 5 min. Short on time: 4 min. Read What happened aloud.

Key terms (pages 88 and 89): 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 93 and 94): 10 min. Short on time: 8 min. Students fill in the Evidence A boxes only.

Key idea (pages 95 and 96): 10 min. Short on time: 8 min. Skip In the news.

Pacing, continued

Sort the evidence (page 97): 8 min. Short on time: skip.

Practice (page 98): 5 min. Short on time: skip.

Your task (pages 99 and 100): 25 min. Short on time: 25 min.

Your draft (page 101): 40 min. Short on time: 40 min.

Check your work (pages 102 and 103): 8 min. Short on time: 6 min. Students answer the Check your work questions. Mark the rubric yourself.

Questions to discuss (pages 104 and 105): 10 min. Short on time: 5 min. Use question 2 only.

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

Periods: full chapter 127 minutes; one period 100 minutes.

Standards

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

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

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

Case 5 plan, continued

Standards, continued

- SL.9-10.1.c** Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.
- SL.9-10.1.d** Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.
- D2.Civ.13.9-12** Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate Social Security and Medicare funding in terms of intended outcomes.
- D2.Civ.12.9-12** Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use wage laws to address pay errors.

Codes of ethics

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

Heat map

- Opener (page 87):** Low
- Key terms (pages 88 and 89):** Low
- Look at the evidence (pages 93 and 94):** Low

Heat map, continued

- Key idea (pages 95 and 96):** Low
- Sort the evidence (page 97):** Low
- Practice (page 98):** Medium
- Check your work (pages 102 and 103):** Low

Try it at your school

Know how to read your first pay statement.

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

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

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

Sources

- Internal Revenue Service, “Understanding Taxes: gross pay and net pay,” No date listed

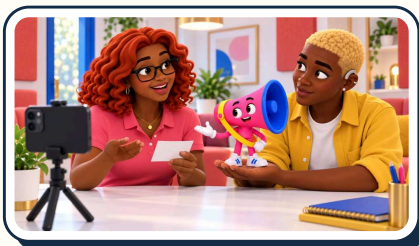
Sources, continued

- Internal Revenue Service, “Understanding employment taxes,” No date listed
- Internal Revenue Service, “Tax Withholding Estimator,” No date listed
- TBS, “Rachel Gets Her First Paycheck from Central Perk,” No date listed

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

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

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



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

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

What happened

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

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

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

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

Case 5 | Opener | Pre-IB educator edition

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud.

💬 Say this

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

👁 Watch for

Misconception: Students assume payroll cheated Gia.

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

📄 Support

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

🔥 Heat check

■□□ Low.

Key terms

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

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

En español: salario bruto

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

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

En español: salario neto

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

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

En español: FICA (Seguro Social y Medicare)

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

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

En español: retención

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

Who is involved



Gia

Works café shifts and keeps her own shift log

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



Jordy

Works event shifts on different dates

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

Case 5 | Key terms | Pre-IB educator edition

⌚ Pacing

Full chapter: 6 min.

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

💬 Say this

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

👁 Watch for

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

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

📖 Support

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

🌡 Heat check

■□□ Low.

🔑 Answer key

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

Your first guess

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

My first guess is ___, because ___.

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

Notes

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

This page continues page 88. The notes for both pages are on the sheet for page 88.

Reading passage

Gross, net and the lines in between

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

Words to know

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

The story: A smaller deposit than expected

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

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

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

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

Matching the statement to the log

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

⌚ Pacing

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

❓ Stop and think

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

Matching the statement to the log, continued

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

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

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

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

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

Where the money goes

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

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

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

This page continues page 90. The notes for both pages are on the sheet for page 90.

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

Look at the evidence

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

Evidence A | Pay statement

Gia's pay statement

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

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

What it shows

➤ Gross pay is \$255.00 for 15 hours. Four tax lines leave \$220.99 net.

What it leaves out

➤ Hours worked after Friday the 12th, and how federal withholding was figured.

Evidence B | Notes app

Gia's shift log for the last two weeks

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

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

What it shows

➤ Five shifts, 18 hours. Four shifts, 15 hours, fall on or before Friday the 12th.

What it leaves out

➤ Which pay period each shift belongs to, and whether payroll has the Saturday hours.

Case 5 | Look at the evidence | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Students fill in the Evidence A boxes only.

💬 Say this

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

👁 Watch for

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

📁 Support

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

🔗 Stretch

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

🔥 Heat check

■□□ Low.

Look at the evidence, continued

What is still missing from the evidence?

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

Notes

[illegible]

This page continues page 93. The notes for both pages are on the sheet for page 93.

Key idea: gross pay and net pay

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

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

Deductions are the lines between those two totals. **FICA** is the federal payroll tax that funds Social Security and Medicare. On Gia's statement, FICA appears as two lines: Social Security tax and Medicare tax.

Withholding is money an employer takes out of each paycheck to pay taxes or other costs for the worker. Federal income-tax withholding is a separate line from FICA, and the IRS says its amount depends partly on the worker's Form W-4.

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

Professional standards

Real source | PayrollOrg

PayrollOrg Code of Ethics: Item 2

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

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

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

Case 5 | Key idea | Pre-IB educator edition

Pacing

Full chapter: 10 min.

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

Say this

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

Watch for

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

Support

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

Stretch

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

Heat check

 Low.

Professional standards, continued**Your answer**

Payroll should confirm ____, because ____.

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

In the news

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

How Do Your Tax Dollars Get Spent?

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



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

Social Insecurity

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

Notes

This page continues page 95. The notes for both pages are on the sheet for page 95.

Sort the evidence

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

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

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

Still open

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

Whose perspective is missing?

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

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

Pacing

Full chapter: 8 min.

 Short on time: skip this page.

Say this

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

Watch for

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

Support

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

Heat check

   Low.

Practice: choose a response

On your own Choose what Gia should do first and explain why, then fix the two marked lines. About 5 minutes.

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

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

Why I chose it

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

Improve a draft

A student's first draft

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

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

Rewrite phrase 1

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

Rewrite phrase 2

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

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

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

👁 Watch for

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

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

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

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

➤ Answer key

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

Pre-IB

Your task

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

Write a short investigation that explains how the FICA lines on Gia's statement connect to Social Security and Medicare, then compare that approach at a general level with one other country's social insurance, using official sources for both. End with a paragraph on what a single paycheck can and cannot tell you about a whole system.

Use: The pay statement, the IRS employment-tax page, the Social Security Administration overview and one official source from another country's social-insurance agency.

You'll make: Investigation (500—600 words) with a comparison grid

Time: 100 minutes

- 1 Reread Evidence A and find the two FICA lines.
- 2 Fill in the U.S. column of the grid: who pays, who benefits and which risks are covered.
- 3 Find one official source from another country's social-insurance agency.
- 4 Fill in the second column using only that source.
- 5 Draft two paragraphs in the Your draft boxes.
- 6 Finish the investigation on lined paper, 500 to 600 words, with the grid attached.
- 7 Name one claim you could not verify and say how you handled it.



Prefer typing? Scan to open the online workspace.

U.S.: who pays

Workers, through the FICA lines on each paycheck

U.S.: who benefits

Retirees, people with disabilities, survivors and people who use Medicare

Case 5 | Your task | Pre-IB educator edition

Pacing

Full chapter: 25 min.

✂ Short on time: 25 min.

Say this

“Use the same three questions for both countries: who pays, who benefits and which risks are covered.” — Draw the grid on the board before students search.

Watch for

Misconception: Students fill the second column from memory or a blog. **Listen for:** “I think they get it all for free.” **Then:** Ask for the official source. If there is none, the cell stays empty.

Support

- Comparison grid: who pays, who benefits, which risks are covered
- Official-source checklist
- Reflection stems: “One example shows..., but it cannot show...”
- Stem: “One example shows ___, but it cannot show ___.”

Stretch

- Identify one claim you could not verify from official sources and explain how you handled it.

Standards

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

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

The Case plan sheet gives each code in plain words.

U.S.: which risks are covered

Old age, disability and illness

➤ That country's own
social-insurance agency website

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

A strong response:

- Explains the FICA lines accurately
- Compares at a general level without stereotyping either country
- Uses and cites official sources
- Reflection names a limit of reasoning from one example

Your draft

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

Paragraph: the FICA lines

🔗 Gia's practice statement shows four tax lines. Two of them, Social Security tax (\$15.81) and Medicare tax (\$3.70), are FICA. FICA funds Social Security and Medicare, federal programs for retirement, disability, survivors and health care. The IRS explains that employers generally withhold these taxes, along with federal income tax, from wages. Federal income tax is a separate line on the statement.

Paragraph: what one paycheck can and cannot show

One example shows ____, but it cannot show ____.

🔗 One example shows how one worker's pay connects to national programs, but it cannot show how the whole system is funded. It also cannot show how the system compares with other countries. Gia's statement is too, with invented amounts that do not predict anyone's taxes. So I use it to explain the lines, and I rely on official sources for claims about the system.

Case 5 | Your draft | Pre-IB educator edition

🕒 Pacing

Full chapter: 40 min.

✂ Short on time: 40 min.

💬 Say this

"What could a reader wrongly conclude from Gia's statement alone?" — Collect two answers and read them aloud.

👁 Watch for

Misconception: The reflection repeats the summary. **Listen for:** "In conclusion, FICA is Social Security and Medicare." **Then:** Ask what the example cannot show, and which source could.

🔗 Answer key

What to notice in the sample:

1. Explains the FICA lines with the case figures.
2. Attributes the withholding rule to an official source.
3. Names a limit of reasoning from one example.
4. Matches each kind of claim to the right kind of source.

Check your work

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

- Do you explain the FICA lines accurately? ☒ Yes ☐ No
- Does your comparison stay general and avoid stereotyping either country? ☒ Yes ☐ No
- Do you cite official sources for both countries? ☒ Yes ☐ No
- Does your reflection name a limit of reasoning from one example? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

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

Pacing

Full chapter: 8 min.

 Short on time: 6 min. Students answer the Check your work questions. Mark the rubric yourself.

Say this

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

Watch for

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

Heat check

 Low.

Answer key

How to assess: The educator applies the school’s own pre-IB rubric for accuracy, comparison and source use; no IB criteria, marks or grades are assigned.

Proficient looks like:

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

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

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 10 minutes.

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

➤ It would need to leave out hours worked on or before Friday the 12th.
All 15 hours inside the period are paid.

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

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

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

➤ I would want to know when each pay period ends, when it is paid and where to see my pay statement.

My take

My claim: ____.

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

The best evidence is ____, because ____.

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

Someone who disagrees might say ____.

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

⌚ Pacing

Full chapter: 10 min.

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

💬 Say this

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

➤ Stretch

- Ask what a new worker should keep in their own records before the first payday, and why.
- Going further: What does a new worker need to know before they feel ready to ask payroll a question? Explain the gap between gross pay and net pay without making taxes the answer to every missing dollar.
- Going further: Write down your first guess about why Gia's deposit was small. Then compare it with the line-by-line explanation. What changed?
- Going further: Record a spoken walkthrough of Gia's statement, and mark up a copy of the statement. Ask someone which version answers their question better.
- Going further: Before a first job, ask how and when you will be paid and where to see your pay statement. Keep your own log of hours and shifts. Look up your state's minimum wage on its labor department website, and bring pay questions to a supervisor or payroll in writing.
- Use the IRS Tax Withholding Estimator's public page to list what information it asks for (no personal data)
- Research your state's minimum wage and pay-statement requirements

My take, continued

I would change my mind if ____.

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

Notes

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

This page continues page 104.

Heat check

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

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

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

Talk about this case at home

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

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

Questions to talk about

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

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



See the case online.

Pacing

At home: this page takes no class time.

Say this

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

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

Content note

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

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

Overview

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

Before this case

Students should already be able to:

- tell a general rule from an exception
- match a claim to the source that supports it
- speak in a short recorded discussion

Objectives

Students will be able to:

- keep the federal rule, its exceptions and one university’s process distinct
- match each claim to the source that can support it

Objectives, continued

- name what remains uncertain for Rafa
- respond to a partner with evidence in a recorded conversation

Materials

- This chapter, one copy per student
- Evidence A and B
- The Department of Education FAQ entries and the American University guide
- A recording device and knowledge-question stems

The task in this edition

Task: Write a structured explanation for incoming college students that keeps three layers apart: the federal rule, its exceptions and one university’s process. Then take part in a two-minute recorded conversation on the question: how do we decide who has a right to know something about us?

Students make: Structured explanation (400—500 words) plus a two-minute recorded conversation

Pacing

Opener (page 107): 5 min. Short on time: 4 min. Read What happened aloud.

Key terms (pages 108 and 109): 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Pacing, continued

Look at the evidence (pages 113 and 114): 10 min. Short on time: 8 min. Students fill in the Evidence A boxes only.

Key idea (pages 115 and 116): 10 min. Short on time: 8 min. Skip In the news.

Sort the evidence (page 117): 8 min. Short on time: skip.

Practice (page 118): 5 min. Short on time: skip.

Your task (pages 119 and 120): 20 min. Short on time: 20 min.

Your draft (page 121): 30 min. Short on time: 30 min.

Check your work (pages 122 and 123): 8 min. Short on time: 6 min. Students answer the Check your work questions. Mark the rubric yourself.

Questions to discuss (pages 124 and 125): 12 min. Short on time: 10 min. Record the conversations during this time instead of a class discussion.

Talk about this case at home (page 126): at home.

Periods: full chapter 114 minutes; one period 90 minutes.

Standards

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

Case 6 plan, continued

Standards, continued

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

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

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

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

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

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

Codes of ethics

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

Codes of ethics, continued

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

Heat map

- ■ □ **Opener (page 107):** Medium
- □ □ **Key terms (pages 108 and 109):** Low
- □ □ **Look at the evidence (pages 113 and 114):** Low
- □ □ **Key idea (pages 115 and 116):** Low
- ■ □ **Sort the evidence (page 117):** Medium
- □ □ **Practice (page 118):** Low
- ■ □ **Your draft (page 121):** Medium
- □ □ **Check your work (pages 122 and 123):** Low

Try it at your school

Find your school’s records notice.

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

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

Try it at your school, continued

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

Sources

- U.S. Department of Education, Student Privacy Policy Office, “What is FERPA?,” No date listed
- U.S. Department of Education, Student Privacy Policy Office, “What is an education record?,” No date listed
- U.S. Department of Education, Student Privacy Policy Office, “Must postsecondary institutions provide a parent with access to an eligible student’s education records?,” No date listed
- U.S. Department of Education, Student Privacy Policy Office, “Student privacy questions,” No date listed
- American University, AU Central, “FERPA and parent-access guide,” No date listed

Case 6: What can your family see in your college records?

Rafa's parents help pay his college bill, and a family-access form asks whether they should also get information about his grades.

On your own Read What happened and underline what Rafa's dad asks for in the family chat. About 5 minutes.



Rafa and Caio sit on a sofa and look at Rafa's phone. Caio explains something with an open hand.

Your role: You're the one who reads each box on the form before Rafa signs. **New skill:** Read a form section by section before you sign.

What happened

Rafa, 18, has just started college, and his parents help pay his tuition bill. He commutes from the next block and helps at his family's shop after class. At the end of August, the college mailed Rafa a family-access form, but he has not opened the envelope yet.

On Sunday night, his parents ask about the form in the family group chat. His dad wants Rafa's login so the family can handle everything. Rafa is glad to share the bill, but he wants to read the rest of the form first.

Your question: What will this form let Rafa's parents see, and what should he ask before he signs?

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.

Case 6 | Opener | Pre-IB educator edition

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud.

💬 Say this

"Rafa's dad asks for his login. What is his dad trying to help with?" — Hear two answers. Keep the talk about Rafa's family, not students' own.

👁 Watch for

Misconception: Students assume paying tuition gives parents full access. **Listen for:** "They pay, so they get to see it." **Then:** Write "paying" and "seeing" as two columns. Ask which document connects them.

📖 Support

- Read What happened aloud while students follow along.
- Remind students that nobody shares their own records or family rules.

🔥 Heat check

■ ■ □ **Medium.** Students may compare the case with their own family's rules about grades.

Cool-down: Say: "We're working with Rafa's family." Go straight to the form.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

FERPA FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.

En español: FERPA (Ley de Derechos Educativos y Privacidad de la Familia)

In this case: Rafa is 18 and in college, so under the general rule the FERPA rights to his records are his, not his parents'.

Education record An education record is a record directly about a student that a school or college keeps.

En español: expediente educativo

In this case: Rafa's grades and schedule are education records. Section 2 of his form asks whether his parents may receive information about his grades.

Consent Consent is permission a person gives for something specific, such as sharing a record with a named person.

En español: consentimiento

In this case: Rafa's form asks for consent in two separate sections, one for billing and one for grades. He can say yes to one and no to the other.

Who is involved



Rafa

First-year commuter with a family-access form

"My parents help with the bill. The college mailed this form, and the family chat already wants to know if I signed it. I haven't even opened it."



Caio

Reads the form with Rafa, not for him

"I can sit with Rafa while he asks. Being the older friend doesn't make this my decision."

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Which key term tells you whose rights these are?" — Wait for FERPA. Then ask when the rights transfer.

👁 Watch for

Misconception: Students think FERPA protects only children. **Listen for:** "FERPA is for kids." **Then:** Reread the key idea: the rights transfer to the student at 18 or on starting college.

📖 Support

- Pair students who share a language to explain each term in their own words.
- Show a timeline: middle school, high school, 18 or college.
- **Cognates:** consent (consentimiento), privacy (privacidad), authorization (autorización), exception (excepción), information (información), academic (académico), federal (federal), education (educación).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think Rafa's parents are allowed to see?

My first guess is ___, because ___.

➤ My first guess is that his parents can see his grades and his bill, because they pay tuition.

Notes

[illegible]

This page continues page 108. The notes for both pages are on the sheet for page 108.

Reading passage

Helping with the bill is not the same as seeing grades

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **FERPA:** FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.
- **Education record:** An education record is a record directly about a student that a school or college keeps.
- **Consent:** Consent is permission a person gives for something specific, such as sharing a record with a named person.
- **Decision-maker:** A decision-maker is the person or group with the power to make a particular choice.

The story: A login request on Sunday night

Rafa, 18, is a few weeks into his first year of college. He commutes from the next block, helps at his family's shop after class and relies on his parents to help pay tuition. At the end of August, the college mailed him a family-access form. The envelope is still sealed.

On Sunday night, the family group chat catches up with him. His mom asks whether the tuition form came, because they want to help with the bill. His dad offers a shortcut: "Send us the login and we'll take care of everything." The offer is generous and practical, and it would hand over far more than a bill.

Rafa does not want a fight. He wants to understand what he is signing. He asks Caio, an older friend who rents a room on the block, to read the form with him. Caio is clear about his role. He will sit with Rafa while he asks questions, but being older does not make this his decision. When someone suggests sending his parents a photo of the form, Caio points out the trade-off. A photo is easier to send, and it is also easier to lose control of.

Your role is to read each box on the form before Rafa signs.

Stop and think. Caio says a photo of the form is easier to send and easier to lose control of. What does he mean?

⌚ Pacing

Reading: about 5 min (628 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: A login request on Sunday night":** Caio says a photo of the form is easier to send and easier to lose control of. What does he mean?
2. **After "Separating the parts of the form":** What is the smallest amount of access that would give Rafa the help he wants from his family?
3. **After "What FERPA does and does not say":** Someone says, "Parents can never see college records." How would you revise that claim?

Separating the parts of the form

Case 5 taught you to read a document line by line before deciding what it means. The form rewards the same patience. Section 1 covers billing and payments: the named person could view account statements and make payments. Section 2 covers academic records: the named person could receive information about grades, enrollment and academic standing. Section 3 says the authorization stays in effect until Rafa changes or withdraws it in writing. Each of the first two sections has its own yes-or-no box.

That structure changes the decision. Rafa does not face a single choice between trusting his family and shutting them out. He faces two separate choices, and each has its own trade-off, a word you learned in Case 4. Saying yes to billing gives his parents what they asked for. Saying yes to grades may be fine too, but Rafa wants to talk with them before he decides.

Case 4 also gave you the term **decision-maker**, the person or group with the power to make a particular choice. On this form, the decision-maker is Rafa. **Consent** is permission a person gives for something specific, such as sharing a record with a named person. For college records, consent is written and names the record, the person and the purpose.

 **Stop and think.** What is the smallest amount of access that would give Rafa the help he wants from his family?

What FERPA does and does not say

FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records. An **education record** is a record directly about a student that a school or college keeps, such as grades, transcripts or schedules. Under the general rule, the rights transfer from parents to the student at age 18 or when the student enters college at any age (U.S. Department of Education, Student Privacy Policy Office, no date listed). The Education Department publishes a plain guide for these “eligible students” (U.S. Department of Education, March 8, 2023).

Helping pay tuition does not, by itself, give those rights back to a parent. FERPA does have exceptions. A college may share records with parents if the student is a dependent for federal tax purposes, or in a health or safety emergency. The Education Department says this sharing is allowed, not required, so each college decides how it handles these cases.

Why do these rules matter so much? Student records now live in large software systems. A breach at the company PowerSchool exposed millions of student records (Education Week, January 9, 2025). Knowing which record, which permission and which office to ask is how Rafa keeps family support from turning into giving away every login.

This page continues page 110. The notes for both pages are on the sheet for page 110.

❓ Stop and think. Someone says, “Parents can never see college records.” How would you revise that claim?

Sources

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed

What is FERPA?

Real source | U.S. Department of Education, Student Privacy Policy Office | March 8, 2023

An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA)

Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed

Must postsecondary institutions provide a parent with access to an eligible student's education records?

Real source | Education Week | January 9, 2025

What Schools Should Know About the PowerSchool Data Breach

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical margin line, creating a narrow left margin. The top-left corner of the paper is rounded. There are no markings, text, or drawings on the paper.

This page continues page 110. The notes for both pages are on the sheet for page 110.

Look at the evidence

On your own Read the form and the notice, and fill in both boxes for each one. About 10 minutes.

Evidence A | College form

Parent and family access authorization, mailed to Rafa on August 28

Section 1, Billing and payments: allow the person named below to view account statements and make payments. Yes or No. Section 2, Academic records: allow the person named below to receive information about grades, enrollment and academic standing. Yes or No. Section 3: this authorization stays in effect until the student changes or withdraws it in writing.

Look closely: Which section covers billing, and which covers grades? Circle each yes-or-no box.

What it shows

➡ Billing and grades are separate sections, each with its own yes or no.

What it leaves out

➡ What the college may share without Rafa's consent, and where he sends a change.

Evidence B | College notice

Annual FERPA notice on the registrar's page

Students have the right to inspect their education records, to request corrections and to consent to disclosures, except where the law allows disclosure without consent. Questions go to the Office of the Registrar.

Look closely: Which phrase tells you the law has exceptions? Underline it.

What it shows

➡ The rights belong to the student, but the law allows some sharing without consent.

What it leaves out

➡ Which exceptions this college uses, and whether any of them fit Rafa.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Students fill in the Evidence A boxes only.

💬 Say this

“Put one finger on the billing section and one on the grades section. Could Rafa say yes to one and no to the other?” — Wait for “yes, they are separate.”

👁 Watch for

Misconception: Students read the notice as a promise of total privacy. **Listen for:** “So nobody can ever see his grades.” **Then:** Point to “except where the law allows disclosure without consent.”

📄 Support

- Give each document on its own half-page with the section headings enlarged.
- Read the notice aloud and pause at “except.”
- **Cognates:** consent (consentimiento), privacy (privacidad), authorization (autorización), exception (excepción), information (información), academic (académico), federal (federal), education (educación).

🔗 Stretch

- Ask what Section 3 lets Rafa do later, and why that matters for the choice he makes today.

🔥 Heat check

■□□ Low.

What is still missing from the evidence?

Notes

This page continues page 113. The notes for both pages are on the sheet for page 113.

Key idea: education records

On your own Read the key idea and the code of ethics, then answer the question in the box. About 10 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: 10 min.

 Short on time: 8 min. Skip In the news.

Say this

“The AACRAO code asks registrars to protect privacy. What would a registrar need before sharing Rafa’s grades?” — Wait for “his consent in Section 2.”

Watch for

Misconception: Students treat the AACRAO code as the law. **Listen for:** “The registrar would go to jail.” **Then:** Say: “The code binds AACRAO members. FERPA is the federal law on education records.”

Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

Stretch

- Use the second AACRAO row. Ask what a clear, complete answer to each of Rafa’s three questions would include.

Heat check

 Low.

Professional standards, continued**Your answer**

Before sharing grades, the registrar would need ____.

➤ Before sharing grades, the registrar would need Rafa's written consent in Section 2. Saying yes to billing is not enough.

In the news

Real source | U.S. Department of Education (YouTube) | November 7, 2013

Student Privacy 101: FERPA for Parents and Students

The Education Department's own short explainer of FERPA rights and when they move from parents to students.



Real source | U.S. Department of Education, Student Privacy Policy Office | No date listed

Must postsecondary institutions provide a parent with access to an eligible student's education records?

Answers the case question directly, including the exception for students claimed as tax dependents.

Notes

This page continues page 115. The notes for both pages are on the sheet for page 115.

Sort the evidence

On your own Fill in the diagram to show who decides each question, which rule applies and who can ask. About 8 minutes.

Who actually decides each question: Rafa, the rule or the college? Mark where paying the bill and seeing grades split into two separate decisions.

Who may see Rafa's grades?

Who decides

Rafa, the eligible student, through written consent

Under which rule

FERPA: rights transfer to the student at 18 or on entering college

Who lives with it

Rafa's family, who help pay tuition

Your way in

➡ The registrar or records office explains which form and which exceptions apply

Who may see and pay the tuition bill?

Who decides

Rafa, the eligible student, through written consent

Under which rule

Who lives with it

Rafa's family, who help pay tuition

Your way in

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➡ The registrar's view is missing. I would ask which exceptions this college uses and how Rafa changes his choice later.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

“For each question on the diagram, who decides: Rafa, the rule or the college?” — Model the grades question together.

👁 Watch for

Misconception: Students name the parents as the deciders. **Listen for:** “His parents decide because they pay.” **Then:** Point to the diagram: his family can ask, and Rafa decides through written consent.

📄 Support

- Let students label each box Rafa, rule or college before they write sentences.

🔥 Heat check

■ ■ □ **Medium.** The missing-perspective question can turn to students' own families.

Cool-down: Keep answers about the characters. No student describes their own family arrangements.

Practice: choose a response

On your own Choose who holds Rafa's rights and explain why, then fix the two marked lines. About 5 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?

☒ A Rafa does.

☐ B His parents do, because they help pay the bill.

☐ C His parents do, until Rafa signs a form that says otherwise.

Why I chose it

✎ A. The rights transferred when Rafa turned 18 or started college. B mixes up paying with permission, and C wrongly makes a form the trigger for the transfer.

Improve a draft

A student's first draft

Rafa, ① your parents are paying so they can probably see everything, that's how it works at most schools. My parents could always see my grades on the portal in high school. FERPA is a privacy law but it's mostly for kids. ② Once you're 18 it doesn't really matter anymore. If you want to keep your grades private you should just not give them your password. Honestly just ask your parents what they want to see. They're helping you a lot so it's probably fair for them to know how you're doing.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

✎ Your parents can help pay, but seeing grades is a separate section of the form.

Rewrite phrase 2

✎ Once you're 18 or in college, the FERPA rights to your records are yours.

⌚ Pacing

Full chapter: 5 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.

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 20 minutes.

Write a structured explanation for incoming college students that keeps three layers apart: the federal rule, its exceptions and one university's process. Then take part in a two-minute recorded conversation on the question: how do we decide who has a right to know something about us?

Use: The Department of Education FAQ entries, the university parent-access guide and the authorization form.

You'll make: Structured explanation (400—500 words) plus a two-minute recorded conversation

Time: 90 minutes

- 1 Sort the sources in the organizer: federal rule, exception or local process.
- 2 Match each claim you plan to make with the source that supports it.
- 3 Name one limit of each source.
- 4 Draft three paragraphs in the Your draft boxes, one for each layer.
- 5 Finish the explanation on lined paper, 400 to 500 words.
- 6 Record a two-minute conversation with a partner on who has a right to know about us.



Prefer typing? Scan to open the online workspace.

Federal rule, and its source

➤ Rights transfer to the student at 18 or in college. Source: the “What is FERPA?” FAQ.

Exception, and its source

➤ A college may share with parents of a tax dependent. Source: the FAQ on parent access.

Case 6 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

💬 Say this

“Which source can answer which question? The FAQ, the AU guide or the form?” — Sort one claim together as a model.

👁 Watch for

Misconception: Students blend the three layers into one rule. **Listen for:** “The law says parents can’t see grades on the portal.” **Then:** Ask which source says that. The portal detail is one university’s process.

📄 Support

- Three-layer organizer: federal rule, exception, local process
- Source-authority check: which source can answer which question?
- Knowledge-question stems for the conversation
- Knowledge-question stem: “How do we decide who has a right to know ___?”

🔗 Stretch

- Name one limit of each source: what can it not tell Rafa about his own college?

📋 Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.12.9-12; D3.1.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Local process, and its source

➤ Billing access does not include viewing grades. Source: the American University guide.

One limit of each source

- The FAQ can't say what Rafa's college does. The AU guide covers one university. The form doesn't list exceptions.

Notes

This image shows a single page of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 119.

07 Answer key

A strong response:

- Keeps rule, exception and local process distinct
- Matches each claim to the source that can support it
- Names what remains uncertain
- Responds to a partner with evidence in the conversation

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 30 minutes.

Layer 1: the federal rule

👉 The federal rule comes first. The U.S. Department of Education explains that FERPA rights transfer to the student at 18 or when the student attends school beyond high school. Rafa is 18 and in college, so the rights are his. This source states the rule, but it cannot say how Rafa's college applies it.

Layer 2: the exceptions

👉 The second layer is exceptions. The Department explains that a college may still share records with parents without consent in specific situations. Examples are a student who is a tax dependent and a health or safety emergency. The word "may" matters: the sharing is allowed, not required.

Layer 3: one university's process

👉 The third layer is local. American University's guide separates parent billing access from permission to discuss academic records. That shows one way a college can apply the rule. It does not show what Rafa's college does, so he should ask his records office.

Case 6 | Your draft | Pre-IB educator edition

🕒 Pacing

Full chapter: 30 min.

✂ Short on time: 30 min.

💬 Say this

"In your conversation, answer your partner with a source, not a feeling." — Record two minutes per pair; stop at two minutes.

👁 Watch for

Misconception: Conversations become personal stories.

Listen for: "My parents always see my grades." **Then:**

Redirect to Rafa and the sources. Nobody needs to share their own family rules.

🔗 Heat check

■ ■ □ **Medium.** The knowledge question can lead students to talk about their own families.

Cool-down: Say: "Keep your examples to Rafa or a general student."

👉 Answer key

What to notice in the sample:

1. Names a limit of the source.
2. Reads the exception precisely.
3. Keeps the local process distinct from the federal rule.
4. Names what remains uncertain.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

Do you keep the rule, the exceptions and the local process distinct? ☒ Yes ☐ No

Is each claim matched to a source that can support it? ☒ Yes ☐ No

Do you name what remains uncertain? ☒ Yes ☐ No

Did you respond to your partner with evidence in the conversation? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No source cited.	☐ Refers to “privacy law” generally.	☐ Cites the transfer rule and the separate-access guide.	☐ Cites both and notes that exceptions exist.
Reasoning	☐ States the rule backwards.	☐ Gets the transfer right but merges billing and grades.	☐ Separates paying from permission correctly.	☐ Explains why least access is a reasonable choice.
Audience & purpose	☐ Tells Rafa what to do.	☐ Gives advice without a next step.	☐ Leaves the decision with Rafa and names the records office.	☐ Respects Rafa’s family relationship while protecting his choice.
Revision	☐ No change.	☐ Fixes one fact.	☐ Fixes the rule and adds a next step.	☐ Explains why each correction matters for Rafa’s decision.

Pacing

Full chapter: 8 min.

 Short on time: 6 min. Students answer the Check your work questions. Mark the rubric yourself.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one corrected rule or one added question for the records office.

Watch for

Misconception: Students leave an absolute claim in place. **Listen for:** “Parents can never see grades.” **Then:** Point to the Evidence row. Ask them to add that exceptions exist.

Heat check

 Low.

Answer key

How to assess: The educator applies the school’s own pre-IB rubric for accuracy, source use and discussion; no IB criteria, marks or grades are assigned.

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.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 12 minutes.

- 1 What is the smallest amount of access that would give Rafa the help he wants from his family?

➤ Billing access only. It lets his parents view statements and make payments, which is the help they asked for.

- 2 Why might Rafa want to talk with his family before he checks the box for grades?

➤ The chat shows his parents want to help. Talking first lets him explain his choice before they see a box checked no.

- 3 Someone says, “Parents can never see college records.” How would you revise that claim after reading this case?

➤ At college, parents usually need the student’s consent. But a college may share records if the student is a tax dependent.

My take

My claim: ____.

➤ My claim: Rafa should approve billing now and decide about grades after he talks with his family.

The best evidence is ____, because ____.

➤ The best evidence is the form, because it lists billing and grades as separate choices.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Record the conversations during this time instead of a class discussion.

💬 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

Someone who disagrees might say ____.

☞ Someone who disagrees might say that parents who pay should see grades.

I would change my mind if ____.

☞ I would change my mind if the college said an exception already lets his parents see grades.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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.

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.



See the case online.

Pacing

At home: this page takes no class time.

Say this

“Bring this page home, or read it with someone you trust.” — Nobody needs to share their own 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 a narrator’s voice
- analyze the voice of an institutional text
- give a short oral that uses brief quotations

Objectives

Students will be able to:

- analyze form as well as content in a literary and a non-literary text
- compare the texts instead of summarizing each
- connect both texts to the issue of who controls young people’s access to books
- deliver a focused three-minute oral

Materials

- This chapter, one copy per student

Materials, continued

- The authorized Matilda extract, Evidence A and Evidence B
- A comparison grid: voice, audience, purpose and what access means
- An oral planner

The task in this edition

Task: Write a comparative commentary on the Matilda library extract and the district reconsideration notice as two texts about access to books, analyzing how each one’s form shapes what it says. Then give a three-minute oral that connects both texts to the issue of who controls young people’s access to books.

Students make: Comparative commentary (450—550 words) plus a three-minute oral

Pacing

Opener (page 127): 5 min. Short on time: 4 min. Read What happened aloud.

Key terms (pages 128 and 129): 6 min. Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 133 and 134): 10 min. Short on time: 8 min. Students fill in the Evidence A boxes only.

Key idea (pages 135 and 136): 8 min. Short on time: 5 min. Read the key idea only.

Pacing, continued

Sort the evidence (page 137): 8 min. Short on time: skip.

Practice (page 138): 5 min. Short on time: skip.

Your task (pages 139 and 140): 20 min. Short on time: 20 min.

Your draft (page 141): 35 min. Short on time: 35 min.

Check your work (pages 142 and 143): 8 min. Short on time: 6 min. Students answer the Check your work questions. Mark the rubric yourself.

Questions to discuss (pages 144 and 145): 10 min. Short on time: 8 min. Use the time for orals instead of a class discussion.

Talk about this case at home (page 146): at home.

Periods: full chapter 115 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

Case 7 plan, continued

Standards, continued

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal perspectives shape views on constitutional rights.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how people use and challenge policies about school materials.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing input for a review.

Codes of ethics

- **ALA Code of Ethics:** Principle 2 (of 9)
- **Code of Ethics of the Education Profession:** Principle I: Commitment to the Student, item 2

Codes of ethics, continued

- **Credo for Ethical Communication:** “We strive to understand and respect other communicators' intent...” (one of nine unnumbered principles)

Heat map

- ■ □ **Opener (page 127):** Medium
- □ □ **Key terms (pages 128 and 129):** Low
- □ □ **Look at the evidence (pages 133 and 134):** Low
- ■ □ **Key idea (pages 135 and 136):** Medium
- ■ □ **Sort the evidence (page 137):** Medium
- □ □ **Practice (page 138):** Low
- □ □ **Check your work (pages 142 and 143):** 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

Try it at your school, continued

Safety: Don’t post names of people who filed a challenge or who spoke at a meeting. Disagree with ideas, not individuals.

Sources

- Penguin, “Matilda by Roald Dahl: authorized extract,” No date listed
- American Library Association, “Selection and Reconsideration Policy Toolkit: formal reconsideration,” No date listed
- American Library Association, “Selection and Reconsideration Policy Toolkit: selection criteria,” No date listed

Case 7: Did one complaint get the novel banned?

A group chat says one parent's complaint got a novel banned, so Mari and Gia check what the school library's notice says.

On your own Read What happened and underline the word in the group chat that may go too far. About 5 minutes.

Your role: You're the one who reads the library notice before anyone replies "banned." **New skill:** Find what stage a process has reached.



Gia, Mari and Sami talk around a table on a rooftop terrace at sunset.

What happened

On Thursday night, a message about a novel in the library at Anika's high school appears in a group chat. The message says one parent complained, so the novel is now banned and gone from the library. Gia replies that this is censorship.

On Friday, the school library posts a notice about the novel. Mari reads it and compares it with the group chat. Gia deletes her first reply, because she had not read the notice or the novel.

Your question: Is the novel really banned, and what can people who care about it do next?

Mari works the counter at the neighborhood bookshop. She switches between print and audio, and she is halfway through the novel on audio. Gia is planning a discussion at the bookshop. First, both of them want to know what stage the library's process has reached.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud.

💬 Say this

"The chat says "banned." What would you need to see before you repeat that word?" — List answers on the board: stage, policy, who decides.

👁 Watch for

Misconception: Students treat a complaint as a removal.

Listen for: "One complaint and it's gone." **Then:** Ask which document would show the book is gone. Write "Check the stage" on the board.

📖 Support

- Read What happened aloud while students follow along.

🔥 Heat check

■ ■ □ **Medium.** Book challenges can bring up students' political or religious views.

Cool-down: Say: "Today we check what happened, not who is right about the book."

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Challenge A challenge is a formal request to remove or restrict a book or other library material.

En español: impugnación

In this case: A parent's request about a novel at Anika's school started a review. The novel stays available while the committee reads it.

Reconsideration policy A reconsideration policy is a library's written process for reviewing a challenge to a book.

En español: política de reconsideración

In this case: The library's notice follows district policy: a committee review, the selection criteria, written input by the 15th and an appeal.

Selection criteria Selection criteria are the written standards a library uses to decide which materials to include.

En español: criterios de selección

In this case: The committee judges the whole novel against the district's selection criteria. The input form asks which criteria your comment addresses.

Who is involved



Mari

Works the bookshop counter

"The chat says the book is gone from the library. The notice says it stays available during the review. Those can't both be true."



Gia

Planning a book discussion at the bookshop

"I called it censorship before I'd read the notice. Now I'm planning a discussion at the bookshop, so I'd better get this right."

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Which key term names what the parent did, and which names what the committee will use?" — Wait for "challenge" and "selection criteria."

👁 Watch for

Misconception: Students hear "challenge" as "ban." **Listen for:** "A challenge means they took it." **Then:** Reread the key idea: a challenge starts a review. On its own, it does not remove a book.

📄 Support

- Pair students who share a language to explain each term in their own words.
- Show the process as a flowchart: request, review, decision, appeal.
- **Cognates:** reconsideration (reconsideración), criteria (criterios), committee (comité), decision (decisión), appeal (apelación), process (proceso), novel (novela), district (distrito), censorship (censura).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think happened to the novel?

My first guess is ___, because ___.

➤ My first guess is that the book was pulled, because one complaint seems to have been enough.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 128. The notes for both pages are on the sheet for page 128.

Reading passage

A complaint is not a decision

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Challenge:** A challenge is a formal request to remove or restrict a book or other library material.
- **Reconsideration policy:** A reconsideration policy is a library's written process for reviewing a challenge to a book.
- **Selection criteria:** Selection criteria are the written standards a library uses to decide which materials to include.
- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Correction:** A correction is a public statement that replaces wrong information with accurate information.

The story: Censorship, full stop?

The message appears late on Thursday. A novel in the library at Anika's high school is gone, it says, because one parent complained. The word it uses is "banned." Gia, who has strong feelings about who gets to decide what people read, replies within minutes: "censorship, full stop." It feels like the right side to be on.

On Friday, the school library posts a notice. Mari works the counter at the neighborhood bookshop, and she has been listening to the novel on audio. She switches between print and audio, and she is about halfway through. She reads the notice twice and then compares it with the chat. The chat says the book is gone from the library. The notice says it stays available during the review. Those cannot both be true.

Gia deletes her first reply. She had not read the notice, and she had not read the book. Now she is planning a discussion at the bookshop, which means she has to get the facts right. Your role in this case is to read the library notice before anyone replies "banned."

? Stop and think. Why was "censorship, full stop" an easy reply to send on Thursday night?

Pacing

Reading: about 5 min (595 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Censorship, full stop?":** Why was "censorship, full stop" an easy reply to send on Thursday night?
2. **After "Reading the notice as a process map":** The input form asks whether you read the whole book. Why might a committee care?
3. **After "Why the stage matters in real disputes":** How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?

Reading the notice as a process map

Case 1's skill, finding the original source, leads straight to the notice. It says a request for reconsideration has been received for one title. Under district policy, the title remains available during the review. A committee will read the full work and evaluate it against the district's selection criteria. Written input may be submitted by the 15th, and the committee's decision may be appealed.

Read that way, the notice is a map with a "you are here" marker. A **challenge** is a formal request to remove or restrict a book or other library material. It starts a review, but on its own it does not remove a book. A **reconsideration policy** is a library's written process for reviewing a challenge to a book. **Selection criteria** are the written standards a library uses to decide which materials to include. The process has reached the review stage. Nothing has been removed, and nothing has been decided.

That makes the chat's **claim** wrong about the present, even if people are right to care about the future. Case 3 showed you that a **correction** replaces wrong information with accurate information, where people saw the mistake. The reply the chat needs is short: the book is under review, it is still available and input is due on the 15th.

The input form shapes what useful input looks like. It asks for your name and role, whether you read the entire work and which selection criteria your comment addresses. Comments are limited to 300 words. Mari decides to finish the book before she writes. Her own experience with books like this is why she cares, she says, but it is not the policy. She plans to include both.

? **Stop and think.** The input form asks whether you read the whole book. Why might a committee care?

Why the stage matters in real disputes

The American Library Association recommends that libraries adopt a formal reconsideration process, with a committee that reads the whole work (American Library Association, updated January 2018). ALA's guidance is a professional recommendation, not a law, and states have taken different paths. Colorado lawmakers debated a bill requiring clear reconsideration policies (Chalkbeat Colorado, February 10, 2025). In Tennessee, a stricter law changed the review steps, and some books quietly disappeared (Chalkbeat Tennessee, September 17, 2024).

The legal question is harder still. Federal courts disagree about how the First Amendment applies when a public library removes a book (Cahill Gordon and Reindel, September 22, 2025). The answer can depend on where you live. Gia puts it plainly. Right now it is a review, and she is not calling it before it is done.

? **Stop and think.** How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?

This page continues page 130. The notes for both pages are on the sheet for page 130.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper has rounded corners on the left side and a standard rectangular shape on the right. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

This page continues page 130. The notes for both pages are on the sheet for page 130.

Look at the evidence

On your own Read the notice and the input form, and fill in both boxes for each one. About 10 minutes.

Evidence A | Library notice

Reconsideration notice, posted Friday by the school library

A request for reconsideration has been received for one title in the library collection. Under district policy, the title remains available during the review. A review committee will read the full work and evaluate it against the district's selection criteria. Written input may be submitted by the 15th. The committee's decision may be appealed.

Look closely: Which sentence tells you where the book is right now? Underline it.

What it shows

➡ The title stays available during review. Input is due by the 15th.

What it leaves out

➡ Which novel it is, who sits on the committee and what the criteria say.

Evidence B | Input form

Review committee input form, due the 15th

Name and role (student, parent, staff or community member). Have you read the entire work? Yes or No. Which selection criteria does your input address? Comments, 300 words maximum.

Look closely: Who can send input? What does the form ask before your comments?

What it shows

➡ Students and others can comment. It asks if you read it all and which criteria apply.

What it leaves out

➡ How the committee weighs comments, and the full list of selection criteria.

Case 7 | Look at the evidence | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 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?

Q* 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

[illegible]

This page continues page 133. The notes for both pages are on the sheet for page 133.

Key idea: book challenges

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 minutes.

A **challenge** is a formal request to remove or restrict a book or other library material. A challenge starts a review. On its own, it does not remove a book. A complaint, a temporary change and a final decision can happen at different times. Check which stage a process has reached before you repeat a claim.

A **reconsideration policy** is a library's written process for reviewing a challenge to a book. The American Library Association (ALA) recommends that libraries adopt one, and its example has a committee read the whole work. **Selection criteria** are the written standards a library uses to decide which materials to include. ALA's guidance is a professional recommendation, not a law. Each district's adopted policy and the applicable law govern its own process.

Whether removing a book breaks the law is a harder question. Federal courts disagree about how the First Amendment applies when a library removes a book. The answer can depend on where you live. Right now, the notice at Anika's school describes a review, and the novel is still available.

Professional standards

Real source | American Library Association (ALA)

ALA Code of Ethics: Principle 2 (of 9)

"We uphold the principles of intellectual freedom and resist all efforts to censor library resources."

In plain words: Library workers who follow the ALA code support people's freedom to read and oppose censorship of library materials.

Question: The district notice says the title stays available during review. Does that match the group chat's claim that it's "gone"?

Your answer

The notice says ____, which contradicts ____.

➞ The notice says "the title remains available during the review," which contradicts the chat's claim that it is gone.

Case 7 | Key idea | Pre-IB educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 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.

A state debated requiring clear reconsideration policies, showing a challenge is a process, not an instant ban.



A state law changed the review steps, so you have to check which rules and stage actually applied.

[illegible]

This page continues page 135. The notes for both pages are on the sheet for page 135.

Sort the evidence

On your own Fill in the diagram to show who decides at each stage, which rules apply and where input goes. About 8 minutes.

Replace “banned” with the real chain of decisions. Who decides at each stage, which rules bind them, and where can a student’s input land?

Keep, restrict or remove the novel after review

Who decides

The school review committee, which reads the whole work and votes
District-level appeal and, finally, the school board

Under which rule

District reconsideration policy and selection criteria
State law and unsettled First Amendment case law (Pico had no majority opinion)

Who lives with it

Your way in

➤ Written input on the committee form by the 15th

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➤ The parent who filed the request is missing. I would ask which part of the book concerns them and why.

Case 7 | Sort the evidence | Pre-IB educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

“Replace “banned” with the real chain of decisions. Who decides first?” — Model the first decider together: the review committee.

👁 Watch for

Misconception: Students name the parent as the decider.
Listen for: “The parent decided.” **Then:** Point to the diagram: the parent can ask, the committee decides and the board hears appeals.

📄 Support

- Let students write D, R or A (decider, rule, affected) before they write sentences.

🔥 Heat check

■ ■ □ **Medium.** The missing-perspective question can invite personal reasons a book matters.

Cool-down: No student has to share why a book matters to them. Answer about the characters.

Practice: choose a response

On your own Choose what to check first and explain why, then fix the two marked lines. About 5 minutes.

A group chat says, “One parent complained, so that novel is banned.” What should you check first?

☒ **A** Find the library’s policy and where the review stands.

☐ **B** Ask everyone in the chat whether they like the book.

☐ **C** Read the passage people are upset about, then decide.

Why I chose it

➤ **A. A complaint, a temporary change and a final removal are different stages. B measures popularity, and C judges one passage.**

Improve a draft

A student’s first draft

This is so messed up. One parent complains and **1** now the whole school can’t read the book?? That’s literally censorship and it’s illegal because of the First Amendment. **2** Whoever complained is a terrible person and should mind their own business. Everyone should go to the board meeting and yell at them until they put it back. Books like this are the only ones some of us actually finish. I read part of it last year and it was actually really good. I’m so done with this school honestly.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ **The book stays available during the review, so everyone can still read it.**

Rewrite phrase 2

➤ **The parent used the district’s process. We can send our own input by the 15th.**

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

“The chat says one parent got the novel banned. What do you check first?” — Hold a quick vote before any discussion.

👁 Watch for

Misconception: Students choose to read the disputed passage and decide. **Listen for:** “Just read the bad part.” **Then:** Point to the notice: the committee reads the full work.

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: Update on the novel: it isn’t banned. A parent filed a reconsideration request, which starts a review under the district’s policy. The book stays on the shelf while a committee reviews the whole work against the selection criteria, and there’s an appeal step after the decision. If you care about it, you can send written input to the committee by the 15th; the librarian has the form. Tie it to the criteria and your own reading, and please don’t go after the parent who asked. People are allowed to use the process too.

Other notes on the draft:

- “it’s illegal because of the First Amendment” The law here is unsettled and varies. Don’t claim a verdict.

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 20 minutes.

Write a comparative commentary on the Matilda library extract and the district reconsideration notice as two texts about access to books, analyzing how each one's form shapes what it says. Then give a three-minute oral that connects both texts to the issue of who controls young people's access to books.

Use: The authorized Matilda extract, the district reconsideration notice and the committee input form.

You'll make: Comparative commentary (450—550 words) plus a three-minute oral

Time: 90 minutes

- 1 Fill in the grid for both texts: voice, audience, purpose and what access means.
- 2 Write a comparative topic sentence in the planner.
- 3 Draft your opening and one comparative paragraph in the Your draft boxes.
- 4 Finish the commentary on lined paper, 450 to 550 words.
- 5 Plan your three-minute oral: the issue, each text and the connection.
- 6 Give your oral, using short quotations.



Prefer typing? Scan to open the online workspace.

Voice in each text

🔗 Dahl's narrator tells a story about one girl. The notice speaks for the district in formal terms.

Case 7 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

💬 Say this

“Same value, two voices. How does a narrator talk about access, and how does a district?” — Fill in the voice row of the grid together.

👁 Watch for

Misconception: Students summarize each text in turn.

Listen for: “The first text is about... The second text is about...” **Then:** Ask for one sentence that uses both texts at once.

📄 Support

- Comparison grid: voice, audience, purpose, what access means
- Oral planner: issue, extract one, extract two, connection
- Model comparative topic sentence
- Model topic sentence: “Both texts ____, but ____ while ____.”

🔗 Stretch

- Explain how a narrator's voice and an institution's voice can present the same value, access to books, in very different ways.

📋 Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.10.9-12; D2.Civ.12.9-12; D4.8.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

What access means in each text

☛ In the extract, a librarian's help. In the notice, "the title remains available during the review."

Comparative topic sentence

Both texts value access to books, but the novel shows it as one person's care, while the notice guarantees it through process.

Notes

[illegible]

This page continues page 139.

07 Answer key

A strong response:

- Analyzes form as well as content in both texts
- Compares rather than summarizing each text separately
- Connects both texts to a clearly framed issue
- Oral stays focused and uses short quotations

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 35 minutes.

Opening paragraph

➤ Roald Dahl's *Matilda* and a school library's reconsideration notice both treat access to books as a value to protect. Their forms shape that value differently. The novel tells a story about one girl and one librarian. The notice speaks for a district and describes a process. Both connect to one issue: who controls young people's access to books.

