

Student Workbook

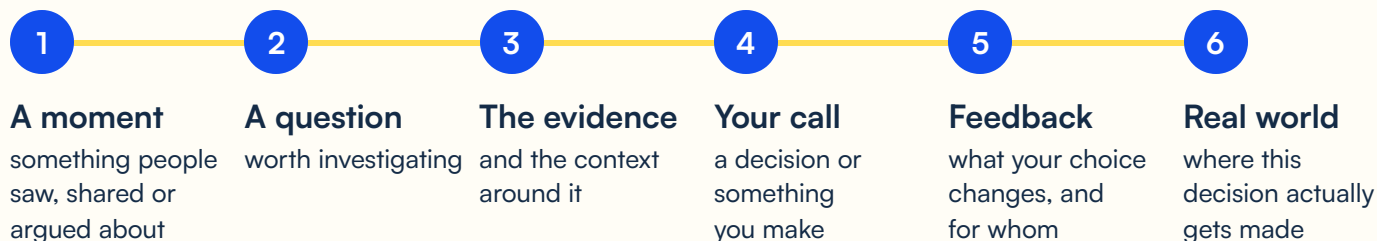
IB DP Language and Literature

For IB Diploma Language A: Language and Literature

10 cases about media, law, policy and the decisions that shape your life. For every case: the story, the case file, a thinking page and a work page shaped like your task.

How this edition works

Every case starts with something that happened, a question worth asking and the evidence to check. Then you make a call or make something. Write on the pages, fill them in on a computer, or scan the code on a work page to do it online.



The companions in the margins



Lupa
Evidence



Duda
Questions



Pauta
Rules



Onda
Impact



Nexo
Connections



Voz
Next steps

What's different in this edition

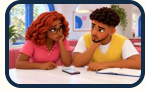
- Only cases with a genuine non-literary text or a literary work are used; ten cases are marked not recommended
- Paper 1 routes supply a guiding question and hold contextual sources back until after drafting
- The one individual-oral rehearsal (Matilda) requires a literary work studied in class
- Feedback describes the published assessment areas without predicting IB marks

Real, or made for this lesson?

Real source links to reporting, research or an official page you can check yourself.

Fictional case material was written for the story, so you can practise on it safely.

What's inside

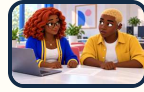


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Before you repost

What can a screenshot actually prove?

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The apology is not the repair

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Who gets to see your school records?

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A group chat says one complaint got a novel “banned.” What actually happened, and who decides?

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Case 1

Before you repost

What can a screenshot actually prove?

Most news about school closures, rule changes and events reaches students as a cropped clip in a group chat. Checking the original and posting a useful update keeps a whole community from acting on half a sentence.

In the real world

CrashCourse (YouTube), 2019 Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3

PolitiFact, 2022 Viral image shows fake story from The Atlantic about Biden

Mateo

Dale, I wanted that clip to be fake so badly I almost told everyone to ignore it. Let me find the full transcript first.

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Forwarded screenshot in the crew's group chat, Friday 4:52 p.m.

"They're removing access tonight.
Screening cancelled?"

Attached clip, 7 seconds.

Coordinator: "...we are removing access—" The clip ends there.



What was said right after this clip ends? Which word in the caption goes further than the clip itself?

Fictional case material

2

Room coordinator, full meeting transcript, Friday 3:30 p.m. meeting

"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."



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

Fictional case material

3

Booking confirmation emailed to Mateo, sent Tuesday 10:14 a.m.

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.



What does this confirm? What does it not say about the side door or about visitors who need other support?

Fictional case material

4

Jordy, holding message in the same chat

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



What does this message promise, and which word from the rumor does it avoid repeating?

Fictional case material

5

"My friend is already on the train. "We are figuring it out" does not tell her whether to keep coming."

Gia, 21, leaving for a café shift

What does this reader need first: a verdict, a time, a door or a contact?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

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.

Real-world evidence



Real source

Society of Professional Journalists, SPJ Code of Ethics

Summary, not a quotation: the code asks journalists to take responsibility for the accuracy of their work, verify information before releasing it and avoid distorting facts or context, including visual information.



video

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

[CrashCourse \(YouTube\)](#), 2019-01-22

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



article

Viral image shows fake story from The Atlantic about Biden

[PolitiFact](#), 2022-08-01

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

What I notice across the case file Which item changes your first reaction most?

What the evidence can hold up

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 cancelled.	Claim 2 The screening is on; use the staffed front entrance.
1 The clip: “we are removing access...” ends mid-sentence.		
2 The transcript: access is removed “through that reader,” and existing bookings remain in place.		
3 The booking email: Friday 6—9 p.m., screening confirmed, step-free front entrance.		

Still open

- Can every visitor use the temporary entrance?

Words that do the work

Claim

Afirmación

Something a person says is true. It still needs checking before you repeat it.

Context

Contexto

The information around a quote or clip that changes what it means.

Primary source

Fuente primaria

The original record of what was said or done, not someone’s retelling of it.

Holding statement

Declaración provisional

A short message saying what you know, what you are checking and when you will update.

Your thinking Answer the question above in two or three sentences.

One student's draft

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

Message 1 (5:05 p.m.): Hey everyone, we saw the clip about the Common Room. We're checking the full meeting update right now, so please don't cancel your plans yet. We'll post again by 5:25 with a real answer. ¹ Message 2 (5:25 p.m.): Update: the screening is NOT cancelled ³. It's still Friday 6—9 p.m. The clip cut off the part where the coordinator said they're removing access "through that reader," meaning the broken side door ². Use the front entrance instead. It's staffed from 5:30 and it's step-free. I think whoever posted it was trying to start drama. ⁴

Rationale: I didn't repeat the word "cancelled" in my first message because people might only read that one word. I gave a time for the next update so people know when to check back.

- ¹ Strong holding move: a specific time tells people already traveling when to look again.
- ² Precise evidence. Quoting the exact words the clip removed shows readers why the clip misled them.
- ³ A clear verdict, but naming the booking email or the transcript here would let readers check it for themselves.
- ⁴ Revise: nothing in the sources tells us why the clip was shared. A guess about motive weakens the correction and can start a new argument.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

I think whoever posted it was trying to start drama.

After

I checked the coordinator's full transcript and Mateo's booking email. Need help getting in? Message the coordinator before you leave.

The revision swaps an unsupported guess for a named source and a contact, which gives readers something to verify and something to do.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

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

Use

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

You'll make

Guided analysis, 600–800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

Done when

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

The strongest counterargument, and your answer

Why it matters beyond this case

Take it off the page

Find out how your school sends urgent updates.



Case 3

The apology is not the repair

What makes a correction more useful than “sorry”?

Clubs, schools and companies all post things that turn out to be wrong, and how they fix it decides who keeps trusting them. Students who can tell a real correction from a nice-sounding apology can hold groups, including their own, to a higher standard.

In the real world

NPR Public Editor, 2022 That was wrong

NPR, 2017 Dove Expresses 'Regret' For Racially Insensitive Ad

Anika

We were carrying chairs at 5:30. Don't tell me how sorry you feel. Tell people what actually happened.

