

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:

- compare options against stated criteria
- apply a named idea from a reading to a new example
- write a structured memo of about 400 words

Objectives

Students will be able to:

- compare three allocation methods fairly against criteria stated in advance
- propose a safeguard for the privacy cost of needs-based selection
- explain what makes a selection process legitimate to people who lose under it
- recommend one method and name its remaining cost

Materials

- This chapter, one copy per student

Materials, continued

- Evidence A, B and C
- An options matrix and a model criteria statement
- Lined paper or the online workspace for the full memo

The task in this edition

Task: Compare the three methods in a memo to a student club, recommending one and specifying the published criteria.

Students make: Memo, 400—500 words

Pacing

Opener (page 330): 4 min. Short on time: 3 min. Read What happened aloud and go straight to the evidence.

Key terms (pages 331 and 332): 4 min. Short on time: skip.

Look at the evidence (page 336): 8 min. Short on time: 6 min. Students read Evidence A and B and fill in only the What it leaves out boxes.

Look at the evidence (page 337): 6 min. Short on time: 4 min. Read Evidence C aloud. Students note one cost for each option.

Key idea (pages 338 and 339): 12 min. Short on time: 10 min. Skip the In the news section.

Sort the evidence (page 340): 8 min. Short on time: skip.

Pacing, continued

Practice (page 341): 5 min. Short on time: skip.

Your task (pages 342 and 343): 12 min. Short on time: 10 min. Write the criteria box together. Students complete the matrix alone.

Your draft (page 344): 30 min. Short on time: 24 min. Students draft the two sections in class and finish the memo at home.

Check your work (pages 345 and 346): 8 min. Short on time: skip. Collect the memos and score them with the rubric yourself.

Questions to discuss (pages 347 and 348): 10 min. Short on time: 3 min. Use question 4 as an exit ticket.

Talk about this case at home (page 349): at home.

Periods: full chapter 107 minutes; one period 60 minutes.

Standards

RI.11-12.1 Back up an analysis with the strongest evidence from the text, including where the text leaves things uncertain.

W.11-12.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.11-12.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 17 plan, continued

Standards, continued

SL.11-12.1.c Keep a discussion moving with questions that probe reasoning and evidence, and make sure the full range of views is heard.

SL.11-12.1.d Respond to different views, pull together what each side says, resolve conflicts where possible and name what still needs research.

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
- **The Belmont Report:** C. Applications: 1. Informed Consent
- **ASPA Code of Ethics:** 4. Strengthen social equity.

Heat map

- **Opener (page 330):** Low
- **Key terms (pages 331 and 332):** Low
- **Look at the evidence (page 336):** Low

Heat map, continued

- **Look at the evidence (page 337):** Low
- **Key idea (pages 338 and 339):** Low
- **Sort the evidence (page 340):** Medium
- **Practice (page 341):** Low
- **Your task (pages 342 and 343):** Low
- **Your draft (page 344):** Medium
- **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
- 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

Sources, continued

- 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 4 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: 4 min.

✂ Short on time: 3 min. Read What happened aloud and go straight to the evidence.

💬 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 4 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: 4 min.

✂ Short on time: skip this page.

💬 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 a lottery, because it treats all thirty names the same, even though it ignores need.

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

Choosing a rule before you see the names

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: Thirty names, no rule

Ten free workshop seats should be good news. For the crew, it is a problem. The sign-up sheet opened Monday at 9 a.m., and 22 names arrived before 10. By Wednesday, 30 people have signed up, and the sheet still says the selection method is “to be announced.” The crew has argued since Sunday dinner.

Gia is running the sign-up, and her preference is practical. First ten to reply get a seat. It is simple, she can post it tonight and she has a shift at seven. Mateo proposes a lottery, and Gia counts its costs: a sign-up window and someone to run the drawing. The whiteboard lists a third choice, a needs-based rubric for people who cannot afford the paid workshop. It would require personal information and someone to judge it.

Anika, 16, is at rehearsal most days and checks her phone only afterward. Under first-come, she would find out after the seats were gone. Her request is precise. She does not need a seat. She wants the crew to say how it is picking, and not to pretend nobody loses out, because she would. When someone asks whether she wants the plan to revolve around her, she says no. Admit the cost, and then maybe they can fix that part.

Gia’s honesty moves the conversation too. She admits she mostly wanted the task off her list. What would change her mind is evidence that the people the crew most wants in the room are the ones who would see the message last. She would rather ask them than guess.

Your role is to write down the rule before the crew picks the ten names.

Pacing

Reading: about 5 min (732 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: Thirty names, no rule”:** Anika and Gia each admit something about their own position. How does that honesty change the decision?
2. **After “Criteria first, then choice”:** Which of Belmont’s five principles does each whiteboard option rely on?
3. **After “Lenses and real allocation debates”:** Why does choosing a rule after seeing the names damage trust even if the rule is reasonable?

❓ **Stop and think.** Anika and Gia each admit something about their own position. How does that honesty change the decision?