Comparative paragraph

➤ In the extract, access is personal. Matilda finds the village library on her own, and Mrs Phelps helps her choose books. The narrative form lets readers feel what the library gives her. The notice turns the same value into rules. It promises that "the title remains available during the review" and that a committee "will read the full work." Its formal, impersonal voice gives no single reader special attention. That is its strength, because one objection cannot remove the book on its own.

Case 7 | Your draft | Pre-IB educator edition

⌚ Pacing

Full chapter: 35 min.

✂ Short on time: 35 min.

💬 Say this

"Keep your oral to three minutes and one issue. What is your one issue?" — Time a practice run with a partner.

👁 Watch for

Misconception: Orals read the commentary aloud. **Listen for:** A student reading full paragraphs. **Then:** Ask students to speak from the four-part planner, not the draft.

➤ Answer key

What to notice in the sample:

1. Signals analysis of form, not only content.
2. Analyzes the literary text's form.
3. Analyzes the institutional text's form.
4. Connects form back to the issue.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

Do you analyze form as well as content in both texts?	☒ Yes ☐ No
Do you compare instead of summarizing each text?	☒ Yes ☐ No
Do you connect both texts to one clearly framed issue?	☒ Yes ☐ No
Did your oral stay focused and use short quotations?	☒ 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: 6 min. Students answer the Check your work questions. Mark the rubric yourself.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one corrected stage or one removed attack.

Watch for

Misconception: Students keep a legal verdict in their reply.

Listen for: “It’s illegal, period.” **Then:** Point to the Reasoning row: the law here is unsettled and varies.

Heat check

 Low.

Answer key

How to assess: The educator applies the school’s own pre-IB rubric for analysis, comparison and oral delivery; no IB criteria, marks or grades are assigned.

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 point from my oral, and the quotation I used

☛ The notice's formal voice protects every reader equally. I quoted "the title remains available during the review."

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

This page continues page 142. The notes for both pages are on the sheet for page 142.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames below. About 10 minutes.

- 1 Whose reading experience is missing from the crew's discussion of the novel?

➤ The parent's and other students' readings are missing. Mari is only halfway through, and Gia hasn't read it yet.

- 2 Gia says nobody should go after the parent who asked for the review. Why might that matter for her bookshop discussion?

➤ The parent used the same process the crew wants to use. Attacking them would pull people away from the form Gia wants them to fill out.

- 3 How does calling the same action a "review," a "restriction" or a "ban" change what people think happened?

➤ Each word names a different stage. "Ban" makes people think it is over, so they may not send input.

My take

My claim: ____.

➤ My claim: the novel is under review, not banned, and people can send input by the 15th.

The best evidence is ____, because ____.

➤ The best evidence is the notice, because it says the title remains available during the review.

Case 7 | Questions to discuss | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Use the time for orals instead of a class discussion.

💬 Say this

"Answer with a detail from the notice or the form, not a feeling about the parent." — Post the question numbers and hear one answer per question.

🔗 Stretch

- Ask how Gia's bookshop invitation could name the book, the stage and the deadline without naming the parent.
- Going further: Find the institution, its written policy and the decision process before you make a claim about rights. Which of the three does the district notice tell you about?
- Going further: What problem does a proposed restriction on a book claim to solve? Which readers' experiences or other options are missing from that proposal?
- Going further: Design a library notice that explains where a book review stands, and write a short guide for interviewing a librarian. Test whether a student can name the next document to ask for.
- Going further: Ask your school librarian how book challenges are handled. Find the written policy on the district website, and learn whether students can give input during a review. If a review is happening, read the whole book before you comment.
- Find your district's reconsideration policy and summarize its stages
- Research how your state's laws about school library materials have changed recently

My take, continued

Someone who disagrees might say ____.

Someone who disagrees might say a review is the first step toward a ban.

I would change my mind if ____.

Q I would change my mind if the library pulled the book before the committee decided.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 144.

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:

- describe a text’s form and placement before judging it
- quote a short text exactly
- write a reflection that answers a question directly

Objectives

Students will be able to:

- compare how spoken words, on-screen text and a caption tag disclose a relationship
- use the FTC guidance accurately
- compare two versions of a post rather than describing them separately

Objectives, continued

- name what a disclosure cannot settle about a recommendation

Materials

- This chapter, one copy per student
- Evidence A and B, and Gia’s revised script from the practice-page answer key, printed for students
- The FTC’s Disclosures 101 page
- One real post from a brand’s own account, chosen with you and printed for annotation

The task in this edition

Task: Analyze how three kinds of disclosure (spoken words, on-screen text and a caption tag) work in Gia’s revised review and in one real post from a brand’s own account. Then write a reflection on the question: can a viewer ever be sure a recommendation is independent?

Students make: Annotated comparison of two posts plus a 300-word reflection

Pacing

Opener (page 147): 5 min. Short on time: 4 min. Students read What happened on their own.

Key terms (pages 148 and 149): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Pacing, continued

Look at the evidence (page 153): 10 min. Short on time: 9 min. Students fill in only the What it shows boxes.

Key idea (pages 154 and 155): 10 min. Short on time: 8 min. Skip In the news.

Sort the evidence (page 156): 8 min. Short on time: skip.

Practice (page 157): 8 min. Short on time: 5 min. Take the vote. Skip Improve a draft.

Your task (pages 158 and 159): 20 min. Short on time: 20 min.

Your draft (page 160): 30 min. Short on time: 28 min. Students plan the reflection in class and write the last paragraph at home.

Check your work (pages 161 and 162): 8 min. Short on time: 6 min. Skip the rubric self-score.

Questions to discuss (pages 163 and 164): 12 min. Short on time: 7 min. Discuss question 1 only.

Talk about this case at home (page 165): at home.

Periods: full chapter 116 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 8 plan, continued

Standards, continued

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique relationships among creators, platforms, brands and regulators.

D3.2.9-12 Judge a source's credibility by looking at how experts value it. In this case: Students evaluate the credibility of a recommendation given its source relationship.

Codes of ethics

- **FTC Endorsement Guides (16 CFR Part 255):** § 255.5 Disclosure of material connections
- **FTC Endorsement Guides (16 CFR Part 255):** § 255.0 Purpose and definitions, paragraph (f)

Codes of ethics, continued

- **PRSA Code of Ethics:** Free Flow of Information

Heat map

- **Opener (page 147):** Low
- **Key terms (pages 148 and 149):** Low
- **Look at the evidence (page 153):** Low
- **Key idea (pages 154 and 155):** Low
- **Sort the evidence (page 156):** Low
- **Practice (page 157):** Low
- **Your task (pages 158 and 159):** Low
- **Your draft (page 160):** Low
- **Check your work (pages 161 and 162):** 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

Try it at your school, continued

Safety: Don’t share personal information to get free products. Talk with a trusted adult before accepting any brand deal.

Sources

- TikTok Newsroom, “BookTok and publishing,” September 2022
- Federal Trade Commission, “Disclosures 101 for Social Media Influencers,” No date listed
- Federal Trade Commission, “FTC’s Endorsement Guides: What People Are Asking,” No date listed
- Federal Trade Commission, “FTC explanatory video,” No date listed

Case 8: Is it a recommendation or an ad?

Gia loves a novel that a publisher sent her for free, and her video review does not mention the free copy yet.

On your own Read What happened. Underline what the publisher sent Gia and what it asked for. About 5 minutes.



Gia, Caio and Mari set up a camera in a bright studio.

Your role: You're the viewer with the sound off who checks the first three seconds. **New skill:** Spot and disclose a material connection.

What happened

At 1:30 p.m. on Saturday, Caio finishes editing Gia's short video review of a new novel. Gia made the review for BookTok, where people recommend books on TikTok. She stayed up until 2 a.m. to finish the novel, and she loves it.

Two weeks ago, the book's publisher emailed Gia. The publicity team offered her a free copy of its spring novel for review. The email said she did not have to post, but it asked for a tag if she did. In the first cut, Gia never says the book was free. The only sign of the publisher is a tag in the caption below the video.

Your question: Do Gia's viewers need to know the book was free, and how should she tell them?

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.

Case 8 | Opener | Pre-IB educator edition

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 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 5 minutes.

Material connection A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.

En español: conexión material

In this case: The publisher sent Gia a free copy of its spring novel for review. That free copy is a material connection.

Disclosure A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

En español: divulgación

In this case: Gia's first cut has no disclosure. The tag in the caption names the publisher but never says the book was free.

Endorsement An endorsement is a message that shares someone's opinion or experience of a product to promote it.

En español: respaldo

In this case: Gia's video review promotes the novel with her own opinion: she stayed up until 2 a.m. to finish it.

Who is involved



Gia

Made the video review

"I stayed up till 2 a.m. finishing it. That part's real. The publisher sending it free is also real, and right now it's nowhere in the video."



Caio

Editing Gia's video

"The publisher's email literally says 'free copy for review.' That's the sentence. It's just not in the video yet."

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Which key term names the free copy? Which one names what Gia still has to add?" — Wait for material connection, then disclosure.

👁 Watch for

Misconception: Students hear "material" as physical stuff, like paper. **Listen for:** "The material is the book." **Then:** Reread the definition: a material connection is a relationship with a brand, such as a free product.

📖 Support

- Pair students who share a language to explain each term in their own words.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, does Gia need to tell viewers the book was free?

My first guess is ___, because ___.

➤ My first guess is that the tag is enough, because it shows the publisher's name.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 148. The notes for both pages are on the sheet for page 148.

Reading passage

A tag is not a disclosure

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Material connection:** A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.
- **Disclosure:** A disclosure is a clear statement that tells people about a relationship or fact they would want to know.
- **Endorsement:** An endorsement is a message that shares someone's opinion or experience of a product to promote it.
- **Framing:** Framing is choosing which parts of a situation a message brings forward.

The story: Watching on mute

Gia stayed up until 2 a.m. finishing a new novel, and the next day she filmed a review for BookTok, the part of TikTok where people recommend books. Her enthusiasm is real. On Saturday at 1:30 p.m., Caio finishes the edit and sends it back. Gia is ready to post.

Caio is not. He wants to watch the cut once the way a stranger would, on a phone with the sound off. His question is specific. In the first three seconds, where does it say the book was free?

The book was free. Two weeks earlier, the publisher's publicity team emailed Gia: "We'd be glad to send you a free copy of our spring novel for review. There's no obligation to post, but if you do, we'd appreciate a tag." The first cut opens with Gia saying, "You guys, I have to tell you about this book because I literally could not put it down!" There is no on-screen text. The caption reads "@publisher #booktok."

Gia points to the tag. Caio's edit notes answer her. A tag is a brand name, not a relationship. The caption also sits below the video, where most people will not open it. In this case, you are the viewer with the sound off who checks those first three seconds.

Stop and think. Caio says a tag is a brand name, not a relationship. What is the difference?

⌚ Pacing

Reading: about 5 min (595 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: Watching on mute":** Caio says a tag is a brand name, not a relationship. What is the difference?
2. **After "Opinion, relationship and disclosure":** Why does Gia cut "best book of the year" even though she loves the book?
3. **After "What the FTC and researchers say":** Some viewers may treat a disclosed review as just an ad. How could Gia keep their trust?

Opinion, relationship and disclosure

An **endorsement** is a message that shares someone's opinion or experience of a product to promote it. Gia's review is one, and her opinion is honest. A **material connection** is a relationship with a brand, like payment or a free product, that viewers might not expect. The free copy is a material connection. Knowing about it gives viewers context. It does not prove that Gia's opinion is false.

A **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Case 1 gave you the idea of **framing**, choosing which parts of a situation a message brings forward. The first cut frames the review around Gia's excitement and leaves the relationship out of view. Caio proposes a three-second fix: "Quick heads-up, the publisher sent me this free." It is spoken and shown on screen, then followed by her hook.

Gia makes a second change that viewers might never notice. She had thought about calling it the best book of the year. Out of the ones she happened to read? She decides to say only what she can support: two nights, and she could not put it down. A disclosure answers one question, which is how she got the book. Viewers can still ask what supports her claims about the book itself.

Caio's test is simple. Someone who has not seen the video watches once, on mute. Then he asks, "Was the book free?" If they have to think about it, the edit is not done. A comment on another creator's review shows the risk of skipping this step: "wait was this sponsored?? kind of feels like an ad now."

? **Stop and think.** Why does Gia cut "best book of the year" even though she loves the book?

What the FTC and researchers say

The Federal Trade Commission's guidance for influencers says a video disclosure belongs in the video itself, ideally both spoken and on screen (Federal Trade Commission, updated December 3, 2024). In November 2023, the FTC warned two trade associations and a dozen influencers about posts promoting aspartame or sugar. The agency said disclosures must be in the video, not buried in a caption (Federal Trade Commission, November 14, 2023).

Research suggests disclosure helps young viewers. A study of 3,149 high school students in Taiwan found that full sponsorship disclosure helped teens recognize a post as an ad (Lin et al., PLOS One, May 27, 2026).

? **Stop and think.** Some viewers may treat a disclosed review as just an ad. How could Gia keep their trust?

This page continues page 150. The notes for both pages are on the sheet for page 150.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 150. The notes for both pages are on the sheet for page 150.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

Evidence A | Email

The publisher's email

"Hi Gia, we love your book reviews! We'd be glad to send you a free copy of our spring novel for review. There's no obligation to post, but if you do, we'd appreciate a tag. Best, the publicity team"

Look closely: What did the publisher give, and what did it ask for?

What it shows

➤ A free copy for review, and a request for a tag if she posts.

What it leaves out

➤ Whether Gia has any other relationship with the publisher.

Evidence B | Video script and caption

Gia's first cut

Spoken: "You guys, I have to tell you about this book because I literally could not put it down!" On-screen text: none. Caption below the video: "@publisher #booktok"

Look closely: Where in this video would a viewer learn about the free copy?

What it shows

➤ Real excitement on screen, and a publisher tag in the caption.

What it leaves out

➤ That the book was free. The video never names the publisher.

What is still missing from the evidence?

➤ Whether Gia has any other relationship with the publisher, how many viewers watch without sound, and what supports her claims about the book.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 9 min. Students fill in only the What it shows boxes.

💬 Say this

"Put your finger on the start of Gia's script. Where does it say the book was free?" — Wait for "nowhere." Then find the tag in the caption.

👁 Watch for

Misconception: Students count the caption tag as a disclosure. **Listen for:** "She tagged them, so it's disclosed." **Then:** Ask what the tag tells a viewer. It names the publisher; it never says the book was free.

📄 Support

- Give each document on its own half-page, with the email's key sentence enlarged.
- Read Caio's notes aloud. Explain that 0:00—0:03 means the first three seconds.
- **Cognates:** connection (conexión), material (material), recommendation (recomendación), relationship (relación), product (producto), opinion (opinión), audience (audiencia), video (video).

🔗 Stretch

- Ask why Caio tests the video on mute, and which viewers a spoken-only disclosure would miss.

🔥 Heat check

■□□ Low.

Key idea: material connections

On your own Read the key idea and the FTC guide. Then answer the question in the box. About 10 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: 10 min.

 Short on time: 8 min. Skip In the news.

Say this

"The FTC counts free products even when the brand requires no review. What does that mean for Gia?" — Wait for: the email's "no obligation" does not change the connection.

Watch for

Misconception: Students treat the PRSA code and the FTC guides as the same kind of rule. **Listen for:** "Gia broke the PRSA code." **Then:** Say: "The PRSA code binds PRSA members. The FTC guides explain a federal law that reaches endorsers like Gia."

Support

- Read the quotation aloud. Point out the label: Law or regulation, not a code of ethics.

Stretch

- Use the second FTC row: where in the first three seconds would a viewer on mute learn the book was free?

Heat check

■□□ Low.

Professional standards, continued**Your answer**

The words “no obligation to post” ____, because ____.

→ The words “no obligation to post” do not change it, because the FTC counts free products even when no review is required.

In the news

Real source | NBC News | November 15, 2023

Influencers warned by FTC over ‘inadequate’ disclosures of artificial sweetener promotions

Real creators were warned for not clearly saying they were paid, the exact question this case asks.



Real source | ABC News | November 6, 2019

Popular YouTuber chimes in on federal product disclosure guide for influencers

A creator reacts to the FTC’s disclosure rules, showing how the guidance lands for people who actually post.

Notes

This page continues page 154. The notes for both pages are on the sheet for page 154.

Sort the evidence

On your own Follow each choice to its results. Then write whose view is missing. About 8 minutes.

Follow both choices forward. Which consequences can Gia control, which depend on viewers, and what test tells her the disclosure worked?

Post the first cut with only a brand tag in the caption

Sound-off viewers never learn the book was free

Who is affected

➡ Viewers deciding whether to buy or borrow the book

Disclose aloud and on screen in the first seconds

Viewers weigh the recommendation knowing the relationship

Who is affected

➡ Viewers deciding whether to buy or borrow the book

Some viewers may discount the review as an ad

Who is affected

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➡ The publisher's publicity team. I would ask whether it has any other relationship with Gia besides the free copy.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

“Follow each choice forward. Which results can Gia control, and which depend on viewers?” — Model the first chain together.

👁 Watch for

Misconception: Students read “some viewers may discount the review” as a reason not to disclose. **Listen for:** “Then she shouldn’t say it.” **Then:** Ask what happens when viewers find out later. Follow the chain that starts with the tag only.

📄 Support

- Let students write the letter of each result on the arrows before they write sentences.

🔥 Heat check

■□□ Low.

Practice: choose a response

On your own Choose the change that makes the relationship clearest. Then fix the two marked phrases. About 8 minutes.

Gia loves the novel the publisher sent her for free. Which change to her video makes the relationship clearest to viewers?

☐ A Tag the publisher in the caption.

☒ B Say and show at the start of the video that the publisher sent her the book for free.

☐ C Leave the video as it is, since the email said there was no obligation to post.

Why I chose it

➤ B. It puts the relationship in the video, spoken and on screen. A only names the brand below the video. C ignores that the book was free.

Improve a draft

A student's first draft

Okay you guys, I have to tell you about this book because I literally could not put it down!! ① #ad #booktok @publisher. The characters are so real and the ending destroyed me. I stayed up until 2 a.m. finishing it and then just sat there staring at the wall. Everyone needs to read this, trust me, ② it's the best book of the year and you won't regret it. Link is in my bio, go get it before everyone else does!

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Move it into the video, spoken and on screen, in the first three seconds.

Rewrite phrase 2

➤ Use her own reading instead: "I finished it in two nights."

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Take the vote. Skip Improve a draft.

💬 Say this

"Gia loves the book, and it was free. Which change makes that clearest?" — Take a vote before any discussion.

👁 Watch for

Misconception: Students choose C because the email said there was no obligation. **Listen for:** "They didn't make her post, so it's fine." **Then:** Reread the FTC quotation. A free product counts even when no post is required.

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: On screen and said aloud: "Quick heads-up: the publisher sent me this book for free to review." Then: "Okay, you guys, I could not put this down. The two sisters felt real to me, and the ending caught me completely off guard. If you like slow-burn family stories, this one's for you. If you need a fast plot, maybe not. I finished it in two nights." Caption: "Publisher sent me a free copy for review. #ad #booktok." The disclosure is in the first three seconds, readable without sound, and the claim is about my own reading.

Pre-IB

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 20 minutes.

Analyze how three kinds of disclosure (spoken words, on-screen text and a caption tag) work in Gia's revised review and in one real post from a brand's own account. Then write a reflection on the question: can a viewer ever be sure a recommendation is independent?

Use: Gia's first cut and revised script, the publisher email, the FTC Disclosures 101 page and one real brand-account post chosen with the teacher.

You'll make: Annotated comparison of two posts plus a 300-word reflection

Time: 90 minutes

- 1 Read Gia's first cut in Evidence B and her revised script side by side.
- 2 Fill in the grid: spoken words, on-screen text and caption tag in each version.
- 3 Annotate the brand post your teacher gives you with the same three columns.
- 4 Finish the stem: "A disclosure tells me..., but it cannot tell me..."
- 5 Write a reflection of about 300 words: can a viewer ever be sure a recommendation is independent?
- 6 Check your work with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

Spoken words: first cut and revised

➡ **First cut: nothing about the free copy. Revised: "Quick heads-up: the publisher sent me this book for free to review."**

Case 8 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

💬 Say this

"Put the two versions side by side. What does a viewer on mute learn from each?" — Fill in the first grid row together.

👁 Watch for

Misconception: Students describe each version separately instead of comparing. **Listen for:** "First cut: ... Revised: ..." with nothing joining them. **Then:** Ask for one sentence that uses "while" or "but" to join the two versions.

📄 Support

- Disclosure comparison grid: form, placement, timing, clarity
- Reflection stems: "A disclosure tells me..., but it cannot tell me..."
- Model annotation of a short ad

🔗 Stretch

- Explain what, beyond disclosure, would help a viewer judge a recommendation's reliability.

🔥 Heat check

■□□ Low.

📋 Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.6.9-12; D3.2.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

On-screen text: first cut and revised

- First cut: none. Revised: the same sentence, on screen at the start.

Caption: first cut and revised

👉 First cut: “@publisher #booktok.” Revised: “Publisher sent me a free copy for review. #ad #booktok.”

A disclosure tells me ____, but it cannot tell me ____

ⓘ A disclosure tells me the publisher sent the book free, but it cannot tell me whether her claims about the book are accurate.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a dark vertical border on the left side, suggesting it might be part of a bound notebook or folder. The paper is otherwise blank, with no handwriting or other markings.

This page continues page 158.

07 Answer key

A strong response:

- Analyzes each kind of disclosure precisely
- Uses the FTC guidance accurately
- Compares the two posts rather than describing them separately
- Reflection names what disclosure cannot settle

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 30 minutes.

Your reflection, about 300 words

Can a viewer ever be sure a recommendation is independent? After comparing Gia's two versions, I think a viewer can know the relationship but not be sure of independence. In the first cut, the only sign of the publisher is "@publisher #booktok," a tag below the video. The revised script says, spoken and on screen, that the publisher sent the book for free, and the caption repeats it. That change matters. A viewer with the sound off now learns the most important fact about the relationship in the first seconds. The FTC guidance asks for this: a disclosure in the video itself that is hard to miss. But a disclosure tells me how Gia got the book. It cannot tell me whether her claims about the book are accurate, or whether the free copy shaped what she chose to say. Independence is about a reviewer's judgment, and no label can show a judgment from the inside. A post from a brand's own account is the clearest case, since the brand is openly behind it. So a viewer can be sure of the relationship when it is disclosed well. Independence can only be estimated, for example by comparing a review with reviews from people who got nothing free.

Case 8 | Your draft | Pre-IB educator edition

Pacing

Full chapter: 30 min.

 Short on time: 28 min. Students plan the reflection in class and write the last paragraph at home.

Say this

"Your reflection answers a question. Put your answer in the first two sentences." — Then ask for one limit of disclosure.

Watch for

Misconception: The reflection says a disclosure proves the review is honest. **Listen for:** "Now we know she's honest."

Then: Point to the key idea: a clear disclosure does not make every claim accurate.

Heat check

 Low.

Answer key

What to notice in the sample:

1. Answers the reflection question directly, with a limit.
2. Compares the two versions by their effect on a viewer.
3. Names what disclosure cannot settle.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

Do you compare the forms of disclosure instead of describing each version separately? ☒ Yes ☐ No

Do you use the FTC guidance accurately? ☒ Yes ☐ No

Does your reflection answer the question directly? ☒ Yes ☐ No

Does your reflection name what disclosure cannot settle? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No disclosure or claim support.	☐ Tag only.	☐ Names the relationship clearly.	☐ Names the relationship and supports the product claim.
Reasoning	☐ Treats opinion as a substitute for disclosure.	☐ Discloses but can't explain why.	☐ Explains why placement and clarity matter.	☐ Distinguishes opinion, relationship and product claim.
Audience & purpose	☐ Ignores viewers.	☐ Assumes viewers read captions.	☐ Works for sound-off viewers.	☐ Works across channels with consistent wording.
Revision	☐ No change.	☐ Adds a hashtag.	☐ Adds spoken and on-screen disclosure.	☐ Explains each placement choice for different viewers.

Pacing

Full chapter: 8 min.

 Short on time: 6 min. Skip the rubric self-score.

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 applies the school's own pre-IB rubric for analysis, accuracy and reflection; no IB criteria, marks or grades are assigned.

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.

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 finish My take. About 12 minutes.

- 1 Would knowing the book was free change how much you trust Gia's review? Why or why not?

➤ It changes how I weigh it, not whether I believe her. The free copy is context, and her two nights of reading still count.

- 2 Some viewers may treat a review with a disclosure as just an ad. How could Gia keep their trust?

➤ Disclose in the first seconds, then keep claims to her own experience. Cutting "best book of the year" makes the rest easier to believe.

- 3 Who should make sure disclosures are clear: creators, brands or platforms?

➤ All three have a part. Gia controls her words, the publisher can ask for a disclosure, and a platform can offer a label. Gia speaks to viewers first.

My take

My claim: ____.

➤ Gia should disclose the free copy in the first three seconds, spoken and on screen.

The best evidence is ____, because ____.

➤ The first cut, because nothing in the video itself says the book was free.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 7 min. Discuss question 1 only.

💬 Say this

"Answer with a detail from the evidence, not with a real creator you follow." — Post the question numbers and take one answer per question.

🔗 Stretch

- Ask what a disclosure checklist for a school media club would include, and who would check it.
- Going further: What does a viewer need to know about how Gia got the book? Plan one way to check that viewers understood the disclosure. A view count cannot tell you that.
- Going further: Design two versions of a sponsored post, with the disclosure in a different place in each. Keep the relationship equally clear in both versions.
- Going further: Find the line in the evidence that shows the book was free. Before you call any real post sponsored, look for that kind of evidence. Do not accuse a real creator based on a guess.
- Going further: The next time you see a recommendation, look for a disclosure in the video itself. Talk with a trusted adult before you accept any brand deal. If you post reviews, practice a clear spoken line, such as "They sent me this for free."
- Analyze three real posts from brands' own accounts (not individual creators) for disclosure
- Compare FTC guidance with another country's advertising standards body

My take, continued

Someone who disagrees might say ____.

☞ Her opinion is honest, so the free copy does not matter.

I would change my mind if ____.

🔊 A viewer on mute could already tell the book was free from the first cut.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 163.

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:

- compare two texts by purpose, not only by content
- tell a checkable fact from a recommendation
- write a reflection that answers a question directly

Objectives

Students will be able to:

- compare how the sample ballot and the creator’s guide present the same election
- separate checkable facts from recommendations
- stay nonpartisan throughout

Objectives, continued

- reflect on the limits of predicting what officials will do

Materials

- This chapter, one copy per student
- Evidence A and B
- Vote.gov and one official description of a local office, which you provide
- A comparison grid and a highlighter key

The task in this edition

Task: Write a comparative analysis of how the official sample ballot and a creator’s voter guide present the same election: what each includes, leaves out and asks the reader to do. Then write a reflection on the question: how can a voter know what a candidate or measure will actually do?

Students make: Comparative analysis (450—550 words) plus a 250-word reflection

Pacing

Opener (page 166): 5 min. Short on time: 4 min. Students read What happened on their own.

Key terms (pages 167 and 168): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Pacing, continued

Look at the evidence (pages 172 and 173): 10 min. Short on time: 9 min. Students fill in only the What it shows boxes.

Key idea (pages 174 and 175): 10 min. Short on time: 8 min. Skip In the news.

Sort the evidence (pages 176 and 177): 8 min. Short on time: skip.

Practice (page 178): 8 min. Short on time: 5 min. Take the vote. Skip Improve a draft.

Your task (pages 179 and 180): 18 min. Short on time: 18 min.

Your draft (page 181): 32 min. Short on time: 30 min. Students write the comparison in class and the reflection at home.

Check your work (pages 182 and 183): 8 min. Short on time: 6 min. Skip the rubric self-score.

Questions to discuss (pages 184 and 185): 12 min. Short on time: 7 min. Discuss question 4 only.

Talk about this case at home (page 186): at home.

Periods: full chapter 116 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 9 plan, continued

Standards, continued

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.1.9-12 Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. In this case: Students distinguish the powers of local, state and national offices on the ballot.

D2.Civ.2.9-12 Analyze the role of citizens in the U.S. political system, including how participation has changed over time. In this case: Students analyze the role of voters and changes in who can vote over time.

D3.1.9-12 Gather information from sources with a wide range of views, using origin, authority, structure, context and corroboration to choose them. In this case: Students select official election sources by authority.

Codes of ethics

- **SPJ Code of Ethics:** Seek Truth and Report It
- **RTDNA Code of Ethics:** Opening statement (before the guiding principles)
- **Credo for Ethical Communication:** “We advocate sharing information, opinions, and feelings...” (one of nine unnumbered principles)

Heat map

- **Opener (page 166):** Low
- **Key terms (pages 167 and 168):** Low
- **Look at the evidence (pages 172 and 173):** Low
- **Key idea (pages 174 and 175):** Low
- **Sort the evidence (pages 176 and 177):** Medium
- **Practice (page 178):** Low
- **Your task (pages 179 and 180):** Medium
- **Your draft (page 181):** Medium
- **Check your work (pages 182 and 183):** Low

Try it at your school

Find your official election information.

- With a trusted adult, visit [vote.gov](https://www.vote.gov) and choose your state or territory
- Check eligibility, preregistration and registration rules for your age

Try it at your school, continued

- 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

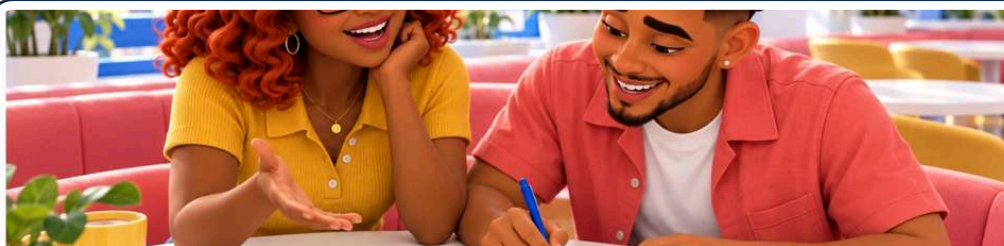
- [Vote.gov](https://www.vote.gov), “Your state or territory’s voting information,” No date listed
- [Vote.gov](https://www.vote.gov), “Preparing to vote: age 18 and under,” No date listed
- [USAGov](https://www.usagov.gov), “Sample ballots and voter guides,” No date listed
- National Constitution Center, “The 26th Amendment of the U.S. Constitution,” No date listed

Case 9: What is on your ballot, and where do you check?

Dec turns 18 before the election on November 3, 2026, and his feed covers only one race on his ballot.

On your own Read What happened. Underline the contests Mateo finds below the big race. About 5 minutes.

Your role: You're the one who finds Dec's official sample ballot before anyone tells him how to vote.
New skill: Check an official source for your own area.



Mateo and Gia work in a notebook at a café table.

What happened

It is Sunday at the library desk. Dec turns 18 in October, before the general election on November 3, 2026. His feed is full of posts about one big race. Mateo and Gia are helping him find out what else is on his ballot.

They look at a sample ballot for the November election. The front shows the big race from Dec's feed. The second page has more: a school board race, a city council seat and Measure T, a transit bond. Mateo notices that nobody is posting about Measure T.

A creator's voter guide is also going around. It says registration closes "the 14th," but it never names a state. It also tells people how to vote on the school board race and Measure T. Gia is writing a reminder for the group chat.

Mateo has his own problem. He may still be registered at his mom's address in New Bedford, Massachusetts. Dec says he does not need anyone to pick for him. He needs to know what is on his ballot and whether he is registered in time.

Your question: What is on Dec's ballot, and where should he check his own information?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Students read What happened on their own.

💬 Say this

"Dec's feed is full of one race. What else do you think is on his ballot?" — List guesses on the board. Keep them for the sample ballot.

👁 Watch for

Misconception: Students think a ballot holds only the big national races. **Listen for:** "It's just president or Congress."
Then: Point to the second page of the sample ballot in the story: school board, city council, Measure T.

📖 Support

- Read What happened aloud while students follow along.
- Explain that a measure is a question voters decide directly, like Measure T.

🔥 Heat check

■□□ Low.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 5 minutes.

Sample ballot A sample ballot is a preview of the contests and measures that will appear on your ballot.

En español: boleta de muestra

In this case: Dec's sample ballot lists a school board race, a city council seat and Measure T below the big race from his feed.

Registration Registration is signing up with your election office so that you are on the list of people who can vote.

En español: inscripción electoral

In this case: Dec turns 18 in October and needs to know whether he is registered in time. The guide's deadline names no state.

Voter guide A voter guide is a document that explains or recommends choices in an election.

En español: guía para votantes

In this case: A creator's voter guide mixes one deadline with two picks: "vote Candidate B" and "Measure T: yes, obviously."

Jurisdiction A jurisdiction is the place or area where a particular government or rule has authority.

En español: jurisdicción

In this case: Mateo may still be registered in New Bedford, Massachusetts. A different place can mean a different ballot and a different deadline.

Who is involved



Mateo

Helping Dec read the sample ballot

"Dec's feed is all the big race. Then you flip the sample ballot: school board, city council, a transit bond. Nobody's posting about Measure T."



Gia

Writing the group-chat reminder

"The creator's guide says 'registration closes the 14th.' Whose 14th? It doesn't even say which state."

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Which key term explains why Mateo's ballot might not match Dec's?" — Wait for jurisdiction.

👁 Watch for

Misconception: Students treat a voter guide and a sample ballot as the same document. **Listen for:** "The guide is the ballot." **Then:** Ask which one lists the contests for an address and which one tells you how to vote.

📖 Support

- Pair students who share a language to explain each term in their own words.
- Many election offices publish Spanish materials. Show where to find them.
- **Cognates:** election (elección), candidate (candidato), jurisdiction (jurisdicción), official (oficial), district (distrito), amendment (enmienda), constitution (constitución), vote (voto).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, what do you think is on Dec's ballot?

➡ My first guess is that it is mostly the big race, because that is what everyone posts about.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Reading passage

Your ballot is not your feed

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Sample ballot:** A sample ballot is a preview of the contests and measures that will appear on your ballot.
- **Voter guide:** A voter guide is a document that explains or recommends choices in an election.
- **Registration:** Registration is signing up with your election office so that you are on the list of people who can vote.
- **Jurisdiction:** A jurisdiction is the place or area where a particular government or rule has authority.
- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Material connection:** A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.

The story: The second page

Dec turns 18 in October, a few weeks before the general election on November 3, 2026. If his feed is any guide, only one race matters. Every post is about the same big contest. On Sunday at the library desk, Mateo and Gia help him look past it.

They pull up a sample ballot for the November election. The front page matches the feed. The second page does not. It lists a school board race, a city council seat and Measure T, a transit bond. Mateo says what everyone is thinking: nobody is posting about Measure T.

A creator's voter guide is circulating in their group chat: "All you need for November!! Registration closes the 14th. School board: vote Candidate B, the only one who cares about students. Measure T: yes, obviously." Dec reads it and says he does not need anyone picking for him. He has two questions. What is on his ballot, and is he registered in time?

Gia is writing a reminder for the chat, and Mateo has an uncomfortable realization. He moved from New Bedford for college, and he may still be registered at his mom's address in Massachusetts. Your role in this case is to find Dec's official sample ballot before anyone tells him how to vote.

⌚ Pacing

Reading: about 5 min (612 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: The second page":** Why does the guide's deadline fail as a fact even if it happens to be right somewhere?
2. **After "Sorting what can be checked":** Which contest on the sample ballot could affect Dec's school or his bus?
3. **After "Young voters and the rules":** When could a voter guide that recommends choices help a first-time voter?

❓ **Stop and think.** Why does the guide's deadline fail as a fact even if it happens to be right somewhere?

Sorting what can be checked

A **sample ballot** is a preview of the contests and measures that will appear on your ballot. A **voter guide** is a document that explains or recommends choices in an election. The sample ballot is the original source, the Case 1 skill, and the guide is someone's reading of it. Case 1 also taught you that a **claim** is a statement that can be checked with evidence. The guide contains one checkable claim, the registration deadline, and it cannot be checked because it never names a state. Gia's question is exact: whose 14th?

Case 8 gave you another question to ask, about a **material connection**, a relationship with a brand, like payment or a free product, that viewers might not expect. The guide does not say who wrote it or who funds it. That does not make its picks wrong. It does mean Dec should treat them as opinions from an unknown source.

The ballot also teaches something about power. A **jurisdiction** is the place or area where a particular government or rule has authority. Your address decides which contests appear on your ballot, and a friend two districts over may see different local races. A school board and a city council have different jobs. Before researching candidates, Dec can ask which office has power over the issue he cares about, such as his school or his bus.

Registration is signing up with your election office so that you are on the list of people who can vote. Deadlines vary by state, so Gia leaves the date out of her reminder. Her message is short: check your registration and your own sample ballot at Vote.gov, deadlines depend on your state, and please don't post your address.

❓ **Stop and think.** Which contest on the sample ballot could affect Dec's school or his bus?

Young voters and the rules

The Twenty-Sixth Amendment protects the right to vote for citizens 18 and older (National Constitution Center, no date listed). Its roots go back to World War II and the slogan "old enough to fight, old enough to vote" (The National WWII Museum, October 27, 2020). Most states now allow teens to preregister before 18, and some let 17-year-olds vote in primaries (Ballotpedia News, September 26, 2025).

Young people do vote. About 47 percent of 18- to 29-year-olds voted in 2024, with big differences by state (CIRCLE, April 14, 2025). Anika, who is 16, is checking whether she can preregister. She can also learn what the school board decides before she can vote on it.

This page continues page 169. The notes for both pages are on the sheet for page 169.

❓ Stop and think. When could a voter guide that recommends choices help a first-time voter?

Sources

Real source | Vote.gov | No date listed

Your state or territory's voting information

Real source | National Constitution Center | No date listed

The 26th Amendment of the U.S. Constitution

Real source | The National WWII Museum | October 27, 2020

“Old Enough to Fight, Old Enough to Vote”: The WWII Roots of the 26th Amendment

Real source | Ballotpedia News | September 26, 2025

Most states allow teenagers to pre-register to vote before turning 18, and some let them vote in primaries

Real source | CIRCLE (Tufts University) | April 14, 2025

New Data: Nearly Half of Youth Voted in 2024

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 169. The notes for both pages are on the sheet for page 169.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

Evidence A | Sample ballot

Sample ballot for the November general election

Federal: U.S. Representative. State: State Senator; Superior Court judge (retention). Local: Board of Education, District 3 (vote for two); City Council, Ward 5. Measures: Measure T, transit improvements bond.

Look closely: Which contests sit below the big race, and which one touches Dec's school?

What it shows

➤ Federal, state and local races, plus Measure T.

What it leaves out

➤ Which address it covers, and what each office does.

Evidence B | Voter guide post

A creator's voter guide

All you need for November!! Registration closes the 14th. School board: vote Candidate B, the only one who cares about students. Measure T: yes, obviously.

Look closely: Which line could you check, and which lines tell you how to vote?

What it shows

➤ One checkable deadline mixed with two picks on how to vote.

What it leaves out

➤ Which state the deadline is for, and who wrote and funds it.

Case 9 | Look at the evidence | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 9 min. Students fill in only the What it shows boxes.

💬 Say this

“Put one finger on a line you could check and one on a line that tells you how to vote.” — Use two highlighter colors if you have them.

👁 Watch for

Misconception: Students treat the guide's picks as facts because the guide sounds sure. **Listen for:** “It says obviously, so it's true.” **Then:** Ask what source could prove “Measure T: yes.” None can; it is a pick.

📄 Support

- Give each document on its own half-page.
- Read the sample ballot aloud, one level of government at a time.
- **Cognates:** election (elección), candidate (candidato), jurisdiction (jurisdicción), official (oficial), district (distrito), amendment (enmienda), constitution (constitución), vote (voto).

🔗 Stretch

- Ask why Gia's reminder leaves out a deadline on purpose, and what each reader has to do instead.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

What is still missing from the evidence?

Dec's state, registration status and deadline, the sample ballot for his own address, and who wrote and funds the creator's guide.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 172. The notes for both pages are on the sheet for page 172.

Key idea: sample ballots

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 10 minutes.

A **sample ballot** is a preview of the contests and measures that will appear on your ballot. A measure is a question that voters decide directly, such as Measure T. A **voter guide** is a document that explains or recommends choices in an election. The two have different purposes. Start with the ballot for your address, and then check a guide's facts apart from its picks.

Your address decides which contests appear on your ballot. A **jurisdiction** is the place or area where a particular government or rule has authority. A friend two districts over may see different local races. A school board and a city council have different jobs, so each one makes different decisions. Before you research candidates, find out which office has power over the issue you care about.

Registration is signing up with your election office so that you are on the list of people who can vote. Rules and deadlines vary by state, so do not copy a friend's deadline. The Twenty-Sixth Amendment protects the right to vote for citizens 18 and older. Most states let people preregister before they turn 18. Several states let 17-year-olds vote in a primary if they will be 18 by the general election.

Professional standards

Real source | Society of Professional Journalists (SPJ)

SPJ Code of Ethics: Seek Truth and Report It

"Label advocacy and commentary."

In plain words: Journalists who follow the SPJ code mark opinions and recommendations so readers can tell them apart from facts.

Question: The creator's guide mixes a registration deadline with "vote Candidate B." Which lines are checkable facts, and which are picks?

Your answer

Facts I can check: ____ Picks: ____

➤ **Facts I can check:** "Registration closes the 14th," though it names no state. **Picks:** "vote Candidate B" and "Measure T: yes, obviously."

Case 9 | Key idea | Pre-IB educator edition

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip In the news.

💬 Say this

"The SPJ code says to label advocacy. Which lines in the creator's guide are advocacy?" — Wait for the two picks.

👁 Watch for

Misconception: Students treat the SPJ code as a law that creators must follow. **Listen for:** "The creator broke the rules." **Then:** Say: "SPJ's code binds no one by law. It shows how journalists label opinion."

📖 Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.

🔗 Stretch

- Use the RTDNA row: what would a guide that helps Dec decide include about the school board race?

🔥 Heat check

■□□ Low.

 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.



Explains preregistration and other state steps that let teens sign up before they turn 18.



Rules differ by state, so where you live decides when you can register and what you vote on.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 174. The notes for both pages are on the sheet for page 174.

Sort the evidence

On your own Match each of Dec's questions to the rule or office that answers it. Then write whose view is missing. About 8 minutes.

Separate the two questions Dec has: what is on his ballot, and can he vote. Which rules and offices answer each, and which source should he check first?

Which contests and measures appear on Dec's ballot

Who decides

His address and district lines, drawn through redistricting

Under which rule

Who lives with it

Your way in

[Vote.gov](#), which links to his state or local election office

Whether Dec can register and vote in November

Who decides

Under which rule

Twenty-Sixth Amendment: the vote at 18 cannot be denied on account of age
State rules on preregistration, deadlines and 17-year-old primary voting

Who lives with it

Your way in

[Vote.gov](#), which links to his state or local election office

Pacing

Full chapter: 8 min.

 Short on time: skip this page.

Say this

“Dec has two questions. Which rule or office answers each one?” — Model the registration question together.

Watch for

Misconception: Students think the Twenty-Sixth Amendment sets every voting rule. **Listen for:** “The Constitution says when you register.” **Then:** The amendment protects the vote at 18. States set registration rules and deadlines.

Support

- Let students draw the arrows before they write sentences.

Heat check

Medium. The missing-perspective question can turn to students' own eligibility.

Cool-down: Keep answers about Dec and his friends. No student shares their own or a family member's eligibility.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➤ The creator who wrote the guide. I would ask who wrote and funds it, and which state “the 14th” is for.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

This page continues page 176. The notes for both pages are on the sheet for page 176.

Practice: choose a response

On your own Choose what you would do with a friend's sample ballot. Then fix the two marked phrases. About 8 minutes.

You live at a new address. A friend sends their sample ballot and says, "Just use this one." What should you do?

- ☐ A Use it, because you and your friend live in the same state.
- ☒ B Check your registration and find the official sample ballot for your address.
- ☐ C Use a creator's voter guide instead, since it covers the whole election.

Why I chose it

➤ B. Addresses in one state can fall in different districts, so A may give the wrong local races. C starts with opinions before the facts.

Improve a draft

A student's first draft

Guys the election is coming up and it's a big one!! **1** Registration closes on the 14th so do it now. Here's the voter guide I use, it tells you exactly who to vote for so you don't have to research. Also **2** drop your addresses and I'll check if you're registered for you. Only the big race really matters anyway, the rest is small stuff. My cousin in another state said the same deadline works for her too, so just use mine. Let's go vote!!

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Registration deadlines depend on your state, so check yours at vote.gov.

Rewrite phrase 2

➤ Check your own registration at vote.gov. Don't share your address here.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Take the vote. Skip Improve a draft.

💬 Say this

"A friend sends their sample ballot and says, "Just use this one." What do you do?" — Take a vote before any discussion.

👁 Watch for

Misconception: Students choose A because the friend lives in the same state. **Listen for:** "Same state, same ballot." **Then:** Point to the key idea: a friend two districts over may see different local races.

📖 Support

- Read the three options aloud before students choose.

🌡 Heat check

■□□ Low.

➤ Answer key

A revised version: Election reminder: registration deadlines and voting options depend on your state, so check yours at vote.gov, which links to your state's election office. You can also look up your sample ballot for your own address there. It shows everything you'll vote on, including school board and local measures, not just the big race. If you use a voter guide, check the facts it gives and remember its picks are someone's opinion. Under 18? Many states let you preregister, and some let 17-year-olds vote in primaries. Check your state's rules. No need to share your address here.

Pre-IB

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 18 minutes.

Write a comparative analysis of how the official sample ballot and a creator's voter guide present the same election: what each includes, leaves out and asks the reader to do. Then write a reflection on the question: how can a voter know what a candidate or measure will actually do?

Use: The sample ballot, the creator's voter guide, Vote.gov and one official description of a local office.

You'll make: Comparative analysis (450—550 words) plus a 250-word reflection

Time: 90 minutes

- 1 Read the sample ballot and the creator's guide side by side.
- 2 Fill in the grid: purpose, author, what each includes and what each asks the reader to do.
- 3 Highlight facts in one color and recommendations in another.
- 4 Write a comparative analysis of 450 to 550 words, starting on the Your draft page.
- 5 Write a reflection of about 250 words: how can a voter know what a candidate or measure will do?
- 6 Check your work with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

Purpose of each text

➤ The sample ballot lists every contest for one address. The guide tells readers how to vote on two of them.

Author of each text

➤ The ballot is the official list for the election. The guide's author and funder are not named.

Case 9 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 18 min.

✂ Short on time: 18 min.

💬 Say this

“One text is complete and says nothing. One is incomplete and says a lot. What does each ask of Dec?” — Fill in the purpose row together.

👁 Watch for

Misconception: Students describe each text separately instead of comparing. **Listen for:** “The ballot has... The guide has...” **Then:** Ask for one sentence that uses “while” or “but” to join the two texts.

📄 Support

- Comparison grid: purpose, author, what is included, what is recommended
- Fact-versus-pick highlighter key
- Reflection stems on prediction and evidence

🔗 Stretch

- Explain why an official ballot can be accurate and still leave a voter unable to decide, and what a responsible guide would add.

🔥 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

What each includes

☛ The ballot has five contests and one measure, with no explanations. The guide has a deadline, one race and one measure.

What each asks the reader to do

☒ The ballot asks the reader to choose. The guide asks the reader to follow its picks.

Notes

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This page continues page 179.

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.1.9-12; D2.Civ.2.9-12; D3.1.9-12.

The Case plan sheet gives each code in plain words.

OT Answer key

A strong response:

- Compares the two texts by purpose and effect
- Separates checkable facts from recommendations
- Stays nonpartisan throughout
- Reflection names the limits of predicting what officials will do

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 32 minutes.

Comparative analysis: opening paragraphs

🔗 The sample ballot and the creator's guide describe the same election for different purposes. The ballot is complete and neutral. It lists five contests and one measure, from a U.S. Representative to Measure T, and asks the reader to choose in each. It explains nothing, so a reader cannot tell what the Board of Education or the City Council does. The guide is incomplete and persuasive. It mentions one deadline, one race and one measure, and it tells the reader what to do: "vote Candidate B" and "Measure T: yes, obviously." Its confident tone makes its picks look like facts, and it never names its author or funder. Each text supplies part of what a voter needs, and neither gives the office descriptions both leave out.

Reflection: opening paragraph

🔗 How can a voter know what a candidate or measure will do? Neither text can tell Dec that. The ballot shows what he is choosing, and the guide shows what one person wants. Predicting what an official will do depends on evidence the texts do not have. That includes what the office controls and what candidates say in their own words. Even then, a prediction is a judgment, not a fact. The most a voter can know for sure is which contests apply, what each office can do and who is making each claim.

Case 9 | Your draft | Pre-IB educator edition

🕒 Pacing

Full chapter: 32 min.

✂ Short on time: 30 min. Students write the comparison in class and the reflection at home.

💬 Say this

"Your reflection answers a question. Put your answer in the first two sentences." — Then ask what a voter can know for sure.

👁 Watch for

Misconception: The reflection claims a guide can predict what officials will do. **Listen for:** "The guide tells you what she'll do." **Then:** Ask what evidence a guide would need, and whether this one has it.

🔥 Heat check

■ ■ □ **Medium.** Students may add picks for candidates or measures they support.

Cool-down: Remind students the product is nonpartisan. Replace any pick with where to check the facts.

🔗 Answer key

What to notice in the sample:

1. Compares the texts by purpose, not only by content.
2. Separates recommendation from fact and explains the effect.
3. Names a limit of what a voter can know.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

Do you compare the texts by purpose and effect?	☒ Yes ☐ No
Do you separate checkable facts from recommendations?	☒ Yes ☐ No
Do you stay nonpartisan throughout?	☒ Yes ☐ No
Does your reflection name the limits of predicting what officials will do?	☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Copies one person's deadlines.	☐ Mentions official sources vaguely.	☐ Points to official sources for each person's state.	☐ Points to official sources and explains why rules differ.
Reasoning	☐ Treats a guide as the ballot.	☐ Mentions the ballot but not local contests.	☐ Separates ballot, guide and registration.	☐ Explains why local offices matter to the audience.
Audience & purpose	☐ Collects private info.	☐ Generic hype.	☐ Useful, private, nonpartisan.	☐ Includes people not yet eligible.
Revision	☐ No change.	☐ Adds a link.	☐ Replaces copied deadlines with official routes.	☐ Explains how each change helps friends in different situations.

Pacing

Full chapter: 8 min.

 Short on time: 6 min. Skip the rubric self-score.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one official source added or one pick removed.

Watch for

Misconception: Students keep a copied deadline. **Listen for:** “Registration closes the 14th.” **Then:** Point to the Evidence row. Replace the date with the official place to check it.

Heat check

 Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for comparison, source judgment and reflection; no IB criteria, marks or grades are assigned.

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 sentence that called Measure T a good idea, because the analysis compares the texts and takes no side.

Notes

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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 finish My take. About 12 minutes.

- 1 Which contest on the sample ballot could affect Dec's school or his bus?