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

The crew's published recap caption, Saturday 11:08 a.m.

"Great night, once the younger crowd finally got organized."



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

Fictional case material

2

Jordy's setup log, Friday evening

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.



What happened at 5:40 that the caption never mentions? Which entry challenges the caption most directly?

Fictional case material

3

Anika, 16, message to the crew

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



What fact does Anika add, and what is she asking the crew to change?

Fictional case material

4

Gia's first correction, drafted Saturday 2:15 p.m., not posted

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



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

Fictional case material

5

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

Jordy, 20, kept Friday's setup log

What does Jordy's log add about Anika and Dec, and what should the crew not ask of Anika?

What I notice across the case file Which item changes your first reaction most?

Same moment, different accounts

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

Where they differ

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

Words that do the work

Communications plan

Plan de comunicación

A plan naming your goal, audiences, key message, channels and how you will check it worked.

Key message

Mensaje clave

The one idea every audience should walk away with.

Correction

Corrección

A clear replacement of inaccurate information, published where the error was seen.

Stereotype

Estereotipo

A broad assumption about people because of a group label.

Your thinking Answer the question above in two or three sentences.

One student's draft

Write a correction and a short repair plan with a named owner and a date to check it.

Correction: Our recap said the screening started late because the younger crowd wasn't organized. That was wrong, and we're sorry. ¹ Jordy's event log shows the projector failed at 5:40 p.m. ² and the new one wasn't connected until 6:20. Anika and Dec actually helped carry chairs before doors opened. Repair plan: Gia will edit the original caption today so the correction is where people saw the mistake. We will also ask Anika to post that she's okay with the correction so people know it's resolved. ³ Before we post any recap, Jordy will check claims about what caused a problem against the event log. We'll check on Friday whether the next recap went through that step. ⁴

- 1** Good order: the correction names the error before it apologizes, so it does its main job first.
- 2** Precise evidence with a time lets readers see why the caption's explanation doesn't hold.
- 3** Revise: this puts repair work on the person who was blamed. The crew can offer a private way to respond, but Anika shouldn't have to vouch in public.
- 4** Strong measure: it checks whether the promised process happened, not just whether the comments stopped.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~We will also ask Anika to post that she's okay with the correction so people know it's resolved.~~

After

We'll message the people the caption blamed to say it's corrected, and they can reply privately if we missed something.

The crew still reaches the people who were harmed, but the work of fixing the record stays with the crew.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

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

Use

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

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

The strongest counterargument, and your answer

Why it matters beyond this case

Done when

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

Need a boost?

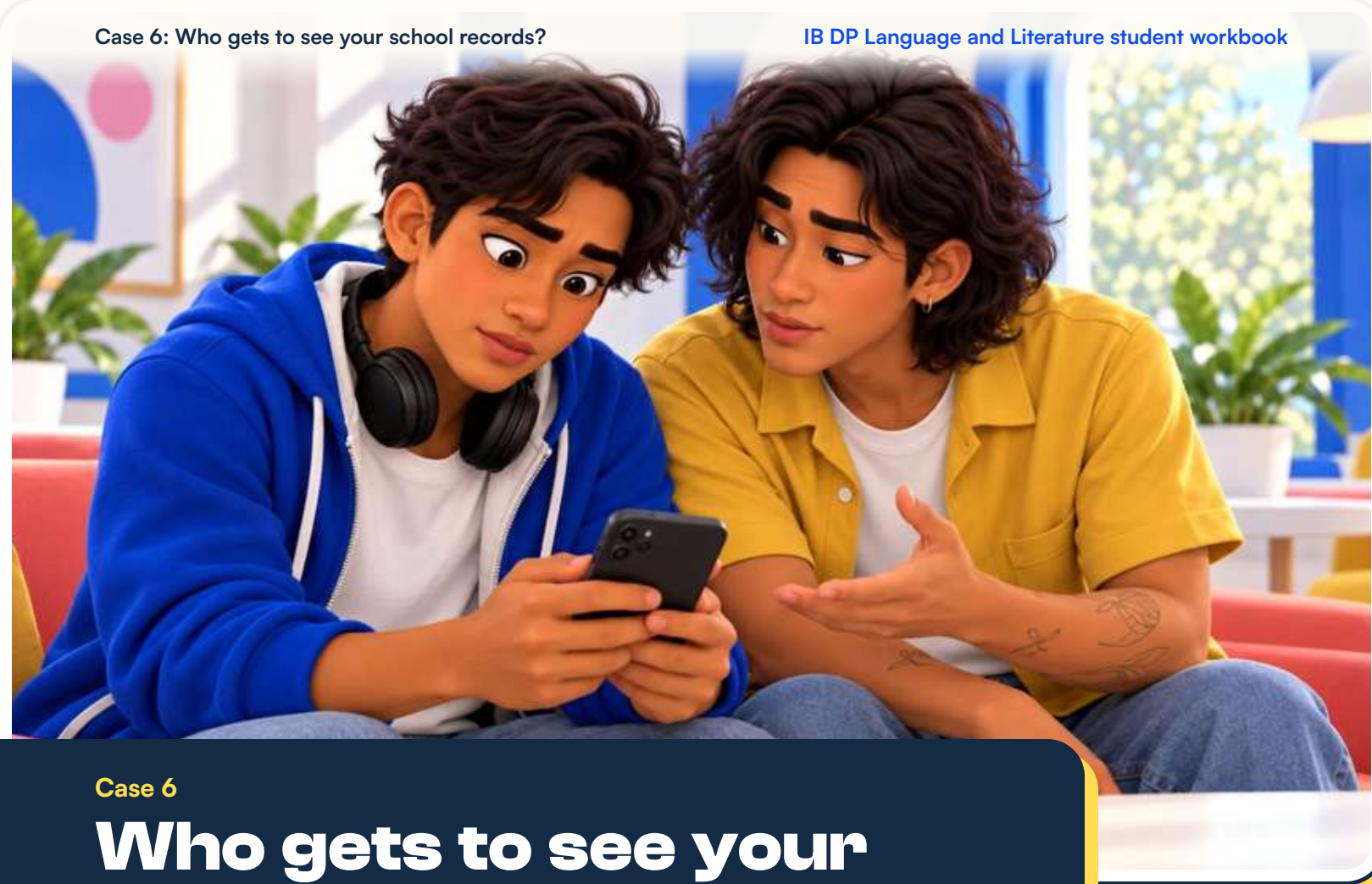
- Guiding question printed above the text
- Annotation layers: sequence, agency (who did what), hedging
- Checklist of conventions for corrections and apologies as a text type



Prefer typing? Scan to do this in the online workspace.

Take it off the page

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



Case 6

Who gets to see your school records?

If your family helps pay for school, what are they allowed to see?

Grades, schedules and discipline records follow students for years, and the rules about who can see them change at 18 or when a student starts college. Knowing which record, which permission and which office to ask keeps family support from turning into giving away every login.

