

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:

- name who is affected by a simple choice
- give one reason for an opinion
- write a complete sentence that answers a question

Objectives

Students will be able to:

- explain that every way of sharing ten seats leaves some people without one
- name who gains and who carries the cost under each of the three options
- write a note of 4 to 6 sentences that gives a method, a reason, a cost and one fix

Materials

- This chapter, one copy per student
- Evidence A, B and C on half-pages, one set per group

Materials, continued

- Role cards for the group discussion: facilitator, recorder, questioner

The task in this edition

Task: Hold a small-group discussion, then write a short note to the thirty students explaining how the ten seats will be given out.

Students make: Note, 4—6 sentences

Pacing

Opener (page 286): 6 min. Short on time: 4 min. Read What happened aloud while students follow along.

Key terms (pages 287 and 288): 6 min. Short on time: 2 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (page 291): 10 min. Short on time: 8 min. Read Evidence A and B aloud. Students fill in only the What it shows boxes.

Look at the evidence (page 292): 6 min. Short on time: 3 min. Read the whiteboard aloud. Students circle one cost for each option.

Key idea (pages 293 and 294): 8 min. Short on time: skip.

Sort the evidence (page 295): 10 min. Short on time: 3 min. Do the first-come row together and stop.

Practice (page 296): 8 min. Short on time: skip.

Pacing, continued

Your task (pages 297 and 298): 20 min. Short on time: 20 min.

Check your work (pages 299 and 300): 5 min. Short on time: skip. Score the notes with the success list yourself.

Questions to discuss (page 301): 10 min. Short on time: 5 min. Hold the group discussion on question 2 only.

Talk about this case at home (page 302): at home.

Periods: full chapter 89 minutes; one period 45 minutes.

Standards

RI.6.1 Use evidence from the text to support what it says directly and what you can infer from it.

W.6.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.6.5 With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.

SL.6.1.c Ask and answer specific questions with details that add to the discussion.

SL.6.1.d Review the main ideas of a discussion and show you understand other views by reflecting and paraphrasing.

Case 17 plan, continued

Standards, continued

RI.7.1 Use several pieces of evidence from the text to support what it says directly and what you can infer.

W.7.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.7.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

SL.7.1.c Ask questions that draw out more detail, and respond with relevant ideas that bring the discussion back on topic.

SL.7.1.d Take in new information from others and change your view when the evidence calls for it.

RI.8.1 Use the evidence that most strongly supports your analysis of what a text says and implies.

W.8.1 Write an argument for a claim, backed by clear reasons and relevant evidence.

W.8.5 With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.

SL.8.1.c Ask questions that connect several speakers' ideas, and respond with relevant evidence and observations.

SL.8.1.d Take in new information from others and qualify or defend your view based on the evidence.

Standards, continued

D2.Civ.7.6-8 Apply civic virtues and democratic principles at school and in the community. In this case: Students apply civic virtues like fairness in a club decision.

D2.Civ.10.6-8 Explain how personal interests, civic virtues and democratic principles matter when people address public problems. In this case: Students explain how personal interests shape views of the best option.

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 286):** Low
- **Key terms (pages 287 and 288):** Low
- **Look at the evidence (page 291):** Low
- **Look at the evidence (page 292):** Low
- **Key idea (pages 293 and 294):** Low
- **Sort the evidence (page 295):** Medium
- **Practice (page 296):** Low
- **Your task (pages 297 and 298):** Low
- **Check your work (pages 299 and 300):** 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.

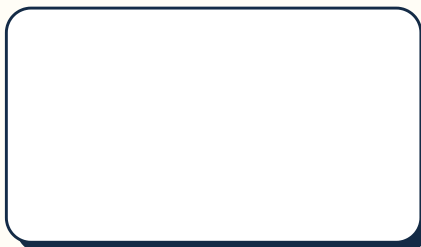
Sources

- Ticketmaster, "The Eras Tour onsale explained," November 19, 2022
- 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 6 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: 6 min.

✂ Short on time: 4 min. Read What happened aloud while students follow along.

💬 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 6 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: 6 min.

✂ Short on time: 2 min. Read the key terms aloud. Skip Who is involved.

💬 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.

Your first guess

Before you look at the evidence, how do you think the crew should choose who gets the ten seats?

I think the crew should ___ because ___.

☐ I think the crew should hold a lottery because it gives everyone the same chance.

Notes

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

This page continues page 287. The notes for both pages are on the sheet for page 287.

Reading passage

Ten seats, thirty 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: The sheet fills up fast

The crew has ten free seats for a workshop. 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, there are thirty. The sheet still says, “How seats will be chosen: to be announced.”