Criteria first, then choice

Criteria are the standards or reasons a group uses to make a decision. The new skill is setting fair criteria before choosing and stating who each rule leaves out. It builds on Case 4, where you learned that a **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Here every option seats ten and excludes twenty, so the real decision is which cost the crew is willing to defend.

Each option distributes that cost differently. First-come rewards attention and availability, which disadvantages people with rehearsals, shifts or less phone time. A lottery gives equal odds but ignores need. A needs-based rubric pursues **equity**, a way of sharing that adjusts for different needs so everyone gets a fair chance. It also imposes an entry cost. Applicants must disclose personal information, and Case 6's concept of **consent**, permission a person gives for something specific, applies. The crew would need to ask for only what it needs, get clear consent and decide who sees the answers.

Timing is itself an ethical variable. The sheet shows most sign-ups arrived before any rule existed. Choosing a rule after seeing the names invites suspicion that the rule was picked to favor someone. A rule announced in advance can earn acceptance even from those who lose. That is why the crew's decision note should state the method, its main objection and one change that reduces the cost for people who miss out.

Anika offers a structure for comparing options, and it maps onto two classic ethical approaches. One asks which option helps the most people, a consequences question. The other asks whether the way of choosing is fair to everyone, a fairness question.

❓ **Stop and think.** Which of Belmont's five principles does each whiteboard option rely on?

Lenses and real allocation debates

The Markkula Center's framework offers several lenses: consequences, rights, fairness, the common good, character and care. These lenses can reveal different concerns rather than producing an automatic score (Markkula Center for Applied Ethics, revised November 5, 2021). The Belmont Report, a foundational federal statement on research ethics, lists five widely accepted ways to share benefits and burdens: an equal share, individual need, individual effort, societal contribution and merit (Belmont Report, April 18, 1979).

Scarcity decisions happen at every scale. During the COVID-19 pandemic, a bioethicist explained how leaders chose who received vaccines first (NPR, December 20, 2020).

This page continues page 333. The notes for both pages are on the sheet for page 333.

Lenses and real allocation debates, continued

Medical experts argued against first-come, first-served for scarce resources and proposed explicit criteria instead (Emanuel et al., New England Journal of Medicine, May 21, 2020). In New York City, families disagree over lotteries versus grades for high school admissions (Chalkbeat New York, August 9, 2023). In each debate, people agree that there is not enough to go around. They disagree about which rule should decide who gets a share, and that is the crew's question too.

? Stop and think. Why does choosing a rule after seeing the names damage trust even if the rule is reasonable?

Sources

Real source | Markkula Center for Applied Ethics, Santa Clara University | November 5, 2021

A Framework for Ethical Decision Making

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
| 1979

The Belmont Report

Real source | NPR | December 20, 2020

The Ethics Of Who Gets The COVID-19 Vaccine And When

Real source | New England Journal of Medicine (Emanuel et al.) | May 21, 2020

Fair Allocation of Scarce Medical Resources in the Time of Covid-19

Real source | Chalkbeat New York | August 9, 2023

Debate over NYC high school admissions heats up at parent meeting**Notes**

This page continues page 333. The notes for both pages are on the sheet for page 333.

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

➤ Demand is three times the supply, and most names came in before a rule was posted.

What it leaves out

➤ Who signed up after 10 a.m. and why, and whether early names had more need.

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

➤ Each speaker names the cost that affects them: work for Gia, timing for Anika.

What it leaves out

➤ Anyone arguing for need, and the thirty applicants’ own views.

Case 17 | Look at the evidence

| Grades 11–12 educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Students read Evidence A and B and fill in only the What it leaves out 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

☞ Three methods, each with a stated benefit and a stated cost.

What it leaves out

☞ Who would judge need under C, who would see the data and if a second session exists.

What is still missing from the evidence?

☞ How many of the thirty have the greatest need, and whether a second session is possible. Who would see personal information under option C, and how the twenty without seats want to be told.

Notes

Case 17 | Look at the evidence | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read Evidence C aloud. Students note one cost for each option.

💬 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 ___ is closest to an equal share and option ___ to individual need, but ___.

→ B is closest to an equal share, but it shares chances, not seats. C is closest to individual need, but it asks for personal information.

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 338. The notes for both pages are on the sheet for page 338.

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 _____.

➤ Applicants with the greatest need are missing. I would ask how they would want to share financial information, and who they would trust to read it.

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 5 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 is the only note that admits a real cost and commits to a remedy. A denies the cost, and C mistakes seeing the sheet first for 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 fast and predictable, which suits a crew with little time.

Rewrite phrase 2

➤ People who see messages late, like Anika, carry the cost of that speed.

⌚ Pacing

Full chapter: 5 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.

Grades 11–12

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 12 minutes.

Compare the three methods in a memo to a student club, recommending one and specifying the published criteria.

Use: Case materials and the Markkula framework.

You'll make: Memo, 400–500 words

Time: 60 minutes

- 1 Reread Evidence A, B and C. Note one fact about each option.
- 2 Write the criteria the crew will publish before anyone is chosen.
- 3 Fill in the matrix: judge each option against your criteria.
- 4 Plan how option C would protect applicants' personal information.
- 5 Draft the recommendation and privacy sections on the Your draft page.
- 6 Finish the memo, 400 to 500 words in all, on lined paper or in the online workspace.
- 7 Check your memo with the questions on the Check your work page.