➤ The Board of Education, District 3 race for his school, and Measure T for transit. Both sit below the big race.

- 2 Mateo may still be registered in New Bedford. Why might his ballot differ from Dec's?

➤ A ballot depends on your address. If Mateo is registered in Massachusetts, he gets that state's contests and deadline, not Dec's.

- 3 Anika is 16. How can she be part of this election before she can vote?

➤ She can check her state's preregistration rule and learn what the school board decides before she can vote on it.

- 4 When could a voter guide that recommends choices help a first-time voter?

➤ When it labels its picks as opinion and gets its facts right. A reader can check the facts and weigh the picks separately.

My take

My claim: ____.

➤ Dec should find his own sample ballot and registration status through official sources before he reads any guide.

The best evidence is ____, because ____.

➤ The sample ballot, because it lists local contests his feed never mentions.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 7 min. Discuss question 4 only.

💬 Say this

"Answer with a detail from the evidence, not a candidate or party you like." — Post the question numbers and take one answer per question.

🔗 Stretch

- Ask what one local office on the ballot decides, and how a student could learn that before researching candidates.
- Going further: Which election office covers your address? Find it through Vote.gov. If you live away from home for school, write one question asking that office which address and rules apply to you.
- Going further: Plan an election reminder for your own group chat. Who might a group chat miss? Link to an official source so nobody has to trust a screenshot.
- Going further: Record a one-minute audio guide that tells listeners how to find their own sample ballot. Then write the same steps as a checklist. Check that both lead to the same official page.
- Going further: With a trusted adult, go to Vote.gov and choose your state or territory. Check the registration rules for your age, then find the sample ballot for your address. Never share your address or birthdate in a group chat.
- Find your county's sample ballot for the next election
- Research the history of the Twenty-Sixth Amendment

Someone who disagrees might say ____.

🔑 A guide with picks saves time for a busy first-time voter.

☛ The creator's guide named its author and labeled its picks as opinion.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Heat check

Cool-down: Keep answers about Anika. No student shares their own or a family member's eligibility.

Question 4 cool-down: Say: “We are not discussing any real candidate or party.” Return to the creator’s guide in Evidence B.

Talk about this case at home

Case 9: What is on your ballot, and where do you check?

In this case, a teen about to turn 18 finds local races on his ballot that his feed never mentions. Your student compared a sample ballot with a voter guide, then wrote a guide that points to official sources without telling anyone how to vote.

Questions to talk about

- 1 What offices appear on a local ballot, besides the big races?
- 2 Where can someone find official information about registering to vote?
- 3 How can you tell a fact in a voter guide from a recommendation?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Pacing

At home: this page takes no class time.

Say this

“Take this page home or read it with someone you trust.” —
Nobody needs to share their own voting information or anyone else’s.

Case 10: Whose job is it to fix the blocked route?

Content note

This case involves disability access on a city route. No student should share their own disability or health information, so keep the discussion on Sami’s trip.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which construction blocks the curb ramp on Sami’s route to a city workshop, and the detour points to stairs. They examine the sign, the route map and the workshop flyer. They use the Department of Justice’s Title II guide to see which part of the ADA applies. They then audit the whole trip and write a message to the city’s ADA coordinator.

Before this case

- Students should already be able to:
- compare two approaches to a problem by what each requires
 - state a position and test it against a counterclaim
 - speak for two minutes in answer to a question

Objectives

Students will be able to:

Objectives, continued

- compare a rights-based approach and a design-based approach to accessible routes
- apply each approach to Sami’s Tuesday trip without overclaiming
- take a clear position and test it against a counterclaim
- answer a peer’s challenge question aloud with evidence

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The Department of Justice page on the ADA and city governments, and the CAST UDL overview
- A two-approach comparison grid and challenge-question cards

The task in this edition

Task: Write a structured argument on who should be responsible for keeping public routes accessible, comparing a rights-based approach (the ADA’s program-access requirement) with a design-based approach (universal design). Then give a two-minute oral response to one challenge question from a peer.

Students make: Structured argument (500–600 words) plus a two-minute oral response

Pacing

- Opener (page 187):** 4 min. Short on time: 3 min. Students read What happened on their own.
- Key terms (pages 188 and 189):** 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.
- Look at the evidence (page 193):** 8 min. Short on time: 7 min. Students fill in only the What it shows boxes.
- Look at the evidence (page 194):** 5 min. Short on time: 4 min. Read the flyer aloud. Students fill in only its What it shows box.
- Key idea (pages 195 and 196):** 10 min. Short on time: 8 min. Skip In the news.
- Sort the evidence (page 197):** 6 min. Short on time: skip.
- Practice (page 198):** 6 min. Short on time: skip.
- Your task (pages 199 and 200):** 15 min. Short on time: 14 min. Fill in the rights row of the grid together.
- Your draft (page 201):** 30 min. Short on time: 28 min. Students write the opening in class and finish the argument at home.
- Check your work (pages 202 and 203):** 15 min. Short on time: 15 min.
- Questions to discuss (pages 204 and 205):** 8 min. Short on time: 8 min.

Case 10 plan, continued

Pacing, continued

Talk about this case at home (page 206): at home.

Periods: full chapter 112 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how people use the ADA to address local access issues.

Standards, continued

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate intended and unintended outcomes of a construction detour.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **NPPA Code of Ethics for Visual Journalists:** Code of Ethics, standard 3
- **ABA Model Rules of Professional Conduct:** Rule 3.1 Meritorious Claims and Contentions

Heat map

- ■ □ **Opener (page 187):** Medium
- □ □ **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):** Medium
- ■ □ **Practice (page 198):** Medium
- □ □ **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

Find your city's ADA contact.

Try it at your school, continued

- With a trusted adult, search your city's website for "ADA coordinator" or "accessibility"
- Save how to report a blocked sidewalk or curb ramp (often 311 or a public works page)
- If you notice a barrier, note the location, date and time
- Ask the person affected what they want before reporting on their behalf

Who to ask: City ADA coordinator, 311 or public works, school transportation office for school routes

Safety: Don't film or post people with disabilities without clear permission. Stay out of construction zones.

Sources

- HISTORY, "When the 'Capitol Crawl' Dramatized the Need for Americans with Disabilities Act," July 24, 2020
- Minnesota Governor's Council on Developmental Disabilities, "The Capitol Crawl," No date listed
- U.S. Department of Justice, "The ADA and City Governments," No date listed

Case 10: Whose job is it to fix the blocked route?

A construction detour sends Sami toward stairs on her way to a city workshop, and her bus comes in 12 minutes.

On your own Read What happened. Underline where the detour sign points. About 4 minutes.

Your role: You're the one who writes down the corner, the time and the sign before Mateo posts. **New skill:** Report a problem to the office responsible.



Sami, Jordy and Mateo plan with picture cards on a whiteboard.

What happened

It is Tuesday, 4:05 p.m., at the corner of Elm Street and 4th Avenue. Sami is on her way to a free community workshop run by the city's parks department. It starts at 5. Sami uses a manual wheelchair, and her bus comes in 12 minutes. Mateo is with her.

The curb ramp on the northeast corner is blocked by construction fencing. A sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR." Its arrow points to a path that begins with a flight of stairs. That detour does not work for Sami.

Your question: Whose job is it to fix the blocked route, and what should Sami and Mateo tell the city?

Mateo already has the sign on video, and his first idea is to post it. Sami asks whether the video gets her on the bus. It does not, so Mateo puts the camera down. He checks the other corners for a ramp while Sami looks up the next bus stop.

Later, they want to report the corner to the city. Mateo wonders whether the city is breaking the Americans with Disabilities Act (ADA). First, they need to know what one video can show and which office is responsible.

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 3 min. Students read What happened on their own.

💬 Say this

"Sami has 12 minutes. What does she need right now, and what can wait?" — Make two columns on the board: now and later.

👁 Watch for

Misconception: Students decide the city broke the law. **Listen for:** "That's illegal." **Then:** Ask what one corner at 4:05 can show. Write "We need more facts" under later.

📄 Support

- Read What happened aloud while students follow along.
- Show the route map in Evidence B before you read.

🔥 Heat check

■ ■ □ **Medium.** Students may share their own or a family member's disability.

Cool-down: Thank the student and return to Sami's trip. No one needs to share health information.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 5 minutes.

Program access Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.

En español: acceso a los programas

In this case: The city runs the workshop. Program access asks whether Sami can reach and join the workshop, not only whether one ramp is open.

Barrier A barrier is something that blocks or limits a person from taking part.

En español: barrera

In this case: Fencing blocks the curb ramp at Elm Street and 4th Avenue, and the detour points to stairs. The flyer gives no way to request access.

ADA coordinator An ADA coordinator is the staff member a government names to handle disability access questions and complaints.

En español: coordinador de la ADA

In this case: Mateo plans to send the city's ADA coordinator the corner, the time, the sign and one question, if Sami agrees.

Who is involved



Sami

Trying to catch her bus to the workshop

"The sign says detour. The detour starts with stairs. So, no. Twelve minutes."



Mateo

Filmed the detour sign

"I had the sign on video before I even thought about it. Sami asked if that gets her on the bus. Fair. Camera down."

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Which key term explains why the whole trip matters, not only the ramp?" — Wait for program access.

👁 Watch for

Misconception: Students think program access means every door needs a ramp. **Listen for:** "Every building needs a ramp." **Then:** Reread the key idea: the program as a whole must be accessible. A city can move a service to an accessible place.

📖 Support

- Pair students who share a language to explain each term in their own words.
- Spanish words from the case: ruta, barrera, rampa, desvío.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, whose job do you think it is to fix Sami's route?

My first guess is ___, because ___.

→ My first guess is the construction company, because its fence blocks the ramp.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 188. The notes for both pages are on the sheet for page 188.

Reading passage

From a video to a report the city can answer

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Program access:** Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.
- **Barrier:** A barrier is something that blocks or limits a person from taking part.
- **ADA coordinator:** An ADA coordinator is the staff member a government names to handle disability access questions and complaints.
- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Jurisdiction:** A jurisdiction is the place or area where a particular government or rule has authority.

The story: The camera goes down

At 4:05 p.m. on a Tuesday, Sami and Mateo reach the corner of Elm Street and 4th Avenue. She is on her way to a free community workshop run by the city's parks department, starting at 5. She uses a manual wheelchair. Her bus arrives in 12 minutes.

The northeast curb ramp is behind construction fencing. A sign reads "SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR," and its arrow points to a path that begins with a flight of stairs. Sami's summary is four short sentences in the group chat: the ramp is fenced off, the detour sign points to stairs, so no, bus in 12.

Mateo had the sign on video before he even thought about it. He asks whether she wants him to post it. Sami answers with a question: does that get her on the bus? He admits it does not. He puts the camera down and checks the other corners for a ramp while she looks up the next stop. Sami also sets a rule for the future. He can film the ramp and the sign. If he wants to film her, he asks first, and ideally not while she is busy missing a bus.

In this case, your role is to write down the corner, the time and the sign before anyone posts. The report comes later, once Sami is on her way.

Stop and think. Sami decides what the next 12 minutes need. Why should that decision be hers?

⌚ Pacing

Reading: about 5 min (623 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: The camera goes down”:** Sami decides what the next 12 minutes need. Why should that decision be hers?
2. **After “Sizing the claim to the evidence”:** Which barrier on Sami's trip would a photo miss?
3. **After “What the law and history add”:** Why is “the city is breaking the ADA” a weaker report than a specific question?

Sizing the claim to the evidence

Mateo's next thought is legal: is the city breaking the Americans with Disabilities Act? That is a **claim**, the Case 1 term for a statement that something is true that you can check with evidence. The evidence is narrow. The sign went up Monday. Mateo recorded it Tuesday at 4:05 p.m. The route map shows five stages: home to the corner, the blocked northeast ramp, the bus stop, the bus to the parks department building and the workshop entrance and room. Nobody has checked that last stage yet. One corner and one sign cannot show whether another accessible route exists or whether the whole city is out of compliance.

A **barrier** is something that blocks or limits a person from taking part. Sami meets one at the ramp. The workshop flyer could be a second one. It says "All welcome!" and "Call the front desk," but it gives no information about accessible entrances or how to request access.

Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. Access covers the whole visit: finding the information, getting there, going in, taking part and leaving. That is why a good report looks at all five stages, not just the corner.

Case 9 introduced **jurisdiction**, the place or area where a particular government or rule has authority. Here it answers "whose job is it?" The city runs the workshop and manages the street. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. Mateo puts it simply. The report goes to the city's ADA coordinator, not his followers. It lists the corner, the time, the sign and one question: is there an accessible detour, and how long will this stay blocked? He sends it only if Sami says yes.

? Stop and think. Which barrier on Sami's trip would a photo miss?

What the law and history add

The Justice Department explains that Title II of the ADA covers state and local government programs and services. Its guide for cities also covers keeping curb ramps usable during street work (U.S. Department of Justice, updated February 24, 2020).

The ADA itself came from protest. On March 12, 1990, activists climbed the Capitol steps to show what stairs do to access, and the law was signed that July (HISTORY, July 24, 2020). Thirty-five years later, NPR looked at what the law changed and what barriers people still report (NPR, July 22, 2025).

? Stop and think. Why is "the city is breaking the ADA" a weaker report than a specific question?

This page continues page 190. The notes for both pages are on the sheet for page 190.

Sources

Real source | U.S. Department of Justice | February 24, 2020

The ADA and City Governments

Real source | HISTORY | July 24, 2020

When the ‘Capitol Crawl’ Dramatized the Need for Americans with Disabilities Act

Real source | NPR | July 22, 2025

35 years of the Americans with Disabilities Act — celebrating the success and concern

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 190. The notes for both pages are on the sheet for page 190.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 8 minutes.

Evidence A | Construction sign

The detour sign

The sign reads “SIDEWALK CLOSED AHEAD. PEDESTRIAN DETOUR.” Its arrow points to a path that begins with a flight of stairs. The sign went up on Monday. Mateo recorded it on Tuesday at 4:05 p.m.

Look closely: Where does the arrow point? Who could not use that path?

What it shows

➡ The posted detour begins with stairs, so a wheelchair user cannot follow it.

What it leaves out

➡ Whether an accessible route exists, and how long the ramp stays blocked.

Evidence B | Route map

Sami and Mateo’s route map

1. Home to the corner of Elm Street and 4th Avenue: sidewalk clear. 2. Northeast curb ramp: blocked by construction fencing. 3. Bus stop: next bus in 12 minutes. 4. Bus to the parks department building. 5. Workshop entrance and room: not yet checked.

Look closely: Which stage is blocked, and which stage has nobody checked?

What it shows

➡ Five stages. The blocked ramp is stage 2, and the bus comes in 12 minutes.

What it leaves out

➡ Whether the workshop entrance and room work for Sami. Nobody checked.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 7 min. Students fill in only the What it shows boxes.

💬 Say this

“Find the stage on the route map that nobody has checked. Why does it matter?” — Wait for stage 5, the workshop entrance and room.

👁 Watch for

Misconception: Students treat the video as proof about the whole route. **Listen for:** “The video proves the city is breaking the law.” **Then:** Ask which stage the video shows. It shows stage 2, at one time.

📄 Support

- Give each document on its own half-page.
- Provide a printed route map with the five stages labeled.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

🔗 Stretch

- Ask which barrier on the trip is about information, not concrete, and which document shows it.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Flyer

The workshop flyer

The flyer reads “Free Community Workshop Series. Tuesdays, 5–7 p.m., Parks Department Annex. All welcome! Questions? Call the front desk.” It gives no information about accessible entrances or how to request access.

Look closely: What does the flyer tell someone who needs to request access?

What it shows

➤ The parks department runs the workshop and invites everyone.

What it leaves out

➤ How to request access, and whom to contact about it.

What is still missing from the evidence?

➤ Whether an accessible detour exists and how it is marked, how long the ramp stays blocked, and whether the workshop entrance and room are accessible.

Notes

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read the flyer aloud. Students fill in only its What it shows box.

💬 Say this

“Find the stage on the route map that nobody has checked. Why does it matter?” — Wait for stage 5, the workshop entrance and room.

👁 Watch for

Misconception: Students treat the video as proof about the whole route. **Listen for:** “The video proves the city is breaking the law.” **Then:** Ask which stage the video shows. It shows stage 2, at one time.

📄 Support

- Give each document on its own half-page.
- Provide a printed route map with the five stages labeled.
- **Cognates:** access (acceso), barrier (barrera), program (programa), route (ruta), ramp (rampa), coordinator (coordinador), construction (construcción), observation (observación).

🔗 Stretch

- Ask which barrier on the trip is about information, not concrete, and which document shows it.

🔥 Heat check

■□□ Low.

Key idea: program access

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 10 minutes.

Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities. The U.S. Department of Justice explains that Title II of the ADA covers state and local government programs and services. Program access generally does not require every older building to be accessible. For example, a city can relocate a service to an accessible place. Existing buildings and new construction have different requirements.

Access covers the whole visit: finding the information, getting there, going in, taking part and leaving. A **barrier** is something that blocks or limits a person from taking part. Sami meets one barrier at the curb ramp. The workshop flyer could be another, because it gives no way to request access. The Justice Department's guide for cities also covers curb ramps during street work.

One video of one corner cannot show whether a city is following the law. It can show what happened, where and when. An **ADA coordinator** is the staff member a government names to handle disability access questions and complaints. That office can say whether an accessible detour exists. Before you report a barrier someone else faces, ask them what they want said.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 3. Promote democratic participation

"respect and assist all persons in their dealings with public organizations"

In plain words: ASPA members in public service agree to help every person use public programs and services.

Question: The parks flyer says "All welcome!" with no access information. What should it add so Sami can request access?

Your answer

The flyer should add ____, so that ____.

➡ The flyer should add how to request access and whom to contact, so that Sami can ask before she travels.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip In the news.

💬 Say this

"The ASPA code asks public servants to assist all persons. What would that look like on this flyer?" — Accept any addition that tells Sami how to request access.

👁 Watch for

Misconception: Students treat the ASPA code as a law. **Listen for:** "The city broke the ASPA rule." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. Here, the ADA is the law."

📄 Support

- Read the quotation aloud. Point out the label: a real source, quoted word for word.
- Draw two boxes: Title II for city programs and sidewalks, Title III for private businesses.

🔗 Stretch

- Use the NPPA row: which stages of Sami's route does Mateo's photo leave out?

🔥 Heat check

■□□ Low.

A throwback to March 12, 1990, when activists climbed the Capitol steps to show what stairs do to access. The ADA was signed that July.



A lawsuit pushed a transit agency to add elevators, showing how the ADA makes access a public duty.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Sort the evidence

On your own Mark whether each piece of evidence supports or narrows each claim. Then write whose view is missing. About 6 minutes.

Sort what the evidence supports. Which claim can you make today, which one needs more facts, and who can supply them?

Evidence	Claim 1 The city is breaking the ADA.	Claim 2 On Tuesday, the posted detour did not work for a wheelchair user.
1 Photo: the northeast curb ramp blocked by fencing on Tuesday at 4:05 p.m.	☐ Narrows	☐ Supports
2 Detour sign points to a path that starts with stairs	☐ Neither	☐ Supports
3 DOJ: Title II requires program access, not every facility to be accessible	☐ Narrows	☐ Neither

Still open

- Is there another accessible route to the bus and the workshop? Ask the ADA coordinator.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

☐ The city's ADA coordinator. I would ask whether there is an accessible detour and how long the ramp will be blocked.

Pacing

Full chapter: 6 min.

 Short on time: skip this page.

Say this

“Which claim can you make today, and which one needs more facts?” — Model the photo row together.

Watch for

Misconception: Students mark the photo as supporting “The city is breaking the ADA.” **Listen for:** “The photo proves it.” **Then:** The photo supports the Tuesday claim and narrows the violation claim. Ask who could supply the missing facts.

Support

- Let students write S (supports) or N (narrows) in each box before writing sentences.

Heat check

 **Medium.** The missing-perspective question can turn to students' own access needs.

Cool-down: Keep answers about Sami, the city and the flyer. No student speaks for a group or shares health information.

Practice: choose a response

On your own Choose what Mateo should do and explain why. Then fix the two marked phrases. About 6 minutes.

Mateo wants people to know about the blocked corner. What should he do?

- ☐ A Post the video with a caption saying the city is breaking the ADA.
- ☒ B Send the ADA coordinator the corner, the time, the detour sign and one question, if Sami agrees.
- ☐ C Skip the report if Sami finds another bus stop that works today.

Why I chose it

➤ B. It gives the office that can act the corner, time and sign, and it asks Sami first. A claims a violation. C leaves the stairs detour for the next person.

Improve a draft

A student's first draft

➤ 1 The city is breaking the ADA. There is construction blocking the ramp and a wheelchair user I know couldn't get to the bus. We were standing there for like ten minutes trying to figure out another way and the sign just pointed to stairs. My friend almost missed her workshop because of it. This is discrimination and completely illegal. Nobody even cares about this. You need to ➤ 2 fix every ramp in the neighborhood right away or we will post the photos everywhere.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ On Tuesday at 4:05 p.m., the northeast curb ramp was blocked by fencing.

Rewrite phrase 2

➤ Is there an accessible detour, and how long will this ramp be blocked?

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

"Mateo has the video. What should he do with it?" — Vote before discussing.

👁 Watch for

Misconception: Students choose A because posting gets attention. **Listen for:** "Post it, then they'll fix it." **Then:** Ask whether Sami agreed. Point to her line: "Me, ask first."

📄 Support

- Read the three options aloud before students choose.

🔥 Heat check

■ ■ □ **Medium.** Students may bring up real viral videos of disabled people.

Cool-down: Keep it about Mateo's video. Ask what Sami wants.

➤ Answer key

A revised version: Hello, I'm writing about the construction at the corner of Elm Street and 4th Avenue, by the bus stop. On Tuesday at about 4 p.m., the curb ramp on the northeast corner was blocked, and the detour sign pointed to a route with stairs. My friend, who uses a wheelchair and agreed to be mentioned, could not reach the bus stop that way. Could you tell us whether there is an accessible detour during construction, how it's marked and how long the ramp will be blocked? We'd also like to know how to report this if it happens again. Thank you.

Pre-IB

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 15 minutes.

Write a structured argument on who should be responsible for keeping public routes accessible, comparing a rights-based approach (the ADA's program-access requirement) with a design-based approach (universal design). Then give a two-minute oral response to one challenge question from a peer.

Use: The DOJ ADA and City Governments page, the CAST UDL overview, the route map, the detour sign and the workshop flyer.

You'll make: Structured argument (500—600 words) plus a two-minute oral response

Time: 90 minutes

- 1 Fill in the grid for each approach: what it requires, who acts and when.
- 2 Explain what each approach would have changed about Sami's Tuesday trip.
- 3 Name one barrier that neither approach would have removed.
- 4 Write your position and a counterclaim in the planner.
- 5 Write a structured argument of 500 to 600 words, starting on the Your draft page.
- 6 Prepare a two-minute oral answer to one challenge question from a peer.



Prefer typing? Scan to open the online workspace.

Rights-based approach: program access

Requires the city's program as a whole to be accessible. The city acts, and residents can raise problems with the ADA coordinator.

Case 10 | Your task | Pre-IB educator edition

Pacing

Full chapter: 15 min.

✂ Short on time: 14 min. Fill in the rights row of the grid together.

Say this

"One approach acts after a barrier appears, and one acts before. Which is which?" — Fill in the "when" column first.

Watch for

Misconception: Students treat the two approaches as rivals with one winner. **Listen for:** "Rights are useless if design is good." **Then:** Ask what design could not have caught on Sami's route. Stage 5 was never checked.

Support

- Two-approach comparison grid: what it requires, who acts, when it acts
- Argument planner with a counterclaim box
- Challenge-question cards for the oral

Stretch

- Explain what each approach would have changed about Sami's Tuesday trip, and what neither would have changed.

Heat check

Low.

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.12.9-12; D2.Civ.13.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Design-based approach: universal design

✎ Plans routes and programs for many kinds of users from the start.
Planners act before construction begins.

What each would have changed for Sami

✎ Program access: a question to the city could lead to an accessible detour. Design: the detour would have been planned without stairs.

What neither would have changed

✎ The 12 minutes Sami had that Tuesday. Neither approach helps once she is already at the corner.

My position

✎ A city needs both, but design should come first, because a right enforced after a barrier still leaves someone at the corner.

Notes

This page continues page 199.

✎ Answer key

A strong response:

- Explains both approaches accurately
- Applies each to the case without overclaiming
- Takes a clear position and tests it against a counterclaim
- Oral response answers the question with evidence

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 30 minutes.

Your argument: opening paragraphs

Who should keep public routes accessible, and how? A rights-based approach answers with a duty. Under the ADA's program-access rule, as the Department of Justice explains it, a city's program as a whole must be accessible. A design-based approach answers with a plan: build routes and programs for many kinds of users from the start. Sami's Tuesday trip shows the difference. Under program access, Sami or Mateo could ask the city's ADA coordinator whether an accessible detour exists. Under universal design, the detour at Elm Street and 4th Avenue would have been planned without stairs before the fence went up. A city needs both approaches, but design should come first. A right that is enforced after a barrier appears still leaves someone at the corner with 12 minutes to catch a bus.

Counterclaim and response

A counterclaim is that design cannot anticipate every problem, so rights must come first. That is partly true. Nobody on Sami's route had checked the workshop entrance, and no plan covers what nobody checks. But the evidence shows a failure that planning could have prevented: a posted detour that began with stairs. Rights give Sami a way to ask. Design makes asking less necessary.

Pacing

Full chapter: 30 min.

✂ Short on time: 28 min. Students write the opening in class and finish the argument at home.

Say this

"Your oral answer gets two minutes. Start with your answer, then one piece of evidence." — Time each oral response and allow one follow-up question.

Watch for

Misconception: The argument claims design would have solved everything. **Listen for:** "With universal design, Sami would have been fine." **Then:** Point to the 12 minutes at the corner and the unchecked room.

Heat check

Low.

Answer key

What to notice in the sample:

1. Explains the first approach by what it requires.
2. Applies the design approach to the case without overclaiming.
3. Tests the position against a counterclaim honestly.
4. Returns to the position after the counterclaim.

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 15 minutes.

- Do you explain both approaches accurately? ☒ Yes ☐ No
- Do you apply each one to Sami's trip without overclaiming? ☒ Yes ☐ No
- Do you test your position against a counterclaim? ☒ Yes ☐ No
- Did your oral response answer the question with evidence? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No location or time.	☐ General description.	☐ Specific location, time and observation.	☐ Specific observation plus what remains unknown.
Reasoning	☐ Declares a violation.	☐ Mixes observation and conclusion.	☐ Separates observation from legal question.	☐ Connects observation to program access and asks the right office.
Audience & purpose	☐ Threatening or vague.	☐ Polite but no clear request.	☐ Specific, answerable request to the right office.	☐ Request plus how to report future issues.
Revision	☐ No change.	☐ Tone only.	☐ Adds specifics and removes the legal conclusion.	☐ Explains how each change helps the city act and respects Sami.

Pacing

Full chapter: 15 min.

 Short on time: 15 min.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one added detail or one removed legal conclusion.

Watch for

Misconception: Students keep a sentence that declares a violation. **Listen for:** “The city is clearly violating the ADA.” **Then:** Point to the Reasoning row. Replace the sentence with a question for the coordinator.

Heat check

 Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for comparison, argument and oral response; no IB criteria, marks or grades are assigned.

Proficient looks like:

- **Evidence:** Specific location, time and observation.
- **Reasoning:** Separates observation from legal question.
- **Audience & purpose:** Specific, answerable request to the right office.
- **Revision:** Adds specifics and removes the legal conclusion.

Check your work, continued

The challenge question I answered

My peer asked ____.

My peer asked whether universal design would have fixed the flyer, too.

What I changed, and why

I changed ___ because ___.

On 1 I added the unchecked workshop entrance to my counterclaim, because it shows what a plan can miss.

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 finish My take. About 8 minutes.

1 Which barrier on Sami's trip would a photo miss?

➤ The flyer, which gives no way to request access. That barrier is about information, so no camera at the corner would show it.

2 What is the difference between recording a barrier and making Sami the content?

➤ A record of the corner, the time and the sign helps the city fix it. Posting Sami without her permission turns her trip into someone else's story.

3 Construction is temporary, but the detour affects people now. What should a city do to keep routes usable during repairs?

➤ Mark an accessible detour before the fence goes up and post how long the closure lasts. Give a contact for people who cannot use the detour.

My take

My claim: ____.

➤ Mateo should send the ADA coordinator the corner, time and sign, and one question, if Sami agrees.

The best evidence is ____, because ____.

➤ The detour sign, because it shows that the only posted route starts with stairs.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

“Answer with a detail from the evidence, not a story about someone you know.” — Post the question numbers and take one answer per question.

➤ Stretch

- With an adult, find your city's ADA coordinator page and summarize how it takes complaints.
- Going further: Write a first description of Sami's trip. Then check one stage you skipped, such as the workshop entrance. Rewrite your description and note what changed.
- Going further: Suppose someone says the fix is to install a ramp. What problem does that fix assume? List two barriers from Sami's trip that a new ramp would not remove.
- Going further: Make a route guide for Sami's trip in two forms, such as a map and a numbered list. Check that each form works without color or a picture.
- Going further: With a trusted adult, search your city's website for “ADA coordinator” or “accessibility” pages. Save how to report a blocked sidewalk or curb ramp, often through 311 or a public works page. Ask the person affected before you report for them, and stay out of construction zones.
- Find your city's ADA coordinator page and summarize its complaint process
- Research how your city communicates construction detours

My take, continued

Someone who disagrees might say ____.

➡ Posting the video would get a faster answer from the city.

I would change my mind if ____.

- The city had already marked an accessible detour that Mateo missed.

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 204.

Heat check

■ ■ □ **Question 2: Medium.** Students may bring up online videos of disabled people or share their own experiences.

Cool-down: Keep the talk on Sami and Mateo. No one shares health or disability information. Reread Sami's line: "Me, ask first."

Talk about this case at home

Case 10: Whose job is it to fix the blocked route?

In this case, construction blocks a curb ramp on a young woman's route to a city workshop, and the detour points to stairs. Your student studied what one video can show, then wrote a question for the city office responsible for access.

Questions to talk about

- 1 Who in our town takes care of sidewalks and curb ramps?
- 2 What details make a report to the city easy to act on?
- 3 Why should you ask someone before you post a video of them?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 10 | Talk about this case at home | Pre-IB educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Take this page home or read it with someone you trust.” —
Nobody needs to share health or disability information to complete it.

Case 11: Why are Jordy and Gia paid different rates?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Jordy and Gia work the same Saturday event. Jordy is paid \$16.50 an hour, and Gia is paid \$18.00. They compare the pay statements and the crew schedule, which lists Gia as shift lead, with federal pages on pay discrimination and on discussing wages. They then draft Jordy’s message to the supervisor asking how the rates were set.

Before this case

Students should already be able to:

- summarize a document from one person’s point of view
- tell what someone knows from what they assume
- speak for two minutes from notes

Objectives

Students will be able to:

- represent what Jordy, Gia and the supervisor can each know from where they stand
- separate knowledge from assumption for each person

Objectives, continued

- use compensation, legitimate factor and retaliation correctly
- reflect on how a worker’s position shapes what they can know about pay

Materials

- This chapter, one copy per student
- Evidence A, B and C
- The EEOC Pay Discrimination page and the NLRB page on discussing wages
- A perspective grid

The task in this edition

Task: Write a short perspectives analysis of the pay question from three positions (Jordy, Gia and the supervisor), identifying what each person can know from where they stand. Then give a two-minute reflection on the question: what can a worker know about a pay decision from their own position?

Students make: Perspectives analysis (400—500 words) plus a two-minute reflection

Pacing

Opener (page 207): 5 min. Short on time: 5 min.

Key terms (pages 208 and 209): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Pacing, continued

Look at the evidence (page 213): 8 min. Short on time: 8 min.

Look at the evidence (page 214): 5 min. Short on time: 5 min.

Key idea (pages 215 and 216): 10 min. Short on time: 6 min. Skip In the news.

Sort the evidence (page 217): 8 min. Short on time: 8 min.

Practice (page 218): 5 min. Short on time: skip.

Your task (pages 219 and 220): 20 min. Short on time: 20 min.

Your draft (page 221): 30 min. Short on time: 30 min.

Check your work (pages 222 and 223): 8 min. Short on time: 5 min. Students answer the Check your work questions only.

Questions to discuss (pages 224 and 225): 10 min. Short on time: skip. The reflection covers the same ground.

Talk about this case at home (page 226): at home.

Periods: full chapter 114 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 11 plan, continued

Standards, continued

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use equal-pay laws to address pay issues.

D2.Civ.14.9-12 Analyze past, present and emerging ways of changing society, promoting the common good and protecting rights. In this case: Students analyze historical and contemporary means of protecting rights at work.

D2.His.1.9-12 Evaluate how events were shaped by their time and place and by the wider historical context. In this case: Students evaluate how the U.S. women's soccer team's choice of comparison (contract structure and totals, or pay rates) shaped the 2020 ruling and the 2022 settlement.

Codes of ethics

- **SHRM Code of Ethics:** Fairness and Justice
- **SHRM Code of Ethics:** Use of Information
- **IABC Code of Ethics for Professional Communicators:** “I protect confidential information”

Heat map

- ■ □ **Opener (page 207):** Medium
- □ □ **Key terms (pages 208 and 209):** Low
- □ □ **Look at the evidence (page 213):** Low
- □ □ **Look at the evidence (page 214):** Low
- □ □ **Key idea (pages 215 and 216):** Low
- □ □ **Sort the evidence (page 217):** Low
- ■ □ **Practice (page 218):** Medium
- □ □ **Your task (pages 219 and 220):** Low
- □ □ **Check your work (pages 222 and 223):** Low

Try it at your school

Know how pay decisions are made where you work.

- Ask for your pay rate and how it's set in writing when you start a job
- Keep your own record of hours and duties
- Talk with a trusted adult or counselor if something seems off
- Look up your state labor department's pay-equity page

Try it at your school, continued

Who to ask: Supervisor or HR, school counselor, state labor department, the EEOC's public information line

Safety: Don't share coworkers' pay information without their permission. Deadlines apply to formal complaints, so ask a qualified adviser early if you think there's a legal issue.

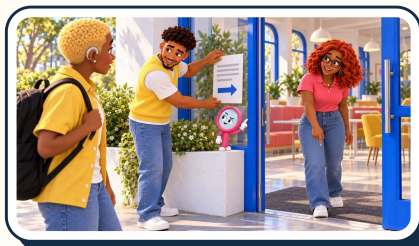
Sources

- NPR, “The U.S. national women's soccer team wins \$24 million in equal pay settlement,” February 22, 2022
- NPR, “Federal Judge Dismisses U.S. Women's Soccer Team's Equal Pay Claim,” May 2, 2020
- U.S. Equal Employment Opportunity Commission (EEOC), “Pay Discrimination,” No date listed
- National Labor Relations Board (NLRB), “Your Right to Discuss Wages,” No date listed

Case 11: Why are Jordy and Gia paid different rates?

Jordy and Gia worked the same Saturday event, but Gia's pay rate is \$1.50 an hour higher, and Jordy wants to know why.

On your own Read What happened. Underline the two pay rates and the job title on the schedule. About 5 minutes.



Mateo attaches an arrival notice at the Common Room entrance. Gia points to the doorway, and Jordy checks what a visitor will see.

Your role: You're the one who lines up both shifts side by side before Jordy writes to Dana. **New skill:** Compare two cases on the same terms.

What happened

Jordy and Gia work event shifts for the same company. They both worked a Saturday event from 3 to 11 p.m. Both helped with setup and closing, and Jordy also ran the caption and audio check.

They were paid the following Friday. On Sunday afternoon, Jordy and Gia compare pay statements. Jordy's lists eight hours at \$16.50 an hour. Gia's lists \$18.00 an hour for the same event.

The crew schedule lists Gia as "shift lead," but it does not say what that job includes. That day, Gia opened up and handled one guest issue. She does not know if that explains the \$1.50 difference. Gia is fine with Jordy knowing her rate. But she does not want her statement posted.

Jordy wants to ask Dana, the supervisor, how rates are set. Jordy will not post anything before Dana answers.

Your question: Why is Gia paid more than Jordy for the same event, and how should Jordy ask about it?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 5 min.

💬 Say this

"Two friends, same event, same hours, different pay. What is your first reaction?" — Hear three answers. Write them on the board without judging them.

👁 Watch for

Misconception: Students decide the gap proves discrimination. **Listen for:** "That's illegal." **Then:** Ask what else could explain \$1.50. Add "shift lead" to the board.

📄 Support

- Read What happened aloud. Pause after each pay rate so students can underline it.

🔥 Heat check

■ ■ □ **Medium.** Students may connect the gap to Jordy's identity or share a family member's pay.

Cool-down: Say: "We only know what the documents show." Nobody needs to share their own pay or a family member's.

Key terms

On your own Read each key term and its example. Then write your first guess about the pay difference. About 5 minutes.

Compensation Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

En español: compensación

In this case: Jordy's statement shows eight hours at \$16.50 an hour, and Gia's shows \$18.00. The statements show the rates but not how they were set.

Equal Pay Act The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.

En español: Ley de Igualdad Salarial

In this case: The Equal Pay Act covers pay differences based on sex, not every difference. Different job duties, such as a real shift-lead role, can be a lawful reason.

Title VII Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.

En español: Título VII

In this case: Title VII covers pay decisions based on race, color, religion, sex or national origin. No document shows how Jordy's rate was set.

Who is involved

Jordy

Worked setup through close

"Three to eleven, setup to close, and I ran the caption and audio check. \$16.50 an hour. Gia's says \$18.00."



Gia

Listed as shift lead

"I only found out I make more because Jordy showed me theirs. The schedule calls me shift lead. Nobody told me what that pays for."

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Compensation is more than the hourly rate. What else could count?" — Listen for overtime, bonuses and benefits.

👁 Watch for

Misconception: Students think the Equal Pay Act covers every pay difference. **Listen for:** "Any pay gap breaks the Equal Pay Act." **Then:** Reread the definition. The law is about men and women doing substantially equal work.

📄 Support

- Preteach "rate" and "gross pay" with Jordy's statement: $8 \text{ hours} \times \$16.50 = \132.00 .
- **Cognates:** compensation (compensación), discrimination (discriminación), supervisor (supervisor), evidence (evidencia), criteria (criterios), difference (diferencia), information (información), private (privado), legitimate (legítimo).

🌡 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, why do you think Gia is paid more than Jordy?

➤ My first guess is that the shift-lead title explains it, because the schedule lists Gia that way.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Reading passage

What does shift lead pay for?

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Compensation:** Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.
- **Equal Pay Act:** The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.
- **Title VII:** Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.
- **Gross pay:** Gross pay is the money you earn before any taxes or other deductions are taken out.

The story: A \$1.50 surprise

Jordy and Gia work event shifts for the same company. On Saturday, they worked the same event, 3 to 11 p.m. Both did setup and closing. Jordy also ran the caption and audio check, a job Jordy takes seriously because Jordy is hard of hearing and knows when captions miss a line. They were paid the following Friday.

On Sunday afternoon, Jordy sends Gia a screenshot: \$16.50 an hour. Gia's reply comes fast. Hers says \$18.00. Then she asks the question neither of them can answer: is it because she is shift lead?

The crew schedule lists Gia as "shift lead" and says nothing else about it. Gia remembers opening up and handling one guest issue. Gia only learned she makes more because Jordy showed her their statement. Nobody ever told her what the title pays for.

Jordy's next message sets the course. Same event, same hours, and Jordy is asking Dana, the supervisor, before this goes anywhere. Your role in this case is to line up both shifts side by side before Jordy writes to Dana.

Stop and think. List the facts that are the same for both jobs and the facts that differ. Which difference matters most?

⌚ Pacing

Reading: about 5 min (614 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: A \$1.50 surprise":** List the facts that are the same for both jobs and the facts that differ. Which difference matters most?
2. **After "Comparing like with like":** What answer from Dana would satisfy Jordy, and what answer would not?
3. **After "The law, and a comparison that shaped a lawsuit":** Why might it matter that the judge compared contract structures while the players wanted him to compare rates?

Comparing like with like

Case 5 gave you the habit of reading a pay statement line by line. Jordy's shows 8.0 hours at \$16.50, for **gross pay** of \$132.00. Gross pay is the money you earn before any taxes or other deductions are taken out. At \$18.00, the same eight hours would come to \$144.00.

The new skill is comparing two cases on the same terms. Line up every fact the documents give you.

Hours: the same. Setup from 3 to 5: all crew. Closing from 10 to 11: all crew. Caption and audio check:

Jordy. Title: Gia is shift lead. Lead duties, according to Gia: opening up and one guest issue. What the title pays: unknown.

Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime. A job title, extra duties or more experience can explain a pay difference. So can a mistake. The comparison narrows the question without answering it. If shift lead carries real extra duties and a set rate, the title may explain the \$1.50. If it does not, Jordy has a specific question to ask.

Case 10 taught you to bring a question to the office responsible. Dana sets rates, so Dana gets the message. It should state what Jordy knows for sure: the hours, the duties and Jordy's own rate. It should ask one clear question: what does "shift lead" include, and how are rates set? It does not need Gia's statement. Gia is fine with Jordy knowing her rate, but she does not want her statement posted anywhere. Jordy, for their part, will decide what to do if Dana's answer does not make sense. It is Jordy's paycheck.

 **Stop and think.** What answer from Dana would satisfy Jordy, and what answer would not?

The law, and a comparison that shaped a lawsuit

The **Equal Pay Act** is a federal law from 1963 that requires equal pay for men and women who do equal work. **Title VII** is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin. Talking about pay is protected too. The National Labor Relations Board says most private-sector workers have a right to discuss pay with coworkers, with or without a union (NLRB, no date listed).

The U.S. women's national soccer team shows why the comparison matters. In 2020, a federal judge dismissed their equal pay claim, pointing to differences in how the teams' contracts were structured (NPR, May 2, 2020). The players appealed, saying he had not looked at rates of pay. In 2022, they reached a \$24 million settlement with a promise of equal pay rates (NPR, February 22, 2022). A settlement is an agreement, not a court finding, and it decides nothing about Jordy's employer.

 **Stop and think.** Why might it matter that the judge compared contract structures while the players wanted him to compare rates?

This page continues page 210. The notes for both pages are on the sheet for page 210.

Sources

Real source | National Labor Relations Board (NLRB) | No date listed

Your Right to Discuss Wages

Real source | NPR | May 2, 2020

Federal Judge Dismisses U.S. Women's Soccer Team's Equal Pay Claim

Real source | NPR | February 22, 2022

The U.S. national women's soccer team wins \$24 million in equal pay settlement

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 210. The notes for both pages are on the sheet for page 210.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 8 minutes.

Evidence A | Pay statement

Jordy's pay statement

Event crew, Saturday. Hours: 8.0 at \$16.50. Gross pay for the event: \$132.00.

Look closely: Multiply the hours by the rate. Does it match the gross pay?

What it shows

➤ Jordy worked 8 hours at \$16.50 an hour, for \$132.00 in gross pay.

What it leaves out

➤ How the rate was set, and what other crew members earned.

Evidence B | Work schedule

The crew schedule

Saturday event, 3:00—11:00 p.m. Crew: Gia (shift lead), Jordy and two other crew members. Setup, 3:00—5:00: all crew. Caption and audio check: Jordy. Closing, 10:00—11:00: all crew.

Look closely: Circle "shift lead." Does the schedule say what that job includes?

What it shows

➤ Gia is listed as shift lead. All crew did setup and closing.

What it leaves out

➤ What a shift lead does, and whether the title comes with a higher rate.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

"Put your finger on "shift lead." What would you need to know about that title?" — Wait for "what the job includes" and "whether it pays more."

👁 Watch for

Misconception: Students treat Gia's pay statement as Jordy's to share. **Listen for:** "Jordy can show everyone Gia's statement." **Then:** Point to Evidence C. Gia agreed to let Jordy know her rate, not to post her statement.

📊 Support

- Give students a four-column table: duties, hours, title, rate.
- Read the text messages aloud with two voices.
- **Cognates:** compensation (compensación), discrimination (discriminación), supervisor (supervisor), evidence (evidencia), criteria (criterios), difference (diferencia), information (información), private (privado), legitimate (legítimo).

🔗 Stretch

- Ask which duty on the schedule belongs only to Jordy, and whether it could matter as much as shift lead.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Text messages

Jordy and Gia compare notes

Sunday, 1:15 p.m.

Gia: I'm fine with you knowing my rate. I just don't want my statement posted anywhere.

Jordy: Got it. Did you do anything different as shift lead?

Gia: I opened up and handled one guest issue. Honestly, I don't know if that's why. Let's ask Dana.

Look closely: What does Gia agree to share, and what does she ask Jordy not to do?

What it shows

➤ Gia lets Jordy know her rate but not post her statement. She did some lead work.

What it leaves out

➤ Whether her lead work explains the \$1.50, and whether Gia wants Dana to see her rate.

What is still missing from the evidence?

➤ What the shift-lead role officially involves and how rates are set, whether Gia's higher rate reflects experience or other criteria, how other crew members are paid, and whether the company has any written pay policy.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 5 min.

💬 Say this

"Put your finger on 'shift lead.' What would you need to know about that title?" — Wait for "what the job includes" and "whether it pays more."

👁 Watch for

Misconception: Students treat Gia's pay statement as Jordy's to share. **Listen for:** "Jordy can show everyone Gia's statement." **Then:** Point to Evidence C. Gia agreed to let Jordy know her rate, not to post her statement.

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🔗 Stretch

- Ask which duty on the schedule belongs only to Jordy, and whether it could matter as much as shift lead.

🔥 Heat check

■□□ Low.

Key idea: equal pay

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 10 minutes.

Before you can say why Jordy is paid less, you need to know what each job included. **Compensation** is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime. A job title, extra duties or more experience can explain a pay difference. So can a mistake. The pay statements show the rates, but they do not show how the rates were set.

Federal laws limit the reasons an employer can use to set pay. The **Equal Pay Act** is a federal law from 1963 that requires equal pay for men and women who do equal work. **Title VII** is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin. Both laws apply to covered employers, and the Equal Employment Opportunity Commission (EEOC) enforces them. A legitimate reason, such as different job duties, can lawfully explain a pay difference.

Talking about pay is protected too. The National Labor Relations Board (NLRB) says most private-sector workers have a right to discuss pay with coworkers. That right holds with or without a union. It does not make Gia's pay statement Jordy's to share. Jordy can ask Dana how rates are set without naming Gia's rate.

Professional standards

Real source | Society for Human Resource Management (SHRM)

SHRM Code of Ethics: Fairness and Justice

"Develop, administer, and advocate policies and procedures that foster fair, consistent and equitable treatment for all."

In plain words: HR professionals who belong to SHRM agree to use workplace policies that treat workers fairly and consistently.

Question: The schedule lists Gia as shift lead. What written policy would show whether that title explains the higher rate?

Your answer

A written policy that shows ___ would answer this, because ___.

➡ A written policy that shows what shift lead includes and what it pays would answer this, because the schedule gives only the title.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Skip In the news.

💬 Say this

"The Equal Pay Act and Title VII limit the reasons for a pay gap. Which reason could be lawful here?" — Wait for "different job duties."

"The SHRM code asks for fair, consistent policies. What written policy would help Jordy?" — Accept "a job description" or "a pay chart."

👁 Watch for

Misconception: Students treat the SHRM code as a law.

Listen for: "The company broke the SHRM code, so it's illegal." **Then:** Say: "SHRM's code binds its members, who are HR professionals. The laws here are the Equal Pay Act and Title VII."

📖 Support

- Read the code quotation aloud. Point out its label: a quotation from a real source.

🔗 Stretch

- Use the second SHRM card: what should a complete answer from Dana include?

🔥 Heat check

■□□ Low.

A real 'same work, different pay' dispute that ended in a settlement and a promise of equal rates.



Why the claim was first dismissed: the judge compared how the contracts were structured. What you compare shapes the answer.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 215. The notes for both pages are on the sheet for page 215.

Sort the evidence

On your own Line up the accounts in the diagram. Then name one view that is missing. About 8 minutes.

Line up the accounts. Where do they agree, where do they differ, and which difference could be a legitimate factor? What would you need to find out before calling it unfair?

Account 1

Jordy's record: 8 hours, setup, caption and audio check, closing, \$16.50

Account 2

Gia's account: same hours, setup and closing, opened up and handled one guest issue, \$18.00

Account 3

The schedule: Gia listed as shift lead, with no description of the role

Where they agree

Both worked the same event, the same hours, and setup and closing.

Where they differ

Title and rate: shift lead at \$18.00 versus crew at \$16.50

Check: Ask the supervisor how rates are set and what the shift-lead role requires

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

Dana's view is missing, because Dana knows how rates are set. I would ask what the shift-lead role involves and how someone qualifies.

Pacing

Full chapter: 8 min.

Short on time: 8 min.

Say this

“Line up Jordy’s record, Gia’s account and the schedule. Where do they agree?” — Model the first link together: both worked setup and closing.

Watch for

Misconception: Students mark the title as proof that the pay is fair. **Listen for:** “She’s shift lead, so it’s fine.” **Then:** Ask what the schedule says shift lead includes. It says nothing. The title leaves the question open.

Support

- Let students write A (agrees), D (differs) or ? (leaves open) before writing sentences.

Heat check

Low.

Practice: choose a response

On your own Choose what Jordy should do first and explain why. Then fix the two marked lines.
About 5 minutes.

Jordy's statement shows \$16.50 an hour. Gia's shows \$18.00 for the same Saturday event, and the schedule lists her as "shift lead." What should Jordy do first?

- ☐ A Tell the rest of the crew that Gia is paid more for the same work.
- ☒ B Compare what each of them did, find out what "shift lead" means and ask Dana how rates are set.
- ☐ C Let it go, because an employer can set any pay rate it chooses.

Why I chose it

➤ B. It tests the most likely explanation, the shift-lead title, first. A treats the work as the same and ignores Gia's request. C ignores the limits the law puts on pay.

Improve a draft

A student's first draft

Hi, I found out Gia makes more than me and we did the exact same work so ① this is discrimination. I know it's because of who I am. I want the same rate as her starting now or I'm going to post about it everywhere so people know how this company treats workers. ② I have her pay stub as proof. I've worked here longer than some people and I always show up on time. Let me know by tomorrow. Jordy

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Could you explain how rates are set for event crew?

Rewrite phrase 2

➤ My own statement shows \$16.50 an hour for the Saturday event.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

"Jordy has just seen Gia's rate. What should Jordy do first?"
— Hold a quick vote before any discussion.

👁 Watch for

Misconception: Students choose C because employers can pay what they want. **Listen for:** "It's their company, they decide." **Then:** Ask what the key idea says. Employers set rates, but federal laws limit the reasons.

📖 Support

- Read the options aloud before students choose.

🔥 Heat check

■ ■ □ **Medium.** Students may share their own pay or a boss's treatment.

Cool-down: Return to Jordy: "What does Jordy know for sure?" No one needs to describe their own job.