Gia is running the sign-up. She wants to give the seats to the first ten names. It is simple, she can post it tonight and she has a shift at seven. Mateo suggests a lottery instead. A third idea on the whiteboard would give seats to people who cannot afford the paid version of the workshop.

Anika is 16 and at rehearsal most days. She checks her phone after rehearsal ends. “By the time I see the message, ten people will have answered,” she says. “I don’t even need a seat. I just want to know how you’re picking.”

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

Stop and think. Why did most names arrive in the first hour, before any rule was posted?

Every rule has a cost

Any way of giving out ten seats to thirty people leaves twenty people without one. In Case 4, you learned that a **trade-off** is a choice where getting one benefit means accepting a cost or giving something up.

Pacing

Reading: about 5 min (457 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After “The story: The sheet fills up fast”:** Why did most names arrive in the first hour, before any rule was posted?
2. **After “Every rule has a cost”:** Which option would you choose, and who would it leave out?
3. **After “How real sellers choose”:** Why should the crew write down its rule before choosing names?

Every rule has a cost, continued

Look at the three options on the whiteboard. First come, first served is fast, but it favors whoever sees the message first. A lottery gives everyone the same chance, but it takes more work, and it does not consider need. A needs-based option helps people who cannot afford the paid workshop. **Equity** is a way of sharing that adjusts for different needs so everyone gets a fair chance. But that option asks people to share personal information. In Case 6, you learned that **consent** is permission a person gives for something specific. Applicants would need to agree to share that information, and the crew would need to protect it.

Criteria are the standards or reasons a group uses to make a decision. The crew should write its criteria down before anyone is chosen. Then everyone knows the rule ahead of time. Even people who do not get a seat may accept the result if the rule was clear. If the crew picks a rule after seeing the names, people may wonder if it was chosen to favor someone.

Anika is not asking the plan to revolve around her. “Just don’t tell me nobody loses out,” she says, “because I would.” Gia admits she mostly wanted the job off her list.

 **Stop and think.** Which option would you choose, and who would it leave out?

How real sellers choose

In November 2022, more than 3.5 million people registered for presale codes for Taylor Swift’s Eras Tour. Ticketmaster says about 1.5 million got codes. The other 2 million went on a waitlist (Ticketmaster, November 19, 2022). Someone chose a method for deciding who got a chance.

 **Stop and think.** Why should the crew write down its rule before choosing names?

Sources

Real source | Ticketmaster | November 19, 2022

The Eras Tour onsale explained

This page continues page 289. The notes for both pages are on the sheet for page 289.

Look at the evidence

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

Evidence A | Sign-up sheet

The workshop sign-up sheet

“Free workshop: 10 seats. Add your name to show interest. How seats will be chosen: to be announced.” The sheet opened Monday at 9 a.m. By Wednesday it had thirty names. The first 22 names were added before 10 a.m. on Monday.

Look closely: When did most names arrive, and what rule was posted then?

What it shows

➤ Thirty people want ten seats.
The first 22 signed up before 10 a.m. Monday.

One question I still have

➤ Who signed up later, and why did they see the sheet late?

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

➤ First-come is easy for Gia. Anika would see the message too late.

One question I still have

➤ What do the thirty people on the sheet think?

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Read Evidence A and B aloud. Students fill in only the What it shows boxes.

💬 Say this

“Look at the times on the sign-up sheet. Who was likely to see it in the first hour?” — Wait for someone to connect the times to Anika at rehearsal.

👁 Watch for

Misconception: Students read an early sign-up as proof of stronger interest. **Listen for:** “The first ten wanted it more.” **Then:** Ask what else could explain an early name. The sheet shows timing, not need.

📄 Support

- Give each document on its own half-page.
- Read the crew’s thread aloud with three voices.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

🔗 Stretch

- Ask which document would let the crew count need, and why none of the three can.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Whiteboard

Three options on the whiteboard

A. First come, first served: fast to run; favors whoever sees it first. B. Lottery after a three-day sign-up: equal chance for everyone; needs a sign-up window and a drawing. C. Needs-based rubric: prioritizes people who can't afford the paid version; needs personal information and someone to judge it.

Look closely: Underline the cost the crew wrote for each option.

What it shows

☞ Three options, each with a good side and a cost.

One question I still have

☞ Who would see people's personal information in option C?

What is still missing from the evidence?

☞ We don't know how many people need a seat the most, or if the crew can hold a second session.

Notes

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 3 min. Read the whiteboard aloud.
Students circle 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.

