



TEACHER FIELD GUIDE

Social policy

“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.

WHAT STUDENTS MAKE

Rewritten notice, 60–90 words

THE CIVIC IDEA

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.

Sami's building is also where she runs her workshop calendar. A rule change changes her week.

Authority Autoridad

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

The notice has bold type but no issuer. Caio says design isn't proof of authority.

Jurisdiction Jurisdicción

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

A rule from another city can be a comparison but can't stand in for the rules that apply here.

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.

The notice locks the step-free rear door at 8 p.m. Sami asks how residents with disabilities keep access.

Reasonable accommodation Ajuste razonable

A change to a rule a person with a disability can request so they have equal use of their home.

Sami can ask the building for an exception to the locked-door rule. Whether it's granted depends on facts.

Documentation Documentación

A record of what was said, done or posted, with dates.

Sami photographs the notice and keeps a copy before anyone argues about what it said.



PAUTA

§ No issuer, no date, no contact. Bold type isn't authority.



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 EVIDENCE

Handle the case file.

Every artifact comes with a question. The captions are the lesson.

NOTICE

FOUND MONDAY MORNING

**Unsigned notice beside the
common-room door**

- 1 Who wrote this, and how would you find out?

FORM

DISTRIBUTED AT LEASE SIGNING

**Building house rules, last
year's version**

- 2 What did the old rule say about resident workshops?

FLOOR PLAN FROM THE LOBBY DIRECTORY

Building entrance plan

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

**ONDA**

◆ Locking the rear door at 8 p.m. closes the building's only step-free entrance for Sami.

THE WORKSHOP

45 minutes, block by block.



5 MIN

Read the notice

TEACHER

Project the notice. Ask: who wrote this?

STUDENTS

List what the notice tells you and what it doesn't.

CHECK

Lists include missing issuer, date and contact.

10 MIN

Compare the documents

TEACHER

Hand out the older house rules excerpt.

STUDENTS

Mark what changed and whether the notice claims to replace the older rule.

CHECK

Students identify the new 8 p.m. rear-door lock and business-use ban.

10 MIN

Map the effects

TEACHER

Draw a people map: Sami, other residents, guests, the manager.

STUDENTS

Add how each person is affected and what each needs.

CHECK

Map includes step-free access and workshop use.

10 MIN

The legal layer

TEACHER

Introduce the Fair Housing Act and reasonable accommodation as questions, not conclusions.

STUDENTS

Write one question about access and one about authority.

CHECK

Questions don't declare a violation.

7 MIN

Rewrite or respond

TEACHER

Offer two options: rewrite the notice fairly, or write Sami's question to the manager.

STUDENTS

Draft 60–100 words.

CHECK

Draft includes issuer, scope and contact, or a precise question.

3 MIN

Exit

TEACHER

Frame: "One fact that would change my view is __."

STUDENTS

Complete the frame.

CHECK

Answer names a missing document or fact.

DIFFERENTIATED ROUTES

One case. Seven ways in.

Each route changes what students read, make and prove, not only how long it takes.

MIDDLE SCHOOL

Grades 6–8: Rewrite the building notice so every resident knows who wrote it, what changed, when and who to ask.

SOURCES

The notice and a short excerpt from the older house rules.

PRODUCT

Rewritten notice, 60–90 words

RAISES THE RIGOR

Add one line about how residents who need the step-free door can get in after 8 p.m.

Supports

- Checklist: who, what, when, who it affects, who to ask
- Word bank: resident, policy, effective date, contact
- Model of a clear school notice
- Pair work

Success looks like

- ☐ Names who issued it
- ☐ States what changed and when
- ☐ Gives a contact
- ☐ Considers residents who need step-free access

HIGH SCHOOL

Grades 9–10: Write Sami's message to the building manager asking about the rule and requesting access after 8 p.m.

SOURCES

The notice, the older house rules and HUD's Fair Housing Act overview.

PRODUCT

Message, 90–130 words

RAISES THE RIGOR

Ask for the source of the rule without accusing the manager of breaking the law.

Supports

- Message template: what I saw, what I need, what I'm asking
- Model reasonable-accommodation request language

Success looks like

- ☐ Quotes the notice accurately
- ☐ Asks who issued it and what document it changes
- ☐ Makes a specific access request
- ☐ Stays factual and respectful

HIGH SCHOOL

Grades 11–12: Write a tenant-association briefing on the notice: what it says, whom it affects, which rules may apply and what to ask.

SOURCES

All case sources plus a local tenant-resource page chosen by the teacher.

PRODUCT

Briefing, 400–500 words

RAISES THE RIGOR

Separate the communication problem from the legal question and recommend a collective next step.

Supports

- Briefing template
- Distinguishing chart: notice / lease / law

Success looks like

- ☐ Separates notice, lease and law
- ☐ Considers several residents fairly
- ☐ States legal points as questions
- ☐ Recommends a feasible collective step

HIGH SCHOOL

Honors: Argue how a building should balance security and access when setting door rules.

SOURCES

Case sources plus HUD's overview.

PRODUCT

Argument, 500–600 words

RAISES THE RIGOR

Propose a policy that meets the security concern and residents' access needs.

Supports

- Values chart: safety, access, privacy, cost
- Counterargument frames

Success looks like

- ☐ Clear thesis with a proposed policy
- ☐ Weighs competing values
- ☐ Uses fair-housing concepts accurately
- ☐ Addresses the landlord's perspective

AP ENGLISH LANGUAGE

AP Lang: Analyze how the notice uses visual and verbal choices to claim authority it never explains.