Prefer typing? Scan to open the online workspace.

Published criteria

Seats will be given out by _____. The rule is posted _____.

🔗 Seats will be given out by lottery among everyone who signs up in three days. The rule is posted today, before anyone is chosen.

Case 17 | Your task | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Write the criteria box together. Students complete the matrix alone.

💬 Say this

“Write your criteria before you judge any option. Why that order?” — Tie it to the sheet: “to be announced.”

👁 Watch for

Misconception: Criteria are written to fit a method already chosen. **Listen for:** “Our criterion is that it’s a lottery.” **Then:** Ask what the rule is for. A criterion names a goal, such as equal chance. A method meets it.

📄 Support

- Options matrix
- Model criteria statement
- Model criteria statement: “Seats go to _____, chosen by _____, announced _____.”

🔗 Stretch

- Address privacy: a needs-based rubric requires personal information. How would you protect it?

🔥 Heat check

■□□ Low.

📋 Standards

Common Core: RI.11–12.1; W.11–12.1; W.11–12.5; SL.11–12.1.c; SL.11–12.1.d.

C3 Framework: D2.Civ.9.9–12; D2.Civ.11.9–12.

The Case plan sheet gives each code in plain words.

- ### A strong response:

Your draft

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

Recommendation section

👉 We recommend a lottery among everyone who signs up during a three-day window, with the rule posted before anyone is chosen. We compared all three methods against two criteria: an equal chance for every applicant and no demand for personal information. First-come meets neither well, because 22 of the thirty names arrived before 10 a.m. on Monday, before any rule existed. A needs-based rubric serves people with the greatest need, but it requires personal information and someone to judge it. The lottery meets both criteria. Its cost is real: it does nothing extra for applicants who cannot afford the paid version.

Privacy and legitimacy section

👉 If the club ever uses a needs-based rubric, applicants should know before they apply who will read their information and how it will be stored. One adult should review it privately. Legitimacy comes from the process as much as the result. Twenty people will not get a seat under any method. They are more likely to accept the result if the criteria were public before the drawing and the same rule applied to everyone. The crew should also say what comes next, such as a second session if one is possible.

🕒 Pacing

Full chapter: 30 min.

✂ Short on time: 24 min. Students draft the two sections in class and finish the memo at home.

💬 Say this

“Your reader leads a student club. What does the club need from your privacy section?” — Ask for one sentence that names who sees applicants’ information.

👁 Watch for

Misconception: Privacy safeguards stay vague. **Listen for:** “We’ll keep it private.” **Then:** Ask who reads it, when, and what happens to it afterward.

🔥 Heat check

■ ■ □ **Medium.** Talk about need can lead students to share their own family finances.

Cool-down: Say: “Write about applicants in the case, not about yourself.” Return to the whiteboard wording for option C.

👉 Answer key

What to notice in the sample:

1. Specifies the criteria in advance.
2. Compares the methods with a fact from the evidence.
3. Admits the cost of the recommended method.
4. Addresses the privacy cost of option C.
5. Explains what makes the process acceptable to the twenty who lose.

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 memo compare all three methods fairly?

☒ Yes☐ No

Does it state the criteria before recommending a method?

☒ Yes☐ No

Does it address the privacy cost of a needs-based rubric?

☒ Yes☐ No

Does it explain what makes the process legitimate to people who lose?

☒ 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 the memos and score them with the rubric yourself.

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 memo is scored for fair comparison of all three methods, criteria specified in advance, a credible privacy safeguard and a clear account of legitimacy.

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.

This page continues page 345. The notes for both pages are on the sheet for page 345.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 10 minutes.

1 Whose view would most challenge the option you prefer?

➤ I prefer a lottery, so the strongest challenge comes from applicants with the greatest need. Equal chance treats unequal starting points the same.

2 Anika says she does not need a seat. What is she asking the crew for?

➤ She asks for a clear rule and an honest count of who loses. Her request is about the process, so it holds even if she never applies.

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 and control over their information. They would also accept that another person judges their need.

4 What would make the twenty people without seats accept the result as fair?

➤ A rule published before anyone is chosen, the same rule for everyone and a stated remedy, such as a second session if one is possible.

My take

My claim: ____.

➤ The crew should publish its criteria, then hold a lottery with a plan for the twenty left out.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 3 min. Use question 4 as an exit ticket.

💬 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
- Design a hybrid method and test it against all three lenses

My take, continued

The best evidence is ____, because ____.

➤ The whiteboard, because it lists a cost for every option, so no choice is free.

Someone who disagrees might say ____.

➤ Need matters more than equal chance when some applicants cannot afford the paid workshop.

The limit of the evidence is ____.

➤ No document says how many applicants have the greatest need.

I would change my mind if ____.

➤ Most of the thirty applicants could not afford the paid version.

Notes

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 | Grades 11–12 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.