In the real world

U.S. Department of Education (YouTube), 2013 Student Privacy 101: FERPA for Parents and Students

U.S. Department of Education, Student Privacy Policy Office Must postsecondary institutions provide a parent with access to an eligible student's education records?

Rafa

Sige, they can help with the bill. I just want to read what I'm signing before I hand over my grades too.

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

§ Parent and family access authorization form mailed to Rafa, August 28 (illustrative)

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



Which section covers billing and which covers grades? What happens if Rafa signs only Section 1?

Fictional case material

2

College annual FERPA notice posted on the registrar's page, fall term (illustrative)

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.



Who does this notice say holds the rights now? Which phrase tells you exceptions exist?

Fictional case material

3

Rafa's family group chat, Sunday 8:47 p.m.

Mom: Did the tuition form come? We want to help with the bill.

Dad: Send us the login and we'll take care of everything.

Rafa: Sige, the bill part I can share. Let me read the rest first.



What is his family actually asking for help with, and how is "everything" different from the bill?

Fictional case material

4

"Then we need the actual exception and the actual facts. "Privacy law" is not a magic sentence that answers every request."

Caio, 24, helping Rafa read the request



Why is "privacy law" not enough of an answer on its own?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Which form and exceptions Rafa’s own college uses, whether his family claims him as a tax dependent, exactly what help his family wants, and how the college lets a student change an authorization.

Real-world evidence



Real source

U.S. Department of Education, Student Privacy Policy Office, FAQ “What is FERPA?”

Summary, not a quotation: FERPA gives parents certain rights over their children’s education records, and those rights transfer to the student at age 18 or when the student attends a school beyond the high school level. A student who holds the rights is called an eligible student.



Real source

American University, parent-access guide (AU Central)

Summary, not a quotation: the guide separates parent online access for student-account activity and bill payment from authorization to discuss academic records, and says parent billing access does not include viewing grades.



video

Student Privacy 101: FERPA for Parents and Students

[U.S. Department of Education \(YouTube\), 2013-11-07](#)

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

What I notice across the case file Which item changes your first reaction most?

Who actually gets to decide?

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

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

Words that do the work

FERPA

Ley FERPA

A federal law giving parents, and later students, rights over education records at schools that receive U.S. Department of Education funds.

Education record

Expediente educativo

A record directly about a student that the school, or someone acting for it, keeps.

Transfer of rights

Transferencia de derechos

FERPA rights move from parents to the student at 18 or when the student enters college, whichever comes first.

Consent

Consentimiento

Written permission with a defined scope: which record, to whom, for what purpose.

Your thinking Answer the question above in two or three sentences.

One student's draft

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

Paying vs. Seeing: A Guide for Rafa Since you're 18 and in college, the FERPA rights to your education records belong to you now, not your parents. The Department of Education FAQ says rights transfer at 18 or when you start college¹. Paying tuition is a different thing from seeing your grades. In the university guide, parent access for the bill does not include viewing grades², so that needs a separate authorization. So your parents can never see your grades unless you say yes.³ Before you sign anything, ask the records office three questions: which record would be shared, who would get it, and how you can change your mind later⁴. Talk with your family first about what help you actually want.

- 1 Accurate statement of the transfer rule, attributed to the right source.
- 2 Precise use of the university guide, and the writer correctly presents it as one school's process.
- 3 Revise: this overstates the rule. FERPA has exceptions, including one for parents who claim a student as a tax dependent. Say that exceptions exist and send Rafa to the records office.
- 4 Strong next step: specific, answerable questions for the office that actually holds the records.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~So your parents can never see your grades unless you say yes.~~

After

Usually your family would need your permission to see grades, but the law has exceptions, so ask the records office which ones your college uses.

The revision keeps the main rule clear while being honest that exceptions exist, which is what the success criteria ask for.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

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

Use

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

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

The strongest counterargument, and your answer

Why it matters beyond this case

Done when

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

Need a boost?

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



Prefer typing? Scan to do this in the online workspace.



Case 7

Who decides what stays on the shelf?

A group chat says one complaint got a novel “banned.” What actually happened, and who decides?

School and public libraries across the country are deciding how to handle challenges to books, and the rules vary by district and state. Students who can tell a complaint from a final decision, and who know where to speak, can take part without spreading rumors or silencing other readers.

In the real world

Chalkbeat Colorado, 2025 Colorado bill to curb school library book challenges clears first legislative hurdle

You'll make

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

Time

About 90 minutes

Level

IB DP Language and Literature

Mari

Mira, I found a character in a book like this who made me feel less alone. That's why I care. Now what does the policy actually say?



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Group chat, Thursday 10:12 p.m.

"One parent complained, so that novel is banned. It's gone from the library."



What stage of the process does this message skip? How could you check the second sentence?

Fictional case material

2

§ District 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."



Is the book on the shelf right now? List the stages this notice describes.

Fictional case material

3

§ Review committee input form, due the 15th

Name and role (student, parent, staff or community member). Have you read the entire work? Yes / No. Which selection criteria does your input address? Comments, 300 words maximum.



Who can submit input, and what does the form ask about? Why might it ask whether you read the whole work?

Fictional case material

4

"Mira, I found a character in a book like this who made me feel less alone. That's why I care. Now what does the policy actually say?"

Mari, 19, bookseller and zine maker



What two things does Mari hold together: a personal reason and what else?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

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.

Real-world evidence



Real source

American Library Association, Selection and Reconsideration Policy Toolkit: formal reconsideration

Summary, not a quotation: ALA's example procedure has a review committee whose members read or view the entire work, evaluate it against the collection policy's criteria and vote, with the material remaining available until a formal decision and with an appeal route. ALA presents this as guidance for libraries to adapt, not as law.



Real source

Roald Dahl, Matilda, authorized extract published by Penguin

Summary, not a quotation: in the extract, four-year-old Matilda finds the village public library on her own; the librarian, Mrs Phelps, helps her choose books, and over the following months she reads widely, including classic adult novels.



article

Colorado bill to curb school library book challenges clears first legislative hurdle

[Chalkbeat Colorado, 2025-02-10](#)

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

What I notice across the case file Which item changes your first reaction most?

Who actually gets to decide?

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

Words that do the work

Challenge

Solicitud de reconsideración

A formal request to reconsider whether a library resource should be available.

Reconsideration policy

Política de reconsideración

A written process for handling challenges: review, criteria, decision and appeal.

Selection criteria

Criterios de selección

The standards a library uses to choose and evaluate materials.

Professional guidance vs. law

Recomendación profesional y ley

Recommendations from groups like the ALA aren’t binding law; adopted policies and statutes are.

Your thinking Answer the question above in two or three sentences.

One student's draft

Write input to the review committee using the published selection criteria.

To the Review Committee, I'm a student at this school, and I'm writing about the novel under review. The district's selection criteria ask the committee to judge each book as a whole¹, not by one passage. Read as a whole, this book follows a character dealing with isolation² and slowly finding people she can trust, and that is why readers my age connect with it. I understand the parent who filed the request is worried about one scene with mature content, and that concern deserves a real answer³. But honestly, anyone who wants a book removed is just trying to control what other people read⁴. I'm asking the committee to keep the novel available and, if the concern is about age level, to consider an age note in the catalog rather than removal. Thank you.