SOURCES

The notice image and text.

PRODUCT

Rhetorical analysis, about 450 words

RAISES THE RIGOR

Compare it with your own rewritten notice and explain what each choice does for readers.

Supports

- Visual rhetoric guide
- Commentary stems

Success looks like

- ☐ Thesis on how authority is constructed
- ☐ Analyzes visual and verbal choices
- ☐ Explains effects on residents
- ☐ Comparison sharpens the analysis

MIDDLE YEARS

IB MYP: Investigate “What makes a rule fair in shared housing?” and produce a guide for new residents.

SOURCES

Case sources; global context: Fairness and development.

PRODUCT

Resident guide plus 150-word reflection

RAISES THE RIGOR

Include perspectives from at least three kinds of residents.

Supports

- Inquiry statement frame
- Guide layout
- Interview questions for a family member or neighbor (optional, with permission)

Success looks like

- ☐ Research question is focused
- ☐ Accurate legal concepts
- ☐ Represents several perspectives
- ☐ Reflection connects to fairness

DIPLOMA

IB DP: Write a perspectives analysis: how do housing rules distribute power and risk between owners and tenants?

SOURCES

Case sources and HUD overview.

PRODUCT

Analysis, 700–900 words

RAISES THE RIGOR

Evaluate the idea of housing as a right versus a market good, using the case as a real-life situation.

Supports

- Perspective table
- Key concepts: power, equality, justice

Success looks like

- ☐ Represents owner and tenant perspectives fairly
- ☐ Uses key concepts precisely
- ☐ Connects case to broader debate
- ☐ Reflects on own assumptions

Access for every learner

- Provide the notice and older rule side by side with changes highlighted
- Read HUD's overview summary aloud
- Spanish vocabulary: aviso, inquilino, administrador, ajuste razonable
- Offer a fill-in message template
- Reduce to the rewrite-the-notice task only

Extension

- Research what local tenant organizations exist in your area and what they offer

- Compare federal fair-housing protections with your state's list of protected characteristics



DUDA

① Does this notice replace last year's house rules, or just add to them?

ANNOTATED STUDENT WORK

What a draft shows us.

Write Sami's message to the building manager about the new notice.

FIRST DRAFT

Hi, I saw the notice about the common room and rear door. ^① This is illegal and discriminatory against ^② 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 ^③ because the old rules said I could. A lot of neighbors are upset too. ^④ Please take the notice down. Sami, 3B

^① **GAP** That's a conclusion the facts don't establish yet. Ask the question first.

^② **EVIDENCE** Sami's access need is real and relevant. Describe it concretely: the step-free door.

^③ **EVIDENCE** Useful: quote the older rule so the manager can check it.

^④ **AUDIENCE** What does Sami actually need? A specific request is easier to grant.

REVISED

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

ASSESSMENT

One-page rubric.

Mark the evidence you see. Leave room for a comment and a next step.

CRITERION	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.

Evidence I saw

Next step

STANDARDS

What this case teaches, by the book.

CCSS 6–8

3

RI.8.8 Students evaluate whether the notice gives reasons and evidence for the new rule.

RH.6–8.6 Students identify language that signals authority or point of view in the notice.

W.7.1 Students write a respectful question to the building manager, supported with facts.

CCSS 9–10

3

RI.9–10.1 Students cite the notice and the older policy to identify what changed.

RH.9–10.8 Students assess whether the notice supports its claim to authority.

W.9–10.1 Students argue for a revision of the rule that considers different residents.

CCSS 11–12

3

RI.11–12.1 Students cite the notice, the older policy and HUD's overview precisely.

W.11–12.1 Students argue how a housing rule should balance safety and access.

SL.11–12.1 Students discuss the notice's effects from several residents' perspectives.

C3 Framework

4

D2.Civ.6.9–12 Students critique the relationship between private landlords, tenants and public housing law.

D2.Civ.12.9–12 Students analyze how residents use fair-housing protections to address rules.

D2.Civ.13.9–12 Students evaluate a rule's intended outcome (security) and unintended effects (access).

D4.7.9–12 Students assess options for individual and collective action as residents.

AP English Language

3

Rhetorical Situation (RHS) Students analyze how a notice with no author, date or contact positions its readers.

Style (STL) Students analyze bold type and imperative verbs as authority signals.

Claims and Evidence (CLE) Students separate what the notice claims from what the lease or law establishes.

IB MYP

3

Individuals and Societies B: Investigating Students investigate which document actually governs the common room.

Individuals and Societies D: Thinking critically Students evaluate rule for severe residence persp

Language and Literature D: Using language Students rewrite the notice in clear, formal language

IB DP**2****Global Politics — key concepts: power, equality and justice**

Students analyze power between landlords and tenants and who bears a rule's costs.

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

Students examine how an unsigned notice creates authority through form.

TAKE IT OFF THE PAGE

Ask who wrote the rule before you argue about it.

1. When a new rule is posted where you live or at school, write down the date and take a photo
2. Look for who issued it and what document it changes
3. Ask a trusted adult to help you ask the building manager or office
4. 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

STAY SAFE

Don't post neighbors' names, unit numbers or private situations online. Let adults handle lease disputes.



NEXO

∞ Federal fair-housing law, state law and the lease can all apply. Ask which one this touches.