➤ Answer key

A revised version: Hi Dana, I have a question about my pay rate for the Saturday event. I worked setup and closing, from 3 to 11 p.m., and ran the caption and audio check. My statement shows \$16.50 an hour. I understand another worker on the same shift was paid a higher rate. Could you explain how rates are set for event crew, including what the shift-lead role involves and how someone qualifies? If there are criteria I haven't met, I'd like to know what they are. I'd appreciate a reply this week. Thanks, Jordy

Pre-IB

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 20 minutes.

Write a short perspectives analysis of the pay question from three positions (Jordy, Gia and the supervisor), identifying what each person can know from where they stand. Then give a two-minute reflection on the question: what can a worker know about a pay decision from their own position?

Use: Jordy's statement, the crew schedule, Jordy and Gia's conversation, the EEOC pay-discrimination page and the NLRB page on discussing wages.

You'll make: Perspectives analysis (400—500 words) plus a two-minute reflection

Time: 90 minutes

- 1 Fill in the perspective grid for Jordy, Gia and Dana: knows, assumes, cannot see.
- 2 Mark each entry with the document that supports it.
- 3 Draft your analysis on the Your draft page, one paragraph per person.
- 4 Finish your 400- to 500-word analysis on lined paper.
- 5 Plan a two-minute reflection: what can a worker know about pay from their position?
- 6 Give your reflection aloud to a partner or the class.

Prefer typing? Scan to open the online workspace.

Jordy: knows, assumes, cannot see

Knows Jordy's own hours, duties and \$16.50 rate, and Gia's rate.
Assumes the work was equal. Cannot see how rates are set.

Case 11 | Your task | Pre-IB educator edition

Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

Say this

"Stand where Dana stands. What can Dana see that Jordy and Gia cannot?" — Hear answers before students fill in the Dana row.

Watch for

Misconception: Students write Dana as a villain. **Listen for:** "Dana doesn't want Jordy to know." **Then:** Ask for the document. Describe what Dana can know, not what Dana wants.

Support

- Perspective grid: what this person knows, what they assume, what they cannot see
- Reflection stems on knowledge and position
- Glossary: compensation, legitimate factor, retaliation
- Reflection stem: "From Jordy's position, a worker can know ____, but cannot know ____."

Stretch

- Explain what information the supervisor holds that neither worker can see, and how that shapes the conversation.

Heat check

Low.

Your task, continued

Gia: knows, assumes, cannot see

Knows her title, her \$18.00 rate and what she did. Cannot see whether the title explains the rate.

Dana: knows, assumes, cannot see

Knows how rates are set, or can find out. Cannot see what Jordy and Gia said to each other unless they share it.

Notes

[illegible]

This page continues page 219.

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.12.9-12;
D2.Civ.14.9-12; D2.His.1.9-12.

The Case plan sheet gives each code in plain words.

07 Answer key

A strong response:

- Represents each perspective accurately and fairly
- Separates knowledge from assumption for each person
- Uses legal vocabulary correctly
- Reflection connects position to knowledge

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 30 minutes.

Your analysis, one paragraph per person, about 170 words

✎ Jordy knows the most about Jordy's own work: eight hours, setup, the caption and audio check, closing and a rate of \$16.50. Jordy also knows Gia's rate, but only because Gia chose to share it. At first Jordy assumes the work was the same, yet the schedule lists Gia as shift lead. Gia knows her title and her \$18.00 rate, and she knows she opened up and handled one guest issue. She does not know whether that work explains the difference. Dana holds the information neither worker can see: how rates are set and what shift lead requires. If shift lead involves different job duties, that could be a legitimate factor. The EEOC notes that retaliation for complaining is prohibited, which matters because Jordy is asking a supervisor about pay.

Reflection notes for your two-minute talk

✎ A worker sees only their own record and what coworkers share. The criteria sit with the employer, so asking is how a worker learns them.

⌚ Pacing

Full chapter: 30 min.

✂ Short on time: 30 min.

💬 Say this

“End each paragraph with what that person cannot see.” — Model the Gia paragraph if students stall.

👁 Watch for

Misconception: The reflection turns into advice for Jordy.

Listen for: “Jordy should just quit.” **Then:** Return to knowledge: what can a worker know, and how?

📄 Support

- The overprinted sample holds the core of the analysis. Full analyses run 400 to 500 words.

✎ Answer key

What to notice in the sample:

1. Separates what Jordy knows from how Jordy knows it.
2. Answers the route's challenge about the supervisor's position.
3. Uses legal vocabulary correctly, from the EEOC page.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

- Do you represent each person's view accurately and fairly? ☒ Yes ☐ No
- Do you separate what each person knows from what they assume? ☒ Yes ☐ No
- Do you use compensation, legitimate factor and retaliation correctly? ☒ Yes ☐ No
- Does your reflection connect position to knowledge? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on assumption.	☐ Mentions the gap only.	☐ Cites duties, hours and rate.	☐ Cites records and acknowledges what isn't known.
Reasoning	☐ Declares discrimination.	☐ Assumes the reason.	☐ Asks for criteria before concluding.	☐ Identifies possible legitimate factors to test.
Audience & purpose	☐ Threatens or exposes coworkers.	☐ Polite but vague.	☐ Specific question to the right person.	☐ Specific question that protects coworkers' privacy.
Revision	☐ No change.	☐ Tone only.	☐ Replaces conclusion with a question.	☐ Explains how changes protect Jordy and get an answer.

Pacing

Full chapter: 8 min.

 Short on time: 5 min. Students answer the Check your work questions only.

Say this

“Read your message as Dana. Could you answer it in one reply?” — Partners swap and underline the question.

Watch for

Misconception: Students revise tone only. **Listen for:** “I made it nicer.” **Then:** Point to the Revision row. Ask them to replace a conclusion with a question.

Heat check

   Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for perspective analysis, accuracy and reflection; no IB criteria, marks or grades are assigned.

Proficient looks like:

- **Evidence:** Cites duties, hours and rate.
- **Reasoning:** Asks for criteria before concluding.
- **Audience & purpose:** Specific question to the right person.
- **Revision:** Replaces conclusion with a question.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 10 minutes.

- 1 What information could explain the \$1.50 difference, and what might challenge that explanation?

➤ Lead duties could explain it if the role has written criteria. Gia's account challenges that, because one opening and one guest issue may be little extra work.

- 2 Whose choice is it to make Jordy's pay public, and why?

➤ It is Jordy's choice. Most private-sector workers have a right to discuss pay, and the pay is Jordy's. That right does not cover posting Gia's statement.

- 3 What answer from Dana would satisfy Jordy, and what answer would not?

➤ A written explanation of what shift lead involves and how someone qualifies would satisfy Jordy. A vague answer that names no criteria would not.

- 4 In the soccer case, the judge looked at contract structures, and the players wanted him to compare rates of pay. Why does that choice matter?

➤ What you compare can change the answer. The judge focused on how the contracts were structured, and the players said he had not looked at rates of pay.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: skip this page. Skip this page. The reflection covers the same ground.

💬 Say this

"Answer with a detail from a document, not a guess about the company." — Hear one answer per question, then ask who disagrees.

🔗 Stretch

- Draft the pay-policy page the company could share: each role, its duties, its rate and how to qualify.
- Going further: Read the EEOC page on pay discrimination. Which law could apply to Jordy's question? Which facts would you need before saying the law was broken?
- Going further: What might make it hard for a worker like Jordy to ask about pay? Write one sentence that names Jordy's concern without claiming more than Jordy knows.
- Going further: Draw a timeline of the evidence, from the posted schedule to Jordy's question for Dana. Mark each open question on it. Then compare it with your message: which one makes the open questions easier to follow?
- Going further: When you start a job, ask for your pay rate and how it is set, in writing. Keep your own record of hours and duties. If something seems off, talk with a trusted adult or a school counselor.
- Find your state labor department's page on pay equity
- Research the EEOC's filing deadlines and how they vary by state

My take

My claim: ____.

👉 Jordy should ask Dana how rates are set before deciding the difference is unfair.

The best evidence is ____, because ____.

👉 The schedule, because it lists Gia as shift lead but never says what that job includes.

Someone who disagrees might say ____.

👉 The difference is clear, so Jordy should report it right away.

I would change my mind if ____.

👉 Dana refused to explain how rates are set.

Notes

This page continues page 224.

Heat check

■ ■ □ **Question 1: Medium.** Students may guess that Jordy’s race or gender explains the gap, or bring up a family member’s pay.

Cool-down: Ask which document shows the reason. None does. Sort the ideas into “could be lawful,” “could be unlawful” and “need facts.”

Talk about this case at home

Case 11: Why are Jordy and Gia paid different rates?

In this case, two friends who worked the same event find out one is paid \$1.50 more an hour. Your student compared their records and wrote a respectful message asking a supervisor how pay rates are set.

Questions to talk about

- 1 What questions could someone ask about pay when starting a new job?
- 2 Why might a person want to keep their pay private?
- 3 What makes a question to a boss sound respectful?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 11 | Talk about this case at home | Pre-IB educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Bring this page home or read it with someone you trust.”
— Nobody needs to share their own pay or a family member’s pay.

Case 12: When can a school limit what students say?

Content note

The news sources include 2026 student walkouts against federal immigration enforcement, which grew after federal agents fatally shot two people in Minneapolis. Preview them, and keep discussion on the legal questions in Anika’s case.

This case explains general rules. It is not legal advice for your situation.

Overview

Students read about Anika, a high school junior whose poster asks students to wear blue Thursday to keep the library open at lunch. They compare her poster, a posting policy and a group chat about a walkout with a summary of Tinker v. Des Moines (1969). They then compare the fact patterns and write two questions for a school contact about the posting policy.

Before this case

- Students should already be able to:
- summarize a court case’s facts and rule
 - compare two situations fact by fact
 - write a reflection that asks how we know something

Objectives

- Students will be able to:
- state Tinker’s facts and rule accurately

Objectives, continued

- treat the wear-blue plan, the logo poster and the walkout each on its own facts
- separate speech from conduct, and student speech from school-sponsored speech
- reflect on what a 1969 precedent can and cannot tell us today

Materials

- This chapter, one copy per student
- The U.S. Courts Tinker summary
- Evidence A, B and C
- A fact-pattern grid and reflection stems

The task in this edition

Task: Prepare a structured case analysis that compares Tinker’s facts with three new fact patterns (the wear-blue plan, the logo poster and the walkout). Then write a 300-word reflection on the question: how can a decision from 1969 tell us anything certain about a situation today?

Students make: Case analysis (400—500 words) plus a 300-word reflection

Pacing

Opener (page 227): 5 min. Short on time: 5 min.

Key terms (pages 228 and 229): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Pacing, continued

Look at the evidence (page 233): 8 min. Short on time: 8 min.

Look at the evidence (page 234): 4 min. Short on time: 4 min.

Key idea (pages 235 and 236): 10 min. Short on time: 6 min. Skip In the news.

Sort the evidence (page 237): 8 min. Short on time: 6 min. Do the diagram together on the board.

Practice (page 238): 5 min. Short on time: skip.

Your task (pages 239 and 240): 15 min. Short on time: 15 min.

Your draft (page 241): 35 min. Short on time: 35 min.

Check your work (pages 242 and 243): 8 min. Short on time: 8 min.

Questions to discuss (pages 244 and 245): 8 min. Short on time: skip. The reflection covers the same ground.

Talk about this case at home (page 246): at home.

Periods: full chapter 111 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 12 plan, continued

Standards, continued

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.4.9-12 Explain how the U.S. Constitution sets up a government whose powers and limits have changed and are still debated. In this case: Students explain how constitutional limits on government are still contested in schools.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze the role of personal perspective in applying constitutional rights.

D3.4.9-12 Refine claims and counterclaims for precision and significance, noting the strengths and limits of each. In this case: Students refine claims and counterclaims about how the precedent applies.

Codes of ethics

- **ABA Model Rules of Professional Conduct:** Rule 2.1 Advisor
- **PRSA Code of Ethics:** Disclosure of Information
- **AIGA Standards of Professional Practice:** The designer’s responsibility to the public

Heat map

- ■ □ **Opener (page 227):** Medium
- □ □ **Key terms (pages 228 and 229):** Low
- □ □ **Look at the evidence (page 233):** Low
- □ □ **Look at the evidence (page 234):** Low
- ■ □ **Key idea (pages 235 and 236):** Medium
- □ □ **Sort the evidence (page 237):** Low
- ■ □ **Practice (page 238):** Medium
- □ □ **Your task (pages 239 and 240):** Low
- □ □ **Check your work (pages 242 and 243):** 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

Try it at your school, continued

- Bring questions to student council or an advisor before planning an action

Who to ask: Student council advisor, a civics or government teacher, an assistant principal

Safety: Don’t pressure classmates to join a protest or skip class. Talk with a trusted adult before any action that could lead to discipline.

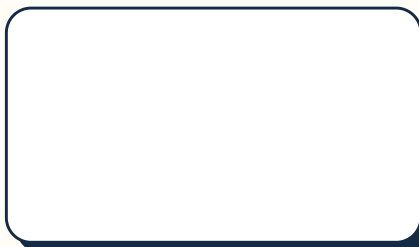
Sources

- U.S. Courts, “Facts and Case Summary: Tinker v. Des Moines,” No date listed
- U.S. Courts, “Fictional Scenario: Tinker v. Des Moines,” No date listed
- Legal Information Institute, Cornell Law School, “Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969),” 1969

Case 12: When can a school limit what students say?

Anika's poster asks her school to keep the library open at lunch, and now someone in her group chat suggests a walkout.

On your own Read What happened. Underline each plan: the poster, wearing blue and the walkout. About 5 minutes.



Anika records a voice memo while Mateo listens beside a phone on a small tripod.

Your role: You're the one who compares Tinker with each action before anyone says "can't touch us."

New skill: Apply a precedent by comparing fact patterns.

What happened

Anika is a junior at a public high school. She wants the school library to stay open at lunch. On Tuesday afternoon, she prints a poster that says "KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday."

Mateo did the photo and layout. He put a photo of the school's sign and logo across the top. The poster does not name Anika or any student group. The student handbook says posters need approval from the main office and the name of the student or group responsible.

On Wednesday night, someone in the group chat suggests a walkout if the school takes the poster down. The message says a 1969 Supreme Court case, *Tinker v. Des Moines*, means the school "can't touch us." Anika never suggested a walkout.

Your question: How far does Tinker cover the poster, the wear-blue plan and the walkout, and what facts are missing?

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"There are three plans in this story. Can you name all three?" — Listen for the poster, wearing blue and the walkout. List them on the board.

Watch for

Misconception: Students treat the walkout as Anika's plan.

Listen for: "Anika wants everyone to walk out." **Then:**

Reread the last paragraph. Someone in the chat suggested the walkout. Anika never did.

Support

- Read What happened aloud. Pause after each plan so students can underline it.

Heat check

Medium. Students may bring up walkouts or discipline at their own school.

Cool-down: Say: "Today we're looking at Anika's school." Keep examples to the case, and do not ask who took part in a walkout.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 5 minutes.

Precedent A precedent is an earlier court decision that judges use as a guide in similar later cases.

En español: precedente

In this case: Tinker v. Des Moines (1969) guides Anika's case only as far as the facts match: quiet expression at a public school.

Fact pattern A fact pattern is the specific set of facts in a situation that a rule is applied to.

En español: conjunto de hechos

In this case: Anika lists each plan's action, place, timing and rule: the poster on a school board, wearing blue on Thursday and leaving class.

Substantial disruption Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities.

En español: alteración sustancial

In this case: Wearing blue on Thursday is quiet, like the armbands. Leaving class is conduct under the attendance rule, which Tinker does not settle.

Who is involved



Anika

Made the poster

"My poster says keep the library open at lunch, and wear blue Thursday. Now the chat says we walk out. I never said walk out."



Mateo

Did the photo and layout

"I put the school sign across the top because it looked good. Now it reads like the school is announcing it. It isn't."

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"A precedent is an earlier decision. What makes it fit a new case?" — Wait for "similar facts."

👁 Watch for

Misconception: Students think a precedent decides every later case. **Listen for:** "Tinker already decided this." **Then:** Reread the definition: it guides cases with similar facts. Ask which facts match.

📖 Support

- Point out a false cognate: library means biblioteca, not librería.
- Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, can the school do anything about the poster or the walkout?

➤ My first guess is that Tinker protects all of it, because it was a student protest case.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Reading passage

How far does Tinker reach?

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Precedent:** A precedent is an earlier court decision that judges use as a guide in similar later cases.
- **Fact pattern:** A fact pattern is the specific set of facts in a situation that a rule is applied to.
- **Substantial disruption:** Substantial disruption is the standard from Tinker v. Des Moines: a public school may limit speech that would seriously disrupt school activities.
- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Framing:** Framing is choosing which parts of a situation a message brings forward.

The story: A poster grows a plan

Anika, a junior at a public high school, wants the library to stay open at lunch. On Tuesday at 3:15 p.m., she prints a poster: “KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday.” Mateo did the photo and layout. Because it looked good, he ran a photo of the school’s sign and logo across the top. No student name or group appears anywhere on the poster.

By Wednesday at 9:02 p.m., the idea has grown in the group chat. “If they take the poster down we walk out Thursday. Tinker says they can’t touch us.” The next reply shows the confusion: “Wait, wear blue AND walk out??”

Anika never proposed a walkout, and she says so. She also checks the student handbook. Page 14 allows posters on the boards outside the cafeteria and the library, but only with office approval and the name of the student or group responsible. Her poster has neither. Mateo sees his own problem. The school sign makes it look like the school is announcing the plan, and it is not. He decides to redo the photo.

Your role is to compare Tinker with each action before anyone says “can’t touch us.”

? Stop and think. Anika separates her poster from the walkout. Why is that separation important?

⌚ Pacing

Reading: about 5 min (590 words). Short on time: read it aloud together, pausing at each Stop and think.

? Stop and think

1. **After “The story: A poster grows a plan”:** Anika separates her poster from the walkout. Why is that separation important?
2. **After “Precedent and fact patterns”:** Which changed fact would make Tinker a weaker comparison for the wear-blue plan?
3. **After “What courts and schools have done since”:** If the poster had Anika’s name and no school logo, what would change?

Precedent and fact patterns

A **precedent** is an earlier court decision that judges use as a guide in similar later cases. *Tinker v. Des Moines* (1969) is the precedent the chat invokes. Public-school students wore black armbands to protest the Vietnam War, the school suspended them, and the Supreme Court ruled for the students. **Substantial disruption** is the standard from *Tinker v. Des Moines*: a public school may limit speech that would seriously disrupt school activities. The Court also said a mere fear of disruption was not enough.

A precedent guides a new case only as far as the facts match. A **fact pattern** is the specific set of facts in a situation that a rule is applied to. The new skill builds on Case 11, where you compared two jobs on the same terms. Here you compare Tinker's facts with three actions. Wearing blue is quiet and stays in class, like the armbands. A walkout means leaving class, which falls under the attendance rule, and Tinker does not settle that. The poster raises a separate question. It shows the school's logo and no student name, so it may look like the school is speaking. Schools have more control over speech that looks like it comes from the school.

Two Case 1 terms fit here. "Tinker says they can't touch us" is a **claim** that goes far beyond the precedent. And the logo is a form of **framing**, choosing which parts of a situation a message brings forward. It brings the school forward as the apparent speaker.

❓ **Stop and think.** Which changed fact would make Tinker a weaker comparison for the wear-blue plan?

What courts and schools have done since

The Tinker opinion says students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (Legal Information Institute, 1969). The federal courts publish a teaching exercise about a walkout scenario that separates the message from the act of leaving class and describes the usual attendance consequences (U.S. Courts, no date listed).

The Supreme Court returned to student speech in 2021. In the case of a cheerleader's Snapchat post, it ruled 8 to 1 for the student but said schools may still act on some off-campus speech, such as threats (PBS NewsHour, June 23, 2021). In early 2026, students in Indiana and other states walked out of class to protest federal immigration enforcement. Schools responded differently. Some counted it as an unexcused absence, and one high school gave one-day suspensions (Chalkbeat Indiana, February 11, 2026).

❓ **Stop and think.** If the poster had Anika's name and no school logo, what would change?

This page continues page 230. The notes for both pages are on the sheet for page 230.

Real source | Legal Information Institute, Cornell Law School | 1969

Real source | U.S. Courts | No date listed

Real source | PBS NewsHour (Associated Press) | June 23, 2021

Real source | Chalkbeat Indiana | February 11, 2026

Notes

[illegible]

This page continues page 230. The notes for both pages are on the sheet for page 230.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 8 minutes.

Evidence A | Poster

Anika's poster, first version

Printed Tuesday, 3:15 p.m. The poster reads "KEEP OUR LIBRARY OPEN AT LUNCH. Wear blue Thursday." A photo of the school's sign and logo runs across the top. No student name or group appears anywhere on the poster.

Look closely: Cover the logo photo with your hand. Who seems to be speaking now?

What it shows

➤ The poster's message, with the school logo at the top and no student name.

What it leaves out

➤ Whether the office approved it, and whether the school has objected to it.

Evidence B | Handbook policy

Student handbook, page 14

Students may post materials on the student bulletin boards outside the cafeteria and the library. Materials must be approved by the main office and must show the name of the student or group responsible.

Look closely: Underline the two requirements for every poster.

What it shows

➤ Students may post on two boards if the office approves and a name appears.

What it leaves out

➤ What happens to posters that break the rule, and any rule about leaving class.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

"The handbook names two requirements for every poster. Which one is missing from Anika's poster?" — Wait for "the name of the student or group responsible."

👁 Watch for

Misconception: Students say the handbook bans the poster's message. **Listen for:** "The school can't allow a poster about the library." **Then:** Point to Evidence B. The rule covers where posters go, approval and a name. It says nothing about topics.

📚 Support

- Give each document on its own half-page.
- Read the chat messages aloud and name who is speaking in each.
- **Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

🔗 Stretch

- Ask what the walkout message assumes about Tinker, and which document would test that assumption.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Group chat

The walkout message

Wednesday, 9:02 p.m.

First message: “If they take the poster down we walk out Thursday. Tinker says they can’t touch us.

Reply: “Wait, wear blue AND walk out??”

Look closely: Which part is a message, and which part is leaving class?

What it shows

One person thinks Tinker protects a walkout. Another is unsure what the plan is.

What it leaves out

What the school’s attendance policy says about leaving class.

What is still missing from the evidence?

We don’t know what the attendance policy says about leaving class. We also don’t know if the school has objected, or what process comes before any discipline.

Notes

Pacing

Full chapter: 4 min.

 Short on time: 4 min.

Say this

“The handbook names two requirements for every poster. Which one is missing from Anika’s poster?” — Wait for “the name of the student or group responsible.”

Watch for

Misconception: Students say the handbook bans the poster’s message. **Listen for:** “The school can’t allow a poster about the library.” **Then:** Point to Evidence B. The rule covers where posters go, approval and a name. It says nothing about topics.

Support

- Give each document on its own half-page.
- Read the chat messages aloud and name who is speaking in each.
- **Cognates:** precedent (precedente), constitutional (constitucional), expression (expresión), protest (protesta), suspension (suspensión), decision (decisión), logo (logotipo), conduct (conducta).

Stretch

- Ask what the walkout message assumes about Tinker, and which document would test that assumption.

Heat check

Low.

Key idea: precedent

On your own Read the key idea and the Professional standards card. Then answer the question in the box. About 10 minutes.

A **precedent** is an earlier court decision that judges use as a guide in similar later cases. In *Tinker v. Des Moines* (1969), public-school students wore black armbands to protest the Vietnam War. The school suspended them, and the Supreme Court ruled for the students. The Court wrote that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” It also said a mere fear of disruption was not enough to limit their expression.

A precedent guides a new case only as far as the facts match. **Substantial disruption** is the standard from *Tinker v. Des Moines*: a public school may limit speech that would seriously disrupt school activities. Wearing blue on Thursday is quiet, like the armbands. A walkout is different, because students leave class. The school’s attendance rule covers that conduct, and *Tinker* does not settle it.

The poster raises another question. It shows the school’s sign and logo but no student name, so it may look like the school is speaking. Schools have more control over speech that looks like it comes from the school. A **fact pattern** is the specific set of facts in a situation that a rule is applied to. Write a fact pattern for each action before you decide whether *Tinker* fits it.

Professional standards

Adapted from a real source | American Bar Association (ABA), Center for Professional Responsibility

ABA Model Rules of Professional Conduct: Rule 2.1 Advisor

Summary: Summary, not a quotation: in representing a client, a lawyer must use independent professional judgment and give candid advice. A lawyer may refer to moral, economic, social and political factors as well as the law.

In plain words: Lawyers must give their clients honest, independent advice, even when the client would rather hear something else.

Question: The chat says “*Tinker* says they can’t touch us.” What would candid advice say about the walkout and attendance policy?

Pacing

Full chapter: 10 min.

 Short on time: 6 min. Skip In the news.

Say this

“*Tinker* protected quiet armbands. Which of the three plans looks most like that?” — Wait for the wear-blue plan.

“Rule 2.1 asks lawyers for candid advice. What would candid advice tell the group chat?” — Accept “*Tinker* doesn’t cover leaving class.”

Watch for

Misconception: Students read “schoolhouse gate” as meaning schools can never limit speech. **Listen for:** “Students can say anything at school.” **Then:** Read the next idea aloud: a school may limit speech that would substantially disrupt school.

Support

- Read the two In the news cards aloud. Both are about Mahanoy, a 2021 case about a student’s off-campus post.

Stretch

- Use the PRSA card: who would a reader think is behind the first poster?

Heat check

 **Medium.** The In the news cards cover a cheerleader punished for an off-campus Snapchat post. Students may bring up their own posts.

Cool-down: Keep to what the Court decided. Nobody needs to describe their own posts or discipline.

Professional standards, continued**Your answer**

Candid advice would say ____, because ____.

➤ Candid advice would say Tinker does not settle a walkout, because leaving class is conduct under the attendance rule.

In the news

Real source | PBS NewsHour | April 28, 2021

Student free speech makes it to the Supreme Court in former high school cheerleader's case

Explains the Snapchat case the Court used to ask when a school can punish off-campus student speech.



Real source | PBS NewsHour (Associated Press) | June 23, 2021

Supreme Court rules in favor of cheerleader who published critical social media post in First Amendment case

The 8-1 ruling protected the student but said schools may still act on some off-campus speech, like threats.

Notes

This page continues page 235. The notes for both pages are on the sheet for page 235.

Sort the evidence

On your own Link each piece of evidence to the claim it supports or challenges. Then name one missing view. About 8 minutes.

Test the slogan against the facts. Which evidence supports each claim, which challenges it, and which fact would you still need?

Evidence	Claim 1 Tinker means nobody can face consequences for walking out.	Claim 2 The wear-blue plan closely matches Tinker's facts.	Claim 3 The poster should carry a student byline instead of the school logo.
1 Tinker's facts: silent armbands, no substantial disruption, a public school	Narrows	Supports	Neither
2 A walkout means leaving class, which falls under the attendance rule	Challenges	Neither	Neither
3 The logo photo makes the poster look like school-sponsored speech	Neither	Neither	Supports

Still open

- What does the attendance policy say, and what process follows?

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

The main office's view is missing. I would ask whether the office approved the poster and what the attendance policy says about walkouts.

Pacing

Full chapter: 8 min.

Short on time: 6 min. Do the diagram together on the board.

Say this

“Test the slogan. Which evidence narrows “Tinker means nobody can face consequences”?” — Model the first link together: Tinker's facts narrow the claim.

Watch for

Misconception: Students say the logo does not matter. **Listen for:** “It's just a picture.” **Then:** Ask who a stranger would think made the poster. That question is about who is speaking.

Support

- Let students write S, C or N (supports, challenges, narrows) before writing sentences.

Heat check

Low.

Practice: choose a response

On your own Choose the best reply to the group chat and explain why. Then fix the two marked lines.
About 5 minutes.

Someone in Anika's group chat says, "Tinker means nobody can get in trouble for walking out of class." How should you respond?

- ☐ A Agree, because Tinker protected students who protested at school.
- ☐ B Disagree, because schools can make any rule they want about student speech.
- ☒ C Say that the message and leaving class are separate questions, then check the attendance rule.

Why I chose it

➤ C. It separates the speech from the conduct. A goes too far, because Tinker was about silent armbands. B goes too far the other way, because Tinker recognized student speech rights.

Improve a draft

A student's first draft

No, the school can't take it down because of Tinker v. Des Moines. In that case ① the Supreme Court said students have free speech at school. The poster is just saying the library should stay open at lunch which is not hurting anybody. We even used a nice photo of the school sign so it looks professional. The principal would be breaking the law if he took it down. This is America and students have rights. Everyone should wear blue Thursday and ② walk out if they try.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Students keep speech rights at school unless it would substantially disrupt school.

Rewrite phrase 2

➤ Wear blue Thursday. A walkout means leaving class, which the attendance rule covers.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

"Someone says Tinker means nobody gets in trouble. What do you reply?" — Vote first, then discuss.

👁 Watch for

Misconception: Students pick B: schools set the rules.

Listen for: "Schools can do whatever they want." **Then:** Point to the schoolhouse-gate sentence.

📄 Support

- Read the options aloud.

🔥 Heat check

■ ■ □ **Medium.** Talk may turn to real protests at school.

Cool-down: Ask which fact in Anika's case decides it. Keep real students' names out.

➤ Answer key

A revised version: Tinker v. Des Moines (1969) says public-school students keep free-speech rights at school, unless their expression would substantially disrupt school or invade others' rights. Anika's message, keep the library open at lunch, and the plan to wear blue Thursday are quiet and look a lot like the armbands in Tinker. But two facts matter. The poster uses a school-logo photo, so it may look like an official announcement, which schools can regulate more. And walking out of class is conduct under an attendance rule, a different question. I'd remove the logo and ask the office which posting policy applies.

Pre-IB

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 15 minutes.

Prepare a structured case analysis that compares Tinker’s facts with three new fact patterns (the wear-blue plan, the logo poster and the walkout). Then write a 300-word reflection on the question: how can a decision from 1969 tell us anything certain about a situation today?

Use: The U.S. Courts Tinker summary, the posting-policy excerpt, the poster description and the walkout chat.

You’ll make: Case analysis (400—500 words) plus a 300-word reflection

Time: 90 minutes

- 1 Fill in the fact-pattern grid: expression, place, school action and rule cited.
- 2 Change one fact in each pattern. Note whether your conclusion changes.
- 3 Draft your case analysis on the Your draft page, one paragraph per pattern.
- 4 Finish your 400- to 500-word analysis on lined paper.
- 5 Write a 300-word reflection: how can a decision from 1969 tell us anything certain today?

Prefer typing? Scan to open the online workspace.

Wear-blue plan

🔗 Quiet expression at school; no rule cited yet. Closest to Tinker.

Logo poster

🔗 A poster on a school board; school logo, no name; posting policy applies.

Case 12 | Your task | Pre-IB educator edition

🕒 Pacing

Full chapter: 15 min.

✂ Short on time: 15 min.

💬 Say this

“Treat each pattern as its own case. What is the expression, where is it, and which rule applies?” — Model the wear-blue row together.

👁 Watch for

Misconception: Students apply one conclusion to all three patterns. **Listen for:** “Tinker covers all of it.” **Then:** Ask which pattern involves leaving class. Give it its own row and its own rule.

📄 Support

- Fact-pattern grid: expression, place, school action, rule cited
- Reflection stems: “A precedent can tell us..., but it cannot...”
- Model analysis of one fact pattern
- Grid headings: expression, place, school action, rule cited.

🔗 Stretch

- Change one fact in each pattern and explain whether your conclusion changes, and why.

🔥 Heat check

■□□ Low.

Your task, continued

Walkout

- Leaving class on Thursday; attendance policy applies. Conduct, not only speech.

One changed fact and its effect

➤ If the poster had Anika's name and no logo, it would read as student speech, and Tinker would fit it better.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black line that serves as a margin. The paper appears to be part of a notebook or binder, with a small portion of the binding visible at the top left corner.

This page continues page 239.

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.4.9-12; D2.Civ.10.9-12; D3.4.9-12.

The Case plan sheet gives each code in plain words.

OT Answer key

A strong response:

- States Tinker's facts and rule accurately
- Treats each fact pattern on its own facts
- Separates speech from conduct and student speech from school-sponsored speech
- Reflection names both the usefulness and the limits of precedent

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 35 minutes.

Case analysis, one paragraph per pattern

🔗 **Wear-blue plan:** this pattern matches Tinker most closely. Students would express a view quietly, at school, without leaving class, as the armband students did. Logo poster: the message is student speech, but the design uses the school's sign and logo and names no student. It may read as school-sponsored speech, which schools can regulate more. It also does not meet the handbook's name rule. Walkout: leaving class is conduct under the attendance policy. The message may be similar to Tinker, but the action is not, so Tinker alone cannot settle it.

Reflection, first paragraph

🔗 **A precedent can tell us which facts mattered to the Court in 1969:** silent armbands, a public school and no substantial disruption. It cannot tell us for certain how a new case will come out, because new facts change the comparison. What a precedent teaches depends on how closely the facts match.

⌚ Pacing

Full chapter: 35 min.

✂ Short on time: 35 min.

💬 Say this

“Your reflection is about knowledge, not about Anika. How sure can anyone be about a new case?” — Ask for one sentence that names a limit of precedent.

👁 Watch for

Misconception: Reflections conclude that precedent is useless. **Listen for:** “1969 is too old to matter.” **Then:** Ask what the precedent does tell us. The reflection needs both what it can and cannot do.

📄 Support

- The overprinted sample holds the analysis and the first reflection paragraph. Students finish both on lined paper.

🔗 Answer key

What to notice in the sample:

- Treats one pattern on its own facts.
- Separates student speech from school-sponsored speech.
- Separates speech from conduct.
- Names a limit of precedent, as the reflection asks.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

Do you state Tinker's facts and rule accurately? ☒ Yes ☐ No

Do you treat each fact pattern on its own facts? ☒ Yes ☐ No

Do you separate speech from conduct, and student speech from school-sponsored speech? ☒ Yes ☐ No

Does your reflection name what a precedent can and cannot tell us? ☒ 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: 8 min.

 Short on time: 8 min.

Say this

"Find the sentence where you separate the message from leaving class." — If it is missing, that is the revision.

Watch for

Misconception: Students soften the tone and call it revision. **Listen for:** "I made it sound nicer." **Then:** Point to the Revision row: add the rule's limit or remove a legal conclusion.

Heat check

   Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for accuracy, comparison and reflection; no IB criteria, marks or grades are assigned.

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.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

This page continues page 242. The notes for both pages are on the sheet for page 242.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 8 minutes.

- 1 Which changed fact would make Tinker a weaker comparison for the wear-blue plan?

➤ If wearing blue came with leaving class, or caused a substantial disruption, the plan would no longer match the quiet armbands.

- 2 Why might it matter whether a poster looks like it comes from the school?

➤ If readers think the school is speaking, the school has more say over the message. The logo photo creates that impression.

- 3 If the poster had Anika's name and no school logo, what would change?

➤ It would meet the handbook's name rule and read as student speech, so Tinker would be the better comparison. It would still need office approval.

My take

My claim: ____.

➤ Tinker fits the wear-blue plan, but it does not settle the walkout.

The best evidence is ____, because ____.

➤ The Tinker facts, because the armbands were silent and nobody left class.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page. Skip this page. The reflection covers the same ground.

💬 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

Someone who disagrees might say ____.

☞ Any protest at school is protected, so a walkout is too.

I would change my mind if ____.

➤ The attendance policy allowed students to leave class for a protest.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 244.

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.

Questions to talk about

- 1 What rules do schools often have about posters or flyers?
- 2 Why might a school treat wearing a color differently from leaving class?
- 3 How can a reader tell who made a poster?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 12 | Talk about this case at home

| Pre-IB educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Bring this page home or read it with someone you trust.”
— Nobody needs to share their own views about protests or school discipline.

Case 13: Can the crew cut waste before it reaches the bin?

Overview

Students read a story in which Dec’s box of replacement parts arrives half full of packaging. The crew’s “recyclable” cups turn out to be on the city’s not-accepted list. They place items from the supply list on EPA’s waste hierarchy and check them against the city’s accepted-materials list. They then fill in an event materials sheet and propose one change with a way to measure it.

Before this case

Students should already be able to:

- state a question that data can answer
- record data with units
- write a reflection that separates evidence from assumptions

Objectives

Students will be able to:

- state a clear question and measurement boundary for one item, the cups
- use data accurately with labeled units
- apply the EPA hierarchy as a general framework, not a rule
- reflect on how we know whether a green choice helps

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A and C
- The EPA hierarchy page
- A boundary checklist and a report template

The task in this edition

Task: Write a short investigation report on one item from the last screening, the cups, using the EPA hierarchy, a stated measurement boundary and the city’s accepted-materials list. Then write a reflection on the question: how do we know whether a green choice actually helps?

Students make: Investigation report (450—550 words) with a data table, plus a 250-word reflection

Pacing

Opener (page 247): 5 min. Short on time: 5 min.

Key terms (pages 248 and 249): 5 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 253): 10 min. Short on time: 10 min.

Key idea (pages 254 and 255): 10 min. Short on time: 8 min. Skip In the news.

Sort the evidence (pages 256 and 257): 8 min. Short on time: 6 min. Do the cup chain together on the board.

Pacing, continued

Practice (page 258): 5 min. Short on time: skip.

Your task (pages 259 and 260): 15 min. Short on time: 15 min.

Your draft (page 261): 35 min. Short on time: 35 min.

Check your work (pages 262 and 263): 8 min. Short on time: 8 min.

Questions to discuss (pages 264 and 265): 8 min. Short on time: skip. The reflection covers the same ground.

Talk about this case at home (page 266): at home.

Periods: full chapter 109 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

Case 13 plan, continued

Standards, continued

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D4.6.9-12 Use one or more disciplines to understand the causes of local, regional and global problems and the challenges of addressing them. In this case: Students use disciplinary lenses to understand a local waste problem.

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students assess options for individual and collective action on waste.

Codes of ethics

- **FTC Green Guides (16 CFR Part 260):** § 260.12 Recyclable claims
- **AIHA Standards of Professional Practice:** The designer's responsibility to society and the environment
- **IABC Code of Ethics for Professional Communicators:** "I do not guarantee results"

Heat map

- **Opener (page 247):** Low
- **Key terms (pages 248 and 249):** Low
- **Look at the evidence (page 253):** Low
- **Key idea (pages 254 and 255):** Medium

Heat map, continued

- **Sort the evidence (pages 256 and 257):** Low
- **Practice (page 258):** Medium
- **Your task (pages 259 and 260):** Low
- **Check your work (pages 262 and 263):** Low

Try it at your school

Change one thing before the next event.

- Pick one repeated item at a school event: cups, flyers, plates
- Count how many were used last time
- Check your city's recycling list and propose one reduction or reuse option
- Count again after the event and share results with the organizers

Who to ask: Student council, custodial or facilities staff, a science teacher, your city's sanitation or recycling office

Safety: Don't sort through trash with your hands; unsafe items can be hidden. Make sure changes don't leave out people who need disposable items.

Sources

- NPR, "Starbucks To Eliminate Plastic Straws In Its Stores By 2020," July 9, 2018

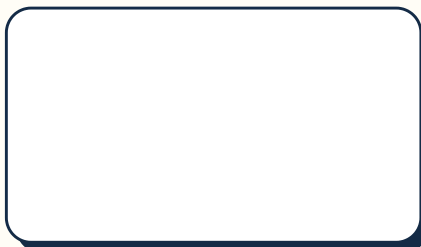
Sources, continued

- NPR, "Why People With Disabilities Want Bans On Plastic Straws To Be More Flexible," July 11, 2018
- U.S. Environmental Protection Agency (EPA), "Sustainable Materials Management: Non-Hazardous Materials and Waste Management Hierarchy," No date listed

Case 13: Can the crew cut waste before it reaches the bin?

The last Common Room screening used about 120 cups the city won't recycle, and a box of parts arrived half full of packaging.

On your own Read What happened. Underline the number of cups and what the city list says about them. About 5 minutes.



Anika, Dec and Sami react to a round of their tabletop game.

Your role: You're the one who counts the cups before and after the change. **New skill:** Count a starting point before you claim a change works.

What happened

It is Tuesday in the theater shop. Dec opens a box of replacement parts. Three separate orders of small LED connectors and switches, placed over one week, arrived together. About half of the box is plastic air pillows and foam.

The supply list from last Friday's screening at the Common Room shows a second problem. The crew used about 120 single-use cups. The cups are plastic-lined paper and labeled "recyclable." But the city's recycling list does not take plastic-lined paper cups.

Your question: What could the crew change before the next screening, and how would they know it worked?

Dec wants to fix how they order parts before anyone redoes the recycling sign. Anika tracks the parts and the budget. She agrees with Dec, but she wants numbers before anyone says a change saves money. Some people need a disposable cup or a straw, so any plan has to work for them too.

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"The cups say "recyclable." Where do you think they went after the screening?" — Hear guesses. Do not reveal the city list yet.

Watch for

Misconception: Students think the label decides where the cups go. **Listen for:** "They said recyclable, so they got recycled." **Then:** Ask who decides what a city recycles. Promise to check the city list in the evidence.

Support

- Read What happened aloud. Show a paper cup if you have one.

Heat check

Low.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 5 minutes.

Source reduction Source reduction is preventing waste before it is created, for example by buying less packaging.

En español: reducción en la fuente

In this case: Dec wants to combine the parts orders so less packaging arrives in the first place.

Reuse Reuse is using an item again instead of throwing it away after one use.

En español: reutilización

In this case: Borrowing washable cups from the bookshop is reuse. Washing uses water and someone's time.

Local acceptance Local acceptance is the list of materials that your own city's recycling or compost program actually takes.

En español: materiales aceptados en tu ciudad

In this case: The cups say "recyclable," but the crew's city does not accept plastic-lined paper cups.

Who is involved

Dec

Opened the parts order

"Three orders of tiny connectors in one week. One big box, and half of it's packaging."

Anika

Tracks the parts and the budget

"I'm in. But if anyone says it saves money, I want the numbers. Right now we have one box and a guess."

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Source reduction happens before the waste exists. Which item in the story could the crew stop buying?" — Listen for the packaging and the cups.

👁 Watch for

Misconception: Students treat reuse and recycling as the same. **Listen for:** "Reusing is recycling." **Then:** Reuse means using the same item again, like a washable cup. Recycling depends on what the city list accepts.

📖 Support

- Use picture cards: a washable cup, a paper cup and a recycling bin.
- **Cognates:** reduction (reducción), recycle (reciclar), plastic (plástico), material (material), accessible (accesible), alternative (alternativa), container (contenedor), quantity (cantidad).

🌡 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Reading passage

Count first, then claim

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Source reduction:** Source reduction is preventing waste before it is created, for example by buying less packaging.
- **Reuse:** Reuse is using an item again instead of throwing it away after one use.
- **Local acceptance:** Local acceptance is the list of materials that your own city's recycling or compost program actually takes.
- **Proposal:** A proposal is a change that someone suggests and that has not been approved yet.
- **Trade-off:** A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

The story: The box and the supply list

Dec opens the box in the theater shop on Tuesday and laughs, a little. Over one week, the crew placed three separate orders for small LED connectors and switches. All three arrived together in one full box, and about half of it is plastic air pillows and foam wrapped around parts the size of a fingernail.

Anika tracks the parts and the budget, so she has the other half of the picture. The supply list from last Friday's screening at the Common Room shows about 120 single-use cups, plastic-lined paper and labeled "recyclable." It also lists 80 paper plates, 150 printed flyers and 40 paper straws handed out on request. The folding chairs were borrowed from the bookshop.

Dec, who is thinking about an electrical apprenticeship and likes following a problem to where it starts, wants to fix the ordering before anyone redoes the recycling sign. Anika is on board, with a condition. If anyone says a change saves money, she wants the numbers. Right now, she says, they have one box and a guess.

Your role in this case is to count the cups before and after the change.

Stop and think. Why does Dec start with the order form instead of the recycling bins?

Pacing

Reading: about 5 min (572 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: The box and the supply list”:** Why does Dec start with the order form instead of the recycling bins?
2. **After “Upstream and downstream”:** What does the baseline of 120 cups let the crew claim later, and what does it not?
3. **After “What the EPA and the straw debate show”:** How could a change that reduces waste create an access problem, and how would you find out?

Upstream and downstream

Source reduction is preventing waste before it is created, for example by buying less packaging. **Reuse** is using an item again instead of throwing it away after one use. Dec's ordering fix is source reduction. Borrowing the bookshop's washable cups is reuse.

The cups show why checking matters. They are labeled "recyclable," but the city's recycling list accepts metal cans, glass, rigid plastic bottles and containers and flattened cardboard. It does not accept plastic-lined paper cups, plastic bags and film, foam or items labeled compostable. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. Case 9 taught you to go to the official source for your own area, and this is the recycling version of that skill. Anika adds a warning. Compostable cups are not on the list either, so switching to them would not solve anything by itself.

The new skill is counting a starting point before you claim a change works. The baseline is about 120 cups. The test is one screening with washable cups. The count covers cups used and cups left, plus the new costs of water and washing time. Case 4 gives you the words for the result. It is a **proposal**, a change that someone suggests and that has not been approved yet. It is also a **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Anika also rejects a total ban on disposables. Some people need a disposable cup or a straw, so the plan keeps some on request.

? **Stop and think.** What does the baseline of 120 cups let the crew claim later, and what does it not?

What the EPA and the straw debate show

The Environmental Protection Agency ranks ways to handle waste. Source reduction and reuse come first. Recycling and composting come next, then energy recovery, then treatment and disposal. The EPA also notes that no single approach fits every item (EPA, updated December 19, 2025). An NPR investigation found that less than 10 percent of plastic has ever been recycled, which is one reason reduction comes first (NPR, September 11, 2020).

In 2018, Starbucks announced it would phase out plastic straws by 2020 using a sippable lid (NPR, July 9, 2018). Two days later, NPR reported that some people with disabilities need flexible plastic straws, and advocates said few people seemed to know about the exemption in Seattle's straw ban (NPR, July 11, 2018).

? **Stop and think.** How could a change that reduces waste create an access problem, and how would you find out?

This page continues page 250. The notes for both pages are on the sheet for page 250.

Sources

Real source | U.S. Environmental Protection Agency (EPA) | December 19, 2025

Sustainable Materials Management: Non-Hazardous Materials and Waste Management Hierarchy

Real source | NPR | September 11, 2020

How Big Oil Mised The Public Into Believing Plastic Would Be Recycled

Real source | NPR | July 9, 2018

Starbucks To Eliminate Plastic Straws In Its Stores By 2020

Real source | NPR | July 11, 2018

Why People With Disabilities Want Bans On Plastic Straws To Be More Flexible

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 250. The notes for both pages are on the sheet for page 250.

Look at the evidence

On your own Read each document. For each one, fill in both boxes. About 10 minutes.

Evidence A | Supply list

Screening supply list, last Friday

Single-use cups (plastic-lined paper, labeled “recyclable”): about 120. Paper plates: 80. Printed flyers: 150. Paper straws, on request: 40. Folding chairs: borrowed from the bookshop.

Look closely: Which item did the crew use the most? Could it be reused?

What it shows

➤ What the screening used, including about 120 cups labeled “recyclable.”

What it leaves out

➤ Where each item went after the event, and which items could be reused.

Evidence C | Sanitation guide

City recycling list

Accepted in recycling: metal cans, glass bottles and jars, rigid plastic bottles and containers, flattened cardboard. Not accepted: plastic-lined paper cups, plastic bags and film, foam, items labeled compostable.

Look closely: Find the plastic-lined paper cups. Which list are they on?

What it shows

➤ The city does not recycle plastic-lined paper cups, foam or items labeled compostable.

What it leaves out

➤ Where the items the city does not accept end up.

What is still missing from the evidence?

➤ We don’t know how many cups reuse would replace or what washing costs in water and time. We also don’t know if the bookshop can lend cups every time.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 Say this

“Put the supply list next to the city list. Which item appears on both?” — Wait for the plastic-lined paper cups.

👁 Watch for

Misconception: Students say the cup label is a lie. **Listen for:** “The label is fake.” **Then:** Ask what the city list tells us: this city does not accept them. Other places are not in the evidence.

📄 Support

- Give each document on its own half-page.
- Read the city list aloud, pausing after “Not accepted.”
- **Cognates:** reduction (reducción), recycle (reciclar), plastic (plástico), material (material), accessible (accesible), alternative (alternativa), container (contenedor), quantity (cantidad).

🔗 Stretch

- Ask which document shows waste made before the event and which shows what happens after it.

🔥 Heat check

■□□ Low.

Key idea: source reduction

On your own Read the key idea and the Professional standards card. Then answer the question in the box. About 10 minutes.

Source reduction is preventing waste before it is created, for example by buying less packaging. The Environmental Protection Agency (EPA) ranks ways to handle waste. Source reduction and reuse come first. Recycling and composting come next, then energy recovery, then treatment and disposal. The EPA also notes that no single approach fits every item or situation.

Reuse is using an item again instead of throwing it away after one use. Borrowing washable cups from the bookshop is one example. Reuse has costs too. Washing takes water and someone's time, so a fair comparison counts those costs along with the cups.

A “recyclable” label does not tell you where an item will go. **Local acceptance** is the list of materials that your own city's recycling or compost program actually takes. The crew's cups say “recyclable,” but their city's list does not take plastic-lined paper cups. The list does not take items labeled compostable either. So the crew has to check the list before choosing any new cup.

Professional standards

Real source | Law or regulation | Federal Trade Commission (FTC)

FTC Green Guides (16 CFR Part 260): § 260.12 Recyclable claims

“A product or package should not be marketed as recyclable unless it can be collected, separated, or otherwise recovered from the waste stream through an established recycling program”

In plain words: FTC guidance says a company should call a product recyclable only when recycling programs can collect and process it.

Question: The crew's city rejects plastic-lined paper cups. What else must you know before saying the “recyclable” label breaks the guide?

Your answer

Before saying the label breaks the guide, I would need to know ____, because ____.

➞ Before saying the label breaks the guide, I would need to know whether other programs collect these cups, because the guide asks about established programs.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip In the news.

💬 Say this

“The EPA ranks source reduction and reuse first. Where on that list is Dec trying to act?” — Wait for “source reduction.”

“This card is FTC guidance, not an ethics code. Who does it apply to?” — Marketers who call a product recyclable.

👁 Watch for

Misconception: Students treat the EPA ranking as a rule for every item. **Listen for:** “Reuse is always better.” **Then:** Reread the key idea: no single approach fits every item. Washing has costs too.

📎 Support

- Draw the ranking as a staircase, with source reduction and reuse on the top step.

🔗 Stretch

- Use the AIGA card: what could the next parts order change before anything reaches the shop?

🔥 Heat check

■ ■ □ **Medium.** The straw story raises disability access, and students may describe their own needs or others'.

Cool-down: Keep the talk to the NPR report. No one needs to say what they or anyone they know needs.

Starbucks To Eliminate Plastic Straws In Its Stores By 2020



How Big Oil Misled The Public Into Believing Plastic Would Be Recycled

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 254. The notes for both pages are on the sheet for page 254.

Sort the evidence

On your own Follow each choice to its consequences in the diagram. Then name one view that is missing. About 8 minutes.

Follow each choice to its consequences, including new costs. Which consequence would you measure first, and what would count as success?