- 1** Strong: the argument is anchored in the committee's own published criterion.
- 2** Good use of the whole-work standard, though one specific scene or detail would make the evidence stronger.
- 3** Good: the writer acknowledges another reader's concern with respect.
- 4** Revise: this assigns a motive to everyone who files a request and contradicts the respect shown one sentence earlier. The committee needs reasons tied to criteria, not judgments of people.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

But honestly, anyone who wants a book removed is just trying to control what other people read.

After

But the criteria ask about the whole work, and that scene is part of how the story shows the character's isolation.

The revision keeps the disagreement about the book, where the criteria apply, instead of about the parent, which the committee cannot weigh.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

Rehearse the individual oral.

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

Use

An extract from *Matilda* studied in class (the publisher's authorized extract is a starting point), and an extract from one body of non-literary work on book challenges chosen with the teacher.

You'll make

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

First line Start with the moment

Three points, each with its evidence

Last line What should people remember?

Done when

- ☐ Frames a global issue that is transnational and visible in local contexts
- ☐ Analyzes content and form in both extracts
- ☐ Balances attention between the literary work and the body of work
- ☐ Answers questions with textual evidence

Practice 1: what worked

Practice 2: what I changed

Take it off the page

Find your library's reconsideration policy.



Case 8

Is it a recommendation or an ad?

If a creator got the product free, do viewers need to know?

Much of what students see online is shaped by relationships between creators and brands, and many students are creators too. Knowing what a clear disclosure looks like helps them judge recommendations and post honestly, whether they have fifty followers or fifty thousand.

In the real world

NBC News, 2023 Influencers warned by FTC over 'inadequate' disclosures of artificial sweetener promotions

ABC News, 2019 Popular YouTuber chimes in on federal product disclosure guide for influencers

Caio

Calma, the cut is good.
Watch it once like a stranger
with the sound off. Can
they tell the book was free?

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Publisher email offering a review copy, sent two weeks before posting

"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"



What did the publisher give, and what did they ask for? Does "no obligation" change whether there is a relationship to disclose?

Fictional case material

2

Gia's review video, first cut, Friday evening (script and caption)

Spoken: "Okay, 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"



Where in this video would a viewer learn about the free copy? What does the tag tell them, and what does it leave out?

Fictional case material

3

Watch once as a stranger, phone on mute. 0:00—0:03: does anything say free copy? Caption sits below the video; most people won't open it. Tag = brand name, not relationship.

Caio's edit notes, Saturday 1:30 p.m.



What does Caio want to test before uploading, and why start with the first three seconds?

Fictional case material

4

Viewer comment on a similar review by another creator (illustrative)

"wait was this sponsored?? kind of feels like an ad now"



What changes for this viewer when they learn about the relationship after watching instead of before?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Whether Gia has any other relationship with the publisher, what label the platform itself would show, how many of her viewers watch without sound, and whether the review's strongest claims are supported beyond her own reading.

Real-world evidence



Real source

Federal Trade Commission, Disclosures 101 for Social Media Influencers

Summary, not a quotation: FTC staff guidance says to disclose any financial, employment, personal or family relationship with a brand, including free or discounted products; to place the disclosure where it is hard to miss, with the endorsement; and, in a video, to put the disclosure in the video itself, ideally in both audio and on-screen text, not only in the description.



Real source

Federal Trade Commission, FTC's Endorsement Guides: What People Are Asking

Summary, not a quotation: the FTC's question-and-answer guide explains how the agency applies its Endorsement Guides, which interpret the FTC Act's prohibition on deceptive practices, to reviews, social media posts and other endorsements.



article

Influencers warned by FTC over 'inadequate' disclosures of artificial sweetener promotions [NBC News, 2023-11-15](#)

Real creators were warned for not clearly saying they were paid, the exact question this case asks.

What I notice across the case file Which item changes your first reaction most?

If this, then what?

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

Disclose aloud and on screen in the first seconds

Viewers weigh the recommendation knowing the relationship

Some viewers may discount the review as an ad

Words that do the work

Material connection

Conexión material

A relationship with a brand, like payment or a free product, that could affect how viewers weigh a recommendation.

Disclosure

Divulgación

A clear statement of that relationship, placed where viewers will notice it.

Channel

Canal

The place and format a message travels through, which shapes who sees it.

Consistency

Coherencia

Making sure a message says the same thing across every place it appears.

Your thinking Answer the question above in two or three sentences.

One student's draft

Write a revised script and caption and a short note on why a tag alone isn't enough.

Revised script: At 0:00, spoken and on screen: "Heads up, the publisher sent me this book for free ¹." Then: "Okay, you guys, I could not put this down. The sisters felt so real, and the ending wrecked me. I finished it in two nights."

Caption: Publisher sent me a free copy for review.

@publisher #booktok Note: A tag alone isn't enough because a lot of people watch with the sound off and never open the caption ³, and a tag just names the brand without saying the book was free ². Now the disclosure is spoken and on screen in the first seconds. Honestly the disclosure is just a formality, because my opinion is real either way. ⁴

- 1 Plain words that name the relationship, placed at 0:00 where every viewer meets it.
- 2 Precise reasoning that matches the case: a tag identifies a brand, not the relationship.
- 3 Good audience thinking: the writer considers how viewers actually watch.
- 4 Revise: an honest opinion and a disclosed relationship answer different questions. Viewers need the relationship to decide how much weight to give the opinion, so it is not a formality.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~Honestly the disclosure is just a formality, because my opinion is real either way.~~

After

My opinion is honest, but viewers still deserve to know the book was free so they can decide how much to trust it.

The revision separates the two ideas the task asks about: whether the opinion is sincere, and whether viewers know the relationship that could shape it.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

Write a guided textual analysis of Gia's first-cut review (spoken script, on-screen text and caption) in response to the guiding question, treating it as a multimodal non-literary text.

Use

Gia's first-cut script and caption as the text; the revised version and the FTC guidance are used only after drafting.

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

The strongest counterargument, and your answer

Why it matters beyond this case

Done when

- ☐ Responds directly to the guiding question
- ☐ Analyzes spoken, visual and written features with precise references
- ☐ Explains how the text constructs intimacy and trust
- ☐ Sustains an organized line of analysis in clear academic language

Need a boost?

- Guiding question printed above the text
- Annotation layers: address to the viewer, intensifiers, placement of the brand tag
- Glossary of multimodal terms: caption, overlay, direct address



Prefer typing? Scan to do this in the online workspace.

Take it off the page

Check the relationship before you trust the review.



Case 9

Your ballot is more local than your feed.

What's actually on your ballot, and where do you find out?

National races dominate feeds, but many decisions that shape students' lives, like school boards, judges and local measures, appear lower on the ballot. Knowing how to find your own official ballot and deadlines matters whether you're voting soon or learning how the system works before you can.

In the real world

NPR, 2023 Some states are trying to boost youth voter registration. Here's what they're doing

Ballotpedia News, 2025 Most states allow teenagers to pre-register to vote before turning 18, and some let them vote in primaries

Mateo

Dec doesn't need us picking for him. He needs his own ballot and a registration check before November. Honestly, so do I.

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

§ Illustrative sample ballot, 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.



Which contests are below the headline race? Which one touches Dec's school, and which touches his bus?

Fictional case material

2

Creator's voter guide, posted three weeks before the election

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



Which lines are facts you can check, and which are picks? Whose deadline is "the 14th"?

Fictional case material

3

Gia's group-chat reminder draft, Sunday 6:30 p.m.

"Check your registration and your own sample ballot at vote.gov. Deadlines depend on your state. Please don't post your address here."



What information should stay out of a group chat, and what does Gia share instead?

Fictional case material

4

"I turn 18 in October. I don't need someone picking for me. I need to know what's on my ballot and whether I'm registered in time for November."

Dec, 17, theatre crew



What two things does Dec need to find out, and which official source answers each?

Fictional case material

5

"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."

Mateo, 22, moved from New Bedford for college

Which contests does Mateo find below the headline race, and how would he separate the guide's facts from its picks?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Dec’s own state, registration status and deadline, the actual sample ballot for his address, what each local office is responsible for where he lives, and who wrote and funds the creator’s guide.

Real-world evidence



Real source

Vote.gov, Preparing to vote: age 18 and under

Summary, not a quotation: Vote.gov explains that in most states, the District of Columbia and U.S. territories people can preregister before turning 18, that you must be 18 to vote, that several states let 17-year-olds vote in primaries if they will be 18 by the general election, and that each person should check their own state’s rules.



Real source

U.S. Constitution, Twenty-Sixth Amendment, Section 1 (text as published by the National Constitution Center)

“The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.”



article

Some states are trying to boost youth voter registration. Here's what they're doing [NPR, 2023-08-06](#)

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

What I notice across the case file Which item changes your first reaction most?

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?

In many states, signing up at 16 or 17 so you're registered when eligible.

[illegible]

One student's draft

Write a nonpartisan explainer on one local contest: what the office does, what's on the ballot and where to verify it. Compare how two guides describe the race.

School Board, District 3 What the office does: The school board sets the district budget, hires the superintendent and approves policies like the school calendar. It doesn't run individual classrooms.¹ What's on the ballot: Two seats are open, with four candidates. There's also a transit measure, but that's a city question, not a school board one². Where to verify: Look up your own sample ballot through vote.gov, which sends you to your state's election office. The creator guide says Candidate B is the only one who cares about students, so you should probably vote for her³. Comparing guides: The county guide prints each candidate's statement in their own words.⁴ The creator guide adds opinions about who is best.

- 1 Good: saying what the office does not control keeps readers from asking it for the wrong things.
- 2 Strong jurisdiction thinking: the writer separates two contests on the same ballot.
- 3 Revise: an explainer must stay nonpartisan. Report what the guide claims as the guide's opinion and leave the choice to the reader.
- 4 Good comparison: the writer identifies how the two guides differ in purpose.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~The creator guide says Candidate B is the only one who cares about students, so you should probably vote for her.~~

After

One creator guide recommends a candidate; that is the guide's opinion, so check each candidate's own statement in the county guide.

The revision keeps the explainer nonpartisan while still teaching readers to tell a recommendation from a fact.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

Write a guided textual analysis of a teacher-selected voter guide aimed at young or first-time voters, responding to the guiding question.

Use

One teacher-selected voter guide aimed at young people, balanced across the class with guides from different organizations, and the case's sample ballot for context.

You'll make

Guided analysis, 600–800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

The strongest counterargument, and your answer

Why it matters beyond this case

Done when

- ☐ Responds directly to the guiding question
- ☐ Analyzes language and design with precise references
- ☐ Locates and explains the shift from informing to persuading
- ☐ Sustains an organized line of analysis in clear academic language

Need a boost?

- Guiding question printed above the text
- Annotation layers: address to the reader, layout and hierarchy, the move from fact to recommendation
- Checklist of conventions for voter guides as a text type



Prefer typing? Scan to do this in the online workspace.



Case 12

A protest is not one legal question

When does a school get to limit what students say?

Students speak up at school through shirts, posters, walkouts and posts, and they often hear either “you have free speech” or “you have no rights here.” Both are too simple, and knowing how precedent really works helps students speak effectively without walking into avoidable trouble.

In the real world

PBS NewsHour, 2021 Student free speech makes it to the Supreme Court in former high school cheerleader's case

PBS NewsHour (Associated Press), 2021 Supreme Court rules in favor of cheerleader who published critical social media post in First Amendment case

Anika

The feeling is real. But “free speech, end of story” isn’t a fact pattern. What did the poster say, where did it go up, and under whose rule?

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Anika's poster, first version, printed Tuesday 3:15 p.m.

"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.



Who does this poster look like it comes from? Which single element does most of that work?

Fictional case material

2

§ Student handbook, posting policy, p. 14 (illustrative excerpt)

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.



Where are student posters allowed, and who approves them? What would the first version need to change to follow this rule?

Fictional case material

3

Group chat suggesting a walkout, Wednesday 9:02 p.m.

"If they take the poster down we walk out Thursday. Tinker says they can't touch us."

Reply: "Wait, wear blue AND walk out??"



Which part is expression, and which is leaving class? What does the first message assume about Tinker?

Fictional case material

4

"I put the school sign across the top because it looked good. Now it reads like the school is announcing it. It isn't."

Mateo, 22, did the photo and layout



Why might it matter, legally and practically, whether a poster looks school-sponsored?

What I notice across the case file Which item changes your first reaction most?

What the evidence can hold up

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			
2 A walkout means leaving class, which falls under the attendance rule			
3 The logo photo makes the poster look like school-sponsored speech			

Still open

- What does the attendance policy say, and what process follows?

Words that do the work

Precedent

Precedente

An earlier court decision that guides later cases with similar facts.

Constitutional right

Derecho constitucional

A protection from the Constitution that limits what government, including public schools, can do.

Substantial disruption

Perturbación sustancial

Tinker's test: a public school may limit student speech if it would substantially disrupt school or invade others' rights.

School-sponsored speech

Expresión patrocinada por la escuela

Speech that looks like it comes from the school, which schools can regulate more (Hazelwood, 1988).

Your thinking Answer the question above in two or three sentences.

One student's draft

Write a fact-pattern brief comparing Tinker with the wear-blue plan and the walkout.

Facts: In Tinker (1969), public-school students wore black armbands to protest the Vietnam War and were suspended. Rule: The Supreme Court said students keep free-speech rights at school unless their expression would substantially disrupt school or invade others' rights¹.

Application: Anika's wear-blue Thursday plan is a lot like the armbands. It is silent and doesn't stop class, so Tinker probably protects it.² The walkout is also protected because it is a protest just like Tinker.³ Open questions: We don't know what the attendance policy says⁴ or whether the school would count a walkout as a disruption. We also need to know whether the school has any rule about clothing.