Keep buying “recyclable” single-use cups

About 120 cups go to the trash because the city does not accept them

Who is affected

→ The city collection service and the neighborhoods near where waste ends up

Borrow washable cups and run a wash station

Fewer cups in the trash, if people use the washable ones

Who is affected

Check: Count cups and bags after the next event and compare with last time

New costs: water, washing time and volunteers

Who is affected

Check: Count cups and bags after the next event and compare with last time

Combine parts orders into one shipment

Less packaging arrives before anything reaches a bin

Who is affected

Notes

Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Do the cup chain together on the board.

Say this

“Follow the washable-cup choice. What new costs appear?” — Model the first chain together.

Watch for

Misconception: Students list only benefits for the washable cups. **Listen for:** “Washable cups are just better.” **Then:** Point to the new-costs box: water, washing time and volunteers.

Support

- Let students draw arrows before writing labels.

Heat check

■□□ Low.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

☛ The bookshop's view is missing. I would ask whether it can lend washable cups every time, and who would wash them.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

This page continues page 256. The notes for both pages are on the sheet for page 256.

Practice: choose a response

On your own Choose the plan the crew should try and explain why. Then fix the two marked lines.
About 5 minutes.

The last screening used about 120 single-use cups, and the city's recycling list does not take that type. Which plan should the crew try for the next screening?

☒ **A** Compare a washable-cup option, washing time, cost, access and the city list, then test one change.

☐ **B** Buy a different cup labeled "recyclable" and put up a clearer recycling sign.

☐ **C** Stop offering disposable cups and straws, and ask everyone to bring their own.

Why I chose it

➤ **A. It names the trade-offs: washing time, cost, access and the city list. B repeats the label mistake, and C could leave out guests who need a cup or a straw.**

Improve a draft

A student's first draft

We should make the screening zero waste. Everyone should bring their own cup and we'll **1** ban all plastic. We can also put up posters that say "save the planet" so people remember to recycle. Recycling is the best thing you can do for the environment. This will be easy and **2** it will save money too. Last screening there were cups everywhere and the bins were overflowing by the end of the night. People will love it once they get used to it. Let's start next week!

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ **We will offer washable cups and keep disposable cups and straws on request.**

Rewrite phrase 2

➤ **We won't say it saves money until we count cups and washing costs.**

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

"You are planning the next screening. Which plan would you try first?" — Vote before any discussion.

👁 Watch for

Misconception: Students choose C because a ban cuts the most waste. **Listen for:** "Just ban them all." **Then:** Ask who at the screening might need a disposable cup or a straw. Point to the straw story.

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

■ ■ □ **Medium.** Talk about bans can turn to who "really" needs a straw.

Cool-down: Say: "Nobody has to prove a need." Keep the focus on how the plan offers items on request.

➤ Answer key

A revised version: For the next screening, we propose one change: cups. Last time we used about 120 single-use cups, and our city's recycling list doesn't accept that type. We'll borrow 60 washable cups from the bookshop, keep 40 compostable cups for anyone who needs one, and ask Rafa and Jordy to run a quick wash station. Flexible straws and single-use cups stay available on request. We'll count cups used and leftover supplies after the event and compare with last time before deciding whether to keep the change. We're not claiming it saves money yet.

Pre-IB

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 15 minutes.

Write a short investigation report on one item from the last screening, the cups, using the EPA hierarchy, a stated measurement boundary and the city's accepted-materials list. Then write a reflection on the question: how do we know whether a green choice actually helps?

Use: The screening supply list, the city accepted-materials list, the EPA hierarchy page and the crew's count after the next event.

You'll make: Investigation report (450—550 words) with a data table, plus a 250-word reflection

Time: 90 minutes

- 1 Write your question about the cups and your boundary: what you count and what you leave out.
- 2 Fill in the data table with the counts from Evidence A.
- 3 Check the cups against the city list in Evidence C.
- 4 Draft your report's method, data and limits on the Your draft page.
- 5 Finish your 450- to 550-word report on lined paper.
- 6 Write a 250-word reflection: how do we know whether a green choice helps?

Prefer typing? Scan to open the online workspace.

Question

➤ Would borrowing washable cups reduce the number of cups the crew throws away?

Boundary: counted and not counted

➤ Counted: cups used and left over, washing water and time. Not counted: transport, energy to make cups.

Case 13 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 15 min.

✂ Short on time: 15 min.

💬 Say this

"A boundary is a promise about what you counted. What will yours leave out?" — Every student names at least one cost outside the boundary.

👁 Watch for

Misconception: Students treat the EPA ranking as proof that reuse always wins. **Listen for:** "Reuse is always best, so washable cups win." **Then:** Reread the EPA caution: no single approach fits every item. Ask what washing costs.

📄 Support

- Boundary checklist: what the comparison counts and leaves out
- Report template: question, method, data, limits, recommendation
- Reflection stems on evidence and claims
- Units reminder: cups as a count, water in gallons or liters, time in minutes.

🔗 Stretch

- Name one cost your boundary leaves out, such as water for washing, and explain how including it might change the conclusion.

🔥 Heat check

■□□ Low.

Your task, continued

Data: last screening

☞ Single-use cups: about 120. Accepted by the city list: no.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 259.

Standards

Common Core: RI.9-10.1; W.9-10.1; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D4.6.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- States a clear, answerable question and boundary
- Uses data accurately and labels units
- Applies the hierarchy as a general framework, not a rule
- Reflection separates what was measured from what was assumed

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 35 minutes.

Method, data and limits, about 100 words

➤ **Method:** we used the crew's supply list from last Friday's screening as a baseline and checked the cups against the city's recycling list. **Data:** the crew used about 120 single-use cups, made of plastic-lined paper and labeled "recyclable." The city's list does not accept plastic-lined paper cups, so none of them can go in city recycling. **Limits:** our boundary counts cups used and left over, and the water and time for washing. It leaves out transport and the energy used to make each cup, so our result cannot show the full environmental cost.

Reflection, first paragraph

➤ We can say a green choice helps only when we know what we counted. The "recyclable" label seemed like evidence until we checked the city list. A count after the next event will show whether fewer cups reach the trash. It will not show what we left outside our boundary.

⌚ Pacing

Full chapter: 35 min.

✂ Short on time: 35 min.

💬 Say this

"Your reflection asks how we know. Point to one item you measured and one you assumed." — Ask for both in the first paragraph.

👁 Watch for

Misconception: Reflections claim the change worked before any count. **Listen for:** "Washable cups helped the environment." **Then:** Ask which number shows that. If none exists yet, say what the count will show.

📄 Support

- The overprinted sample holds the method, data and limits. Students finish the report and reflection on lined paper.

➤ Answer key

What to notice in the sample:

- Names the data the comparison starts from.
- States the limit of the boundary.
- Separates what was assumed from what was checked.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

- Is your question clear and answerable, with a stated boundary? ☒ Yes ☐ No
- Are your data accurate, with units? ☒ Yes ☐ No
- Do you apply the hierarchy as a general framework, not a rule? ☒ Yes ☐ No
- Does your reflection separate what was measured from what was assumed? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No data.	☐ General claims about recycling.	☐ Uses quantities and local rules.	☐ Uses quantities, local rules and a before/after plan.
Reasoning	☐ Treats one fix as solving everything.	☐ Ignores trade-offs.	☐ Applies the hierarchy and names a trade-off.	☐ Weighs trade-offs including access and cost with a measurement boundary.
Audience & purpose	☐ Commands people.	☐ Relies on slogans.	☐ Specific change organizers can do.	☐ Specific, inclusive change with roles assigned.
Revision	☐ No change.	☐ Wording only.	☐ Narrows to a measurable change.	☐ Explains how narrowing makes success testable.

Pacing

Full chapter: 8 min.

 Short on time: 8 min.

Say this

“Find the sentence that says what you will count. Is there a number in it?” — If not, that is the revision.

Watch for

Misconception: Proposals still promise savings. **Listen for:** “It will definitely save money.” **Then:** Ask what the crew has counted so far. Replace the promise with the count.

Heat check

 **Low.**

Answer key

How to assess: The educator applies the school’s own pre-IB rubric for method, data handling and reflection; no IB criteria, marks or grades are assigned.

Proficient looks like:

- **Evidence:** Uses quantities and local rules.
- **Reasoning:** Applies the hierarchy and names a trade-off.
- **Audience & purpose:** Specific change organizers can do.
- **Revision:** Narrows to a measurable change.

This page continues page 262. The notes for both pages are on the sheet for page 262.

Questions to discuss

On your own Write a short answer to each question. Then complete each sentence frame below the questions. About 8 minutes.

- 1 Could a change that reduces waste create an access problem for someone, and how would you find out?

➤ Yes. Banning disposable cups or straws could leave out people who need them, as the NPR straw story shows. The crew could ask guests and keep some on request.

- 2 How does “add more bins” define the problem differently from “order less packaging”?

➤ The phrase “add more bins” treats waste as a sorting problem at the end. The phrase “order less packaging” treats it as a buying problem, which the EPA ranks higher.

- 3 What would the crew need to count before saying a change saves money?

➤ Cups used and left over, compared with about 120 last time, plus the cost of water and volunteer time for washing.

My take

My claim: ____.

➤ The crew should test washable cups at one screening and count the result.

The best evidence is ____, because ____.

➤ The city list, because it shows the “recyclable” cups are not accepted.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page. Skip this page. The reflection covers the same ground.

💬 Say this

“Use a number or a document in every answer.” — Hear one answer per question, then ask for a different view.

➤ Stretch

- Design the count sheet for the next screening: items, numbers before and after, and new costs.
- Going further: Compare two plans for the theater shop: order all the parts at once, or keep ordering when a part breaks. What problem does each plan solve? What new problem could each one create?
- Going further: List who would have to change a routine if the crew switched to washable cups. Write a two-sentence note to them. Say what the crew will count to show whether the change worked.
- Going further: Write two event plans for the next screening and a small test for each. After the tests, explain which plan you would improve and which you would drop.
- Going further: Pick one item that appears at many school events, such as cups, flyers or plates. Count how many were used last time, and check your city’s recycling list. Do not sort through trash with your hands.
- Find your city’s recycling rules and compare with a neighboring city
- Research where your area’s trash goes after pickup

My take, continued

Someone who disagrees might say ____.

- Washing cups uses water and time, so it might not help.

I would change my mind if ____.

☐ The count showed washing cost more than it saved, or guests could not use the cups.

Notes

[illegible]

This page continues page 264.

Heat check

Question 1: Medium. Students may describe their own disabilities or those of people they know.

Cool-down: Keep the talk to the case and the straw story. No one needs to say what they or anyone they know needs.

Talk about this case at home

Case 13: Can the crew cut waste before it reaches the bin?

In this case, a group of friends learns that the cups from their movie night can't be recycled in their city. Your student planned one change to cut waste before the next event and a way to count whether it worked.

Questions to talk about

- 1 How could someone find out what their city or town recycles?
- 2 What is one item people often throw away after a party or event?
- 3 Why might a rule to cut waste need an exception for some people?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 13 | Talk about this case at home | Pre-IB educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Bring this page home or read it with someone you trust.” — Nobody needs to share personal needs or health information.

Case 14: Does giving credit let the crew use the song?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Caio’s film recap uses a sampled track and a six-second TikTok clip. Mateo wants to post it tonight with a credit in the caption. They separate attribution, permission and fair use, then apply the U.S. Copyright Office’s four fair-use factors to the crew’s planned use. They then complete a rights log and propose a licensed or original alternative.

Before this case

Students should already be able to:

- compare two texts on the same question
- use a key term accurately in their own writing
- reflect in writing on their own view

Objectives

Students will be able to:

- compare what two works borrow, what they add and what each is for
- use attribution, license and transformative purpose accurately without giving legal advice
- distinguish creative influence from legal ownership

Objectives, continued

- state a reasoned position in a short reflection

Materials

- This chapter, one copy per student
- One licensed remix or cover you select, with its credit and license information
- The Copyright Office fair-use page and its summary of Warhol v. Goldsmith
- The comparison grid on the task page

The task in this edition

Task: Write a commentary on the question “When does borrowing become a new text?”, comparing the crew’s planned use of the sampled track with one teacher-selected example of a licensed remix or cover. Then add a short reflection on how legal ownership and creative influence differ.

Students make: Commentary (450—550 words) plus a 200-word reflection

Pacing

Opener (page 267): 5 min. Short on time: 4 min. Read What happened aloud.

Key terms (pages 268 and 269): 6 min. Short on time: 4 min. Read the key terms aloud; skip the first-guess box.

Look at the evidence (page 273): 8 min. Short on time: 8 min.

Pacing, continued

Look at the evidence (page 274): 4 min. Short on time: 4 min.

Key idea (pages 275 and 276): 10 min. Short on time: 8 min. Skip the In the news section.

Sort the evidence (page 277): 8 min. Short on time: skip.

Practice (pages 278 and 279): 6 min. Short on time: skip.

Your task (pages 280 and 281): 18 min. Short on time: 18 min.

Your draft (page 282): 30 min. Short on time: 30 min.

Check your work (pages 283 and 284): 8 min. Short on time: 8 min.

Questions to discuss (pages 285 and 286): 8 min. Short on time: 6 min. Discuss question 1 only.

Talk about this case at home (page 287): at home.

Periods: full chapter 111 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

Case 14 plan, continued

Standards, continued

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.3.9-12 Analyze how constitutions, laws, treaties and international agreements affect national and international order. In this case: Students analyze the impact of copyright law on creative communities.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how creators use and challenge copyright rules.

D2.Civ.10.9-12 Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal interest in a project shapes how people read the rules.

Codes of ethics

- AIGA Standards of Professional Practice:** The designer’s responsibility to other designers

Codes of ethics, continued

- RTDNA Code of Ethics:** Independence and transparency
- PRSA Code of Ethics:** Competition

Heat map

- ☒☐☐ **Opener (page 267):** Low
- ☒☐☐ **Key terms (pages 268 and 269):** Low
- ☒☐☐ **Look at the evidence (page 273):** Low
- ☒☐☐ **Look at the evidence (page 274):** Low
- ☒☐☐ **Key idea (pages 275 and 276):** Low
- ☒☐☐ **Sort the evidence (page 277):** Low
- ☒☐☐ **Practice (pages 278 and 279):** Low
- ☒☐☐ **Check your work (pages 283 and 284):** Low

Try it at your school

Start a rights log for your next project.

- List every outside clip, image, sound and quote before you edit
- Record the source and the license or permission for each
- Use your school’s licensed media or openly licensed libraries when you can
- Ask your media teacher or librarian about uses you’re unsure of

Who to ask: School librarian or media specialist, a media or film teacher, a college library’s copyright help page

Try it at your school, continued

Safety: Don’t share other people’s creative work as your own. If you get a takedown notice, talk with a trusted adult before responding.

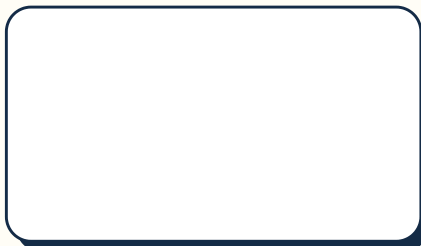
Sources

- NPR, “TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift,” February 1, 2024
- U.S. Copyright Office, “Fair Use Index,” No date listed

Case 14: Does giving credit let the crew use the song?

Mateo wants to post the crew's film tonight and credit the song's artist, but Caio wants to check the license first.

On your own Read What happened and underline the two pieces of the film that the crew did not make. About 5 minutes.



Caio, Mateo and Rafa laugh as they look at photos on a small digital camera.

Your role: You're the one who fills in the rights log before the film goes up. **New skill:** Check permission, not just credit.

What happened

It is Friday night, and Caio, 24, is editing the crew's festival film. The film is a short recap made from crew footage and interviews. At 9:40 p.m., he saves a rough cut. For 20 seconds, a released song plays under the setup montage. Caio pitched the song up slightly, and the song sets the mood for the whole scene.

The cut borrows one more piece. From 1:40 to 1:46, it shows a six-second clip downloaded from a TikTok post. That post used Stitch, TikTok's remix tool. The crew did not make the song or the clip.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" He wants the film online tonight. Caio asks what the credit gets them, and Mateo does not have an answer. Caio wants to check the license before they post.

Your question: Does a credit give the crew permission to use the song, and what should they do before they post?

Pacing

Full chapter: 5 min.

 Short on time: 4 min. Read What happened aloud.

Say this

"Mateo wants to post tonight with a credit in the caption. Is that enough?" — Hold a quick thumbs-up or thumbs-down vote. Do not settle it yet.

Watch for

Misconception: Students treat credit as permission. **Listen for:** "They gave credit, so it's fine." **Then:** Ask what question a credit answers. Write "Who made it?" and "Who said yes?" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

 **Low.**

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Attribution Attribution is naming the person who made a work, such as a song, a photo or a video.

En español: atribución

In this case: Mateo's plan, "We'll credit them in the caption," would name the artist. It answers who made the song, not whether the crew may use it.

License A license is permission from a rights holder to use a work under specific terms.

En español: licencia

In this case: The rights log says "permission unknown" for both borrowed pieces. A license from each owner would fill in that column.

Fair use Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.

En español: uso justo

In this case: The crew would weigh the four factors for 20 seconds of a released song used as background mood. No number of seconds settles it.

Who is involved

Caio

Editing the crew's festival film

"Twenty seconds of that song carries the whole montage. That's exactly why I can't just borrow it and hope."



Mateo

Wanted the film online tonight

"I really texted 'we'll credit them, post tonight?' Then Caio asked what the credit gets us. I didn't have an answer."

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read the key terms aloud; skip the first-guess box.

💬 Say this

"Write your first guess now. You will check it against the evidence later." — First guesses stay private unless a student wants to share.

👁 Watch for

Misconception: Students hear "fair use" as any use that seems fair. **Listen for:** "It's fair because they aren't making money." **Then:** Point to "judged case by case on four factors." Everyday fairness does not decide it.

📋 Support

- Draw three boxes: credit, permission, fair use. Students add one detail from the case to each box.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

🌡 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Reading passage

What a caption credit can and cannot do

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Attribution:** Attribution is naming the person who made a work, such as a song, a photo or a video.
- **License:** A license is permission from a rights holder to use a work under specific terms.
- **Fair use:** Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.
- **Disclosure:** A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

The story: Rough cut, 9:40 p.m.

Caio edits freelance projects and runs film nights at the bookshop, so he knows what a song can do to a scene. On Friday night, he is cutting the crew's festival film, a short recap built from crew footage and interviews. His rough cut, saved at 9:40 p.m., has a problem he likes too much. From 0:18 to 0:38, a released song plays under the setup montage, pitched up slightly, and it carries the whole sequence. From 1:40 to 1:46, the cut also uses a six-second clip downloaded from a TikTok post made with Stitch, TikTok's remix tool.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" Mateo wants the film online tonight. Caio replies with a question: credit gets them what, exactly? Mateo admits he does not have an answer.

Caio's reasoning is simple. Twenty seconds of the song carries the montage, and that is exactly why he cannot just borrow it and hope. He wants to check the license before anyone posts. Your role is to fill in the rights log before the film goes up.

Stop and think. Why does Caio say the song carrying the montage is a reason not to borrow it?

Credit, permission and the rights log

Attribution is naming the person who made a work, such as a song, a photo or a video. It answers "Who made this?" A **license** is permission from a rights holder to use a work under specific terms.

Pacing

Reading: about 5 min (614 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: Rough cut, 9:40 p.m.":** Why does Caio say the song carrying the montage is a reason not to borrow it?
2. **After "Credit, permission and the rights log":** Mateo marks the TikTok clip "unknown." What would the crew need to find out to fill in that row?
3. **After "When platforms and courts decide":** Caio pitched the song up. Does changing a song make it a new work? Why or why not?

Credit, permission and the rights log, continued

It answers “Did the owner say yes to this use?” Mateo’s caption answers the first question and says nothing about the second.

Case 8 taught you that a **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Attribution is honest in the same way. It tells viewers where something came from. But honesty about the source is not permission to use it. Changing the pitch does not change ownership either. As Caio puts it, the song is still theirs, just a little higher.

Case 1 taught you to trace a clip to its original source. The rights log does that for every borrowed piece. It has columns for the element, who made it, where it came from, the permission or license and the date. Row 1 is the setup-montage music from a streaming download, permission unknown. Row 2 is the six-second clip from a TikTok creator, permission unknown. Mateo assumed Stitch covered the clip. Stitch permission works inside TikTok, and the festival film is not on TikTok, so the row stays “unknown” until the crew finds out.

Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. The factors are the purpose of the use, the nature of the original work, the amount used and the effect on the original’s market (U.S. Copyright Office, updated July 2026). Case 12 taught you to compare facts against a legal standard, and fair use works the same way. No number of seconds is automatically safe. A short clip can count against fair use if it is the most recognizable part of a song.

Caio’s plan avoids the question entirely if the license falls through. The crew can use a library track with clear terms, or Dec can record a drum loop the crew owns. The film goes up Sunday.

? **Stop and think.** Mateo marks the TikTok clip “unknown.” What would the crew need to find out to fill in that row?

When platforms and courts decide

When Universal Music Group’s licensing deal with TikTok expired in February 2024, videos using its artists’ songs, from Taylor Swift to Olivia Rodrigo, went silent (NPR, February 1, 2024). Credit was never the issue.

The Supreme Court tested fair use in 2023. It ruled against the Andy Warhol Foundation, finding that Warhol’s new version of a photograph was not fair use when it served the same purpose as the original (NPR, May 18, 2023).

? **Stop and think.** Caio pitched the song up. Does changing a song make it a new work? Why or why not?

This page continues page 270. The notes for both pages are on the sheet for page 270.

Sources

Real source | NPR | February 1, 2024

TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift

Real source | NPR | May 18, 2023

Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Real source | U.S. Copyright Office | July 2026

Fair Use Index

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 270. The notes for both pages are on the sheet for page 270.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 8 minutes.

Evidence A | Edit timeline

Caio's rough cut, Friday, 9:40 p.m.

0:00—0:18 crew footage, no music. 0:18—0:38 sampled track, pitched up slightly, under the setup montage. 0:38—1:52 crew footage and interviews. 1:40—1:46 a 6-second clip downloaded from a stitched TikTok post.

Look closely: Which two parts of the cut did the crew not make?

What it shows

➤ The cut borrows 20 seconds of a released song and a six-second TikTok clip.

What it leaves out

➤ Who owns each piece, and whether any license covers this use.

Evidence B | Group-chat message

Mateo's message, Friday, 10:02 p.m.

We'll credit them in the caption. Post tonight?

Look closely: Which question does the caption answer? Which question does it skip?

What it shows

➤ Mateo plans to name the artist in the caption and post tonight.

What it leaves out

➤ Whether anyone who owns the song agreed to this use.

Case 14 | Look at the evidence | Pre-IB educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

“Put your finger on each row of the rights log. Which column says “unknown”?” — Wait for “permission or license” in both rows.

👁 Watch for

Misconception: Students think the pitch change makes the song the crew's own. **Listen for:** “They changed it, so it's theirs now.” **Then:** Ask what the change added. The song is still recognizable, and nobody gave permission.

📖 Support

- Reduce the work to one element, the song, for students who need it.
- Read the timeline aloud and list each borrowed piece on the board.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

🔗 Stretch

- Ask why Stitch permission inside TikTok may not cover the same clip in a festival film.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Rights log

Rights log, started Saturday morning

Columns: element, who made it, where it came from, permission or license and date. Row 1: setup-montage music, the recording artist, a streaming download, permission unknown. Row 2: 6-second clip, a TikTok creator, downloaded from TikTok, permission unknown.

Look closely: Which column says “unknown” in both rows?

What it shows

Both borrowed pieces, who made them and where each one came from.

What it leaves out

A license or permission for either piece.

What is still missing from the evidence?

Whether the track has any license that covers this use, which part of the song the 20 seconds come from, where the film will be shown, and what the TikTok creator agreed to when the clip was posted.

Notes

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 4 min.

💬 Say this

“Put your finger on each row of the rights log. Which column says “unknown”?” — Wait for “permission or license” in both rows.

👁 Watch for

Misconception: Students think the pitch change makes the song the crew’s own. **Listen for:** “They changed it, so it’s theirs now.” **Then:** Ask what the change added. The song is still recognizable, and nobody gave permission.

📖 Support

- Reduce the work to one element, the song, for students who need it.
- Read the timeline aloud and list each borrowed piece on the board.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

🔗 Stretch

- Ask why Stitch permission inside TikTok may not cover the same clip in a festival film.

🔥 Heat check

■□□ Low.

Key idea: fair use

On your own Read the key idea and the code of ethics, then answer the question in the box. About 10 minutes.

Credit and permission answer different questions. **Attribution** is naming the person who made a work, such as a song, a photo or a video. It answers the question “Who made this?” A **license** is permission from a rights holder to use a work under specific terms. It answers another question: “Did the owner say yes to this use?” Mateo’s caption would give attribution. It would not give the crew a license.

Without a license, the crew could ask whether the use is fair use. **Fair use** is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. The U.S. Copyright Office names the four factors. They are the purpose of the use, the nature of the original work, the amount used and the effect on the original’s market. No number of seconds is automatically safe. Even a short part can count against fair use if it is the most recognizable part of the song.

Platform tools come with their own limits. Stitch lets people remix another person’s video inside TikTok. That permission does not automatically cover a downloaded clip in a film shown somewhere else. Using music the crew records, or a track with a clear license, can avoid the fair-use question. Caio’s two backup plans follow this idea: a library track with clear terms, or a drum loop that Dec records.

Professional standards

Real source | AIGA, the professional association for design

AIGA Standards of Professional Practice: The designer’s responsibility to other designers

“A professional designer shall not accept instructions from a client that involve infringement of another person’s property rights without permission”

In plain words: Designers who belong to AIGA agree not to use other people’s creative work without permission, even when a client asks.

Question: The rights log says “permission unknown” for the track and the TikTok clip. What does Caio need for each row?

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip the In the news section.

💬 Say this

“Credit answers one question and a license answers another. Which question does each answer?” — Accept “who made it” and “did the owner say yes.”

“The AIGA code says not to use someone’s work without permission. What would Caio need?” — Wait for “a license for each row.”

👁 Watch for

Misconception: Students treat the AIGA code as a law.

Listen for: “The crew could get arrested for breaking it.”

Then: Say: “A code of ethics is a standard a profession sets for its members. AIGA’s code binds its members, not the crew.”

📖 Support

- Read the code quotation aloud. Point out the label: it is a real source, quoted word for word.

🔗 Stretch

- Compare the RTDNA line, which calls using work without attribution or permission plagiarism. Why does it name both?

🔥 Heat check

■□□ Low.

Professional standards, continued**Your answer**

To fill in each row, Caio needs ____.

➤ To fill in each row, Caio needs a license or permission, with its date, from the song's owner and from the TikTok creator.

In the news

Real source | CrashCourse (YouTube) | May 7, 2015

Copyright, Exceptions, and Fair Use: Crash Course Intellectual Property #3

Explains why giving credit is not the same as permission, and how fair use is weighed.



Real source | NPR | May 18, 2023

Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Even a famous artist's new version wasn't fair use when it served the same purpose as the original.

Notes

This page continues page 275. The notes for both pages are on the sheet for page 275.

Sort the evidence

On your own Match each piece of evidence to the claim it supports, challenges or narrows. About 8 minutes.

Test the crew's two assumptions against the sources. Which evidence knocks each one down, and what single check could still make the plan work?

Evidence	Claim 1 Crediting the artist makes the use okay.	Claim 2 Twenty seconds is short enough to be fair use.
1 Credit names the creator but grants no permission	🔗 Challenges	🔗 Neither
2 Copyright Office: no formula makes a set amount safe; the heart of a work matters	🔗 Neither	🔗 Challenges
3 The sample is background mood, not commentary on the song	🔗 Neither	🔗 Challenges
4 Stitch permission applies inside TikTok, not to a downloaded clip in another film	🔗 Narrows	🔗 Neither

Still open

- Does any license cover this use? Check before posting.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

🔗 The song's owner is missing. I would ask whether a license exists for a festival film and what it allows.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

"Which piece of evidence challenges the idea that credit is enough?" — Model the first row together.

👁 Watch for

Misconception: Students mark Stitch permission as proof the clip is fine to use. **Listen for:** "TikTok lets you stitch, so it's allowed." **Then:** Stitch works inside TikTok. It narrows the claim; it does not settle the festival use.

📄 Support

- Let students write S, C or N in each box before they write sentences.

🔥 Heat check

■□□ Low.

Practice: choose a response

On your own Choose the plan you would pick and explain why, then fix the two marked lines. About 6 minutes.

Caio's cut uses about 20 seconds of a released song as background mood for the crew's festival film. Mateo texts, "We'll credit them in the caption. Post tonight?" Which plan should the crew choose?

- ☐ A Credit the artist in the caption and post tonight.
- ☒ B Pause the upload. Check the track's license, and swap in licensed or original music if the license does not cover this use.
- ☐ C Cut the song to ten seconds, since short clips are fair use.

Why I chose it

→ B. It treats permission as its own question and gives a backup plan. A mixes up credit and permission. C relies on a seconds rule that does not exist.

Improve a draft

A student's first draft

We're good to post! ① We only used like 20 seconds of the song and we're putting the artist's name in the caption so they get credit. Plus it's not like we're making money off it, it's just for our page. ② Everyone uses songs like this on TikTok anyway so it's fine. We even changed the pitch a little so it's basically our own version now, and the whole cut is under two minutes. If they don't like it they can just ask us to take it down.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

"It is 10:02 p.m. and Mateo wants to post. Which plan do you choose?" — Hold a vote before any discussion.

👁 Watch for

Misconception: Students choose the ten-second plan. **Listen for:** "Ten seconds is always fair use." **Then:** Ask where the Copyright Office names a safe number of seconds. It names none.

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

■□□ Low.

Improve a draft, continued

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

✎ We used about 20 seconds for mood. No number of seconds is automatically fair use.

Rewrite phrase 2

✎ In-app sounds have their own licenses. Our downloaded track needs its own check.

Notes

This page continues page 278.

✎ Answer key

A revised version: Plan: we're pausing the upload tonight. We used about 20 seconds of the song as background mood, which isn't commentary on the song, and crediting the artist doesn't give us permission. We'll try two options. First, Caio will check whether the track has a license that covers this use. If not, we'll swap in a track from a library with a clear license, or Dec will record a short drum loop we own. We'll keep a rights log with the source, license and date for every clip and sound, then post by Sunday.

Other notes on the draft:

- “putting the artist’s name in the caption” Good practice, but credit isn’t permission.
- “it’s not like we’re making money off it” Noncommercial use is one consideration, not an automatic yes.
- “they can just ask us to take it down” That puts the risk on the artist. Check first.

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 18 minutes.

Write a commentary on the question “When does borrowing become a new text?”, comparing the crew’s planned use of the sampled track with one teacher-selected example of a licensed remix or cover. Then add a short reflection on how legal ownership and creative influence differ.

Use: The rough-cut description, Mateo’s message, the Copyright Office fair-use page, the Warhol summary and one teacher-selected licensed remix or cover.

You’ll make: Commentary (450—550 words) plus a 200-word reflection

Time: 90 minutes

- 1 Watch or listen to the licensed remix or cover your teacher chose.
- 2 Fill in the comparison grid for the crew’s film and the teacher’s example.
- 3 Write a claim that answers “When does borrowing become a new text?”
- 4 Draft your commentary’s opening and your reflection on the Your draft page.
- 5 Finish a commentary of 450 to 550 words on lined paper or in the online workspace.
- 6 Revise your reflection to about 200 words.

Prefer typing? Scan to open the online workspace.

Crew’s film: what is borrowed

➡ 20 seconds of a released song, pitched up.

Teacher’s example: what is borrowed

➡ The original song, used under a license.

Case 14 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 18 min.

✂ Short on time: 18 min.

💬 Say this

“Both works borrow. What does each one add, and what is each one for?” — Fill in the grid for the crew’s film together first.

👁 Watch for

Misconception: Students treat a different sound as a new text. **Listen for:** “They changed the pitch, so it’s new.”

Then: Ask what job the song does in the film. Same job, same purpose.

📄 Support

- Comparison grid: what is borrowed, what is added, what the new work is for
- Reflection stems: “Influence means...; ownership means...”
- Glossary: attribution, license, transformative purpose
- Reflection stems: “Influence means _____. Ownership means _____.”

🔗 Stretch

- Find a case where the law and your own sense of creativity point in different directions, and explain which you would follow and why.

📋 Standards

Common Core: RI.9-10.1; W.9-10.1; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.3.9-12; D2.Civ.12.9-12; D2.Civ.10.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

Crew's film: what is added and what it is for

➤ A higher pitch. It sets a mood, the same job the song already does.

Teacher's example: what is added and what it is for

- A new arrangement and performance, offered as a new version.

My claim

Borrowing becomes a new text when ____.

☛ Borrowing becomes a new text when it adds a new purpose, not only a new sound.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 280.

07 Answer key

A strong response:

- Compares the two examples precisely
- Uses legal concepts accurately without giving legal advice
- Distinguishes influence from ownership
- Reflection takes a reasoned position

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 30 minutes.

First draft: your commentary's opening

Caio's film and the licensed example both borrow a song, but they borrow it in different ways. The crew's cut uses 20 seconds of a released song, pitched up, to set the mood under a montage. The teacher's example builds a new version of a song and carries a license. Borrowing becomes a new text when it adds a new purpose, not only a new sound. By that test, the licensed example makes a new text, and the crew's cut mostly repeats the song's job.

First draft: your reflection

Influence and ownership are different. Influence means one creator learns from another and makes a new work. Ownership means someone holds rights in a work and can say yes or no to its use. Caio was influenced by the song, and that is normal for any artist. The song's owner still decides whether the crew may use the recording itself. A credit in Mateo's caption honors influence, but it does not transfer ownership. I think creators should follow the law when they publish, even when their sense of creativity says the borrowing is fair. A license or original music lets them do both.

Pacing

Full chapter: 30 min.

 Short on time: 30 min.

Say this

"Your reflection needs a position. Which do you follow when law and creativity disagree?" — Ask each student to say their position aloud in one sentence first.

Watch for

Misconception: Drafts repeat the seconds myth. **Listen for:** "Under 30 seconds is always allowed." **Then:** Point to the Evidence row of the rubric. Ask which part of the song the 20 seconds use.

Answer key

What to notice in the sample:

1. States the claim the whole commentary tests.
2. Applies the claim to the crew's film without giving legal advice.
3. Opens the reflection with the distinction the task asks for.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

Does your commentary compare the two examples precisely?	☒ Yes	☐ No
Do you use legal terms accurately without giving legal advice?	☒ Yes	☐ No
Does your reflection separate influence from ownership?	☒ Yes	☐ No
Does your reflection state a reasoned position?	☒ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on myths.	☐ Cites credit as permission.	☐ Uses the four factors or license terms.	☐ Uses factors, license terms and platform differences.
Reasoning	☐ Assumes any use is fine.	☐ Applies one factor.	☐ Separates credit, permission and fair use.	☐ Weighs factors honestly and chooses a lower-risk path.
Audience & purpose	☐ Ignores the artist.	☐ Considers only the crew.	☐ Considers the artist and the audience.	☐ Balances creative goals with respect for the original creator.
Revision	☐ No change.	☐ Adds a credit.	☐ Replaces myths with a rights plan.	☐ Explains each step and a realistic alternative.

Pacing

Full chapter: 8 min.

 Short on time: 8 min.

Say this

“Mark your level in each row. Then make one change and say why.” — Circulate and ask for one myth removed or one source added.

Watch for

Misconception: Students add a credit line and call it a revision. **Listen for:** “I added the artist’s name.” **Then:** Point to the Revision row. Adding a credit is level 2; a rights plan is level 3.

Heat check

 Low.

Answer key

How to assess: The educator applies the school’s own pre-IB rubric for comparison, accuracy and reflection; no IB criteria, marks or grades are assigned.

Proficient looks like:

- **Evidence:** Uses the four factors or license terms.
- **Reasoning:** Separates credit, permission and fair use.
- **Audience & purpose:** Considers the artist and the audience.
- **Revision:** Replaces myths with a rights plan.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 8 minutes.

- 1 Caio pitched the song up slightly. Does changing a song make it a new work? Why or why not?

➤ No. The song still belongs to its owner, only a little higher. A pitch change adds no new purpose, so the license question stays open.

- 2 Mateo says the TikTok clip goes in the rights log as “unknown.” What would the crew need to find out to fill in that row?

➤ Who the creator is, what Stitch permission covers and whether the creator agrees to this use, with a date.

- 3 Suppose a student used the same song in a video for class. What changes if that video becomes a public post?

➤ More people see it. A public video could replace a license the artist might sell, and that is the fourth factor, the effect on the market.

My take

My claim: ____.

➤ The crew should pause the upload, check the license and swap in licensed or original music if needed.

The best evidence is ____, because ____.

➤ The rights log, because it shows “permission unknown” for both borrowed pieces.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Discuss question 1 only.

💬 Say this

“Answer with a detail from the evidence, not a rule you heard online.” — Post the question numbers and collect one answer per question.

🔗 Stretch

- Compare Caio’s two backup plans: a library track with clear terms or a drum loop Dec records. What does each need in the rights log?
- Going further: Apply the four fair-use factors to the six-second TikTok clip instead of the song. Which factor is hardest to judge, and why?
- Going further: Sketch two short storyboards of the setup montage: one with the sampled song and one with licensed or original music. Compare what each version makes viewers feel and what each one needs before it can be posted.
- Going further: Choose a sound or clip you have seen reused in several online videos. Trace it back to the earliest post you can find. Write a credit line for it, and note whether that post says anything about permission.
- Going further: Before you edit your next video or slideshow, list every outside clip, image, sound and quote. Record the source and the license or permission for each one. Ask your school librarian or media teacher about any use you are unsure of.
- Compare Creative Commons license types and what each allows
- Research how your school’s media policy handles copyrighted material

My take, continued

Someone who disagrees might say ____.

➤ The credit shows respect for the artist, and the song plays for only 20 seconds.

I would change my mind if ____.

☞ The crew found a license that covers a festival screening.

Notes

[illegible]

This page continues page 285.

Heat check

■ Question 1: Low.

Talk about this case at home

Case 14: Does giving credit let the crew use the song?

In this case, a group of friends wants to post a short film that uses 20 seconds of a released song. Your student compared giving credit with getting permission, then planned what the crew should do before posting.

Questions to talk about

- 1 What is the difference between giving credit and getting permission?
- 2 Why might a short part of a song still need permission?
- 3 Where could a student find music they have permission to use?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 14 | Talk about this case at home | Pre-IB educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Share this page at home, or read it with an adult you trust.”
— Nobody needs to share a personal story to complete it.

Case 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:

- use a framework to organize an analysis
- separate evidence from assumption
- speak for two minutes from notes

Objectives

Students will be able to:

- apply each factor of the test to specific evidence
- mark unknowns instead of guessing
- separate the legal question from the fairness question
- ground a spoken claim in one person’s situation

Materials

- This chapter, one copy per student
- Fact Sheet #71 from the U.S. Department of Labor
- The factor grid and talk planner on the task page

The task in this edition

Task: Write a structured analysis that uses the seven Department of Labor factors as an analytical framework for Rafa’s offer, marking what the evidence shows and what remains unknown. Then give a two-minute talk on the question: who can afford to say yes to an unpaid opportunity, and what does that mean for fairness?

Students make: Structured analysis (400—500 words) plus a two-minute talk

Pacing

Opener (page 288): 5 min. Short on time: 4 min. Read What happened aloud.

Key terms (pages 289 and 290): 6 min. Short on time: 4 min. Read the key terms aloud; skip the first-guess box.

Look at the evidence (page 294): 8 min. Short on time: 8 min.

Look at the evidence (page 295): 4 min. Short on time: 4 min.

Key idea (pages 296 and 297): 10 min. Short on time: 8 min. Skip the In the news section.

Pacing, continued

Sort the evidence (page 298): 8 min. Short on time: skip.

Practice (page 299): 6 min. Short on time: skip.

Your task (pages 300 and 301): 18 min. Short on time: 18 min.

Your draft (page 302): 30 min. Short on time: 30 min.

Check your work (pages 303 and 304): 8 min. Short on time: 8 min.

Questions to discuss (pages 305 and 306): 8 min. Short on time: 6 min. Discuss question 2 only, with its cool-down ready.

Talk about this case at home (page 307): at home.

Periods: full chapter 111 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 15 plan, continued

Standards, continued

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how workers use the FLSA to address unpaid work.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate the unintended effects of unpaid internships on who gets opportunities.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique the relationship between labor markets and government rules.

Codes of ethics

- **NACE Principles for Ethical Professional Practice:** 4. Comply with laws
- **ABA Model Rules of Professional Conduct:** Rule 4.1 Truthfulness in Statements to Others
- **ABA Model Rules of Professional Conduct:** Rule 4.3 Dealing with Unrepresented Person

Heat map

- **Opener (page 288):** Low
- **Key terms (pages 289 and 290):** Low
- **Look at the evidence (page 294):** Low
- **Look at the evidence (page 295):** Low
- **Key idea (pages 296 and 297):** Low
- **Sort the evidence (page 298):** Low
- **Practice (page 299):** Low
- **Check your work (pages 303 and 304):** 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
- U.S. Department of Labor, Wage and Hour Division, "Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act," No date listed

Case 15: Is Rafa's unpaid internship really a job?

A studio offers Rafa an unpaid summer internship running its customer inbox and says college credit makes it legal.

On your own Read What happened and underline what Rafa would do all summer. About 5 minutes.



Nexo, one of the crew's companions, points to where a meeting and a work shift overlap on a calendar. Rafa's internship would take time from his shifts at the family shop.

Your role: You're the one who checks each factor of the test before Rafa says yes. **New skill:** Apply a legal test factor by factor.

What happened

Rafa, 18, is a first-year college student who commutes to class and helps at his family's shop. In April, a studio posted a listing on the campus job board for a "Summer Editing Intern." The internship is unpaid. The listing says the intern will run the customer inbox all summer. Rafa reads it twice, looking for the editing.

On Tuesday at 11:20 a.m., the studio answers Rafa's message. The email says college credit makes it "totally legal" not to pay him. It also asks him to start right after finals.

At lunch, Rafa talks it over with Gia, who fits café shifts around her classes. Gia asks whether the studio paid someone to run the inbox last year. Rafa says the studio's assistant ran it. Taking the internship would also cost Rafa paid shifts at the shop. He has not said yes yet.

Your question: Is the internship mainly training for Rafa or unpaid work for the studio, and what should he ask before he decides?

Pacing

Full chapter: 5 min.

 Short on time: 4 min. Read What happened aloud.

Say this

"The job title says "Editing Intern." What would you expect to do all summer?" — Collect two or three answers, then read the listing.

Watch for

Misconception: Students trust the job title. **Listen for:** "It says editing, so he'll learn editing." **Then:** Ask them to find "editing" in the list of duties. It appears only in the title.

Support

- Read What happened aloud while students follow along.

Heat check

 Low.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Primary beneficiary test The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.

En español: prueba del beneficiario principal

In this case: The studio gets its customer inbox answered all summer. Rafa asks what he would learn and who would train him.

Fair Labor Standards Act The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

En español: Ley de Normas Justas de Trabajo

In this case: If Rafa counts as an employee under this law, the studio must pay him at least the minimum wage.

Academic credit Academic credit is credit toward a degree that a school gives for approved work, such as an internship.

En español: créditos académicos

In this case: The studio says credit makes the unpaid role “totally legal.” Credit is one factor out of seven.

Who is involved



Rafa

Offered an unpaid summer internship

“The listing says ‘Summer Editing Intern.’ Then it says I’d run the customer inbox all summer. I read it twice looking for the editing.”



Gia

Talking the offer over with Rafa

“I almost said ‘take it, it’ll look good.’ Easy for me to say. I’m not the one giving up a summer.”

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read the key terms aloud; skip the first-guess box.

💬 Say this

“Write your first guess now. You will check it against the evidence later.” — First guesses stay private unless a student wants to share.

👁 Watch for

Misconception: Students think the test asks whether Rafa likes the job. **Listen for:** “He benefits if he enjoys it.” **Then:** Reread the term. The test asks who mainly benefits: the intern’s learning or the employer’s work.

📋 Support

- Give factor cards with an icon and one line each: training, credit, school calendar, length, paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

🌡 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, is Rafa's offer more like training or more like a job?

My first guess is ___, because ___.

➤ My first guess is training, because the title says “Editing Intern” and the role offers college credit.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 289. The notes for both pages are on the sheet for page 289.

Reading passage

An internship or an unpaid job?

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Primary beneficiary test:** The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.
- **Fair Labor Standards Act:** The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.
- **Academic credit:** Academic credit is credit toward a degree that a school gives for approved work, such as an internship.
- **Compensation:** Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

The story: The work behind the title

Rafa, 18, is a first-year commuter who helps at his family's shop after class. In April, a listing goes up on the campus job board: "Summer Editing Intern (unpaid). Join our fast-paced studio! You'll run the customer inbox all summer, help with client files and get great exposure to the industry. College credit available." Rafa reads it twice. The title says editing. The duties say inbox.

He writes to the studio. On Tuesday at 11:20 a.m., the reply arrives: "Since interns get college credit, it's totally legal for us not to pay. We'd love for you to start right after finals." Rafa pastes it into the group chat. Gia asks whether that is how it works. Rafa says he does not know yet and starts looking it up on the train.

At lunch, Gia, who fits café shifts around her own classes, asks the question that changes the conversation. Didn't the studio pay someone to run the inbox last year? Rafa says their assistant did it. Gia also counts what the summer would cost him: shifts at the shop, the commute and a whole summer with no pay. "Exposure," she points out, does not cover the train fare.

Your role is to check each factor of the test before Rafa says yes.

Stop and think. What does the gap between the job title and the duties tell Rafa?

Pacing

Reading: about 5 min (617 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The work behind the title":** What does the gap between the job title and the duties tell Rafa?
2. **After "Applying a test factor by factor":** Which factor does the paid assistant's job speak to, and which way does it point?
3. **After "The case that set the test":** Unpaid summers are easier for people who do not need a paycheck. Who might an unpaid internship leave out?

Applying a test factor by factor

The **primary beneficiary test** is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee. It asks whether the intern or the employer mainly benefits from an unpaid internship. If the intern is really an employee, the **Fair Labor Standards Act** applies. That is a federal law that sets minimum wage and overtime rules for most workers.

The Labor Department lists seven factors. They include training, links to coursework or **academic credit**, the school calendar and how long the learning lasts. Academic credit is credit toward a degree that a school gives for approved work, such as an internship. Another factor asks whether the intern's work adds to paid employees' work or replaces it. The test is flexible, and no single factor decides it. Calling a position an internship does not decide it. Neither does college credit, or an intern agreeing to no pay.

The new skill is applying a written test one factor at a time. It builds on Case 12, where you set fact patterns beside a precedent. Match each factor to a fact, and mark what is missing. On replacing paid work, the evidence is strong: a paid assistant ran the inbox last year. On academic credit, the listing says credit is "available," but nobody knows yet whether Rafa's school will grant it. On training and supervision, there are no facts at all. Rafa's own summary is exact: credit is one factor out of seven, so what about the other six?

Case 11 gave you the word **compensation**, all the pay and benefits a worker receives. Here, the compensation is zero, and the cost to Rafa is real. His email to the studio can ask for the missing facts in writing: who trains him, what a normal week looks like, how many hours and whether this is the job the assistant did last year.

? **Stop and think.** Which factor does the paid assistant's job speak to, and which way does it point?

The case that set the test

Two unpaid interns on the 2010 film *Black Swan* sued Fox Searchlight, arguing that they should have been paid as employees. In 2015, a federal appeals court adopted the question of who is the primary beneficiary (LAist, July 2, 2015). The Department of Labor's Fact Sheet #71 now lists the seven factors (U.S. Department of Labor, updated January 2018).

Unpaid internships are still common. PBS NewsHour reported that nearly half of U.S. interns were unpaid in 2022 and asked who can afford to take those jobs (PBS NewsHour, August 26, 2023).

? **Stop and think.** Unpaid summers are easier for people who do not need a paycheck. Who might an unpaid internship leave out?

This page continues page 291. The notes for both pages are on the sheet for page 291.

Sources

Real source | LAist (AirTalk) | July 2, 2015

Appeals court reverses 'Black Swan' interns' victory over Fox

Real source | U.S. Department of Labor, Wage and Hour Division | January 2018

Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

Real source | **PBS NewsHour (YouTube)** | **August 26, 2023**

Why unpaid internships still exist despite hardships for young workers

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 291. The notes for both pages are on the sheet for page 291.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 8 minutes.

Evidence A | Job listing

Studio listing on the campus job board, April

"Summer Editing Intern (unpaid). Join our fast-paced studio! You'll run the customer inbox all summer, help with client files and get great exposure to the industry. College credit available."

Look closely: Which words describe learning? Which words describe work?

What it shows

➤ The role is unpaid, offers credit and names the customer inbox as the main duty.

What it leaves out

➤ Who trains and supervises the intern, the weekly hours and any editing work.

Evidence B | Email

Studio reply to Rafa, Tuesday, 11:20 a.m.

"Thanks for your interest, Rafa! Since interns get college credit, it's totally legal for us not to pay. We'd love for you to start right after finals."

Look closely: Is credit one factor or the whole test? What does the email skip?

What it shows

➤ The studio says college credit is why it does not have to pay Rafa.

What it leaves out

➤ Training, supervision, weekly hours and whether Rafa's school will grant credit.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

"Underline every task in the listing. Now circle the ones where Rafa learns." — Pause and ask what that tells them.

👁 Watch for

Misconception: Students call the studio's email a lie. **Listen for:** "They're lying to him." **Then:** The email makes a claim. Ask which document could test it. Nobody knows what the studio believes.

📁 Support

- Read the listing aloud and offer it on its own half-page.
- Reduce the factors to three: training, credit and paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

🔗 Stretch

- Ask which factors the studio's email addresses and which it skips.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Chat

Gia and Rafa, Tuesday lunch

Gia: Didn't they pay someone to do the inbox last year?

Rafa: Yeah, their assistant.

Gia: And it's your summer, not theirs. What about your shifts at the shop?

Look closely: Who ran the customer inbox last year? Was that person paid?

What it shows

➤ A paid assistant ran the inbox last year, so the role may replace paid work.

What it leaves out

➤ How many paid shifts at the family shop Rafa would give up.

What is still missing from the evidence?

➤ What training and supervision the studio actually provides, how many hours a week the role takes, whether Rafa's school will grant credit, and how many paid shifts at the family shop Rafa would give up.

Notes

Pacing

Full chapter: 4 min.

✂ Short on time: 4 min.

Say this

“Underline every task in the listing. Now circle the ones where Rafa learns.” — Pause and ask what that tells them.

Watch for

Misconception: Students call the studio's email a lie. **Listen for:** “They're lying to him.” **Then:** The email makes a claim. Ask which document could test it. Nobody knows what the studio believes.

Support

- Read the listing aloud and offer it on its own half-page.
- Reduce the factors to three: training, credit and paid work.
- **Cognates:** academic (académico), credit (crédito), employee (empleado), supervision (supervisión), beneficiary (beneficiario), factor (factor), minimum (mínimo), experience (experiencia).