- 1 Accurate rule, including the limit most first drafts leave out.
- 2 Good application: the writer matches specific facts and says "probably" instead of promising a legal outcome.
- 3 Revise: leaving class is conduct under an attendance rule, which Tinker does not settle. Calling both "protest" hides the fact that changes the question.
- 4 Strong open question: it names the exact missing fact that would decide the walkout issue.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~The walkout is also protected because it is a protest just like Tinker.~~

After

The walkout is different: the message may be similar, but leaving class is conduct covered by the attendance policy, so Tinker alone doesn't answer it.

The revision separates the message from the action, which is the distinction the case turns on.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

Write a guided textual analysis of a passage from Justice Fortas's majority opinion in *Tinker* (1969) that includes the "schoolhouse gate" sentence, responding to the guiding question.

Use

A teacher-selected passage of 300—400 words from the majority opinion, taken from a court-hosted or official copy.

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

The strongest counterargument, and your answer

Why it matters beyond this case

Done when

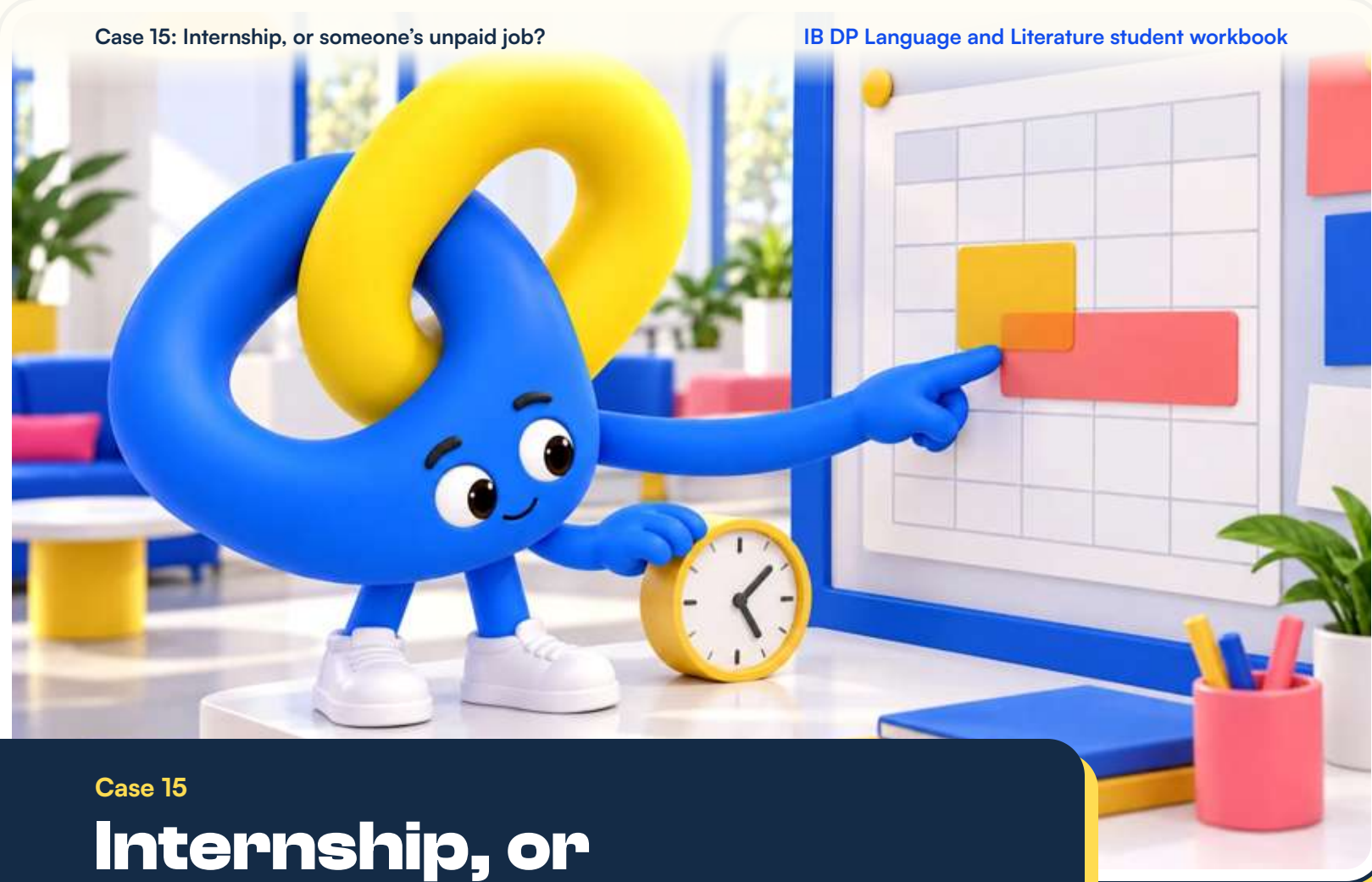
- ☐ Responds directly to the guiding question
- ☐ Analyzes imagery, structure and diction with precise references
- ☐ Explains how the text balances rights and authority
- ☐ Sustains an organized line of analysis in clear academic language

Need a boost?

- Guiding question printed above the passage
- Annotation layers: images of place, sentence balance, concession and limit
- Glossary of legal terms kept separate from the analysis



Prefer typing? Scan to do this in the online workspace.



Case 15

Internship, or someone's unpaid job?

When is an unpaid internship really a job that should be paid?

Internships open doors, but unpaid ones favor people who can afford to work for free, and some “internships” are just unpaid jobs. Knowing the questions the law asks helps students ages 16–24 evaluate an offer before they give it a summer.

In the real world

PBS NewsHour (YouTube), 2023 Why unpaid internships still exist despite hardships for young workers

NPR, 2013 Internships: Low-Paid, Unpaid Or Just Plain Illegal?

Rafa

Sige, I want the experience. I also work at the shop. So what would I actually learn, and who's teaching me?

You'll make

Guided analysis, 600–800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Studio internship listing, posted on the campus job board in 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."



Which words describe learning, and which describe work? What does the listing leave out?

Fictional case material

2

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."



Is credit one factor or the whole test? What did the reply not answer?

Fictional case material

3

Gia and Rafa talking it through, 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?



Whose time and money does this offer spend? Which DOL factor does the first question connect to?

Fictional case material

4

"Sige, I want the experience. I also work at the shop. So what would I actually learn, and who's teaching me?"

Rafa, 18, first-year commuter who works at his family's shop



Turn Rafa's two questions into questions he could send the studio in writing.

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

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.

Real-world evidence



Real source

U.S. Department of Labor, Wage and Hour Division, Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

Summary, not a quotation: for-profit employers use the “primary beneficiary test” to decide whether an intern is an employee who must be paid under the FLSA. The fact sheet lists seven factors, including whether the internship is tied to formal education or academic credit and whether the intern’s work complements rather than displaces paid employees, and says the test is flexible with no single factor determinative.



video

Why unpaid internships still exist despite hardships for young workers

[PBS NewsHour \(YouTube\), 2023-08-26](#)

Reports that nearly half of U.S. interns were unpaid in 2022 and who can afford to take those jobs.



article

Internships: Low-Paid, Unpaid Or Just Plain Illegal?

[NPR, 2013-05-18](#)

Explains when an unpaid internship can break wage law, using the ‘Black Swan’ intern lawsuit.

What I notice across the case file Which item changes your first reaction most?

What the evidence can hold up

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		
2 The listing: Rafa runs the customer inbox all summer		
3 A paid assistant ran the inbox last year		
4 The role is openly unpaid and offers credit (factors 1 and 3)		

Still open

- Is there a learning plan, and who supervises?

Words that do the work

Primary beneficiary test
Prueba del beneficiario principal
The Department of Labor’s test asking whether the intern or the company mainly benefits from an unpaid internship at a for-profit employer.

Fair Labor Standards Act
Ley de Normas Justas de Trabajo
The federal law setting minimum wage and overtime for covered employees.

Displacement
Desplazamiento
When an intern does work that a paid employee would otherwise do.

Academic credit
Crédito académico
School credit tied to a placement; one factor in the test, not an automatic exemption.

Your thinking Answer the question above in two or three sentences.

One student's draft

Turn the seven DOL factors into an internship questions sheet, fill it in with the studio's answers and write a 150-word summary.

Summary: Using the seven factors, Rafa's internship looks more like a job than training. The studio says it's unpaid and gives college credit, so factors 1 and 3 point toward an internship¹. But the listing says Rafa would run the customer inbox all summer, and a paid assistant did that job last year, so factor 6 points toward a job² because he would be replacing a worker. We don't know about training or supervision because the studio didn't answer that question.³ Since the studio says credit makes it legal, and credit is one of the factors, the internship is probably legal.⁴ Rafa should ask for a written learning plan and the weekly hours before he decides.

- 1 Accurate and fair: the writer credits the evidence that cuts the other way instead of ignoring it.
- 2 Strong: specific evidence tied to the displacement factor.
- 3 Good: unknowns are marked as unknown rather than guessed.
- 4 Revise: this repeats the studio's claim and contradicts the summary's own reasoning. No single factor decides the test, and the displacement evidence points the other way.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~Since the studio says credit makes it legal, and credit is one of the factors, the internship is probably legal.~~

After

Credit is only one factor, and no single factor decides the test, so the studio's answer doesn't settle it.

The revision matches the conclusion to the flexible test and to the writer's own evidence instead of adopting the employer's claim.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

Write a guided textual analysis of the studio's internship listing in response to the guiding question, then test your reading against one real internship listing the teacher selects.

Use

The studio listing from the case and one teacher-selected real internship listing.

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

Done when

- ☐ Responds directly to the guiding question
- ☐ Analyzes diction, address and omission with precise references
- ☐ Explains the ideal applicant the text constructs
- ☐ Sustains an organized line of analysis in clear academic language

Need a boost?

- Guiding question printed above the text
- Annotation layers: prestige vocabulary, second-person address, what is left vague
- Checklist of conventions for job listings as a text type

The strongest counterargument, and your answer

Why it matters beyond this case



Prefer typing? Scan to do this in the online workspace.

Take it off the page

Ask what the work is before you accept it.



Case 16

“It’s our policy” is not the end

When a new building rule appears, who wrote it and who does it affect?

Housing rules decide whether people can work, gather and get in and out of their own homes, and renters often have less power than whoever posts the notice. Asking who issued a rule and how it lands on different residents is how neighbors protect each other without spreading rumors.

In the real world

Gothamist, 2019 Brooklyn Landlord Does An About Face On Facial Recognition Plan

HUD (YouTube), 2014 The Federal Fair Housing Act and Reasonable Accommodations

You’ll make

Guided analysis, 600—800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature

Sami

I’m not canceling my workshop over an unsigned notice. I’m also not ignoring it. Who wrote it, and how do I get in after eight?



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

§ Unsigned notice beside 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." No issuer, date or contact appears on the page.



Who wrote this, and how would you find out? Which features make it sound official?

Fictional case material

2

§ Building house rules, last year's version, distributed at lease signing (illustrative excerpt)

"Residents may reserve the common room for gatherings, classes and resident-run workshops. Reservations are made through the building office."



What did the old rule say about resident workshops? Does the new notice say it replaces this?

Fictional case material

3

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.



Which entrance is step-free, and what happens to it after 8 p.m. under the notice?

Fictional case material

4

"Rear door locked at 8. That's the only door I can get through. My workshop runs later. So, questions. Plural."

Sami, 23, lives in 3B and runs a workshop in the common room



Which two questions does Sami need answered, and who can answer each?

Fictional case material

5

"All caps, bold, no name, no date. That's a design choice. It isn't authority."

Caio, 24, reading last year's house rules beside the notice

What would count as proof of authority for a building rule?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

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.

Real-world evidence



Real source

U.S. Department of Housing and Urban Development, Fair Housing Act overview

Summary, not a quotation: HUD’s overview lists the characteristics the Fair Housing Act protects (race, color, national origin, religion, sex, familial status and disability) and says housing discrimination is illegal in nearly all housing, including private, public and federally funded housing.

article

Brooklyn
Landlord
Does An
About Face
On Facial
Recognition
Plan
[Gothamist,](#)
[2019-11-21](#)

A throwback
about a door
rule: the
landlord
needed state
permission to
change how
tenants got
in, and
tenants used
that process
to object.

What I notice across the case file Which item changes your first reaction most?

Who actually gets to decide?

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

Words that do the work

Housing as a need

La vivienda como necesidad

Stable, safe housing affects health, school and work, which is why governments make rules about it.

Authority

Autoridad

The power to make or enforce a particular rule, and where that power comes from.

Jurisdiction

Jurisdicción

Which laws and bodies apply to a particular place or situation.

Fair Housing Act

Ley de Vivienda Justa

A federal law barring housing discrimination based on race, color, religion, sex, national origin, familial status or disability.

Your thinking Answer the question above in two or three sentences.

One student's draft

Write Sami's message to the building manager asking about the rule and requesting access after 8 p.m.

Hi, I'm Sami in 3B. On Monday I saw a new notice by the common-room door. It says the rear door will be locked after 8 p.m. and that business use of the room is banned. ¹ I use a wheelchair, and the rear door is the building's only step-free entrance ². If it's locked, I can't get into my own building at night. This notice is illegal under the Fair Housing Act, so please take it down. ³ Also, who issued the notice, and does it replace last year's house rules, which allowed resident workshops? ⁴ Thank you, Sami

- 1 Accurate summary of the notice, so the manager can see exactly which parts Sami means.
- 2 Strong: a concrete, checkable fact about access, taken from the entrance plan.
- 3 Revise: the facts don't establish a violation yet, and removing the notice wouldn't guarantee Sami's access. Ask for an accommodation instead.
- 4 Good question about authority: it points to a specific document the manager can check.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

~~This notice is illegal under the Fair Housing Act, so please take it down.~~

After

I'd like to request an accommodation so I can get in after 8, such as a key fob for the rear door.