Stretch

- Ask which factors the studio's email addresses and which it skips.

Heat check

■□□ Low.

Key idea: the primary beneficiary test

On your own Read the key idea and the code of ethics, then answer the question in the box. About 10 minutes.

A job title does not show how the work is arranged. The **primary beneficiary test** is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee. It asks whether the intern or the employer mainly benefits from an unpaid internship. An intern who counts as an employee must be paid under the **Fair Labor Standards Act**. The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

The Department of Labor's Fact Sheet #71 lists seven factors. They include training, links to coursework or **academic credit**, the school calendar and how long the learning lasts. Academic credit is credit toward a degree that a school gives for approved work, such as an internship. Another factor is whether the intern's work adds to paid employees' work or replaces it. The test is flexible, and no single factor decides it.

So the studio's email does not settle the question. Calling a job an internship does not decide it. Neither does college credit, or an intern agreeing to work for no pay. The test also has limits. It applies to for-profit employers, and state rules may differ. To apply the test, you need facts about the duties, training, supervision and hours.

Professional standards

Real source | National Association of Colleges and Employers (NACE)

NACE Principles for Ethical Professional Practice: 4. Comply with laws

"Comply with laws ... associated with local, state, and federal entities"

In plain words: Career offices and employer recruiters who belong to NACE agree to follow federal, state and local laws.

Question: The campus job board lists the internship. What should the career office ask the studio about the seven DOL factors?

Your answer

Before posting, the career office should ask ____.

➞ Before posting, the career office should ask about training, supervision, hours and whether the role replaces a paid assistant.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip the In the news section.

💬 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.

 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.



Reports that nearly half of U.S. interns were unpaid in 2022 and who can afford to take those jobs.



Explains when an unpaid internship can break wage law, using the 'Black Swan' intern lawsuit.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Sort the evidence

On your own Match each piece of evidence to the claim it supports or challenges, and mark what is still unknown. About 8 minutes.

Test the studio’s claim against the factor list. Which evidence points toward training, which toward a job, and what is still unknown?

Evidence	Claim 1 College credit makes the unpaid internship legal.	Claim 2 The role looks more like a job than training.
1 DOL: credit is one of seven factors, and no single factor decides	Challenges	Neither
2 The listing: Rafa runs the customer inbox all summer	Neither	Supports
3 A paid assistant ran the inbox last year	Neither	Supports
4 The role is openly unpaid and offers credit (factors 1 and 3)	Neither	Challenges

Still open

- Is there a learning plan, and who supervises?

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

The person who would supervise Rafa. I would ask what he would learn each week and how they would give feedback.

Pacing

Full chapter: 8 min.

Short on time: skip this page.

Say this

“Some evidence points toward a job and some toward training. Find one of each.” — Model the first row with the listing.

Watch for

Misconception: Students ignore the evidence that points toward an internship. **Listen for:** “Every single fact says it’s a job.” **Then:** Point to the unpaid label and the credit offer. A fair analysis counts evidence on both sides.

Support

- Let students write S, C or ? in each box before they write sentences.

Heat check

Low.

Practice: choose a response

On your own Choose what Rafa should do next and explain why, then fix the two marked lines. About 6 minutes.

The studio's unpaid internship has Rafa running its customer inbox all summer, the job a paid assistant did last year. The studio says college credit makes it legal. What should Rafa do next?

- ☐ A Accept the studio's answer, since college credit settles the question.
- ☒ B Ask for the learning plan, supervision, schedule and how the role relates to paid employees' work.
- ☐ C Tell the studio that unpaid internships are against the law.

Why I chose it

➤ B. It gathers the facts the test looks at. A treats one factor as the whole test, and C swaps one broad claim for another.

Improve a draft

A student's first draft

Hi, thanks so much for the offer! I'm really excited about this opportunity and I know it will look great on my résumé. I just wanted to ask ① if this is legal since it's unpaid? My friend said unpaid internships aren't allowed. Also how many hours is it? ② I can start whenever you need me. I really want to get into editing and this seems like a good way in. Let me know! Thank you again for thinking of me, Rafa

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Could you describe the training and who would supervise me?

Rewrite phrase 2

➤ I also work at my family's shop, so I need the schedule before I commit.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

"Rafa has the studio's email open. What should he do next?" — Hold a vote before any discussion.

👁 Watch for

Misconception: Students choose to tell the studio the internship is illegal. **Listen for:** "Unpaid internships are against the law." **Then:** Ask where the evidence says that. The test depends on facts, so ask what facts Rafa needs first.

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: Hi, thank you for the offer. Before I decide, could you help me understand the arrangement? What would a normal week look like, and how much of it is the customer inbox? Who would supervise and give feedback, and is there a written learning plan? How many hours per week, and for how many weeks? Does the role cover work a paid staff member did before? You mentioned college credit; I'm checking with my school about that. I also work at my family's shop, so I need to know the schedule before committing. Thanks, Rafa

Other notes on the draft:

- "I know it will look great on my résumé" Repeats the listing's pitch. What do you want to learn?

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 18 minutes.

Write a structured analysis that uses the seven Department of Labor factors as an analytical framework for Rafa's offer, marking what the evidence shows and what remains unknown. Then give a two-minute talk on the question: who can afford to say yes to an unpaid opportunity, and what does that mean for fairness?

Use: The studio listing, the studio's reply, Gia and Rafa's conversation and DOL Fact Sheet 71.

You'll make: Structured analysis (400—500 words) plus a two-minute talk

Time: 90 minutes

- 1 Fill in the factor grid: evidence for training, evidence for work and unknowns.
- 2 Write one sentence for each factor on lined paper, citing the evidence.
- 3 Draft your analysis's opening and conclusion on the Your draft page.
- 4 Finish a structured analysis of 400 to 500 words on lined paper or online.
- 5 Plan a two-minute talk: your claim, one example and the person most affected.
- 6 Give your talk to a small group.

Prefer typing? Scan to open the online workspace.

Evidence for training

College credit is offered. The role is openly unpaid.

Evidence for work

Inbox all summer; a paid assistant did it last year.

Case 15 | Your task | Pre-IB educator edition

Pacing

Full chapter: 18 min.

Short on time: 18 min.

Say this

"A framework is only as strong as the evidence you put in it. Which boxes are still empty?" — Point out that Unknown is a real answer.

Watch for

Misconception: Students fill unknown boxes with guesses.

Listen for: "They probably don't train anyone." **Then:** Ask for the document. If there is none, the box says unknown.

Support

- Factor grid: evidence for training, evidence for work, unknown
- Talk planner: claim, example, the person most affected
- Glossary: primary beneficiary, displacement, opportunity cost
- Talk stems: "My claim is _____. For example, _____. The person most affected is _____."

Stretch

- Explain why a framework built for one purpose (deciding pay) may miss a different question (who gets access).

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.6.9-12.

The Case plan sheet gives each code in plain words.

Unknown

Notes

[illegible]

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 30 minutes.

First draft: your opening

➤ Fact Sheet #71 gives seven factors for deciding who mainly benefits from an unpaid internship. Used as a framework, the factors show that Rafa's offer leans toward work. Two factors point toward an internship: the role is openly unpaid, and credit is offered. The paid-work factor points the other way, because a paid assistant ran the inbox last year. Training, supervision and hours are unknown, and the analysis marks them that way.

First draft: your conclusion

➤ The framework answers a legal question: should the studio pay Rafa? It was not built to answer a fairness question: who can afford to say yes? Rafa helps at his family's shop and commutes to class. Even if the studio passed the test, an unpaid summer would cost him paid shifts. A student who does not need summer pay would face no such choice. The legal test and the fairness question need separate answers.

⌚ Pacing

Full chapter: 30 min.

✂ Short on time: 30 min.

💬 Say this

"Your conclusion should name a question the framework cannot answer. What is it?" — Accept any answer that separates pay from access.

👁 Watch for

Misconception: Summaries adopt the studio's claim.

Listen for: "Credit is a factor, so it's probably legal."

Then: Point to the Reasoning row. Ask what the paid-assistant evidence says.

➤ Answer key

What to notice in the sample:

1. Marks unknowns instead of guessing.
2. Separates the legal question from the fairness question.
3. Grounds the claim in one person's situation.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

- Do you apply every factor to specific evidence? ☒ Yes ☐ No
- Do you mark unknowns instead of guessing? ☒ Yes ☐ No
- Do you separate the legal question from the fairness question? ☒ Yes ☐ No
- Does your talk ground its claim in a concrete person's situation? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on rumor.	☐ Mentions pay only.	☐ Asks about several factors.	☐ Asks about factors and notes what the credit claim doesn't settle.
Reasoning	☐ Declares legal or illegal.	☐ Asks for a verdict.	☐ Gathers facts before deciding.	☐ Connects each question to a reason it matters.
Audience & purpose	☐ Gives away leverage or accuses.	☐ Polite but vague.	☐ Specific, respectful questions.	☐ Specific questions plus Rafa's own constraints.
Revision	☐ No change.	☐ Tone only.	☐ Replaces rumor with factor-based questions.	☐ Explains how each question helps Rafa decide.

Pacing

Full chapter: 8 min.

 Short on time: 8 min.

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 applies the school's own pre-IB rubric for framework use, evidence and oral reasoning; no IB criteria, marks or grades are assigned.

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.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 8 minutes.

- 1 What would count as evidence that the promised training is happening?

➤ A written learning plan, a named supervisor who gives feedback and hours set aside for editing, not only the inbox.

- 2 Unpaid summers are easier for people who do not need a paycheck. Who might an unpaid internship leave out?

➤ Students who need summer pay, like Rafa, who helps at his family's shop. They may have to turn the internship down.

- 3 If Rafa's school grants credit, does that settle whether the studio should pay him? Why or why not?

➤ No. Credit is one of seven factors, and no single factor decides the test. The inbox work a paid assistant did still points toward a job.

My take

My claim: ____.

➤ Rafa should ask for the learning plan, supervision and hours in writing before he decides.

The best evidence is ____, because ____.

➤ The chat, because a paid assistant ran the same inbox last year.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Discuss question 2 only, with its cool-down ready.

💬 Say this

"Answer with a detail from the evidence, not a story about a job you or your family had." — Post the question numbers and collect one answer per question.

🔗 Stretch

- Compare what the offer costs Rafa with what it would cost a student who does not need summer pay.
- Going further: Read Fact Sheet #71 from the Department of Labor. For each of the seven factors, mark whether Rafa's offer points toward training, toward a job or is still unknown.
- Going further: Suppose the studio answers, "We'll give college credit." What problem does that solve for the studio? What problem does it leave for Rafa?
- Going further: Make a two-column worksheet that compares what the listing promises with a normal week of duties. Ask a classmate to fill it in, and see which gaps they find.
- Going further: Before you accept any internship, ask for the duties, hours, supervision and pay in writing. Take the offer to your school counselor or college career center. If you are under 18, involve a trusted adult before you agree to any work.
- Look up whether your state has its own internship or minimum-wage rules
- Compare the for-profit test with guidance for volunteering at nonprofits

My take, continued

Someone who disagrees might say ____.

🔑 College credit shows the studio cares about his education.

I would change my mind if ____.

- ✦ The studio showed a written plan with real editing training.

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 305.

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.

Case 15 | Talk about this case at home

| Pre-IB educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Share this page at home, or read it with an adult you trust.”
— Nobody needs to share a personal story to complete it.

Case 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:
- compare sources by who issued them
 - frame a claim as a question when facts are missing
 - speak for two minutes from notes

Objectives

Students will be able to:

Objectives, continued

- distinguish a notice, a lease-based rule and federal law accurately
- use the entrance plan as evidence of a rule’s effect
- frame legal points as questions
- defend a position aloud and answer its strongest objection

Materials

- This chapter, one copy per student
- Evidence A, B and C
- HUD’s Fair Housing Act overview
- The authority grid and talk planner on the task page

The task in this edition

Task: Write a document analysis that treats the unsigned notice, last year’s house rules and HUD’s Fair Housing Act overview as three different kinds of authority. Then give a two-minute talk answering: when a building rule and a resident’s need collide, what should decide the outcome?

Students make: Document analysis (400—500 words) plus a two-minute talk

Pacing

Opener (page 308): 5 min. Short on time: 4 min. Read What happened aloud.

Pacing, continued

- Key terms (pages 309 and 310):** 6 min. Short on time: 4 min. Read the key terms aloud; skip the first-guess box.
- Look at the evidence (page 314):** 8 min. Short on time: 8 min.
- Look at the evidence (page 315):** 4 min. Short on time: 4 min.
- Key idea (pages 316 and 317):** 10 min. Short on time: 8 min. Skip the In the news section.
- Sort the evidence (page 318):** 8 min. Short on time: skip.
- Practice (pages 319 and 320):** 6 min. Short on time: skip.
- Your task (pages 321 and 322):** 18 min. Short on time: 18 min.
- Your draft (page 323):** 30 min. Short on time: 30 min.
- Check your work (pages 324 and 325):** 8 min. Short on time: 8 min.
- Questions to discuss (pages 326 and 327):** 8 min. Short on time: 6 min. Discuss question 3 only, with its cool-down ready.
- Talk about this case at home (page 328):** at home.
- Periods:** full chapter 111 minutes; one period 90 minutes.

Case 16 plan, continued

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.6.9-12 Critique the relationships among governments, civil society and markets. In this case: Students critique the relationship between private landlords, tenants and public housing law.

D2.Civ.12.9-12 Analyze how people use and challenge laws at different levels to address public issues. In this case: Students analyze how residents use fair-housing protections to address rules.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate a rule's intended outcome (security) and unintended effects (access).

Standards, continued

D4.7.9-12 Assess options for individual and group action on local, regional and global problems through reflection and causal reasoning. In this case: Students assess options for individual and collective action as residents.

Codes of ethics

- **ABA Model Rules of Professional Conduct:** Rule 3.1 Meritorious Claims and Contentions
- **Credo for Ethical Communication:** “We strive to understand and respect other communicators' intent...” (one of nine unnumbered principles)

Heat map

- ■ □ **Opener (page 308):** Medium
- □ □ **Key terms (pages 309 and 310):** Low
- □ □ **Look at the evidence (page 314):** Low
- □ □ **Look at the evidence (page 315):** Low
- □ □ **Key idea (pages 316 and 317):** Low
- ■ □ **Sort the evidence (page 318):** Medium
- □ □ **Practice (pages 319 and 320):** Low
- □ □ **Check your work (pages 324 and 325):** Low

Try it at your school

Ask who wrote the rule before you argue about it.

Try it at your school, continued

- When a new rule is posted where you live or at school, write down the date and take a photo
- Look for who issued it and what document it changes
- Ask a trusted adult to help you ask the building manager or office
- Find your city's or county's tenant or housing help page with an adult

Who to ask: A parent or guardian, the building manager, a local tenant or housing help line, a school social worker

Safety: Don't post neighbors' names, unit numbers or private situations online. Let adults handle lease disputes.

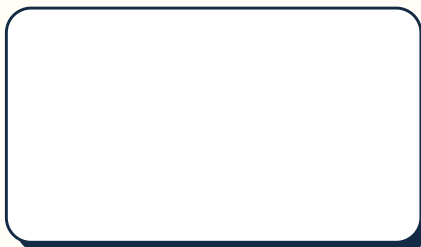
Sources

- Gothamist, “Brooklyn Landlord Does An About Face On Facial Recognition Plan,” November 21, 2019
- Legal Services NYC, “Brooklyn tenants file legal opposition to landlord's application to install facial recognition entry system in building,” May 1, 2019
- U.S. Department of Housing and Urban Development (HUD), “Fair Housing Act overview,” No date listed

Case 16: Who wrote the new building rule?

An unsigned notice says the building's only step-free door locks at 8 p.m., and Sami's workshop runs later.

On your own Read What happened and underline the two changes the notice announces. About 5 minutes.



Mari hands a yellow sheet to Sami across a white table while Caio listens. This scene comes from Case 4.

Your role: You're the one who photographs the notice and writes down when and where it was found.

New skill: Find who has the authority to make a rule.

What happened

It is Monday morning in Sami's apartment building. A new notice is posted beside the common-room door. It says the rear door will be locked at 8:00 p.m. every night. It also says the common room is "for resident social use only," with "NO BUSINESS USE" in capital letters. The notice has no name, no date and no contact.

That rear door matters to Sami, who lives in apartment 3B and uses a manual wheelchair. It is the building's only step-free entrance. The front entrance has four steps and no ramp. Sami also runs a workshop in the common room, and it goes past 8 p.m.

Your question: Who has the authority behind this notice, and what should Sami ask the building manager?

Caio reads last year's house rules beside the notice. Those rules let residents reserve the common room for classes and resident-run workshops. The new notice does not say whether it replaces them. Before anyone starts arguing, Sami photographs the notice and writes down when and where she found it.

Pacing

Full chapter: 5 min.

 Short on time: 4 min. Read What happened aloud.

Say this

"Suppose this notice appeared by your door tomorrow. What is your first question?" — Write questions on the board. Circle any that ask who wrote it.

Watch for

Misconception: Students assume bold type means the rule is official. **Listen for:** "It's in capital letters, so it's real."

Then: Ask what would prove who wrote it. Write "issuer, date, contact" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

 **Medium.** Students may share their own disability or housing situation.

Cool-down: Say: "Nobody needs to share their own health or home. We're talking about Sami's building."

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 6 minutes.

Authority Authority is the power a person or group has to make or change a particular rule or decision.

En español: autoridad

In this case: The notice uses bold type and capital letters but names no issuer. Sami has to find out who has the power to make this rule.

Reasonable accommodation A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.

En español: acomodo razonable

In this case: Sami could ask the building for a key fob for the rear door, so she can get in after 8 p.m.

Documentation Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.

En español: documentación

In this case: Sami photographs the notice and writes down when and where she found it, before anyone argues about what it said.

Who is involved



Sami

Lives in 3B and runs a workshop in the common room

“Rear door locked at 8. That’s the only door I can get through. My workshop runs later. So, questions. Plural.”

Caio

Reading last year’s house rules beside the notice

“All caps, bold, no name, no date. Somebody made it look official. I still don’t know who.”

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read the key terms aloud; skip the first-guess box.

💬 Say this

“Write your first guess now. You will test it against three documents.” — First guesses stay private unless a student wants to share.

👁 Watch for

Misconception: Students think a building must grant every accommodation request. **Listen for:** “She asks, so they have to say yes.” **Then:** Point to the key idea: whether a building grants an accommodation depends on the facts.

📚 Support

- Pair students who share a language to explain each term in their own words.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, should Sami follow the new notice?

My first guess is ___, because ___.

➤ My first guess is that she has to follow it, because it says “effective immediately.”

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 309. The notes for both pages are on the sheet for page 309.

Reading passage

Bold type is not authority

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Authority:** Authority is the power a person or group has to make or change a particular rule or decision.
- **Reasonable accommodation:** A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.
- **Documentation:** Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.
- **Decision-maker:** A decision-maker is the person or group with the power to make a particular choice.
- **Barrier:** A barrier is something that blocks or limits a person from taking part.

The story: Monday morning, 3B

On Monday morning, a new notice is posted beside the common-room door in Sami's apartment building. "NOTICE TO ALL RESIDENTS. Effective immediately, the rear door will be locked at 8:00 p.m. nightly. The common room is for resident social use only. NO BUSINESS USE." There is no name at the bottom, no date and no phone number or email.

Sami reads it twice. She lives in apartment 3B and uses a manual wheelchair. The entrance plan in the lobby directory tells the rest. The front entrance has four steps and no ramp, and the side door is for service use only. The rear door is the only step-free way in. She also runs a workshop in the common room that goes past 8 p.m. "So, questions," she tells Caio. "Plural."

Her first move is not an argument. She takes a photo of the notice and writes down when and where she found it. Caio, who rents a room on the block, brings last year's house rules, the ones residents got at lease signing, so they can read the two side by side.

Your role is to help Sami keep a clean record of the notice before anyone starts arguing about what it said.

Stop and think. Sami's first move is a photo, not an argument. Why?

⌚ Pacing

Reading: about 5 min (607 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: Monday morning, 3B":** Sami's first move is a photo, not an argument. Why?
2. **After "Finding the source of a rule":** What would you need to know to decide whether Sami's workshop counts as business use?
3. **After "What the law says and what tenants have done":** A building may want a door locked at night. How could it keep that door secure and still let Sami in?

Finding the source of a rule

Authority is the power a person or group has to make or change a particular rule or decision. The notice uses every visual sign of authority, including capital letters, bold type and “effective immediately.” It gives no evidence of who holds that authority. An unsigned notice is not automatically invalid, either. Sami has to find out who issued it and which document it claims to change.

Earlier cases prepared this skill. Case 1 sent you to the original source, and last year’s house rules are one. They say residents may reserve the common room for “gatherings, classes and resident-run workshops” through the building office. Case 4 gave you the **decision-maker**, the person or group with the power to make a particular choice. Case 7 taught you to ask what stage a process has reached. Is this notice final, a draft or a mistake? Nobody knows.

Caio spots the gap in the wording. Last year’s rules allow resident-run workshops. The notice bans “business use” without defining it. Is Sami’s workshop business? The notice never says.

Case 10’s term **barrier**, something that blocks or limits a person from taking part, describes what a locked rear door would mean for Sami after 8. A **reasonable accommodation** is a change to a rule or practice that gives a person with a disability equal use of a place. For Sami, a key fob for the rear door would work. **Documentation** is a record, such as a photo, a note or an email, that shows what was said or done and when. Her photo and note are documentation.

Her message to the building manager will ask three things: who issued the notice, whether it replaces last year’s rules and how she gets in after 8. Neither she nor Caio calls it illegal yet.

❓ **Stop and think.** What would you need to know to decide whether Sami’s workshop counts as business use?

What the law says and what tenants have done

The Fair Housing Act is a federal law. HUD, the federal housing department, says it bars housing discrimination based on race, color, religion, sex, national origin, familial status or disability, and it covers most housing, with some exceptions (HUD, no date listed). HUD has also explained how a person with a disability can ask for an exception to a building rule (HUD, January 31, 2014).

Tenants have used process before. At a Brooklyn complex, a landlord applied to install a facial-recognition entry system. Because the change needed a state agency’s permission, tenants could object, and in November 2019 the landlord withdrew the plan (Gothamist, November 21, 2019).

❓ **Stop and think.** A building may want a door locked at night. How could it keep that door secure and still let Sami in?

This page continues page 311. The notes for both pages are on the sheet for page 311.

Sources

Real source | U.S. Department of Housing and Urban Development (HUD) | No date listed

Fair Housing Act overview

Real source | HUD (YouTube) | January 31, 2014

The Federal Fair Housing Act and Reasonable Accommodations

Real source | Gothamist | November 21, 2019

Brooklyn Landlord Does An About Face On Facial Recognition Plan

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 311. The notes for both pages are on the sheet for page 311.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 8 minutes.

Evidence A | Posted notice

Unsigned notice by the common-room door, found Monday morning

NOTICE TO ALL RESIDENTS. Effective immediately, the rear door will be locked at 8:00 p.m. nightly. The common room is for resident social use only. NO BUSINESS USE.

Look closely: Which features give the notice an official look? What is missing?

What it shows

➤ The rear door locks at 8:00 p.m. nightly, and the room is for social use only.

What it leaves out

➤ Who issued it, the date, a contact and what “business use” means.

Evidence B | House rules (excerpt)

Last year’s house rules, given out at lease signing

“Residents may reserve the common room for gatherings, classes and resident-run workshops. Reservations are made through the building office.”

Look closely: What did last year’s rules allow in the common room?

What it shows

➤ Residents could reserve the room for classes and resident-run workshops.

What it leaves out

➤ Whether these rules are still in effect or the notice replaces them.

Case 16 | Look at the evidence | Pre-IB educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

“Lay the notice beside last year’s rules. What changed, and what does the notice leave out?” — Wait for the missing issuer, date and contact.

👁 Watch for

Misconception: Students decide the notice is fake because it is unsigned. **Listen for:** “No name means it doesn’t count.” **Then:** Ask what happens at 8:15 if the door is locked anyway. Unsigned does not mean invalid.

📄 Support

- Give the notice and last year’s rules side by side with the changes highlighted.
- Read the entrance plan aloud and sketch it on the board.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

🔗 Stretch

- Ask which document would settle the business-use question, and who holds it.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Entrance plan

Building entrance plan from the lobby directory

Front entrance: four steps, no ramp. Rear door: step-free, opens to the elevator hallway. Side door: service use only.

Look closely: Which entrance is step-free? What happens to it after 8 p.m.?

What it shows

➤ The rear door is the building's only step-free entrance.

What it leaves out

➤ Any other way in after 8 p.m. and how the building handles access requests.

What is still missing from the evidence?

➤ Who issued the notice and why, whether it replaces or adds to the house rules, what Sami's lease says, whether there has been a security problem at the rear door, and how the building handles accommodation requests.

Notes

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 4 min.

💬 Say this

“Lay the notice beside last year's rules. What changed, and what does the notice leave out?” — Wait for the missing issuer, date and contact.

👁 Watch for

Misconception: Students decide the notice is fake because it is unsigned. **Listen for:** “No name means it doesn't count.” **Then:** Ask what happens at 8:15 if the door is locked anyway. Unsigned does not mean invalid.

📄 Support

- Give the notice and last year's rules side by side with the changes highlighted.
- Read the entrance plan aloud and sketch it on the board.
- **Cognates:** authority (autoridad), documentation (documentación), reasonable (razonable), resident (residente), access (acceso), discrimination (discriminación), disability (discapacidad), federal (federal).

🔗 Stretch

- Ask which document would settle the business-use question, and who holds it.

🔥 Heat check

■□□ Low.

Key idea: authority

On your own Read the key idea and the code of ethics, then answer the question in the box. About 10 minutes.

A building rule should name who made it, give a date and list a contact. This notice has none of them.

Authority is the power a person or group has to make or change a particular rule or decision. Bold type and capital letters do not show who has that power. An unsigned notice is not automatically invalid, either. Sami has to find out who issued it and which document it claims to change.

A landlord's policy and the law are different sources of rules. The Fair Housing Act is a federal law. HUD, the federal housing department, says it bars housing discrimination based on race, color, religion, sex, national origin, familial status or disability. It covers most housing, with some exceptions. Under the Act, a person with a disability can ask a building for a **reasonable accommodation**. A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place. For Sami, that could be a key fob for the rear door.

Sami cannot yet say the notice breaks the law. She does not know who wrote it, whether it replaces the house rules or how the building handles access requests. Whether a building grants an accommodation also depends on the facts. **Documentation** helps her keep those facts straight. Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when. Her photo of the notice, with the date and place she found it, is documentation.

Professional standards

Adapted from a real source | American Bar Association (ABA), Center for Professional Responsibility

ABA Model Rules of Professional Conduct: Rule 3.1 Meritorious Claims and Contentions

Summary: Summary, not a quotation: a lawyer may not bring or defend a proceeding, or argue an issue in it, without a basis in law and fact that is not frivolous. The ABA comment says lawyers must first learn the facts and the applicable law.

In plain words: Before lawyers bring a claim, they must have facts and law that support it.

Question: Before claiming a Fair Housing Act violation, what should Sami learn about the notice's author and the building's access process?

Pacing

Full chapter: 10 min.

 Short on time: 8 min. Skip the In the news section.

Say this

“Bold type and capital letters: do they tell you who has authority?” — Accept “no,” then ask what would.

“The ABA rule asks lawyers for facts before a claim. What facts does Sami need first?” — List them on the board.

Watch for

Misconception: Students think ABA Rule 3.1 binds Sami.

Listen for: “Sami breaks the rule if she complains.” **Then:** Say: “Rules like this bind lawyers. Each state adopts its own version, and lawyers can be disciplined. It shows how professionals check facts first.”

Support

- Read the summary aloud. Point out the label: it is adapted from a real source, not a quotation.

Stretch

- Try the NCA credo's question: what could Sami ask the building office to learn who wrote the notice and why?

Heat check

 Low.

Professional standards, continued**Your answer**

Sami first needs these facts: ____.

➤ Sami first needs these facts: who issued the notice, whether it replaces the house rules and how the building answers access requests.

In the news

Real source | Gothamist | November 21, 2019

Brooklyn Landlord Does An About Face On Facial Recognition Plan

A throwback about a door rule: the landlord needed state permission to change how tenants got in, and tenants used that process to object.



Real source | HUD (YouTube) | January 31, 2014

The Federal Fair Housing Act and Reasonable Accommodations

HUD explains how a person with a disability can ask for an exception to a building rule.

Notes

This page continues page 316. The notes for both pages are on the sheet for page 316.

Sort the evidence

On your own Fill in each box of the map: who decides, which rules apply, who is affected and where to ask. About 8 minutes.

Map who made this rule, which rules it has to fit, who it affects and where residents can take a question. Which box is still empty?

Lock the rear door at 8 p.m. and ban business use of the common room

Who decides

Unknown issuer: the owner, the manager or someone else?

Under which rule

Last year's house rules allowed resident-run workshops
Fair Housing Act: disability is a protected characteristic

Who lives with it

Sami and other residents who need the only step-free entrance

Your way in

➔ A local tenant or housing help line, or HUD for a fair-housing concern

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➔ The building manager's view. I would ask whether there has been a security problem at the rear door.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

“Fill in who decides, which rules apply, who is affected and where residents can ask. Which box stays empty?” — Wait for the issuer box.

👁 Watch for

Misconception: Students write “the landlord” in the decider box. **Listen for:** “The landlord made it.” **Then:** Ask which document says so. None does. Write “unknown” and how Sami could find out.

📄 Support

- Let students write short labels in each box before they write sentences.

🌡 Heat check

■ ■ □ **Medium.** The affected-people box can turn to classmates' own access needs.

Cool-down: Keep answers about Sami and residents in the story. No student speaks for a group.

Practice: choose a response

On your own Choose what Sami should do first and explain why, then fix the two marked lines. About 6 minutes.

The notice says the rear door, the building's only step-free entrance, locks at 8 p.m. It also bans "business use" of the common room. It has no name, no date and no contact. What should Sami do first?

- ☐ A Ignore it until someone signs it, since an unsigned notice may not be official.
- ☒ B Photograph it, compare it with last year's house rules and ask the manager who issued it and how residents get in after 8.
- ☐ C Post online that the building is breaking disability law.

Why I chose it

➤ B. It records the facts and asks about authority and access. A could leave Sami locked out, and C claims a violation she cannot support yet.

Improve a draft

A student's first draft

Hi, I saw the notice about the common room and rear door. ① This is illegal and discriminatory against disabled people like me. You can't just make rules like this without asking. Nobody signed it and nobody told us it was coming, so I don't even know if it's real. I'm going to keep using the room for my workshop because the old rules said I could. A lot of neighbors are upset too. ② Please take the notice down. Sami, 3B

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 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

➤ The rear door is the only step-free entrance, so the 8 p.m. lock affects my access.

Rewrite phrase 2

➤ I'd like to request an accommodation, such as a key fob for the rear door.

Notes

Case 16 | Practice | Pre-IB educator edition

This page continues page 319.

07 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.

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 18 minutes.

Write a document analysis that treats the unsigned notice, last year's house rules and HUD's Fair Housing Act overview as three different kinds of authority. Then give a two-minute talk answering: when a building rule and a resident's need collide, what should decide the outcome?

Use: The notice, the older house rules, the entrance plan and HUD's Fair Housing Act overview.

You'll make: Document analysis (400—500 words) plus a two-minute talk

Time: 90 minutes

- 1 Fill in the authority grid for the notice, the house rules and HUD's overview.
- 2 Use the entrance plan to note who the 8 p.m. lock affects.
- 3 Draft the opening and one section of your analysis on the Your draft page.
- 4 Finish a document analysis of 400 to 500 words on lined paper or online.
- 5 Plan a two-minute talk: your position, your evidence and the strongest objection.
- 6 Give your talk to a small group.

Prefer typing? Scan to open the online workspace.

The notice: who issued it, what it covers

🔗 Unknown issuer. Covers the rear door and room use.

House rules: who issued them, what they cover

🔗 Given out at lease signing. Covers room reservations.

HUD's overview: who issued it, what it covers

🔗 The federal housing department. Explains a law against discrimination in most housing.

Case 16 | Your task | Pre-IB educator edition

🕒 Pacing

Full chapter: 18 min.

✂ Short on time: 18 min.

💬 Say this

“Three documents, three kinds of authority. Which one would you trust most, and why?” — Fill in the notice row together.

👁 Watch for

Misconception: Students treat HUD's overview as the rule for this building. **Listen for:** “HUD says the door has to stay open.” **Then:** Reread the overview. It explains protections; it does not mention this door.

📄 Support

- Authority grid: who issued it, what it covers, how it is enforced
- Talk planner: position, evidence, strongest objection
- Glossary: issuer, lease, protected characteristic, accommodation
- Talk stems: “My position is _____. My evidence is _____. Someone might object that _____.”

🔗 Stretch

- Name what each document cannot tell you about Sami's situation and how you would find out.

📋 Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.6.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D4.7.9-12.

The Case plan sheet gives each code in plain words.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 30 minutes.

First draft: your opening

Three documents speak about Sami's building, and each carries a different kind of authority. The unsigned notice has the least. It announces a nightly 8 p.m. lock on the rear door but names no issuer, date or contact. Last year's house rules came with the lease and allowed resident-run workshops. HUD's overview explains a federal law that bars housing discrimination, including discrimination based on disability.

First draft: what the entrance plan shows

The entrance plan shows why the question of authority matters. The rear door is the building's only step-free entrance, and the front has four steps and no ramp. If the lock goes into effect, Sami loses her only way in after 8. Whether the notice can do that depends on who issued it and whether it replaces the house rules. Whether the building must offer an accommodation depends on facts no document gives yet. The analysis leaves both as open questions.

Pacing

Full chapter: 30 min.

Short on time: 30 min.

Say this

"Name what each document cannot tell you about Sami's situation." — This is the challenge; ask for one sentence per document.

Watch for

Misconception: Requests stay vague. **Listen for:** "Please fix the door situation." **Then:** Ask for one concrete request, such as a key fob, that the manager could grant.

Answer key

What to notice in the sample:

1. Frames the analysis around kinds of authority.
2. Uses the entrance plan as evidence of effect.
3. Frames legal points as questions.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

Do you distinguish the notice, the house rules and federal law accurately?	☒ Yes ☐ No
Do you use the entrance plan as evidence of effect?	☒ Yes ☐ No
Do you frame legal points as questions?	☒ Yes ☐ No
Does your talk state a position and answer its strongest objection?	☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No specifics from the notice.	☐ Mentions the notice generally.	☐ Quotes the notice and older rule.	☐ Quotes both and names what is still unknown.
Reasoning	☐ Declares a legal violation.	☐ Complains without a clear need.	☐ Connects the rule to a concrete effect.	☐ Separates the communication problem from the legal question.
Audience & purpose	☐ Hostile or vague.	☐ Polite but no request.	☐ Specific request the manager can act on.	☐ Specific request plus questions that clarify authority.
Revision	☐ No change.	☐ Tone edits only.	☐ Replaces the conclusion with a question and request.	☐ Explains how each change makes a yes more likely.

Pacing

Full chapter: 8 min.

 Short on time: 8 min.

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 applies the school’s own pre-IB rubric for source analysis, reasoning and oral delivery; no IB criteria, marks or grades are assigned.

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.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 8 minutes.

- 1 Which missing fact would most change how you see the notice?

➤ Whether it replaces last year's house rules. If it does not, residents may still reserve the room for workshops.

- 2 The notice bans "business use" without saying what that means. What would you need to know to decide whether Sami's workshop counts?

➤ The building's definition of business use, whether Sami charges for the workshop and whether resident-run workshops still count under the old rules.

- 3 A building may want a door locked at night. How could it keep that door secure and still let Sami in?

➤ Keep the door locked to the public but give residents who need it a key fob, as Sami suggests.

My take

My claim: ____.

➤ Sami should document the notice and ask the manager who issued it, with a request for a key fob.

The best evidence is ____, because ____.

➤ The entrance plan, because it shows the 8 p.m. lock falls on the only step-free door.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Discuss question 3 only, with its cool-down ready.

💬 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

Someone who disagrees might say ____.

🔊 An unsigned notice isn't official, so Sami can ignore it.

I would change my mind if ____.

🔑 The manager said the notice was a mistake and the door stays open.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners and a thin black border around the edges.

Heat check

Cool-down: Keep the talk on Sami’s building. Say:
“Nobody needs to share a personal or family situation
to answer.”

Talk about this case at home

Case 16: Who wrote the new building rule?

In this case, an unsigned notice in an apartment building says the only step-free door will lock at 8 p.m. Your student compared the notice with last year's building rules and practiced asking who made the new rule.

Questions to talk about

- 1 What should a clear building or school notice include?
- 2 Whom can people ask when a posted rule is unclear?
- 3 Why might someone keep a photo of a notice with the date?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 16 | Talk about this case at home

| Pre-IB educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Share this page at home, or read it with an adult you trust.”
— Nobody needs to share a personal story to complete it.

Case 17: How should the crew give out ten free seats?

Overview

Students read a short story in which the crew has ten free workshop seats and thirty people who want one. They compare three options, first come, a lottery and a needs-based rubric, and apply two ethical lenses from the Markkula Center framework. They then write a note that explains one method to the people affected, names its strongest objection and revises it.

Before this case

Students should already be able to:

- explain the difference between a process and a result
- use an example to support a general claim
- listen to a partner and restate their point

Objectives

Students will be able to:

- distinguish procedural fairness from outcome fairness using the crew's seat decision
- compare the crew's decision with one public lottery without treating them as identical
- construct a counterexample in which a favored process produces an unfair result
- explain in writing what a partner changed in their thinking

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A, B and C and the Markkula Center framework summary
- One article on a public lottery, chosen by you
- A process-versus-outcome organizer and the paired-discussion protocol

The task in this edition

Task: Write a reflective essay on the question: can a fair process produce an unfair result? Use the crew's seat decision as the main example and one public allocation, such as a school admissions lottery, as a second. Then take part in a structured paired discussion and add a paragraph on what your partner changed in your thinking.

Students make: Reflective essay (500—600 words) plus a paragraph on the discussion

Pacing

Opener (page 329): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the key terms.

Key terms (pages 330 and 331): 5 min. Short on time: 2 min. Read the key terms aloud. Skip the first-guess box.

Look at the evidence (page 335): 8 min. Short on time: 6 min. Students fill in only the What it shows boxes.

Pacing, continued

Look at the evidence (page 336): 6 min. Short on time: 4 min. Read Evidence C aloud. Students mark each option's cost.

Key idea (pages 337 and 338): 12 min. Short on time: 10 min. Skip the In the news section.

Sort the evidence (page 339): 8 min. Short on time: skip.

Practice (page 340): 6 min. Short on time: skip.

Your task (pages 341 and 342): 20 min. Short on time: 20 min.

Your draft (pages 343 and 344): 40 min. Short on time: 36 min. Students draft the introduction and counterexample in class and finish the essay at home.

Check your work (pages 345 and 346): 8 min. Short on time: skip. Collect essays and give feedback with the school's pre-IB rubric.

Questions to discuss (pages 347 and 348): 12 min. Short on time: 8 min. Run the paired discussion for eight minutes only.

Talk about this case at home (page 349): at home.

Periods: full chapter 130 minutes; one period 90 minutes.

Case 17 plan, continued

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.9.9-12 Use fitting deliberative processes in different settings. In this case: Students use a deliberative process to choose an allocation method.

D2.Civ.11.9-12 Evaluate how well different government decision-making procedures meet their civic purposes at each level. In this case: Students evaluate procedures for making decisions in terms of the purposes they achieve.

Codes of ethics

- **The Belmont Report:** B. Basic Ethical Principles: 3. Justice

Codes of ethics, continued

- **The Belmont Report:** C. Applications: 1. Informed Consent
- **ASPA Code of Ethics:** 4. Strengthen social equity.

Heat map

- **Opener (page 329):** Low
- **Key terms (pages 330 and 331):** Low
- **Look at the evidence (page 335):** Low
- **Look at the evidence (page 336):** Low
- **Key idea (pages 337 and 338):** Low
- **Sort the evidence (page 339):** Medium
- **Practice (page 340):** Low
- **Your task (pages 341 and 342):** Low
- **Your draft (pages 343 and 344):** Low
- **Check your work (pages 345 and 346):** Low

Try it at your school

Ask how your school decides who gets limited spots.

- Pick one limited resource at school: a class, a trip, a club seat
- Find out the selection method and whether it's published
- Ask who the method helps and who it might leave out

Try it at your school, continued

- Suggest publishing criteria in advance if they aren't

Who to ask: Club advisor, activities director, school counselor, student council

Safety: Never ask classmates to share financial or personal information for a needs-based process. Adults should handle that privately.

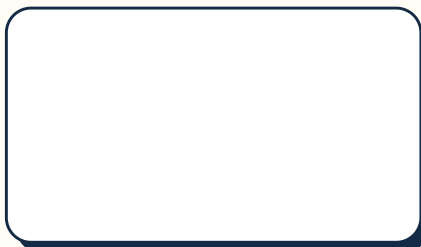
Sources

- Ticketmaster, "The Eras Tour onsale explained," November 19, 2022
- Markkula Center for Applied Ethics, Santa Clara University, "A Framework for Ethical Decision Making," No date listed

Case 17: How should the crew give out ten free seats?

Thirty people want ten free workshop seats, and the crew must choose a fair way to decide who gets them.

On your own Read What happened and underline the sentence that tells how many people want a seat. About 5 minutes.



Duda holds up a phone and points at a blank card on a bulletin board.

Your role: You're the one who writes down the rule before the crew picks the ten names. **New skill:** Set fair criteria before choosing.

What happened

The crew has ten free seats for a workshop, and thirty people want one. The crew opened a sign-up sheet on Monday at 9 a.m. Twenty-two names were on it before 10 a.m. By Wednesday, the sheet has thirty names.

The sheet says only "How seats will be chosen: to be announced." The crew has argued about the rule since dinner on Sunday. Gia is running the sign-up. She wants to give the seats to the first ten names, because that is simple and fast. Mateo suggests a lottery instead.

Anika, 16, is at rehearsal most days, and she checks her phone after rehearsal ends. Under first-come, she would see the message after the seats were gone. A third option on the crew's whiteboard would give seats to people who cannot afford the paid version of the workshop. That option would ask people for personal information.

Every method seats exactly ten people. The crew has to decide which ten, and then explain the rule to all thirty.

Your question: How should the crew choose who gets the ten seats, and how should they explain the choice to all thirty people?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud and go straight to the key terms.

💬 Say this

"Ten seats, thirty names. Before we read on, how would you pick?" — Collect three quick answers. Do not judge any of them yet.

👁 Watch for

Misconception: Students assume one method can be fair to everyone. **Listen for:** "A lottery is fair, so nobody loses." **Then:** Ask how many people still get no seat. Every method leaves out twenty.

📖 Support

- Read What happened aloud. Draw 30 dots on the board and circle 10.

🔥 Heat check

■□□ Low.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 5 minutes.

Criteria Criteria are the standards or reasons a group uses to make a decision.

En español: criterios

In this case: The sheet says “How seats will be chosen: to be announced.” Twenty-two names arrived before 10 a.m. Monday, before the crew stated any criteria.

Trade-off A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

En español: compensación entre opciones

In this case: First-come is fast for Gia to run but favors whoever sees the message first. A lottery gives everyone the same chance but needs a sign-up window and a drawing.

Equity Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.

En español: equidad

In this case: Option C would give seats to people who cannot afford the paid version of the workshop. It would also ask applicants for personal information.

Who is involved



Gia
Running the sign-up

“First ten to reply get a seat. It’s simple, I can post it tonight, and I have a shift at seven.”



Anika
Checks her phone
after rehearsal

“By the time I see the message, ten people will have answered. I don’t even need a seat. I just want to know how you’re picking.”

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 2 min. Read the key terms aloud. Skip the first-guess box.

💬 Say this

“Criteria are stated before anyone decides. Why does the timing matter?” — Point to “to be announced” on the sign-up sheet.

👁 Watch for

Misconception: Students treat equity and equality as the same word. **Listen for:** “Equity means everyone gets the same.” **Then:** Contrast option B, the same chance for all, with option C, which adjusts for need.

📖 Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, how do you think the crew should choose who gets the ten seats?

➤ My first guess is first-come, first-served, because it is simple and Gia can post it tonight.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 330. The notes for both pages are on the sheet for page 330.

Reading passage

Fair before, not fair after

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Criteria:** Criteria are the standards or reasons a group uses to make a decision.
- **Trade-off:** A trade-off is a choice where getting one benefit means accepting a cost or giving something up.
- **Equity:** Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.
- **Consent:** Consent is permission a person gives for something specific, such as sharing a record with a named person.

The story: To be announced

The crew has ten free seats for a workshop and a sign-up sheet that filled faster than anyone expected. It opened Monday at 9 a.m. Twenty-two names were on it before 10. By Wednesday, there are thirty. The line at the bottom still reads, “How seats will be chosen: to be announced.” The crew has been arguing about that line since dinner on Sunday.

Gia is running the sign-up, and she wants first come, first served. It is easy to explain, she can post it tonight and she has a shift at seven. Mateo suggests a lottery. Gia points out what that costs: a sign-up window and someone to run the drawing. A third option sits on the whiteboard, a needs-based rubric that would favor people who cannot afford the paid version of the workshop.

Anika, 16, is at rehearsal most days, and her phone lives in her bag until rehearsal ends. Under first-come, she would see the message after the seats were gone. She is careful about what she is asking for. She does not need a seat. She wants to know how the crew is picking, and she wants them to be honest that someone like her would lose out.

Your role is to write down the rule before the crew picks the ten names.

Stop and think. Gia’s reason for first-come is partly about her own time. Is that a fair criterion? Why or why not?

⌚ Pacing

Reading: about 5 min (644 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: To be announced”:** Gia’s reason for first-come is partly about her own time. Is that a fair criterion? Why or why not?
2. **After “Criteria, trade-offs and equity”:** Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?
3. **After “Real rationing decisions”:** What would make the twenty people without seats accept the result as fair?

Criteria, trade-offs and equity

Criteria are the standards or reasons a group uses to make a decision. The new skill is setting fair criteria before choosing and saying honestly who each rule leaves out. The whiteboard already does part of that work. Option A, first come, first served, is fast to run and favors whoever sees it first. Option B, a lottery after a three-day sign-up, gives everyone an equal chance but needs a sign-up window and a drawing. Option C, a needs-based rubric, prioritizes people who cannot afford the paid version but needs personal information and someone to judge it.

Case 4 gave you the word **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Every option seats exactly ten people, so every option leaves twenty without a seat. The choice is which cost to accept. **Equity** is a way of sharing that adjusts for different needs so everyone gets a fair chance. Option C aims at equity, and it carries a cost Case 6 prepared you to see. **Consent** is permission a person gives for something specific. A needs-based rule asks applicants to share personal information, so the crew would need their consent and a plan for who sees it.

Timing matters as much as the rule. The sign-up sheet shows most names arrived in the first hour, before any rule was posted. If the crew picks a rule now, after seeing the names, people may wonder whether it was chosen to favor someone. A rule stated clearly and early is easier to accept, even for the twenty who miss out.

Anika also suggests a better way to compare the options. Ask two questions. Which option helps the most people? And is the way we pick fair to everyone? Gia, for her part, admits she mostly wanted the job off her list. What would change her mind is learning that the people the crew most wants in the room are the ones who would see the message last.

❓ Stop and think. Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?

Real rationing decisions

Santa Clara University's Markkula Center suggests looking at a decision through several ethical lenses, including consequences, rights, fairness, the common good, character and care (Markkula Center for Applied Ethics, revised November 5, 2021). The lenses can point to different answers.

Real institutions face the same choice. New York City uses random lotteries for some middle and high school seats (Chalkbeat New York, October 1, 2024). For Taylor Swift's Eras Tour, more than 3.5 million people registered for presale codes. Ticketmaster says about 1.5 million received codes, and 2 million were waitlisted (Ticketmaster, November 19, 2022).

❓ Stop and think. What would make the twenty people without seats accept the result as fair?

This page continues page 332. The notes for both pages are on the sheet for page 332.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 332. The notes for both pages are on the sheet for page 332.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 8 minutes.

Evidence A | Sign-up sheet

The workshop sign-up sheet

“Free workshop: 10 seats. Add your name to show interest. How seats will be chosen: to be announced.” The sheet opened Monday at 9 a.m. By Wednesday it had thirty names. The first 22 names were added before 10 a.m. on Monday.

Look closely: When did most names arrive, and what rule was posted then?

What it shows

➤ Thirty names for ten seats.
Twenty-two came in the first hour,
before any rule.

What it leaves out

➤ Who signed up after 10 a.m.,
and why they saw the sheet later.

Evidence B | Group-chat thread

The crew’s thread, Sunday at 8:30 p.m.

Gia: first come is easiest to run, we just take the top ten.

Anika: I’m at rehearsal most days, I’d see it after it’s full.

Mateo: lottery?

Gia: then we need a sign-up window and someone to run the drawing.

Look closely: Which cost does each person name? Which cost does nobody name?

What it shows

➤ Gia names how much work
each method needs. Anika names
who first-come leaves out.

What it leaves out

➤ The views of the thirty people
on the sheet. Only the crew is
talking.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Students fill in only the What it shows boxes.

💬 Say this

“Look at the times on the sign-up sheet. Who was likely to see it in the first hour?” — Wait for someone to connect the times to Anika at rehearsal.

👁 Watch for

Misconception: Students read an early sign-up as proof of stronger interest. **Listen for:** “The first ten wanted it more.” **Then:** Ask what else could explain an early name. The sheet shows timing, not need.

📄 Support

- Give each document on its own half-page.
- Read the crew’s thread aloud with three voices.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

🔗 Stretch

- Ask which document would let the crew count need, and why none of the three can.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Whiteboard

Three options on the whiteboard

A. First come, first served: fast to run; favors whoever sees it first. B. Lottery after a three-day sign-up: equal chance for everyone; needs a sign-up window and a drawing. C. Needs-based rubric: prioritizes people who can't afford the paid version; needs personal information and someone to judge it.

Look closely: Underline the cost the crew wrote for each option.

What it shows

➤ A benefit and a cost for each option. Only option C looks at need.

What it leaves out

➤ Who would see applicants' personal information, and if a second session is possible.

What is still missing from the evidence?

➤ How many applicants have the greatest need, whether a second session is possible and who would see personal information under option C.

Notes

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read Evidence C aloud. Students mark each option's cost.

💬 Say this

“Look at the times on the sign-up sheet. Who was likely to see it in the first hour?” — Wait for someone to connect the times to Anika at rehearsal.

👁 Watch for

Misconception: Students read an early sign-up as proof of stronger interest. **Listen for:** “The first ten wanted it more.” **Then:** Ask what else could explain an early name. The sheet shows timing, not need.

📄 Support

- Give each document on its own half-page.
- Read the crew's thread aloud with three voices.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

🔗 Stretch

- Ask which document would let the crew count need, and why none of the three can.

🔥 Heat check

■□□ Low.

Key idea: fair criteria

On your own Read the key idea and the code of ethics, then answer the question in the box. About 12 minutes.

Any way of giving out ten seats to thirty people leaves twenty people without one. A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. First-come is fast, but it favors people who see the message first. A lottery gives everyone the same chance, but it does not consider need. A needs-based rubric aims at equity by helping people who cannot afford the paid version, but applicants must share personal information. Each option has a cost, so the crew has to choose which cost to accept.

Criteria are the standards or reasons a group uses to make a decision. When the crew states its criteria early, everyone knows the rule before anyone is chosen. Even people who do not get a seat may accept the result if the rule was clear in advance. If the crew picks a rule after seeing the names, people may wonder whether it was chosen to favor someone.

The Markkula Center for Applied Ethics at Santa Clara University suggests looking at a decision through several ethical lenses. They include consequences, rights, fairness, the common good, character and care. The lenses can point toward different options, and they do not add up to one automatic score. A strong decision explains which concern matters most in this case, who carries the cost and what could reduce it.

Professional standards

Adapted from a real source

| National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research; published by the U.S. Department of Health, Education, and Welfare

The Belmont Report: B. Basic Ethical Principles: 3. Justice

Summary: Summary, not a quotation: the report treats justice as fairness in distribution and lists five widely accepted ways to share benefits and burdens: an equal share, individual need, individual effort, societal contribution and merit.

In plain words: The Belmont Report, written for research with people, lists several fair ways to share limited benefits, such as equal shares or need.

Question: Which whiteboard option comes closest to “an equal share,” and which comes closest to “individual need”?

Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Skip the In the news section.

Say this

“The Belmont Report lists fair ways to share benefits, such as an equal share or need. Which option matches each?”
— Point out that it was written for research with people.

Watch for

Misconception: Students treat the Belmont Report as a law the crew must follow. **Listen for:** “They have to follow the Belmont rules.” **Then:** Say: “It was written for research with people. The crew can use it as a way to think.”

Support

- Read the code summary aloud. Point out the label: it is a summary, not a quotation.

Stretch

- Use the Informed Consent row: what should option C applicants be told before they share personal information?

Heat check

■□□ Low.

Professional standards, continued**Your answer**

Option ___ comes closest to an equal share, and option ___ comes closest to individual need, because ____.

➔ Option B comes closest to an equal share, because everyone has the same chance. Option C comes closest to individual need.

In the news

Real source | NPR | December 20, 2020

The Ethics Of Who Gets The COVID-19 Vaccine And When

A bioethicist explains how leaders chose who went first when there wasn't enough for everyone.



Real source | Scientific American | September 3, 2020

How to Decide Who Should Get a COVID-19 Vaccine First

Lays out competing criteria such as risk, fairness and benefit, the same lenses the crew uses.

Notes

This page continues page 337. The notes for both pages are on the sheet for page 337.

Sort the evidence

On your own Follow each option to its effects and write who carries the cost in each box. About 8 minutes.

Follow each method to its consequences. Who carries the cost under each one, and what makes the chosen process legitimate to the twenty who lose?

First come, first served

The ten fastest responders get seats; people at rehearsal or work see the sign-up late

Who is affected

➤ Anika and
others who check
messages late

Lottery after a three-day sign-up

Each of the thirty has the same chance, and need is not considered

Who is affected

Needs-based rubric

Those with the greatest need are prioritized; applicants must share personal information

Who is affected

➤ Applicants asked to
disclose their finances

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➤ The thirty applicants' view is missing. I would ask people who signed up after 10 a.m. how they first saw the sheet.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

“Follow each option to its effect. Who carries the cost?” —
Model the first-come row together.

👁 Watch for

Misconception: Students list costs only for the options they dislike. **Listen for:** “The lottery has no downside.” **Then:** Ask what a lottery does for someone with the greatest need. Write that cost in the box.

📋 Support

- Let students write names or simple icons in the boxes before writing sentences.

🔥 Heat check

■ ■ □ **Medium.** The missing-perspective question can lead students to talk about money at home.

Cool-down: Keep it about the applicants in the case. Nobody shares their own finances. Return to the whiteboard wording.

Practice: choose a response

On your own Choose the note you would send, explain why and fix the two marked phrases. About 6 minutes.

Gia is drafting a note to the thirty people on the sign-up sheet. Which sentence could the crew defend?

- ☐ A “We picked the fairest method, so nobody loses out.”
- ☒ B “We’re holding a lottery so everyone has the same chance. A lottery doesn’t favor people with the most need, so we’re looking into a second session.”
- ☐ C “Seats go to the first ten names on the sheet, because those people wanted it most.”

Why I chose it

➤ B. It names the method, the reason and the cost. A claims nobody loses out, but twenty people will. C treats signing up first as wanting a seat most.

Improve a draft

A student’s first draft

We should do first come first served because ① it’s the most fair. Everyone has the same chance to sign up and if you really want it you’ll sign up fast. It’s simple and ② nobody can complain because they had the same opportunity as everyone else. Also it’s way less work for us than reading thirty applications or doing some random drawing. The people who don’t get in can just come to the next workshop whenever we have one. This is obviously the best way.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ First-come is the fastest to run, but it favors people who see the message first.

Rewrite phrase 2

➤ People like Anika, who check their phones after rehearsal, would start behind.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

“Gia has to post tonight. Which note could the crew defend to all thirty people?” — Hold a quick vote before any discussion.

👁 Watch for

Misconception: Students pick the note that sounds kindest.

Listen for: “A is nicest, nobody gets upset.” **Then:** Ask whether A is accurate. Twenty people will not get a seat.

📖 Support

- Read the three notes aloud before students choose.

🌡 Heat check

■□□ Low.

➤ Answer key

A revised version: We recommend a lottery after a three-day sign-up period. A lottery gives each of the thirty people an equal chance, while first-come, first-served favors whoever sees the message first, which leaves out people like Anika who check their phones after rehearsal. The cost is that a lottery doesn’t prioritize people with the greatest need. To reduce that, we’ll announce the sign-up in the group chat, at the bookshop counter and on paper, and we’ll run a second session for the twenty people who don’t get seats. We’d reconsider if the second session can’t happen.

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 20 minutes.

Write a reflective essay on the question: can a fair process produce an unfair result? Use the crew's seat decision as the main example and one public allocation, such as a school admissions lottery, as a second. Then take part in a structured paired discussion and add a paragraph on what your partner changed in your thinking.

Use: The sign-up sheet, the dinner debate thread, the whiteboard options, the Markkula Center framework and one teacher-selected article on a public lottery.

You'll make: Reflective essay (500—600 words) plus a paragraph on the discussion

Time: 90 minutes

- 1 Fill in the organizer: what each option makes fair in the process and in the result.
- 2 Read the public lottery article your teacher gives you.
- 3 Write a counterexample where the process you favor gives a result you would call unfair.
- 4 Draft your introduction and counterexample paragraph on the Your draft page.
- 5 Finish the essay, 500 to 600 words, on lined paper or in the online workspace.
- 6 Discuss your essay with a partner, using the listening stems.
- 7 Write a paragraph on what your partner changed in your thinking.

Prefer typing? Scan to open the online workspace.

Fair in the process

➤ Lottery: every name has the same chance, and the rule is set before the draw.

Fair in the result

➤ Needs rubric: seats go to people who cannot afford the paid version.

Case 17 | Your task | Pre-IB educator edition

⌚ Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

💬 Say this

“Name one way a lottery is fair. Now name one result of a lottery you would call unfair.” — Write the two answers in two columns on the board.

👁 Watch for

Misconception: Students treat a fair process and a fair result as the same claim. **Listen for:** “It’s random, so the result is fair.” **Then:** Ask who could end up with all ten seats under a fair draw.

📄 Support

- Process-versus-outcome organizer
- Lens cards: consequences, rights, fairness and justice, care
- Paired-discussion protocol with listening stems

🔗 Stretch

- Construct a case where the process you favor produces a result you would call unfair, and explain what you would do about it.

🔥 Heat check

■□□ Low.

📋 Standards

Common Core: RI.9-10.1; W.9-10.1; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.9.9-12; D2.Civ.11.9-12.

The Case plan sheet gives each code in plain words.

My counterexample

➤ The process I favor is a lottery. It could produce an unfair result when all ten seats go to people who could afford the paid version.

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

07 Answer key

- Distinguishes procedural fairness from outcome fairness precisely
- Uses two examples without treating them as identical
- Engages a real counterexample
- Discussion paragraph shows genuine listening

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 40 minutes.

Introduction

Can a fair process produce an unfair result? A group of friends had ten free workshop seats and thirty names on a sign-up sheet. Their whiteboard listed three methods. A lottery would give every name the same chance, which makes the process fair in one clear sense. But a lottery looks only at the process. It does not ask who ends up with the seats. I will argue that a fair process can produce an unfair result, and that a good rule should say in advance what happens then.

Counterexample paragraph

Here is the counterexample. Suppose the crew holds its lottery and all ten seats go to people who could afford the paid version of the workshop. Nobody broke the rule, and every name had the same chance. Yet the people who needed the free seats most leave with nothing. A public lottery for school seats can raise the same concern at a larger scale. The two cases differ, because a club is not a public body and thirty names is a small pool. Still, both show that equal treatment in the process does not guarantee a fair result.

Pacing

Full chapter: 40 min.

 Short on time: 36 min. Students draft the introduction and counterexample in class and finish the essay at home.

Say this

“In the discussion, restate your partner’s point before you answer it.” — Post the listening stems where everyone can see them.

Watch for

Misconception: The partner paragraph reports agreement only. **Listen for:** “My partner agreed with me.” **Then:** Ask what question the partner raised that the essay had not answered.

Heat check

 Low.

Answer key

What to notice in the sample:

1. Names the procedural sense of fairness precisely.
2. Builds a real counterexample from the case facts.
3. Compares the two examples without treating them as identical.
4. Shows what the partner changed.

What my partner changed in my thinking

[illegible]

This page continues page 343. The notes for both pages are on the sheet for page 343.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

- Do you separate a fair process from a fair result? ☒ Yes ☐ No
- Do you use two examples without treating them as identical? ☒ Yes ☐ No
- Does your counterexample test the process you favor? ☒ Yes ☐ No
- Does your discussion paragraph show what your partner changed? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No reference to who is affected.	☐ Mentions people vaguely.	☐ Names specific people and effects from the case.	☐ Uses case facts to show who gains and who pays.
Reasoning	☐ Claims an option is obviously best.	☐ Gives one reason only.	☐ Uses a lens and names the strongest objection.	☐ Uses two lenses and proposes a revision tied to the objection.
Audience & purpose	☐ Ignores the twenty who miss out.	☐ Mentions them briefly.	☐ Explains the process to all applicants.	☐ Builds legitimacy by publishing criteria and a remedy.
Revision	☐ No change.	☐ Wording only.	☐ Adds a named cost and revision.	☐ Explains how the revision addresses the objection.

Pacing

Full chapter: 8 min.

 Short on time: skip this page. Collect essays and give feedback with the school's pre-IB rubric.

Say this

“Find the sentence that names who carries the cost. If you cannot find it, add one.” — Circulate and ask for one named cost or one fix.

Watch for

Misconception: Students revise wording only. **Listen for:** “I fixed my spelling.” **Then:** Point to the Revision row. Ask for an added cost or a change tied to the objection.

Heat check

 Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for reasoning, use of examples and reflection; no IB criteria, marks or grades are assigned.

Proficient looks like:

- **Evidence:** Names specific people and effects from the case.
- **Reasoning:** Uses a lens and names the strongest objection.
- **Audience & purpose:** Explains the process to all applicants.
- **Revision:** Adds a named cost and revision.

[illegible]

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 12 minutes.

1 Whose view would most challenge the option you prefer?

➤ I prefer the lottery. Someone who cannot afford the paid workshop would challenge it, because a lottery gives them no extra chance.

2 Anika says she does not need a seat. What is she asking the crew for?

➤ She is asking the crew to explain the rule and to admit who loses under it. Then they can look for a fix.

3 Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?

➤ They would give up privacy. Someone would have to read their personal information and judge their need.

My take

My claim: ____.

➤ The crew should hold a lottery after a three-day sign-up and post the rule first.

The best evidence is ____, because ____.

➤ The sign-up sheet, because 22 names came in before 10 a.m., before any rule was posted.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 8 min. Run the paired discussion for eight minutes only.

💬 Say this

“Answer with a detail from the evidence, such as a time on the sheet or a line on the whiteboard.” — Ask for one answer per question.

🔗 Stretch

- Find out how your school fills one limited spot, such as a trip or a club seat, and whether the rule is published first.
- Going further: Each method treats a different problem as the main one. For each of the three options, write the problem it tries to solve and one problem it leaves unsolved.
- Going further: Write down the option you picked first. Then find one person in the case that option treats unfairly. Decide whether you would change your criteria or explain them more carefully.
- Going further: Write two short sign-up announcements, each using a different method. Ask a friend to read both. Check whether they can tell who each plan leaves out and how to ask a question about it.
- Going further: Pick one limited spot at school, such as a class, a trip or a club seat. Find out how people are chosen and whether the rule is published. Ask who the rule helps and who it might leave out. Never ask classmates to share financial or personal information.
- Research how a real program uses a lottery and what critics say

My take, continued

Someone who disagrees might say ____.

- A lottery ignores need, so someone who cannot afford the paid version gets no help.

I would change my mind if ____.

- The crew could not run a second session for the people left out.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 347.

Heat check

Question 3: Medium. Students may bring up money at home or guess which classmates need help.

Cool-down: Say: “Answer about the applicants in the case, not anyone you know.” Return to the whiteboard wording for option C.

Talk about this case at home

Case 17: How should the crew give out ten free seats?

In this case, a group of friends has ten free workshop seats and thirty people who want one. Your student compared three ways to choose and wrote a note that explains the choice and who carries its cost.

Questions to talk about

- 1 When something is limited, like tickets or seats, what makes a way of choosing feel fair?
- 2 Why might it help to announce a rule before anyone signs up?
- 3 What is one kind way to tell people they were not picked?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 17 | Talk about this case at home | Pre-IB educator edition

Pacing

At home: this page takes no class time.

Say this

“Read this page at home with someone you trust.” —
Nobody needs to share personal or money information to complete it.

Case 18: Why is the theater curtain still falling apart?

Overview

Students read a short story in which the theater curtain at Dec and Anika’s school will not close. Meanwhile, a social post points to the district’s \$48 million budget. Students label a proposed-budget excerpt by year, stage and units, explain why the post compares a total with a per-pupil figure and map who decides. They then write a budget question and a 60-second comment for the school board.

Before this case

Students should already be able to:

- handle numbers with their units and stage
- tell a factual question from a value question
- give a short prepared talk

Objectives

Students will be able to:

- analyze how the \$48 million figure and the post each work as arguments
- explain what each number selects, hides and asks the reader to feel
- distinguish a factual question from a value question
- give a two-minute talk that uses a counterexample honestly

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A, B and C and the NCES revenue summary
- A number-as-argument grid and a talk planner
- A worked per-pupil calculation

The task in this edition

Task: Write a structured analysis of how the \$48 million figure and the social post each work as arguments: what does each number select, hide and ask the reader to feel? Then give a two-minute talk on the question: when does a number clarify a public debate, and when does it hide a choice about values?

Students make: Structured analysis (400—500 words) plus a two-minute talk

Pacing

Opener (page 350): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the key terms.

Key terms (pages 351 and 352): 5 min. Short on time: 2 min. Read the key terms aloud. Skip the first-guess box.

Look at the evidence (page 356): 8 min. Short on time: 6 min. Students fill in only the What it shows boxes.

Look at the evidence (page 357): 6 min. Short on time: 4 min. Read Evidence C aloud. Students fill in only its What it shows box.

Pacing, continued

Key idea (pages 358 and 359): 12 min. Short on time: 10 min. Skip the In the news section.

Sort the evidence (page 360): 8 min. Short on time: skip.

Practice (page 361): 6 min. Short on time: skip.

Your task (pages 362 and 363): 20 min. Short on time: 20 min.

Your draft (page 364): 35 min. Short on time: 32 min. Students draft the analysis in class and finish it at home.

Check your work (pages 365 and 366): 8 min. Short on time: 4 min. Students answer the Check your work questions only.

Questions to discuss (pages 367 and 368): 12 min. Short on time: 8 min. Give the two-minute talks in small groups.

Talk about this case at home (page 369): at home.

Periods: full chapter 125 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

Case 18 plan, continued

Standards, continued

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.11.9-12 Evaluate how well different government decision-making procedures meet their civic purposes at each level. In this case: Students evaluate how the budget process achieves or misses civic purposes.

D2.Civ.13.9-12 Evaluate public policies by their intended and unintended outcomes and consequences. In this case: Students evaluate intended and unintended outcomes of how facilities money is allocated.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a question for the board.

Codes of ethics

- **ASPA Code of Ethics:** 5. Fully Inform and Advise.
- **SPJ Code of Ethics:** Seek Truth and Report It

Codes of ethics, continued

- **Credo for Ethical Communication:** “We advocate truthfulness, accuracy, honesty, and reason...” (one of nine unnumbered principles)

Heat map

- **Opener (page 350):** Low
- **Key terms (pages 351 and 352):** Low
- **Look at the evidence (page 356):** Low
- **Look at the evidence (page 357):** Low
- **Key idea (pages 358 and 359):** Low
- **Sort the evidence (page 360):** Low
- **Practice (page 361):** Low
- **Your task (pages 362 and 363):** Low
- **Your draft (page 364):** Low
- **Check your work (pages 365 and 366):** Low

Try it at your school

Find one line in your school’s budget.

- With a teacher or advisor, find your district’s budget on its website
- Label the document’s year and stage
- Find one line connected to something you use (facilities, arts, technology)
- Ask your student council how students can submit a budget question or comment

Try it at your school, continued

Who to ask: Student council advisor, school business office, school board clerk, principal

Safety: Get permission before photographing spaces or people at school. Stick to observed facts when posting about budgets.

Sources

- ABC, “About Abbott Elementary,” No date listed
- National Center for Education Statistics, “Revenue sources for public schools by state, 2022–23 (Digest table 235.20),” No date listed

Case 18: Why is the theater curtain still falling apart?

The district's proposed budget is \$48 million, the school theater curtain won't close, and Dec wants to ask the school board about it.

On your own Read What happened and underline the three dollar amounts. About 5 minutes.



Anika, Dec and Mari test a small light circuit in a theater workshop, with Pauta beside them.

Your role: You're the one who works out the per-student number before anyone repeats the post. **New skill:** Compare numbers on the same scale.

What happened

The curtain in the school theater is torn, and it no longer closes all the way. Dec, 17, pulls that curtain at every show. He and Anika, 16, are on the theater crew. The facilities office gave the theater advisor a quote to replace the curtain: \$6,800.

Mari, 19, is helping them prepare a question for the school board. They find the district's proposed budget for next school year. The total is \$48 million for a projected 3,200 students. One line sets aside \$310,000 for building repairs at all schools. A note says the figures may change before the board adopts the budget.

Your question: What can the \$48 million total tell Dec about the curtain, and what should he ask the school board?

On Tuesday at 6:10 p.m., a post starts going around. It compares the district's \$48 million with another district, Westbrook, at \$21,000 per student. "And they can't fix ONE curtain??" it asks. Dec has a photo of the torn curtain. He wants to be the one who asks the board about it.

Pacing

Full chapter: 5 min.

Short on time: 4 min. Read What happened aloud and go straight to the key terms.

Say this

"\$48 million, and the curtain still won't close. What is your first reaction?" — Collect reactions. Then ask what kind of number \$48 million is.

Watch for

Misconception: Students assume a large total means money is free for any need. **Listen for:** "They have millions, they're just wasting it." **Then:** Ask what the \$48 million has to cover. Write "whole district, next year" on the board.

Support

- Read What happened aloud. List the three dollar amounts on the board with their labels.

Heat check

Low.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 5 minutes.

Revenue Revenue is money that comes into a government or an organization, such as taxes and grants.

En español: ingresos

In this case: NCES reports that public schools get revenue from federal, state and local sources. That national data cannot show what Dec's district spends on a curtain.

Expenditure An expenditure is money that a government or an organization spends.

En español: gasto

In this case: The \$48 million is a proposed plan for next school year. It lists planned expenditures, but none of that money has been spent yet.

Per-pupil amount A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.

En español: monto por estudiante

In this case: $\$48,000,000 \div 3,200 \text{ students} = \$15,000 \text{ per student}$. Westbrook's \$21,000 is already per student, but its year and stage are unknown.

Who is involved

Mari

Helping the theater crew with a budget question

"Forty-eight million dollars, and the curtain still won't close. Ay, bendito. Before we get mad at the big number, which line is supposed to fix it?"

Dec

Pulls the curtain at every show

"I pull that curtain every show. It doesn't close all the way anymore. That part I can show you."

Pacing

Full chapter: 5 min.

 Short on time: 2 min. Read the key terms aloud. Skip the first-guess box.

Say this

"Has any of the \$48 million been spent yet?" — No. It is a proposed plan. Planned expenditures are not money already spent.

Watch for

Misconception: Students treat revenue and expenditure as the same. **Listen for:** "Revenue is what they spend." **Then:** Revenue comes in and an expenditure goes out. Draw two arrows on the board.

Support

- Pair students who share a language to explain each term with a number from the case.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

Heat check

 Low.

Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, why do you think the theater curtain is still not fixed?

➤ My first guess is that the money is going somewhere else, because \$48 million sounds like plenty.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Reading passage

A total is not a per-student number

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Revenue:** Revenue is money that comes into a government or an organization, such as taxes and grants.
- **Expenditure:** An expenditure is money that a government or an organization spends.
- **Per-pupil amount:** A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.
- **Proposal:** A proposal is a change that someone suggests and that has not been approved yet.
- **Decision-maker:** A decision-maker is the person or group with the power to make a particular choice.

The story: A curtain and a viral post

Dec pulls the stage curtain at every show. The fabric is torn, and the curtain no longer closes all the way. Dec, 17, and Anika, 16, are on the theater crew, and the facilities office has already given the theater advisor a quote to replace it: \$6,800.

Mari, 19, is helping them prepare a question for the school board. Together they find the district's proposed budget for next school year. The top line is \$48 million for a projected 3,200 students. One line reads "Facilities, building repairs (all schools): \$310,000." A note at the bottom says the figures are proposed and may change before the board adopts the budget.

Then, on Tuesday at 6:10 p.m., a post starts circulating: "Our district: \$48 MILLION. Westbrook: \$21,000 per student. And they can't fix ONE curtain?? Where is the money going?" Anika sends it to the chat. Dec admits the curtain part is true. Mari asks where the numbers come from.

Your role is to work out the per-student number before anyone repeats the post.

Stop and think. What three labels should you check before comparing budget numbers?

Year, stage and unit

Before comparing two budget numbers, check three labels: the year, the stage and the unit. The post skips all three. Its \$48 million is a proposed total for a whole district next year.

⌚ Pacing

Reading: about 5 min (586 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After "The story: A curtain and a viral post":** What three labels should you check before comparing budget numbers?
2. **After "Year, stage and unit":** After you work out \$15,000 per student, what is still missing from the comparison?
3. **After "Real budgets, real limits":** Dec wants to ask the board himself. Why might it matter who brings the question?

Year, stage and unit, continued

Its Westbrook figure is a per-student amount from an unknown year and stage.

A **per-pupil amount** is a total divided by the number of students, so that districts of different sizes can be compared. The new skill is comparing numbers on the same scale, and it builds on Case 11, where you compared two jobs on the same terms. Divide \$48,000,000 by 3,200 students, and the district's proposed amount is \$15,000 per student. The post's comparison now looks different. It is still incomplete, because Westbrook's budget year and stage are unknown. A per-pupil figure also cannot say whether either district has enough for its students' needs.

Revenue is money that comes into a government or an organization, such as taxes and grants. An **expenditure** is money that a government or an organization spends. The budget is a plan for expenditures, and it is a **proposal**, the Case 4 term for a change that someone suggests and that has not been approved yet. A proposed budget, an adopted budget and actual spending are three different documents.

Case 5 taught you to read a document line by line. Mari applies that to the budget. She reads the labels before reacting to the big number, and she looks for the line that could cover a curtain. Case 13 taught you to keep a claim as small as your evidence. Dec does that. His photo shows the tear, and that is all it shows. He brings the photo, the \$6,800 quote and a question.

The Case 4 **decision-maker**, the person or group with the power to make a particular choice, is the school board, which adopts the budget. Dec's question should name one line, one need and the board's next chance to hear requests. He also wants to ask it himself, because it is his crew's curtain.

? **Stop and think.** After you work out \$15,000 per student, what is still missing from the comparison?

Real budgets, real limits

The National Center for Education Statistics reports that public schools get revenue from federal, state and local sources, and the mix differs by state (NCES, May 2024). NPR has explained how local property taxes make school budgets very different from one district to the next (NPR, April 18, 2016). Many large districts are now making cuts because of inflation and enrollment declines, which shows how a large budget can leave little room for extras (Chalkbeat, May 28, 2026).

? **Stop and think.** Dec wants to ask the board himself. Why might it matter who brings the question?

This page continues page 353. The notes for both pages are on the sheet for page 353.

Sources

Real source | National Center for Education Statistics | May 2024

Public School Revenue Sources (Condition of Education)

Real source | NPR | April 18, 2016

Why America's Schools Have A Money Problem

Real source | Chalkbeat | May 28, 2026

A financial reckoning is hitting America's public schools

Notes

[illegible]

This page continues page 353. The notes for both pages are on the sheet for page 353.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 8 minutes.

Evidence A | Budget excerpt

The proposed budget for next school year

PROPOSED BUDGET, NEXT SCHOOL YEAR. Total proposed budget: \$48,000,000. Projected enrollment: 3,200 students. Facilities, building repairs (all schools): \$310,000. Note: figures are proposed and may change before the board adopts the budget.

Look closely: Circle the year, the stage and the unit for each number.

What it shows

➤ A proposed total of \$48 million for 3,200 students, and \$310,000 for all repairs.

What it leaves out

➤ What the district spent this year, and whether a curtain counts as a building repair.

Evidence B | Social media post

A post shared Tuesday at 6:10 p.m.

Our district: \$48 MILLION. Westbrook: \$21,000 per student. And they can't fix ONE curtain?? Where is the money going?

Look closely: Which number is a total, and which is per student?

What it shows

➤ Someone is upset about the curtain and compares two dollar figures.

What it leaves out

➤ That one figure is a total and one is per student, plus Westbrook's year and stage.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Students fill in only the What it shows boxes.

💬 Say this

“Before you react to any number, find its year, its stage and its unit.” — Model it on the \$48 million: next year, proposed, whole district.

👁 Watch for

Misconception: Students read the proposed budget as money already spent. **Listen for:** “They spent \$48 million and didn’t fix it.” **Then:** Point to “PROPOSED” and “NEXT SCHOOL YEAR.” Nothing here has been spent.

📚 Support

- Give students a calculator and the budget excerpt with its labels highlighted.
- Read the budget note aloud.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

🔗 Stretch

- Ask why the \$310,000 line cannot show whether the curtain is funded, even though it is the right kind of line.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Repair quote

The facilities quote for a new curtain

Stage curtain replacement, main auditorium: remove the torn curtain, supply and install a flame-retardant replacement. Total: \$6,800.

Look closely: What does the quote confirm, and who received it?

What it shows

➤ Replacing the curtain would cost \$6,800. The facilities office priced it.

What it leaves out

➤ Which budget line pays for it, and how it ranks against other repairs.

What is still missing from the evidence?

➤ Whether the building-repairs line covers stage equipment, how repairs are ranked, and Westbrook's budget year and stage.

Notes

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read Evidence C aloud. Students fill in only its What it shows box.

💬 Say this

“Before you react to any number, find its year, its stage and its unit.” — Model it on the \$48 million: next year, proposed, whole district.

👁 Watch for

Misconception: Students read the proposed budget as money already spent. **Listen for:** “They spent \$48 million and didn’t fix it.” **Then:** Point to “PROPOSED” and “NEXT SCHOOL YEAR.” Nothing here has been spent.

📄 Support

- Give students a calculator and the budget excerpt with its labels highlighted.
- Read the budget note aloud.
- **Cognates:** district (distrito), total (total), proposed (propuesto), student (estudiante), repair (reparación), comparison (comparación), calculate (calcular), federal (federal).

➦ Stretch

- Ask why the \$310,000 line cannot show whether the curtain is funded, even though it is the right kind of line.

🔥 Heat check

■□□ Low.

Key idea: per-pupil amounts

On your own Read the key idea and the code of ethics, then answer the question in the box. About 12 minutes.

Before you compare two budget numbers, check three labels: the year, the stage and the unit. An **expenditure** is money that a government or an organization spends. A proposed budget is a plan for expenditures. An adopted budget is the plan the board approves. Actual spending is what the district really spent. The \$48 million is a proposed total for the whole district. The Westbrook figure is an amount per student.

A **per-pupil amount** is a total divided by the number of students, so that districts of different sizes can be compared. Dec's district proposes \$48,000,000 for a projected 3,200 students. That works out to \$15,000 per student. The comparison is still not complete, because Westbrook's budget year and stage are unknown. A per-pupil figure also cannot show whether either district has enough for its students' needs.

Revenue is money that comes into a government or an organization, such as taxes and grants. The National Center for Education Statistics (NCES) reports that public schools get revenue from federal, state and local sources. The mix differs from state to state. National data like this gives context, but it cannot say what one district spends on a curtain. In most states, an elected local school board adopts the budget within state and federal rules. That is why Dec's question should name one budget line, one need and the board's next chance to hear requests.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 5. Fully Inform and Advise

"Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members"

In plain words: ASPA members agree to give decision-makers, such as school board members, accurate and complete information.

Question: The \$6,800 curtain quote went to the theater advisor. What should the board see to rank that repair?

Pacing

Full chapter: 12 min.

 Short on time: 10 min. Skip the In the news section.

Say this

"Divide \$48,000,000 by 3,200 students. Compare it with \$21,000. Is the comparison fair yet?" — Not yet. Westbrook's year and stage are unknown.

Watch for

Misconception: Students treat the ASPA code as a law for school boards. **Listen for:** "The board is breaking the ASPA code." **Then:** Say: "ASPA's code is for its members in public service. It is not a law."

Support

- Work the division on the board. Label the answer \$15,000 per student, proposed.

Stretch

- Use the SPJ row: what context would a news story need before comparing the two districts?

Heat check

 Low.

Professional standards, continued**Your answer**

The board needs _____. Then it can _____.

→ The board needs the \$6,800 quote, the photo and the budget line that would pay for it. Then it can compare the curtain with other repairs.

In the news

Real source | NPR | April 18, 2016

Why America's Schools Have A Money Problem

Explains how local property taxes make school budgets very different from one district to the next.



Real source | Chalkbeat | May 28, 2026

A financial reckoning is hitting America's public schools

Big districts are making cuts, showing how a huge budget can still leave little for extras like a stage curtain.

Notes

This page continues page 358. The notes for both pages are on the sheet for page 358.

Sort the evidence

On your own Trace the curtain request from the photo to the vote and fill in each box. About 8 minutes.

Trace the curtain request from the photo to the vote. Who ranks it, who adopts the budget, which rules limit them, and where can students speak?

Fund the \$6,800 curtain replacement next year

Who decides

The elected local school board, which adopts the budget
The facilities office, which ranks repair requests (how is still unknown)

Under which rule

State and federal rules and funding streams set limits on district budgets
Proposed building-repairs line: \$310,000 for all schools

Who lives with it

Your way in

➤ A written question or public comment before the budget is adopted

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➤ The facilities office is missing. I would ask how it ranks repair requests and where the curtain is on the list.

Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

Say this

“Trace the curtain request. Who ranks it, who adopts the budget and where can students speak?” — Model the first box: the facilities office.

Watch for

Misconception: Students name the principal as the decider. **Listen for:** “Just ask the principal to buy it.” **Then:** Point to the chain: the elected school board adopts the budget.

Support

- Let students write the name of each office before writing sentences.

Heat check

■□□ Low.

Practice: choose a response

On your own Choose what the crew should do first, explain why and fix the two marked phrases.
About 6 minutes.

A post compares the district's \$48 million total with Westbrook's \$21,000 per student. Someone reposts it and adds "we get way less." What should the crew do first?

- ☐ A Share it. Both figures are in dollars, and the curtain really is torn.
- ☒ B Check that both figures use the same year, budget stage and units before comparing them.
- ☐ C Divide \$48 million by 3,200 students, and post that the district is underfunded.

Why I chose it

➤ B. A total and a per-student amount cannot be compared directly. C fixes the units but still overclaims, because one figure cannot show underfunding.

Improve a draft

A student's first draft

Our district has a ① \$48 million budget but our theater curtain is ripped and gross. That's so much money and they can't even fix one curtain? It has been like this since before any of us joined the crew and it keeps getting worse every show. Where is all the money going? Other districts get way more. I saw a post that said so. We deserve better and ② the board needs to explain themselves. We are honestly tired of waiting for this.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Our district has a proposed \$48 million budget for next school year.

Rewrite phrase 2

➤ Could the board explain which line covers stage equipment and how repairs are ranked?

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

"Someone reposts the comparison with "we get way less." What do you do first?" — Hold a quick vote before any discussion.

👁 Watch for

Misconception: Students pick C because the math is right. **Listen for:** "\$15,000 is less, so we're underfunded."

Then: Ask what one per-student figure can prove. It cannot show need.

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: Our question is about next year's proposed budget. The theater curtain is torn at the seam and no longer closes fully; we have a photo and a \$6,800 replacement quote from the facilities office. The proposed budget lists \$310,000 for building repairs across the district. We'd like to know whether stage equipment is covered by that line or a different one, how repair requests are ranked, and when the board considers them. Could a student from the theater crew submit a written request before the budget is adopted? Thank you for considering it.

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 20 minutes.

Write a structured analysis of how the \$48 million figure and the social post each work as arguments: what does each number select, hide and ask the reader to feel? Then give a two-minute talk on the question: when does a number clarify a public debate, and when does it hide a choice about values?

Use: The proposed-budget excerpt, the social post, the repair quote and the NCES revenue overview.

You'll make: Structured analysis (400—500 words) plus a two-minute talk

Time: 90 minutes

- 1 Fill in the grid for each number: unit, year, stage and what it leaves out.
- 2 Mark what each number asks the reader to feel.
- 3 Draft your analysis of the post and the total on the Your draft page.
- 4 Finish the analysis, 400 to 500 words, on lined paper or in the online workspace.
- 5 Plan a two-minute talk: claim, example, counterexample.
- 6 Give your talk on when a number clarifies and when it hides a choice.

Prefer typing? Scan to open the online workspace.

\$48 million: unit, year, stage, what it hides

🔗 Total, next year, proposed. Hides that it is a plan for every school.

\$21,000: unit, year, stage, what it hides

🔗 Per student, year and stage unknown. Hides that its unit differs.

Case 18 | Your task | Pre-IB educator edition

🕒 Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

💬 Say this

“Every number in this case makes an argument. What does the capital-letter figure in the post want you to feel?” — Accept anger, then ask for the words that cause it.

👁 Watch for

Misconception: Students treat labeled numbers as neutral. **Listen for:** “The budget is just facts.” **Then:** Ask what the budget chose to report as one line, and what it grouped together.

📄 Support

- Number-as-argument grid: unit, year, stage, what it leaves out
- Talk planner: claim, example, counterexample
- Worked per-pupil calculation

🔗 Stretch

- Find one number in the case that you think is used fairly and explain what makes it fair.

🔥 Heat check

■□□ Low.

📋 Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.11.9-12; D2.Civ.13.9-12; D4.8.9-12.

The Case plan sheet gives each code in plain words.

Your task, continued

A number used fairly, and why

➤ \$6,800: one priced job, one unit, from the district's facilities office.

Talk plan: claim, example, counterexample

➔ Claim: labeled numbers clarify. Example: \$15,000 per student.

Counterexample: a labeled figure still hides a choice about need.

Notes

This image shows a single page of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 362.

07 Answer key

A strong response:

- Handles every figure accurately, with units and stage
- Explains how each number frames the issue
- Distinguishes a factual question from a value question
- Talk uses a counterexample honestly

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 35 minutes.

Your analysis, first part

🔗 The post and the budget both use numbers as arguments, and each one selects some facts and hides others. The post sets “\$48 MILLION” in capital letters beside Westbrook’s \$21,000 per student. It selects the biggest number the district has. It hides that one figure is a total for every school, while the other is per student. The capital letters and the question “And they can’t fix ONE curtain??” ask the reader to feel cheated. The budget excerpt works more quietly. Its \$48,000,000 is labeled proposed, for next school year, with a note that figures may change. Those labels invite the reader to check before judging. A per-pupil calculation, \$15,000 per student, answers the factual question of units. It does not answer the value question. Whether \$15,000 is enough depends on what students need and what a community expects its schools to provide. The \$6,800 quote is the fairest number in the case, because it prices one job in one unit.

🕒 Pacing

Full chapter: 35 min.

✂ Short on time: 32 min. Students draft the analysis in class and finish it at home.

💬 Say this

“Your talk needs a counterexample you believe. Where does your claim break?” — Partners hear each other’s talk once before class.

👁 Watch for

Misconception: The counterexample is a straw man. **Listen for:** “Some people think numbers never lie.” **Then:** Ask for a case where a labeled, accurate number still hides a choice.

🔗 Heat check

■□□ Low.

🔗 Answer key

What to notice in the sample:

1. States the claim about numbers as arguments.
2. Explains how the post frames the issue.
3. Separates a factual question from a value question.
4. Answers the challenge with a reason.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

Do you handle every figure with its units and stage?	☒ Yes	☐ No
Do you explain how each number frames the issue?	☒ Yes	☐ No
Do you separate a factual question from a value question?	☒ Yes	☐ No
Does your talk use a counterexample honestly?	☒ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Uses an unlabeled total.	☐ Uses a figure without year or stage.	☐ Labels year, stage and line and cites the need.	☐ Adds a repair quote and notes what the figures can't show.
Reasoning	☐ Assumes waste or theft.	☐ Compares mismatched numbers.	☐ Links the need to a specific budget line.	☐ Explains process questions: ranking, timing, decision-maker.
Audience & purpose	☐ Accuses the board.	☐ Complains without a request.	☐ Asks a question the board can answer.	☐ Asks a question and offers a concrete way for students to contribute.

Pacing

Full chapter: 8 min.

 Short on time: 4 min. Students answer the Check your work questions only.

Say this

“Find the sentence in your question that names one budget line and one need.” — Circulate and ask for the label “proposed” if it is missing.

Watch for

Misconception: Revisions only soften the tone. **Listen for:** “I took out the rude part.” **Then:** Point to the Revision row. Ask for an added label or a specific budget line.

Heat check

 Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for accuracy, analysis and oral reasoning; no IB criteria, marks or grades are assigned.

Proficient looks like:

- **Evidence:** Labels year, stage and line and cites the need.
- **Reasoning:** Links the need to a specific budget line.
- **Audience & purpose:** Asks a question the board can answer.
- **Revision:** Adds labels and a specific line.

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Removes insults only.	☐ Adds labels and a specific line.	☐ Explains how each change makes an answer more likely.

I changed ___ because ____.

✎ I added the stage label for \$48 million, because my first draft called it spending.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a dark vertical band, likely representing the binding or edge of a notebook. The paper appears to be part of a bound volume, as suggested by the rounded corners and the presence of the binding edge.

This page continues page 365. The notes for both pages are on the sheet for page 365.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 12 minutes.

1 What could make spending rise without the service getting better?

➤ Prices could go up, so the district pays more for the same repairs. More money would not mean better service.

2 Dec wants to ask the board himself. Why might it matter who brings the question?

➤ Dec uses the curtain at every show, so he can speak to what he has seen. The board hears from a student who is affected.

3 What else would you want to know before saying one district gets less than another?

➤ Westbrook's budget year and stage, and whether both figures count the same costs.

My take

My claim: ____.

➤ Dec should ask which line covers stage equipment and bring the \$6,800 quote.

The best evidence is ____, because ____.

➤ The budget excerpt, because it shows \$310,000 for repairs at all schools.

Someone who disagrees might say ____.

➤ The district must have money for a curtain, because the total is \$48 million.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 8 min. Give the two-minute talks in small groups.

💬 Say this

“Answer with a label or a number from the evidence.” — Ask for one answer per question.

➤ Stretch

- With an adult, find your district's budget, label its year and stage and find one line for a space you use.
- Going further: Write two headlines about the same budget: one with the \$48 million total and one with \$15,000 per student. Compare the story each headline tells. Then name one group that uses the theater but is missing from this discussion.
- Going further: Some people say every school should get the same amount. What problem does that plan assume it is solving? Name one need it might miss.
- Going further: Make a chart of the proposed budget that shows the total, the per-student amount and the building-repairs line. Label the year, the stage and the units. Ask a reader to explain what the chart cannot show.
- Going further: With a teacher or advisor, find your district's budget on its website. Label its year and stage. Find one line for something you use, such as facilities, arts or technology. Ask your student council how students can send a budget question. Get permission before you photograph spaces or people at school.
- Find your own district's adopted budget and locate the facilities or capital line

My take, continued

I would change my mind if ____.

☛ The board showed that the curtain is already funded.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black line that serves as a margin. The paper appears to be part of a notebook or binder, with the binding edge visible on the far left. There is no handwriting or other markings on the page.

This page continues page 367.

Heat check

■ ■ □ Question 3: Medium. Students may compare wealthy and poor districts they know, or talk about family income.

Cool-down: Keep it to the two figures in the case. Ask what we would need to check, and list year, stage, units and need.

Talk about this case at home

Case 18: Why is the theater curtain still falling apart?

In this case, a group of friends reads a school district budget to find out why a torn theater curtain has not been fixed. Your student checked what the numbers mean and wrote a clear question for the school board.

Questions to talk about

- 1 Where do you think a school's money comes from?
- 2 Why can it be misleading to compare a total with an amount per person?
- 3 Who would you ask if something at school needed fixing?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 18 | Talk about this case at home | Pre-IB educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Read this page at home with someone you trust.” —
Nobody needs to share family money information to complete it.

Case 19: What should Gia say in her two-minute comment?

Overview

Students read a short story in which Gia wants to speak against a proposal to close the park’s lighted courts at 8 p.m. They read the parks committee agenda, the comment instructions and a nearby resident’s comment. They find the item, the deciding body, the deadline and the time limit. They then cut Gia’s three-page draft into a timed comment that makes one specific request.

Before this case

Students should already be able to:

- keep structured notes while watching a video
- explain what a body can and cannot decide
- write a short reflection in the first person

Objectives

Students will be able to:

- describe a real meeting’s process accurately
- tell a body’s remit apart from issues it cannot decide
- deliver a specific, timed comment within the committee’s remit
- reflect honestly on a limit of public comment

Materials

- This chapter, one copy per student

Materials, continued

- One recorded local meeting chosen with you, and a meeting observation log
- Seattle City Council’s public comment page, for comparison

The task in this edition

Task: Watch a recorded local public meeting and write a structured analysis of how participation works there: who spoke, what the body could decide and what happened next. Then deliver a 90-second comment on the court-lights item and write a short reflection on the difference between speaking and being heard.

Students make: Meeting analysis (400—500 words), a 90-second comment and a 150-word reflection

Pacing

Opener (page 370): 4 min. Short on time: 3 min. Read What happened aloud while students follow along.

Key terms (pages 371 and 372): 4 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 376): 7 min. Short on time: 6 min. Students fill in only the What it shows boxes.

Pacing, continued

Look at the evidence (page 377): 6 min. Short on time: 5 min. Students fill in only the What it leaves out boxes.

Key idea (pages 378 and 379): 8 min. Short on time: 6 min. Skip In the news.

Sort the evidence (page 380): 6 min. Short on time: 4 min. Do the first two boxes together and stop.

Practice (page 381): 5 min. Short on time: skip.

Your task (pages 382 and 383): 30 min. Short on time: 30 min.

Your draft (page 384): 25 min. Short on time: 25 min.

Check your work (pages 385 and 386): 8 min. Short on time: 8 min.

Questions to discuss (pages 387 and 388): 10 min. Short on time: 10 min.

Talk about this case at home (page 389): at home.

Periods: full chapter 113 minutes; one period 100 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 19 plan, continued

Standards, continued

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D2.Civ.9.9-12 Use fitting deliberative processes in different settings. In this case: Students use appropriate deliberative processes in a public meeting.

D2.Civ.1.9-12 Tell apart the powers and responsibilities of local, state, tribal, national and international institutions. In this case: Students distinguish the powers of a council committee from those of other bodies.

D4.8.9-12 Use deliberative and democratic strategies and procedures to make decisions and act at school and in the community. In this case: Students apply democratic procedures by preparing a comment for a real process.

Codes of ethics

- **ASPA Code of Ethics:** 3. Promote democratic participation.

Codes of ethics, continued

- **Credo for Ethical Communication:** “We endorse freedom of expression, diversity of perspective, and acknowledgement of dissent...” (one of nine unnumbered principles)
- **SPJ Code of Ethics:** Minimize Harm

Heat map

- **Opener (page 370):** Low
- **Key terms (pages 371 and 372):** Low
- **Look at the evidence (page 376):** Low
- **Look at the evidence (page 377):** Low
- **Key idea (pages 378 and 379):** Low
- **Sort the evidence (page 380):** Medium
- **Practice (page 381):** Medium
- **Your task (pages 382 and 383):** Low
- **Your draft (page 384):** Low
- **Check your work (pages 385 and 386):** Low

Try it at your school

Find your next local agenda.

- With a trusted adult, find the website for your city council, school board or parks board
- Open the next meeting agenda and find one item that affects you

Try it at your school, continued

- Read the public-comment instructions: sign-up, time limit, written option
- Draft a practice comment and decide with your adult whether to submit it

Who to ask: Clerk of the council or school board, a civics teacher, a student representative to the board if your district has one

Safety: Public comments and names may be published. Leave out addresses, phone numbers and anyone else’s private story. Attend meetings with a trusted adult.

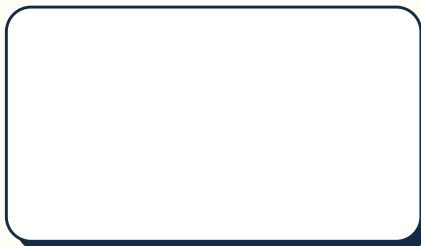
Sources

- Peacock, “Parks and Recreation,” No date listed
- Seattle City Council, “Public Comment,” No date listed

Case 19: What should Gia say in her two-minute comment?

Gia has two minutes to speak to the parks committee about the court lights, but her draft is three pages long.

On your own Read What happened and underline the sentence that says what item 4 proposes. About 4 minutes.



Gia and Mateo sit on a front stoop, each holding pages of notes.

Your role: You're the one holding the timer and listening for the request. **New skill:** Fit a request to the body's remit and time limit.

What happened

It is Tuesday, 5:40 p.m. The parks committee meets at 6. Item 4 on its agenda is a proposal to turn off the park's court lights at 8 p.m. The reason given is complaints about evening noise from nearby residents.

Gia, 21, wants to speak against item 4. It is her first time speaking at a public meeting. Each speaker gets two minutes. On Monday night, Gia wrote a three-page draft. When she reads page one out loud, it takes two minutes and forty seconds.

Mateo, 22, is timing her from a bench. He follows every word, but he cannot tell what she wants the committee to do. The draft also mentions a friend's private situation, and page two is about the bus. Everything Gia says will become part of the public record, along with her name.

Your question: What should Gia keep in her two-minute comment, and what should she cut?

Pacing

Full chapter: 4 min.

Short on time: 3 min. Read What happened aloud while students follow along.

Say this

"You get two minutes at a public meeting. What would you say first?" — Collect two or three answers. Do not correct anyone yet.

Watch for

Misconception: Students think the park is closing. **Listen for:** "They're shutting down the park." **Then:** Ask what item 4 says exactly. It turns off the court lights at 8 p.m.

Support

- Read What happened aloud while students follow along.

Heat check

Low.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 4 minutes.

Agenda item An agenda item is one topic listed on a meeting's official schedule of business.

En español: punto del orden del día

In this case: Item 4, "Evening court hours," proposes turning off the court lights at 8:00 p.m. Its action is a committee recommendation to the full council.

Remit A remit is the set of matters that a committee or other body is responsible for and can act on.

En español: competencia

In this case: The parks committee can recommend court hours. It cannot change bus routes, so page two of Gia's draft belongs with a different body.

Public record A public record is information a government keeps that anyone can ask to see, such as meeting comments.

En español: registro público

In this case: Comments and speakers' names become part of the public record. That is why Gia leaves her friend's private situation out of her comment.

Who is involved



Gia

Speaking at a public meeting for the first time

"I timed page one out loud. Two minutes forty. There are three pages."



Mateo

Timing Gia's practice run from a bench

"I followed all of it. I still couldn't tell you what she wants them to do."

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Which part of item 4 tells you what the committee can do?" — Point to the action line: a recommendation to the full council.

👁 Watch for

Misconception: Students think the committee makes the final decision. **Listen for:** "The committee decides tonight." **Then:** Reread the action line. The committee recommends, and the full council decides.

📖 Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

🌡 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, what do you think Gia should say in her two minutes?

My first guess is ___, because ___.

➤ My first guess is that she should read page one fast, because she has a lot to say.

Notes

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This page continues page 371. The notes for both pages are on the sheet for page 371.

Reading passage

One request the committee can answer

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Agenda item:** An agenda item is one topic listed on a meeting's official schedule of business.
- **Remit:** A remit is the set of matters that a committee or other body is responsible for and can act on.
- **Public record:** A public record is information a government keeps that anyone can ask to see, such as meeting comments.
- **Proposal:** A proposal is a change that someone suggests and that has not been approved yet.
- **Decision-maker:** A decision-maker is the person or group with the power to make a particular choice.

The story: A practice run on a bench

At 5:40 p.m. on a Tuesday, twenty minutes before the parks committee meets, Gia is reading her public comment out loud to Mateo. Item 4 on the agenda proposes turning off the park's court lights and closing the lighted courts at 8 p.m., because nearby residents have complained about evening noise. Gia, who grew up in Fort Greene, wants to speak against it. It is her first time at a public meeting.

The rules are simple. Sign up by 5 p.m., speak for two minutes, and know that comments and speakers' names become part of the public record. Written comments may be sent in before the meeting too. Gia's problem is length. On Monday night, she wrote three pages. Page one alone takes two minutes and forty seconds.

Mateo is timing Gia from a bench, and he listens the way a committee member might. He follows all of it. He still could not tell anyone what she wants the committee to do. Instead of rewriting her draft, he asks one question. If they only remember one sentence, what is it? Whatever she answers, he says, that sentence goes first.

Your role is to hold the timer and listen for the request.

Stop and think. Mateo asks what one sentence the committee should remember. Why is that more helpful than rewriting Gia's draft?

⌚ Pacing

Reading: about 5 min (612 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. After “The story: A practice run on a bench”:

Mateo asks what one sentence the committee should remember. Why is that more helpful than rewriting Gia's draft?

2. After “Cutting to the remit”:

How could Gia's comment respond to the resident's concern about noise?

3. After “How public comment works in real places”:

Court users who work late may miss a 6 p.m. meeting. How could their views reach the committee?