A specific accommodation request is something the manager can say yes to, and it keeps the legal question open instead of declaring an answer.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

Write a guided textual analysis of the unsigned notice, then apply the same guiding question to one longer real building or institutional notice the teacher selects.

Use

The unsigned notice as the first text and one teacher-selected public notice or policy announcement as the second.

You’ll make

Guided analysis, 600—800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

Done when

- ☐ Responds directly to the guiding question
- ☐ Analyzes layout, typography and language with precise references
- ☐ Treats omissions as meaningful choices
- ☐ Sustains an organized line of analysis in clear academic language

Need a boost?

- Guiding question printed above each text
- Annotation layers: layout, typography, imperatives, what is omitted
- Checklist of conventions for public notices as a text type

The strongest counterargument, and your answer

Why it matters beyond this case



Prefer typing? Scan to do this in the online workspace.

Take it off the page

Ask who wrote the rule before you argue about it.



Case 20

Looks real. What proves it?

A realistic image says the courtyard flooded today. What would it take to post that as true?

Generated and recycled images now move through group chats as fast as real ones, and organizations that repost them lose trust quickly. Students who can write an honest verification note, including “we can’t confirm this yet,” protect their audience and their own credibility.

In the real world

NPR, 2023 Fake viral images of an explosion at the Pentagon were probably created by AI

CNN, 2023 ‘Verified’ Twitter accounts share fake image of ‘explosion’ near Pentagon, causing confusion

Jordy

I wanted a clean yes or no for the recap. “We can’t verify it yet” is less fun. It’s also what’s true.

You’ll make

Guided analysis, 600—800 words, written in 75 minutes

Time

About 75 minutes

Level

IB DP Language and Literature



The case file

Look at what's actually here before deciding what it means.

Fictional case material

1

Courtyard flood image with caption, shared Wednesday 2:48 p.m.

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." No link, no date on the image and no original poster named.



Where did this image first appear, and when? What does the caption claim that the image alone cannot show?

Fictional case material

2

Sami's zoom-in of the hand, crew chat, Wednesday 3:02 p.m.

Zoomed screenshot of the foreground hand: the fingers seem to merge at the knuckles.

Sami: "The hand is weird. But who posted this first? That's what I want to know."



What can a strange detail tell you, and what can't it?

Fictional case material

3

Reply in the crew chat, Wednesday 3:05 p.m.

"My roommate's friend said she saw water near the library earlier."



Is this corroboration? Who actually saw what, where and when?

Fictional case material

4

Result from a free online image detector (illustrative)

"12% likely AI-generated."



What can a score tell you, and what can't it? Does it say anything about whether the courtyard flooded today?

Outside the story

The case is fictional. The questions in it are not. Here is where they show up in the real world.

Still missing

Who first posted the image and when, whether it shows this courtyard on this day, whether anyone with a dated photo saw water, and how quickly the facilities page would report a same-day flood.

Real-world evidence



Real source

National Institute of Standards and Technology, Reducing Risks Posed by Synthetic Content: An Overview of Technical Approaches to Digital Content Transparency

Summary, not a quotation: NIST describes approaches such as provenance data, labeling, watermarking and detection for synthetic content, and explains that each has technical limitations, so no single approach settles on its own whether content is synthetic.



article

Fake viral images of an explosion at the Pentagon were probably created by AI [NPR, 2023-05-22](#)

A realistic fake image spread fast and briefly moved markets before officials confirmed nothing happened.



article

'Verified' Twitter accounts share fake image of 'explosion' near Pentagon, causing confusion [CNN, 2023-05-22](#)

A blue check was not proof: accounts that looked trustworthy still shared an image with no real source.

What I notice across the case file Which item changes your first reaction most?

What the evidence can hold up

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		
2 Facilities alerts page at 3:10 p.m.: no active alerts		
3 Secondhand report of water near the library		
4 An odd hand and a 12% detector score		

Still open

- The image’s earliest source and date

Words that do the work

Provenance
Procedencia
Information about where a file came from and how it was handled.

Corroboration
Corroboración
Independent evidence that supports a claim from another direction.

Verification note
Nota de verificación
A short public note saying what was checked, what was found and what remains unknown.

Burden of proof
Carga de la prueba
The idea that whoever makes a claim should supply the evidence for it.

Your thinking Answer the question above in two or three sentences.

One student's draft

Write the verification note Jordy posts instead of the image, plus a short explanation of your choices.

Verification note: We've seen the courtyard flood picture going around. We checked the campus facilities alerts page at 3:10 and it shows no flooding today¹, and we couldn't find who posted the image first². The picture is fake, so please ignore it.³ Check the official alerts page before you change plans. Why I wrote it this way: I didn't repost the image because people would share it without reading the note. I listed what we checked so followers can check it too. The hand in the picture also looks weird, which shows it was made with AI⁴.

- 1 Strong: a named source and a time, so followers can check it themselves.
- 2 Honest about a gap in provenance, which is part of what was checked.
- 3 Revise: the evidence shows the flood is unconfirmed, not that the image is fake. It could be a real photo from another day or place.
- 4 Revise: an odd detail is a reason to look closer, not proof. Visual clues and detectors both have error rates.

Works well Uses evidence Gap to fix Think about the reader

One revision

Before

The picture is fake, so please ignore it.

After

We can't confirm the flood, so we're not sharing the image as news, and we'll update here by 6 p.m.

The revision reports exactly what the evidence supports and gives followers a time to check back, instead of a verdict the crew can't defend.

Your turn: revise one line Pick one highlighted line and rewrite it so it does its job better.

IB DP Language and Literature

Write a guided textual analysis of a teacher-selected, clearly labeled AI-generated image post and its caption, answering the guiding question, then test your analysis against the case's courtyard post and its reposts.

Use

One teacher-selected image post that is clearly labeled as generated, plus the case's courtyard caption and two reposts with added comments.

You'll make

Guided analysis, 600—800 words, written in 75 minutes

Thesis A claim someone could reasonably disagree with

Reason 1: claim, evidence, commentary

Reason 2: claim, evidence, commentary

The strongest counterargument, and your answer

Why it matters beyond this case

Done when

- ☐ Responds directly to the guiding question
- ☐ Analyzes image and caption together with precise references
- ☐ Explains how the text positions its reader to act
- ☐ Sustains an organized line of analysis in clear academic language

Need a boost?

- Guiding question printed above the text
- Annotation layers: composition, realism cues, caption syntax, imperatives
- Glossary of visual terms: framing, foreground, focal point



Prefer typing? Scan to do this in the online workspace.

Take it off the page

Pause before you share an image as news.

A first take I changed What made you change it?

[illegible]

The evidence that moved me most

[illegible]

Something I want to do off the page Who would you talk to?

[illegible]

A question I still have

This image shows a single sheet of white paper with horizontal blue ruling lines. The paper has rounded corners and a dark blue border. There are ten evenly spaced horizontal lines across the page, providing a template for writing or drawing.