Cutting to the remit

An **agenda item** is one topic listed on a meeting's official schedule of business. Item 4 is narrow: court lights and a closing time. Gia's draft asks the committee not to close the park, which nobody has proposed. A **remit** is the set of matters that a committee or other body is responsible for and can act on. Page two, about the bus, is a real problem outside the parks committee's remit. Case 10 taught you to send a problem to the office responsible, so the bus goes to a different office on a different day.

The new skill is fitting a request to the body's remit and time limit. It builds on Case 4. There, the crew prepared a comment for a nonprofit board, and you learned that a **proposal** is a change that someone suggests and that has not been approved yet. You also learned that a **decision-maker** is the person or group with the power to make a particular choice. The agenda shows the chain. The committee makes a recommendation, and the full council decides.

Gia's answer to Mateo's question becomes the spine of the comment. Name item 4. Share what she counted: twenty or thirty people on the courts between 8 and 9. Explain why it matters: a lot of them work late. End with one request the committee can act on: keep the lights on until 9 on weekdays this summer.

The comment should also acknowledge the other side. A nearby resident wrote that the courts are good for the neighborhood but that late noise carries into their apartment, and they have kids with school in the morning. A request for 9 p.m. instead of 8 p.m. gives the committee a middle option.

Finally, Gia cuts her friend's private situation. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. The story is her friend's, not hers.

? **Stop and think.** How could Gia's comment respond to the resident's concern about noise?

How public comment works in real places

Every body sets its own rules. Seattle City Council, for example, takes spoken comments in person or by phone and written comments by email, and each speaker gets up to two minutes (Seattle City Council, no date listed). A Philadelphia guide walks residents through signing up, finding the agenda item and fitting a point into the time limit (The Philadelphia Citizen, March 10, 2025). Students have used this process too. In Newark, a student coalition brought its own research and specific requests to the school board (Chalkbeat Newark, November 26, 2025).

? **Stop and think.** Court users who work late may miss a 6 p.m. meeting. How could their views reach the committee?

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This page continues page 373. The notes for both pages are on the sheet for page 373.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 7 minutes.

Evidence A | Meeting agenda

Item 4 on the parks committee agenda

Item 4. Evening court hours. Proposal to turn off the court lights and close the lighted courts at 8:00 p.m. Background: complaints about evening noise from nearby residents. Action: committee recommendation to the full council.

Look closely: Circle the item number, the proposed time and the action.

What it shows

➤ Item 4 is only about the court lights and closing time. The committee only recommends.

What it leaves out

➤ How many residents complained, and whether other closing times were considered.

Evidence B | Comment rules

How to comment at the meeting

Sign up to speak by 5:00 p.m. on the day of the meeting. Each speaker has 2 minutes. Written comments may be submitted before the meeting. Comments and speakers' names become part of the public record.

Look closely: Underline the deadline, the time limit and what becomes public.

What it shows

➤ Sign up by 5:00 p.m., 2 minutes to speak, a written option, and names go public.

What it leaves out

➤ How the full council usually treats the committee's recommendation.

⌚ Pacing

Full chapter: 7 min.

✂ Short on time: 6 min. Students fill in only the What it shows boxes.

💬 Say this

“Find three facts in the comment rules: the deadline, the time limit and what becomes public.” — List them on the board: 5:00 p.m., 2 minutes, comments and names.

👁 Watch for

Misconception: Students skip the public-record line. **Listen for:** “It’s just a meeting, nobody reads that.” **Then:** Reread the last sentence of Evidence B. Names and comments stay on the record.

📖 Support

- Give each document on its own half-page with the key line enlarged.
- Read Gia’s draft and the resident’s comment aloud.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

🔗 Stretch

- Ask which document shows who decides and which shows how to speak, and what neither one says about the complaints.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Draft

Gia's three-page draft (excerpt)

"The park is really important to everyone and closing it is a terrible idea. I go there all the time with my friends... You guys never listen to young people. Please don't close the park."

Look closely: Find the request. Does it match what item 4 proposes?

What it shows

➤ Gia cares about the park. Her request is "Please don't close the park."

What it leaves out

➤ The item number, the court lights and 8 p.m. Item 4 does not close the park.

Evidence D | Written comment

A comment from a nearby resident

The courts are good for the neighborhood, but the noise late in the evening carries into our apartment. We have kids with school in the morning.

Look closely: What does this resident like, and what is the problem?

What it shows

➤ This resident likes the courts but hears late noise at home. Their kids have school.

What it leaves out

➤ What time the noise becomes a problem for this family.

What is still missing from the evidence?

➤ How many residents complained and when the noise happens, whether other hours were considered, and what court users who cannot come at 6 p.m. think.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 5 min. Students fill in only the What it leaves out boxes.

💬 Say this

"Find three facts in the comment rules: the deadline, the time limit and what becomes public." — List them on the board: 5:00 p.m., 2 minutes, comments and names.

👁 Watch for

Misconception: Students skip the public-record line. **Listen for:** "It's just a meeting, nobody reads that." **Then:** Reread the last sentence of Evidence B. Names and comments stay on the record.

📄 Support

- Give each document on its own half-page with the key line enlarged.
- Read Gia's draft and the resident's comment aloud.
- **Cognates:** agenda (agenda), committee (comité), public (público), comment (comentario), recommendation (recomendación), residents (residentes), private (privado), observation (observación).

🔗 Stretch

- Ask which document shows who decides and which shows how to speak, and what neither one says about the complaints.

🔥 Heat check

■□□ Low.

Key idea: remit

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 minutes.

A **remit** is the set of matters that a committee or other body is responsible for and can act on. The parks committee can make a recommendation about court hours. It cannot change bus routes. That is why Gia's comment should ask for something the parks committee can do.

An **agenda item** is one topic listed on a meeting's official schedule of business. Each committee, council or board sets its own rules for who can speak, when and for how long. Seattle City Council is one real example. Its public comment page describes speaking in person or by phone and signing up before the meeting. Each speaker gets up to two minutes, and written comments can be sent by email.

A short comment can do four jobs. It names the agenda item, shares something the speaker observed, says why it matters and ends with a clear request. Before adding personal details, check whether comments become public. A **public record** is information a government keeps that anyone can ask to see, such as meeting comments. At Gia's meeting, comments and speakers' names become part of the public record.

Professional standards

Real source | American Society for Public Administration (ASPA)

ASPA Code of Ethics: 3. Promote democratic participation

"Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations."

In plain words: ASPA's code asks people in public service to make it easy for every affected person to take part in decisions.

Question: The instructions allow written comments in advance. How does that help court users who cannot come at 6 p.m.?

Your answer

A written comment lets ____.

→ A written comment lets court users who work during the 6 p.m. meeting reach the committee before it makes its recommendation.

Pacing

Full chapter: 8 min.

 Short on time: 6 min. Skip In the news.

Say this

"A remit is what a body can act on. Can the parks committee change bus routes?" — No. It can recommend court hours.

"The ASPA code asks public servants to help people join in. How do written comments help?" — Wait for court users who work late.

Watch for

Misconception: Students treat the ASPA code as a law.

Listen for: "The committee is breaking the law if it ignores her." **Then:** Say: "ASPA's code is a standard for public servants who belong to ASPA. It is not a law."

Support

- Read the code aloud. Point out the label: it is a quotation from a real code.

Stretch

- Use the NCA row: how could Gia acknowledge the resident's noise concern in one sentence?

Heat check

   Low.

'Not what democracy is all about': Philly students slam school leaders' approach to school closures



How a Newark student coalition is using its own research to press for change in schools

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This page continues page 378. The notes for both pages are on the sheet for page 378.

Sort the evidence

On your own Follow a comment from the speaker to the final decision and fill in each box. About 6 minutes.

Follow a comment from the speaker to the final decision. Which body hears it, which body decides, and whose concerns reach the room?

Turn off the court lights at 8 p.m.?

Who decides

Full council: takes the final action

Under which rule

Who lives with it

Your way in

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

➡ The committee's view is missing. I would ask whether it looked at other closing times, such as 9 p.m.

Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Do the first two boxes together and stop.

Say this

“Follow Gia’s comment from the meeting to the final decision. Who hears it, and who decides?” — Model the first box together: the parks committee.

Watch for

Misconception: Students leave out the full council. **Listen for:** “If the committee says no, it’s over.” **Then:** Point to the action line in Evidence A. The full council decides.

Support

- Let students write the name of each body before writing sentences.

Heat check

Medium. The missing-perspective question can turn to students’ own work hours or their neighbors.

Cool-down: Keep answers about the court users and residents in the case. No one shares a personal schedule.

Practice: choose a response

On your own Choose the best opening sentence, explain why and fix the two marked phrases. About 5 minutes.

Gia has two minutes on item 4. Which opening sentence gives the committee the most to work with?

- ☐ A “The park is really important to everyone, and closing it is a terrible idea.”
- ☒ B “Good evening. I’m Gia, and I’m commenting on item 4, the proposal to turn off the court lights at 8 p.m.”
- ☐ C “You guys never listen to young people, so I hope tonight is different.”

Why I chose it

➤ B. It names the item and the exact proposal. A gets the proposal wrong, and C uses up time without asking for anything.

Improve a draft

A student’s first draft

Hi, my name is Gia and I have lived in this neighborhood my whole life. The park is really important to everyone and closing it is a terrible idea. I go there all the time with my friends and it’s one of the only free things to do around here. My friend works late and this is the only time she can play and **1** she’s been going through a lot at home. You guys never listen to young people. **2** Please don’t close the park.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Cut it. Many court users work until evening, so after 8 is their time to play.

Rewrite phrase 2

➤ Please keep the lights on until 9 p.m. on weekdays through the summer.

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

“Gia has two minutes. Which opening gives the committee the most to work with?” — Vote before any discussion.

👁 Watch for

Misconception: Students choose C because it feels honest. **Listen for:** “But it’s true, they never listen.” **Then:** Ask what the committee could do with that sentence.

🔥 Heat check

■ ■ □ **Medium.** Students may voice frustration about adults ignoring young people.

Cool-down: Acknowledge the feeling. Then ask which sentence gives the committee a request.

➤ Answer key

A revised version: Good evening. I’m Gia Brooks-Romano, and I live two blocks from the park. I’m commenting on item 4, the proposal to turn off the court lights at 8 p.m. I play there after café shifts, and on weekday evenings I’ve counted twenty to thirty people using the courts between 8 and 9. Many of us work until evening. I understand the concern about noise from nearby residents. I’m asking the committee to keep the lights on until 9 p.m. on weekdays through the summer and to review noise complaints before making a permanent change. Thank you.

Other notes on the draft:

- “I have lived in this neighborhood my whole life” Good: it establishes a stake. Keep it short.

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 30 minutes.

Watch a recorded local public meeting and write a structured analysis of how participation works there: who spoke, what the body could decide and what happened next. Then deliver a 90-second comment on the court-lights item and write a short reflection on the difference between speaking and being heard.

Use: One recorded local meeting chosen with the teacher, the case agenda item, the comment instructions and Seattle’s public-comment page as a comparison.

You’ll make: Meeting analysis (400—500 words), a 90-second comment and a 150-word reflection

Time: 100 minutes

- 1 Watch a recorded local meeting. Log each speaker, the time used, the topic and the response.
- 2 Write a meeting analysis of 400 to 500 words on lined paper.
- 3 Explain in the analysis what the body could decide and what it could not.
- 4 Write a 90-second comment on item 4 on the Your draft page.
- 5 Present the comment to a partner with a timer.
- 6 Write a 150-word reflection on the difference between speaking and being heard.

Prefer typing? Scan to open the online workspace.

What the parks committee can and cannot decide

It can recommend court hours to the full council. It cannot change bus routes, and the full council decides.

Case 19 | Your task | Pre-IB educator edition

Pacing

Full chapter: 30 min.

Short on time: 30 min.

Say this

“In your meeting, who spoke, for how long, and what did the body do next?” — Model one log row with the first speaker in the recording.

Watch for

Misconception: The analysis judges speakers instead of describing the process. **Listen for:** “The council was rude.” **Then:** Ask what the log shows: time used, topic and response.

Support

- Meeting observation log: speaker, time, topic, response
- Comment planner: item, observation, reason, request
- Reflection stems on voice, power and absence
- Reflection stems: “Speaking gave _____. Being heard would mean _____. One limit is _____.”

Stretch

- Identify one group whose views never reached the meeting and propose a realistic way they could.

Heat check

Low.

Your task, continued

One group whose views may never reach the meeting

• Court users who work during a 6 p.m. meeting. They could send written comments before the meeting.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 382.

Standards

Common Core: RI.9-10.1; W.9-10.1; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D2.Civ.9.9-12; D2.Civ.1.9-12; D4.8.9-12.

The Case plan sheet gives each code in plain words.

OT Answer key

A strong response:

- Describes the meeting's process accurately
- Distinguishes the body's remit from issues it cannot decide
- Comment is specific, timed and within remit
- Reflection names a limit of public comment honestly

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 25 minutes.

Your 90-second comment on item 4

Good evening. I'm Gia, and I'm commenting on item 4, the proposal to close the lighted courts at 8 p.m. I play there after café shifts. On weekday evenings, I've counted twenty to thirty people on the courts between 8 and 9. Many of us work until evening. I know the noise reaches some nearby apartments, and I don't dismiss that. I ask the committee to recommend keeping the lights on until 9 p.m. on weekdays through the summer. Thank you.

Reflection, about 150 words

Speaking and being heard are different. At the parks committee, Gia can speak for two minutes, and her comment goes on the public record. That guarantees a record, but not a response. The committee may still recommend turning off the lights, and the full council makes the final decision. Being heard means a listener could repeat her request and weigh it against the residents' concern. A clear request makes that more likely, but it cannot promise it. Public comment also has a limit. It reaches only people who know about the item and can come at 6 p.m. or write before the meeting. Court users who work late may never reach the room. So public comment is one route among several. A speaker can follow the item to the full council and look for people who were not there.

Pacing

Full chapter: 25 min.

 Short on time: 25 min.

Say this

"Is being heard the same as getting what you asked for?" — Accept both answers. Ask for one example from the case.

Watch for

Misconception: Reflections call public comment pointless or perfect. **Listen for:** "Comments never change anything." **Then:** Ask what a comment can do even if the decision goes the other way.

Heat check

 Low.

Answer key

What to notice in the sample:

1. Names an item within the committee's remit.
2. Names a limit of public comment honestly.
3. Identifies a group whose views are missing.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

Does your analysis describe the meeting's process accurately?	☒ Yes	☐ No
Do you separate what the body can decide from what it cannot?	☒ Yes	☐ No
Is your comment specific, timed and within the committee's remit?	☒ Yes	☐ No
Does your reflection name a limit of public comment?	☒ Yes	☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No facts.	☐ General claim about importance.	☐ One specific observation tied to the item.	☐ Observation plus acknowledgment of another perspective.
Reasoning	☐ Attacks the body.	☐ States a feeling only.	☐ Explains why the change matters.	☐ Weighs the concern and offers a middle path.
Audience & purpose	☐ Wrong body or no request.	☐ Request is vague.	☐ Names the item and a specific request.	☐ Request fits the body's remit and includes a follow-up.
Revision	☐ No change.	☐ Shortens only.	☐ Removes private details and adds a request.	☐ Explains each cut in terms of time, privacy and purpose.

Pacing

Full chapter: 8 min.

 Short on time: 8 min.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one removed private detail or one sharper request.

Watch for

Misconception: Students only shorten the draft.

Listen for: “I just cut some words.” **Then:** Point to the Revision row. Ask why each cut helps the committee or protects someone.

Heat check

 Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for observation, speaking and reflection; no IB criteria, marks or grades are assigned.

Proficient looks like:

- **Evidence:** One specific observation tied to the item.
- **Reasoning:** Explains why the change matters.
- **Audience & purpose:** Names the item and a specific request.
- **Revision:** Removes private details and adds a request.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The top-left corner of the paper is rounded. The paper appears to be part of a notebook or binder.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 10 minutes.

- 1 The parks committee cannot fix the bus problem. Who should get that question instead?

➤ The body whose job includes bus routes. Gia would need its agenda and comment rules, the same steps as for item 4.

- 2 How could Gia's comment respond to the resident's concern about noise?

➤ Gia could say she understands the noise concern and ask for lights until 9 on weekdays, not later.

- 3 Court users who work late may miss a 6 p.m. meeting. How could their views reach the committee?

➤ Through written comments before the meeting, which the rules allow. Gia could also tell other court users about item 4.

My take

My claim: ____.

➤ Gia should name item 4, share her count of people on the courts and ask for lights until 9 on weekdays.

The best evidence is ____, because ____.

➤ The agenda, because it shows item 4 is about the lights and that the committee only recommends.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 Say this

“Answer with a detail from a document, not a guess about the committee.” — Ask for one answer per question.

🔗 Stretch

- Compare Evidence B with Seattle City Council's public comment page. Which rules match, and which would you check locally?
- Going further: Write Gia's request as one sentence a listener could repeat. Then reread your comment. Does it speak for anyone who has not asked you to?
- Going further: Compare the comment rules in Evidence B with Seattle City Council's public comment page. Which rules match? Which would you need to check for your own city or school board?
- Going further: Record your comment as audio, then turn it into a written comment. Keep the same point in both. Ask a listener which version made the request clearer.
- Going further: With a trusted adult, find the website for your city council, school board or parks board. Open the next meeting agenda and find one item that affects you. Read the comment rules: the sign-up, the time limit and the written option. Leave addresses, phone numbers and other people's private stories out of anything you submit.
- Compare comment rules for two different local bodies
- Track a real agenda item from discussion to vote

My take, continued

Someone who disagrees might say ____.

➤ The noise is a real problem for families nearby, so the lights should go off at 8.

I would change my mind if ____.

- The resident showed that the noise starts well before 9 p.m.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 387.

Heat check

Question 2: Medium. Students may side with young people or with neighbors and describe either group unfairly.

Cool-down: Reread the resident's comment aloud. Ask what this family needs, in their own words, before anyone answers.

Talk about this case at home

Case 19: What should Gia say in her two-minute comment?

In this case, Gia gets two minutes at a parks committee meeting to speak about a plan to turn off the court lights. Your student helped cut her three-page draft into a short comment with one clear request.

Questions to talk about

- 1 Who makes decisions about parks and other public spaces in a town or city?
- 2 What makes a short request easy for a listener to remember?
- 3 Why might someone leave a friend's story out of a public comment?



See the case online.

Nobody needs to share personal stories or private information to talk about this case.

Case 19 | Talk about this case at home | Pre-IB educator edition

Pacing

At home: this page takes no class time.

Say this

“Read this page at home with someone you trust.” —
Nobody needs to share a personal story to complete it.

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:

- put sources in order by date and time
- tell what a source establishes from what it suggests
- write a reflection with a claim and a counterclaim

Objectives

Students will be able to:

- state what each source can and cannot establish
- keep the authenticity question apart from the event question

Objectives, continued

- use calibrated language for confidence
- reflect on when seeing is still believing

Materials

- This chapter, one copy per student
- A source chain template and a confidence scale with wording for each level
- Reflection stems: “I can know by looking when..., but not when...”

The task in this edition

Task: Trace the courtyard image as far as the case allows and write a verification analysis: what each source can establish, what it cannot and how confident the crew should be. Then write a 300-word reflection on the question: when is seeing still believing?

Students make: Verification analysis (400—500 words) plus a 300-word reflection

Pacing

Opener (page 390): 4 min. Short on time: 3 min. Read What happened aloud while students follow along.

Key terms (pages 391 and 392): 4 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 396): 8 min. Short on time: 7 min. Students fill in only the What it leaves out boxes.

Pacing, continued

Look at the evidence (page 397): 7 min. Short on time: 6 min. Students fill in only the What it leaves out boxes.

Key idea (pages 398 and 399): 8 min. Short on time: 6 min. Skip In the news.

Sort the evidence (page 400): 6 min. Short on time: 4 min. Do the first two boxes together and stop.

Practice (page 401): 5 min. Short on time: skip.

Your task (pages 402 and 403): 20 min. Short on time: 20 min.

Your draft (page 404): 25 min. Short on time: 25 min.

Check your work (pages 405 and 406): 8 min. Short on time: 6 min. Students answer the Check your work questions only.

Questions to discuss (pages 407 and 408): 10 min. Short on time: 10 min.

Talk about this case at home (page 409): at home.

Periods: full chapter 105 minutes; one period 90 minutes.

Standards

RI.9-10.1 Support an analysis with solid, complete evidence from the text, both for what it states and for what it implies.

Case 20 plan, continued

Standards, continued

W.9-10.2 Write an explanatory text that presents complex ideas and information clearly and accurately.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

SL.9-10.1.c Move a discussion forward with questions that connect it to larger ideas, bring others in and test ideas and conclusions.

SL.9-10.1.d Respond to different views, sum up where people agree and disagree, and adjust your view when the evidence calls for it.

D3.2.9-12 Judge a source’s credibility by looking at how experts value it. In this case: Students evaluate how credible a detector result is and what it measures.

D3.3.9-12 Draw evidence from several sources to find inconsistencies, then revise or strengthen claims. In this case: Students look for inconsistencies across the image, caption and independent records.

D4.3.9-12 Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt a verification note for the crew’s followers.

Codes of ethics

- **RTDNA Code of Ethics:** Truth and accuracy above all

Codes of ethics, continued

- **SPJ Code of Ethics:** Seek Truth and Report It
- **PRSA Code of Ethics:** Disclosure of Information

Heat map

- **Opener (page 390):** Low
- **Key terms (pages 391 and 392):** Low
- **Look at the evidence (page 396):** Low
- **Look at the evidence (page 397):** Low
- **Key idea (pages 398 and 399):** Low
- **Sort the evidence (page 400):** Low
- **Practice (page 401):** Low
- **Your task (pages 402 and 403):** Low
- **Your draft (page 404):** Low
- **Check your work (pages 405 and 406):** Low

Try it at your school

Pause before you share an image as news.

- Find where the image first appeared before reposting
- Check an official or independent source for the event
- If you can’t confirm it, say so or don’t share it
- Suggest a “check before posting” rule for a club account you help run

Try it at your school, continued

Who to ask: School librarian or media specialist, journalism advisor, campus communications office

Safety: Don’t download or share images of real people that could embarrass or harm them, even to debunk them. Report harmful fakes to a trusted adult and the platform.

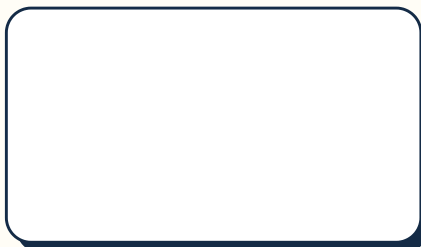
Sources

- UC Berkeley School of Information, “Hany Farid breaks down the viral Helene image,” October 4, 2024
- National Institute of Standards and Technology (NIST), “Reducing Risks Posed by Synthetic Content: An Overview of Technical Approaches to Digital Content Transparency,” No date listed

Case 20: Can the crew post this image as true?

A realistic image says the campus courtyard flooded today, and Jordy must decide what the six o'clock recap can say about it.

On your own Read What happened and underline the caption's claim. About 4 minutes.



Lupa holds a cropped photo of a courtyard next to the full photo pinned on a board. The full photo also shows a blue doorway.

Your role: You're the one who writes the verification note Jordy posts at six. **New skill:** Confirm an image with independent sources.

What happened

It is Wednesday, 3:10 p.m. For twenty minutes, an image has been going around the group chat. It looks like a photo of the campus courtyard, with water over the paving and benches. The caption says, "Courtyard flooded today, stay away." It showed up at 2:48 p.m. with no link, no date and no name.

Jordy is putting together the crew's recap, which goes out at six. Sami has zoomed in on a hand in the picture, and the fingers seem to merge at the knuckles. Someone ran the image through a free online detector. It reported "12% likely AI-generated."

A reply in the chat says the writer's roommate's friend saw water near the library. Jordy checks the campus facilities alerts page. It shows no active alerts, but its last update was Monday morning.

Your question: Did the courtyard flood today, and what should the recap say about the image?

⌚ Pacing

Full chapter: 4 min.

✂ Short on time: 3 min. Read What happened aloud while students follow along.

💬 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 4 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: 4 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Provenance asks where a file came from. What do we know about this image's provenance?" — Only when it appeared, 2:48 p.m. No link, no date, no name.

👁 Watch for

Misconception: Students treat any second report as corroboration. **Listen for:** "Someone else saw water, so it's confirmed." **Then:** Ask who saw what, where and when. The report is secondhand, and the library is a different place from the courtyard.

📄 Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** image (imagen), evidence (evidencia), verification (verificación), corroboration (corroboración), original (original), confirm (confirmar), alert (alerta), independent (independiente).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, do you think the courtyard flooded today?

My first guess is ___, because ___.

➤ My first guess is that it flooded, because the image looks like a real photo.

Notes

[illegible]

This page continues page 391. The notes for both pages are on the sheet for page 391.

Reading passage

Checked, found, still unknown

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Provenance:** Provenance is information about where an image or a document came from and how it has been handled.
- **Corroboration:** Corroboration is support for a claim from an independent source.
- **Verification note:** A verification note is a short record of what you checked, what you found and what is still unknown.
- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Holding statement:** A holding statement is a short update that says what is known, what is still being checked and when people will hear more.
- **Correction:** A correction is a public statement that replaces wrong information with accurate information.

The story: An image with no when or where

At 2:48 p.m. on a Wednesday, an image lands in the group chat with no link, no date and no name attached. It looks like a photo of the campus courtyard, with water covering the paving and the benches. The caption is urgent: “Courtyard flooded today, stay away.” By 3:10, it has been circulating for twenty minutes.

Jordy has a deadline. The crew’s recap goes out at six, and the first question in the chat is whether the courtyard picture goes in. The evidence piles up quickly, and none of it settles anything. Sami, who studies design and photographs things most people walk past, zooms in on a hand in the foreground. The fingers seem to merge at the knuckles. Someone runs the image through a free detector and gets “12% likely AI-generated.” A reply says the writer’s roommate’s friend saw water near the library. Jordy checks the campus facilities alerts page. It lists no active alerts, but it has not been updated since Monday at 9:15 a.m.

Sami redirects the conversation. Everyone is zooming in on the hand, and she did too. But she still does not know who posted the image. When she takes a photo, it has a when and a where. This one has neither.

Your role is to write the verification note Jordy posts at six. It is the final skill in the casebook, and it combines many of the others.

⌚ Pacing

Reading: about 5 min (646 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: An image with no when or where”:** Sami shifts the question from how the image looks to where it came from. Why is that the stronger question?
2. **After “From clues to a verification note”:** The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?
3. **After “How real newsrooms handle it”:** Do you agree with Jordy’s choice to leave the image out of the recap? Why or why not?

❓ **Stop and think.** Sami shifts the question from how the image looks to where it came from. Why is that the stronger question?

From clues to a verification note

Start where Case 1 started, with the original source. **Provenance** is information about where an image or a document came from and how it has been handled. This image arrived without any, so its provenance is unknown.

The caption makes a **claim**, the Case 1 term for a statement that something is true that you can check with evidence. Look at each clue honestly. The hand is a reason to look closer, not proof of anything. A natural-looking hand would not prove an image is real, either. The detector score is a number without context. Sami asks, twelve percent of what? These tools can be wrong in both directions, and none of them can say whether the courtyard flooded today. The secondhand report fails as a source twice. It is a roommate's friend, and it is about the library, not the courtyard. Jordy would welcome it if that person had a photo with a time on it.

Corroboration is support for a claim from an independent source. The best candidates are an official alert or a dated photo from someone on site. Case 9 taught you to check the official source for your area, and the alerts page is that source. Its silence is weak evidence, because it has not been updated since Monday.

Jordy considers posting the image with a question mark and rejects it, because a question mark still spreads the picture. Instead, the recap will carry a **verification note**, a short record of what you checked, what you found and what is still unknown. It shares its logic with Case 1's **holding statement**, which says what is known, what is still being checked and when people will hear more. Case 3 adds the last piece. If new evidence changes the answer, a **correction** goes where people saw the original note.

❓ **Stop and think.** The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?

How real newsrooms handle it

After Hurricane Helene in October 2024, an image of a crying girl clutching a puppy in a rescue boat spread widely. Fact-checkers found no original photographer or news source. Digital-forensics researcher Hany Farid pointed to details that did not hold together, like a boat floor with impossible perspective (UC Berkeley School of Information, October 4, 2024). In 2023, fake images of an explosion near the Pentagon spread quickly and briefly moved markets before officials confirmed nothing had happened (NPR, May 22, 2023).

Looking closely is not enough. Research found that people could not reliably tell AI-generated faces from real ones (Nightingale and Farid, PNAS, February 14, 2022).

This page continues page 393. The notes for both pages are on the sheet for page 393.

❓ **Stop and think.** Do you agree with Jordy's choice to leave the image out of the recap? Why or why not?

Sources

Real source | UC Berkeley School of Information | October 4, 2024

Hany Farid breaks down the viral Helene image

Real source | NPR | May 22, 2023

Fake viral images of an explosion at the Pentagon were probably created by AI

Real source | PNAS (Nightingale & Farid) | February 14, 2022

AI-synthesized faces are indistinguishable from real faces and more trustworthy

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet of paper.

This page continues page 393. The notes for both pages are on the sheet for page 393.

Look at the evidence

On your own Read each document and write what it shows and what it leaves out. About 8 minutes.

Evidence A | Group-chat post

The courtyard image and its caption

Image, described: a photo-like view of the campus courtyard with water over the paving and benches. A person in the foreground holds up a phone. Caption: "Courtyard flooded today, stay away." Shared Wednesday at 2:48 p.m. with no link, no date on the image and no original poster named.

Look closely: Underline what the caption claims. Circle what the post is missing.

What it shows

Someone claims the courtyard flooded today. The image looks like it shows that.

What it leaves out

Who first posted the image, and when and where it was taken.

Evidence B | Screenshot

Sami's zoom-in on the hand

Zoomed screenshot of the foreground hand: the fingers seem to merge at the knuckles. Sami posted it in the crew chat on Wednesday at 3:02 p.m.

Look closely: What does the odd hand tell you? What can it not tell you?

What it shows

One detail looks wrong: the fingers seem to merge. That is a reason to look closer.

What it leaves out

Whether the image was generated, edited or is a real photo from another day.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 7 min. Students fill in only the What it leaves out 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

One free tool gave the image a low score, 12%, for being generated.

What it leaves out

How often this tool is wrong, and whether the courtyard flooded today.

Evidence D | Web page

The campus facilities alerts page, checked at 3:10 p.m.

"No active alerts. Last update: Monday, 9:15 a.m. Scheduled elevator maintenance in Science Hall, completed."

Look closely: When was this page last updated? Compare that with the caption's claim.

What it shows

At 3:10 p.m. on Wednesday, the page listed no alert about the courtyard.

What it leaves out

How quickly the page would report a flood on the same day.

What is still missing from the evidence?

Who first posted the image and when, and whether it shows this courtyard today. Also, whether anyone has a dated photo of water there.

⌚ Pacing

Full chapter: 7 min.

✂ Short on time: 6 min. Students fill in only the What it leaves out 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.

Key idea: provenance

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 minutes.

Provenance is information about where an image or a document came from and how it has been handled. Check it first when an image claims to show a news event. An image can look polished and still be generated, edited, old or shared with the wrong caption. The courtyard image arrived with no link, no date and no named poster, so its provenance is unknown.

A detail or a tool can give a clue, but it cannot settle the question. An odd-looking hand is a reason to look closer. A natural-looking hand does not prove that an image is real, either. The National Institute of Standards and Technology (NIST) describes several ways to track, label, watermark and detect synthetic content, such as AI-generated images. NIST explains that each approach has technical limits.

For a claim about a real event, look for the earliest post, its date and place, and corroboration.

Corroboration is support for a claim from an independent source. Here, that could be a campus alert or someone's dated photo of the courtyard. If you cannot confirm the claim, write a verification note. A **verification note** is a short record of what you checked, what you found and what is still unknown.

Professional standards

Real source | Radio Television Digital News Association (RTDNA)

RTDNA Code of Ethics: Truth and accuracy above all

"Journalism verifies, provides relevant context, tells the rest of the story and acknowledges the absence of important additional information."

In plain words: The RTDNA code asks news staff to say what they checked and to admit what they still do not know.

Question: The facilities page shows no active alerts but was last updated Monday. What should Jordy's note say is still unknown?

Your answer

The note should say ___ is still unknown.

➡ The note should say whether the courtyard flooded today is still unknown. The alerts page has not been updated since Monday.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Skip In the news.

💬 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 image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 398. The notes for both pages are on the sheet for page 398.

Sort the evidence

On your own Sort each piece of evidence under the claim it bears on and fill in each box. About 6 minutes.

Two claims are in play: the flood and the image. Sort each piece of evidence under the claim it actually bears on. What would settle either one?

Evidence	Claim 1 The courtyard flooded today.	Claim 2 The image was generated by AI.
1 The image shows water in a courtyard, with no date or source	Supports	Neither
2 Facilities alerts page at 3:10 p.m.: no active alerts	Challenges	Neither
3 Secondhand report of water near the library	Supports	Neither
4 An odd hand and a 12% detector score	Neither	Leaves open

Still open

- The image’s earliest source and date

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Do the first two boxes together and stop.

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 5 minutes.

The recap goes out at six. What should Jordy do about the courtyard image?

- ☐ A Post the image with a question: “Is the courtyard flooded?”
- ☐ B Say the image is fake, because the hand looks wrong.
- ☒ C Leave the image out, report what the crew checked and say the flood is not confirmed.

Why I chose it

➤ C. A still spreads the picture, and B treats a clue as proof. C reports only what the evidence supports.

Improve a draft

A student's first draft

Heads up everyone!! ① The courtyard flooded today so don't go over there. Some people are saying the picture is AI because the hand looks weird but I ran it through a detector and it said 12% AI so it's basically real. My roommate also said her friend saw water near the library earlier, so that pretty much confirms it. Stay safe and ② tell your friends, we don't want anyone getting hurt or ruining their shoes lol. We'll post more if we hear anything else about it.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ We can't confirm the courtyard flooded today. No independent record shows it yet.

Rewrite phrase 2

➤ Check the official alerts page before you share or change plans.

⌚ Pacing

Full chapter: 5 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.

Pre-IB

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 20 minutes.

Trace the courtyard image as far as the case allows and write a verification analysis: what each source can establish, what it cannot and how confident the crew should be. Then write a 300-word reflection on the question: when is seeing still believing?

Use: The image description and caption, Sami's zoom-in, the detector result, the facilities alerts page, the secondhand report and the NIST overview.

You'll make: Verification analysis (400—500 words) plus a 300-word reflection

Time: 90 minutes

- 1 Fill in the source chain: claim, earliest source, date, corroboration.
- 2 Write what each source can establish and what it cannot.
- 3 Choose a confidence level from the scale, with the wording that goes with it.
- 4 Draft the analysis, 400 to 500 words, starting on the Your draft page.
- 5 Write a 300-word reflection on lined paper: when is seeing still believing?
- 6 Name the one piece of evidence that would change your confidence most.

Prefer typing? Scan to open the online workspace.

Source chain

Claim: flooded today. **Earliest source:** not found; appeared 2:48 p.m.
Date: none. **Corroboration:** none yet.

Case 20 | Your task | Pre-IB educator edition

Pacing

Full chapter: 20 min.

✂ Short on time: 20 min.

Say this

“For each source, finish two sentences: it can establish ___; it cannot establish ___.” — Model the detector row together.

Watch for

Misconception: Students rank sources by how convincing they feel. **Listen for:** “The picture is the strongest evidence.” **Then:** Ask what the picture can establish about today. It cannot show the date.

Support

- Source chain template: claim, earliest source, date, corroboration
- Confidence scale with wording for each level
- Reflection stems: “I can know by looking when..., but not when...”
- Confidence scale wording: confirmed, likely, unverified, unlikely, false.

Stretch

- Name the single piece of evidence that would change your confidence most, and explain how you would try to get it.

Heat check

Low.

Your task, continued

What each source can and cannot establish

Hand: a clue, not proof. Score: 12%, error rates unknown. Library reply: secondhand, not the courtyard. Alerts page: no alert, last updated Monday.

My confidence level

Low. The flood is unverified: no independent record confirms it or rules it out.

The evidence that would change my confidence most

☞ A dated firsthand photo of the courtyard today. I would ask the person who saw water for one.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet of paper.

This page continues page 402.

Standards

Common Core: RI.9-10.1; W.9-10.2; W.9-10.5; SL.9-10.1.c; SL.9-10.1.d.

C3 Framework: D3.2.9-12; D3.3.9-12; D4.3.9-12.

The Case plan sheet gives each code in plain words.

OT Answer key

A strong response:

- States what each source can and cannot establish
- Keeps the authenticity question apart from the event question
- Uses calibrated language for confidence
- Reflection develops a claim and a counterclaim about visual evidence

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 25 minutes.

Verification analysis, first section

🔗 The caption makes a claim about an event: the courtyard flooded today. The image cannot carry that claim alone. It arrived at 2:48 p.m. with no link, no date and no named poster, so its provenance is unknown. Each other source establishes less than it first seems to. Sami's zoom-in shows fingers that seem to merge. That is a reason to look closer, but it cannot show whether the image was generated, edited or real from another day. The free detector reported 12%, but its error rates are unknown, and it is silent about the courtyard. The reply about water near the library is secondhand, and it describes a different place. The facilities alerts page showed no active alerts at 3:10 p.m. Its last update was Monday at 9:15 a.m., so its silence is weak evidence. Two questions stay apart here. Whether the image was generated bears on the file. Whether the courtyard flooded bears on the event. The crew has answered neither, so its confidence should be low, and its note should say unverified.

⌚ Pacing

Full chapter: 25 min.

✂ Short on time: 25 min.

💬 Say this

“When is seeing still believing? Answer once for your own eyes and once for a photo in a chat.” — Use the stems on the materials list.

👁 Watch for

Misconception: The reflection argues only one side. **Listen for:** “You can never trust images now.” **Then:** Ask for one case where looking is enough, then a counterclaim.

🔥 Heat check

■□□ Low.

🔑 Answer key

What to notice in the sample:

1. States what the provenance can and cannot establish.
2. Keeps the authenticity question apart from the event question.
3. Uses calibrated language for a limited source.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

Do you say what each source can and cannot establish? ☒ Yes ☐ No

Do you keep the authenticity question apart from the event question? ☒ Yes ☐ No

Do you use calibrated language for confidence? ☒ Yes ☐ No

Does your reflection develop a claim and a counterclaim? ☒ 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: 8 min.

 Short on time: 6 min. Students answer the Check your work questions only.

Say this

“Mark your level honestly. Then make one change and say why.” — Ask for one removed verdict or one added source.

Watch for

Misconception: Revisions only soften words. **Listen for:** “I changed fake to probably fake.” **Then:** Point to the Revision row. Replace the verdict with what was checked.

Heat check

 Low.

Answer key

How to assess: The educator applies the school's own pre-IB rubric for evidence handling, calibration and reflection; no IB criteria, marks or grades are assigned.

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.

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.

I changed ___ because ___.

 I changed my claim that the alerts page proves there was no flood, because the page had not been updated since Monday.

[illegible]

This page continues page 405. The notes for both pages are on the sheet for page 405.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 10 minutes.

1 What would you need beyond the image to support the caption's claim?

➤ The earliest post with a date, and corroboration from an independent source, like a campus alert.

2 Do you agree with Jordy's choice to leave the image out of the recap, and why?

➤ Yes. A question mark still spreads the picture, and many people see the image and skip the words.

3 Who could be harmed if the crew called a real photo fake?

➤ The person who took it, and anyone who needed the warning. If the courtyard really flooded, people could walk into water.

4 The alerts page shows nothing new since Monday. Does that prove the courtyard did not flood?

➤ No. The page was last updated Monday, so it might not show a flood from Wednesday.

My take

My claim: ____.

➤ The recap should post a verification note and leave the image out.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 10 min.

💬 Say this

"Answer with a detail from a document, not a feeling about the image." — Ask for one answer per question.

🔗 Stretch

- Compare the crew's note with the RumorGuard check on the Helene image. What does each say is known and unknown?
- Going further: List every place the crew could look for the first post of the courtyard image. For each one, write what it could prove and what it could not.
- Going further: Write two captions that say the flood is not confirmed. Which one makes the image feel more trustworthy than it is? Name who could be hurt if the crew gets this wrong.
- Going further: Write two short notices that tell followers the flood is not confirmed. Ask two readers what each notice lets them conclude. Rewrite any line that made them more certain than the evidence allows.
- Going further: Before you repost an image as news, find where it first appeared. Check an official or independent source for the event. If you cannot confirm it, say so or do not share it. If you help run a club account, suggest a "check before posting" rule.
- Compare how two news organizations describe their image-verification process
- Research what content credentials record and what they cannot show

My take, continued

The best evidence is ____, because ____.

• The alerts page, because it is an official source and it shows no courtyard alert.

Someone who disagrees might say ____.

- People need a fast warning in case the flood is real.

I would change my mind if ____.

Someone shared a dated photo of water in the courtyard today.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black margin line. The top-left corner of the page is rounded. There is no handwriting or other markings on the paper.

This page continues page 407.

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.

Case 20 | Talk about this case at home | Pre-IB educator edition

⌚ Pacing

At home: this page takes no class time.

💬 Say this

“Read this page at home with someone you trust.” —
Nobody needs to share a personal story to complete it.

Key terms

Academic credit Academic credit is credit toward a degree that a school gives for approved work, such as an internship.

En español: créditos académicos

Accountability Accountability is owning a mistake and doing what you said you would do to fix it.

En español: rendición de cuentas

ADA coordinator An ADA coordinator is the staff member a government names to handle disability access questions and complaints.

En español: coordinador de la ADA

Agenda item An agenda item is one topic listed on a meeting's official schedule of business.

En español: punto del orden del día

Attribution Attribution is naming the person who made a work, such as a song, a photo or a video.

En español: atribución

Authority Authority is the power a person or group has to make or change a particular rule or decision.

En español: autoridad

Barrier A barrier is something that blocks or limits a person from taking part.

En español: barrera

Challenge A challenge is a formal request to remove or restrict a book or other library material.

En español: impugnación

Claim A claim is a statement that something is true. You can check a claim with evidence.

En español: afirmación

Compensation Compensation is all the pay and benefits a worker receives, including hourly rates, bonuses and overtime.

En español: compensación

Consent Consent is permission a person gives for something specific, such as sharing a record with a named person.

En español: consentimiento

Context Context is the information around an event or a quote that you need to understand what it means.

En español: contexto

Correction A correction is a public statement that replaces wrong information with accurate information.

En español: corrección

Corroboration Corroboration is support for a claim from an independent source.

En español: corroboración

Criteria Criteria are the standards or reasons a group uses to make a decision.

En español: criterios

Decision-maker A decision-maker is the person or group with the power to make a particular choice.

En español: quien toma la decisión

Disclosure A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

En español: divulgación

Say this

“Each definition here matches the one in the case, word for word.” — Show one term in both places.

“The Spanish term follows each definition.” — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses “claim” to mean “lie.” **Then:** Have the student reread the definition and the case’s “In this case” line together.

Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

Key terms, continued

Documentation Documentation is a record, such as a photo, a note or an email, that shows what was said or done and when.

En español: documentación

Education record An education record is a record directly about a student that a school or college keeps.

En español: expediente educativo

Eligibility Eligibility is meeting the requirements for a particular service or program.

En español: elegibilidad

Endorsement An endorsement is a message that shares someone's opinion or experience of a product to promote it.

En español: respaldo

Equal Pay Act The Equal Pay Act is a federal law from 1963 that requires equal pay for men and women who do equal work.

En español: Ley de Igualdad Salarial

Equity Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.

En español: equidad

Evaluation An evaluation is a school's formal process for learning about a student's needs, using more than one measure.

En español: evaluación

Expenditure An expenditure is money that a government or an organization spends.

En español: gasto

Fact pattern A fact pattern is the specific set of facts in a situation that a rule is applied to.

En español: conjunto de hechos

Fair Labor Standards Act The Fair Labor Standards Act is a federal law that sets minimum wage and overtime rules for most workers.

En español: Ley de Normas Justas de Trabajo

Fair use Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.

En español: uso justo

FERPA FERPA, the Family Educational Rights and Privacy Act, is a federal law about who can see student education records.

En español: FERPA (Ley de Derechos Educativos y Privacidad de la Familia)

FICA FICA is the federal payroll tax that funds Social Security and Medicare.

En español: FICA (Seguro Social y Medicare)

Framing Framing is choosing which parts of a situation a message brings forward.

En español: encuadre

Gross pay Gross pay is the money you earn before any taxes or other deductions are taken out.

En español: salario bruto

Holding statement A holding statement is a short update that says what is known, what is still being checked and when people will hear more.

En español: comunicado provisional

Jurisdiction A jurisdiction is the place or area where a particular government or rule has authority.

En español: jurisdicción

Say this

“Each definition here matches the one in the case, word for word.” — Show one term in both places.

“The Spanish term follows each definition.” — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses “claim” to mean “lie.” **Then:** Have the student reread the definition and the case’s “In this case” line together.

Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

Key terms, continued

Learning goal A learning goal is the knowledge or skill that a task is meant to show.

En español: meta de aprendizaje

License A license is permission from a rights holder to use a work under specific terms.

En español: licencia

Local acceptance Local acceptance is the list of materials that your own city's recycling or compost program actually takes.

En español: materiales aceptados en tu ciudad

Material connection A material connection is a relationship with a brand, like payment or a free product, that viewers might not expect.

En español: conexión material

Net pay Net pay is the money left after taxes and other deductions, often called take-home pay.

En español: salario neto

Per-pupil amount A per-pupil amount is a total divided by the number of students, so that districts of different sizes can be compared.

En español: monto por estudiante

Precedent A precedent is an earlier court decision that judges use as a guide in similar later cases.

En español: precedente

Primary beneficiary test The primary beneficiary test is how the U.S. Department of Labor decides whether an intern at a for-profit company is an employee.

En español: prueba del beneficiario principal

Program access Program access is an ADA rule that a city's services, taken as a whole, must be usable by people with disabilities.

En español: acceso a los programas

Proposal A proposal is a change that someone suggests and that has not been approved yet.

En español: propuesta

Provenance Provenance is information about where an image or a document came from and how it has been handled.

En español: procedencia

Public record A public record is information a government keeps that anyone can ask to see, such as meeting comments.

En español: registro público

Reasonable accommodation A reasonable accommodation is a change to a rule or practice that gives a person with a disability equal use of a place.

En español: acomodo razonable

Reconsideration policy A reconsideration policy is a library's written process for reviewing a challenge to a book.

En español: política de reconsideración

Registration Registration is signing up with your election office so that you are on the list of people who can vote.

En español: inscripción electoral

Remit A remit is the set of matters that a committee or other body is responsible for and can act on.

En español: competencia

Say this

“Each definition here matches the one in the case, word for word.” — Show one term in both places.

“The Spanish term follows each definition.” — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses “claim” to mean “lie.” **Then:** Have the student reread the definition and the case’s “In this case” line together.

Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

Key terms, continued

Reuse Reuse is using an item again instead of throwing it away after one use.

En español: reutilización

Revenue Revenue is money that comes into a government or an organization, such as taxes and grants.

En español: ingresos

Sample ballot A sample ballot is a preview of the contests and measures that will appear on your ballot.

En español: boleta de muestra

Selection criteria Selection criteria are the written standards a library uses to decide which materials to include.

En español: criterios de selección

Source reduction Source reduction is preventing waste before it is created, for example by buying less packaging.

En español: reducción en la fuente

Substantial disruption Substantial disruption is the standard from *Tinker v. Des Moines*: a public school may limit speech that would seriously disrupt school activities.

En español: alteración sustancial

Title VII Title VII is part of the Civil Rights Act of 1964. It bans job discrimination based on race, color, religion, sex or national origin.

En español: Título VII

Trade-off A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

En español: compensación entre opciones

Verification note A verification note is a short record of what you checked, what you found and what is still unknown.

En español: nota de verificación

Voter guide A voter guide is a document that explains or recommends choices in an election.

En español: guía para votantes

Withholding Withholding is money an employer takes out of each paycheck to pay taxes or other costs for the worker.

En español: retención

Say this

“Each definition here matches the one in the case, word for word.” — Show one term in both places.

“The Spanish term follows each definition.” — Invite students to add terms from other languages they know in the margin.

Watch for

Misconception: A key term means the same in everyday talk as in the case. **Listen for:** A student uses “claim” to mean “lie.” **Then:** Have the student reread the definition and the case’s “In this case” line together.

Support

- Let students keep this page open while they write.
- Pair students to quiz each other on three terms.

My progress

After each case, write the date and your level for each skill: Beginning, Developing, Proficient or Advanced.

Case	Date	Evidence	Reasoning	Audience and purpose	Revision
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

Say this

“After each case, mark your level for Evidence, Reasoning, Audience and purpose, and Revision.” — Use the rubric on the case’s Check your work page.

“Pick one row you want to raise next time.” — Students keep this page private.

Watch for

Misconception: My progress is a grade. **Listen for:** “Is this going in the grade book?” **Then:** Explain that it is a self-check; grades come from your scoring with the rubric.

Support

- Model one row with Case 1 before students fill in their own.

My progress, continued

Case	Date	Evidence	Reasoning	Audience and purpose	Revision
18					
19					
20					

Say this

“After each case, mark your level for Evidence, Reasoning, Audience and purpose, and Revision.” — Use the rubric on the case’s Check your work page.

“Pick one row you want to raise next time.” — Students keep this page private.

Watch for

Misconception: My progress is a grade. **Listen for:** “Is this going in the grade book?” **Then:** Explain that it is a self-check; grades come from your scoring with the rubric.

Support

- Model one row with Case 1 before students fill in their own.

Track the work across the year

Each case has the same four rubric rows, so growth is easy to see. Mark the level each student or group reached, case by case.

Case	Evidence	Reasoning	Audience	Revision	Took a civic step
1 Is the screening canceled?					
2 Does the worksheet show what Dec knows?					
3 What should a group do after a public mistake?					
4 Who gets a say when a shared room changes?					
5 Why is my deposit smaller than what I earned?					
6 What can your family see in your college records?					
7 Did one complaint get the novel banned?					
8 Is it a recommendation or an ad?					
9 What is on your ballot, and where do you check?					
10 Whose job is it to fix the blocked route?					
11 Why are Jordy and Gia paid different rates?					
12 When can a school limit what students say?					
13 Can the crew cut waste before it reaches the bin?					
14 Does giving credit let the crew use the song?					
15 Is Rafa’s unpaid internship really a job?					

Track the work across the year, continued

Case	Evidence	Reasoning	Audience	Revision	Took a civic step
16 Who wrote the new building rule?					
17 How should the crew give out ten free seats?					
18 Why is the theater curtain still falling apart?					
19 What should Gia say in her two-minute comment?					
20 Can the crew post this image as true?					

About course names and standards

AP, Pre-AP and IB activities are practice designed by No, Pero Why?. They are not official College Board or IB materials. Honors expectations are set by your school.

Framework sources

School-designed preparatory pathway (not an IB program)

- International Baccalaureate, education programs: <https://ibo.org/programmes/>
- International Baccalaureate, DP curriculum: <https://ibo.org/programmes/diploma-programme/curriculum/>

Checked September 25, 2026.