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🔗 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 8 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: 8 min.

 Short on time: skip this page.

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**

The option closest to an equal share is _____. The option closest to need is _____.

→ The option closest to an equal share is B, the lottery. The option closest to need is C, the needs-based rubric.

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 293. The notes for both pages are on the sheet for page 293.

Sort the evidence

On your own Follow each option to its effects and write who carries the cost in each box. About 10 minutes.

Follow each method to its consequences. Who carries the cost under each one, and what makes the chosen process legitimate to the twenty who lose?

First come, first served

The ten fastest responders get seats; people at rehearsal or work see the sign-up late

Who is affected

➤ Anika and
others who check
messages late

Lottery after a three-day sign-up

Each of the thirty has the same chance, and need is not considered

Who is affected

Needs-based rubric

Those with the greatest need are prioritized; applicants must share personal information

Who is affected

➤ Applicants asked to
disclose their finances

Whose perspective is missing?

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

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

➤ The people on the sign-up sheet are missing. I would ask them how they want the seats given out.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 3 min. Do the first-come row together and stop.

💬 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 8 minutes.

Gia is drafting a note to the thirty people on the sign-up sheet. Which sentence could the crew defend?

- ☐ A “We picked the fairest method, so nobody loses out.”
- ☒ B “We’re holding a lottery so everyone has the same chance. A lottery doesn’t favor people with the most need, so we’re looking into a second session.”
- ☐ C “Seats go to the first ten names on the sheet, because those people wanted it most.”

Why I chose it

➤ B. It names the lottery, the reason and its cost. It also says what the crew will do about that cost. A and C are not accurate.

Improve a draft

A student’s first draft

We should do first come first served because ① it’s the most fair. Everyone has the same chance to sign up and if you really want it you’ll sign up fast. It’s simple and ② nobody can complain because they had the same opportunity as everyone else. Also it’s way less work for us than reading thirty applications or doing some random drawing. The people who don’t get in can just come to the next workshop whenever we have one. This is obviously the best way.

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

Rewrite phrase 1

➤ First-come is the fastest way to give out the seats.

Rewrite phrase 2

➤ Anika could complain, because she sees messages after rehearsal.

⌚ Pacing

Full chapter: 8 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 6—8**Your task**

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

Hold a small-group discussion, then write a short note to the thirty students explaining how the ten seats will be given out.

Use: The three options and Gia and Anika's perspectives.

You'll make: Note, 4—6 sentences

Time: 45 minutes

- 1 Read the three options on the whiteboard in Evidence C.
- 2 Fill in the chart: who gains and who pays a cost under each option.
- 3 Discuss your choice in your group, using your role card.
- 4 Write your choice and your reason in the planner.
- 5 Write a note of 4 to 6 sentences in the Your draft box.
- 6 Add one change that helps people who do not get a seat.

Show it your way

Write it: Write a 4—6 sentence note with the frame “We chose __ because __. This is hard for __.”

Say it: In your group, take a role (facilitator, recorder or questioner) and explain aloud which method you picked and who it is harder for.

Show it: Fill the who-gains, who-pays chart for all three options, with a simple icon for each person affected.



Prefer typing? Scan to open the online workspace.

Case 17 | Your task | Grades 6—8 educator edition**⌚ Pacing**

Full chapter: 20 min.

✂ Short on time: 20 min.

💬 Say this

“Four parts: method, reason, who loses, one fix.”

📊 Support

- Who-gains, who-pays chart
- Frames: “We chose __ because __. This is hard for __.”
- Discussion roles: facilitator, recorder, questioner
- Vocabulary: fair, equal, need

🔗 Stretch

- Add one change that reduces the cost for people who won't get a seat.

🔥 Heat check

■□□ Low.

📋 Standards

Common Core, grade 6: RI.6.1; W.6.1; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.1; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.1; W.8.5; SL.8.1.c; SL.8.1.d.

C3 Framework: D2.Civ.7.6-8; D2.Civ.10.6-8.

The Case plan sheet gives each code in plain words.

Your task, continued

First come, first served: who gains, who pays

Gains: _____. Pays: _____.

☞ Gains: people who see it first.
Pays: Anika.

Lottery: who gains, who pays

Gains: _____. Pays: _____.

☞ Gains: all thirty get the same chance. Pays: people in need.

Needs-based rubric: who gains, who pays

Gains: _____. Pays: _____.

☞ Gains: people who cannot afford the paid workshop. Pays: everyone who must share personal information.

My choice and my reason

We chose ____ because _____.

☞ We chose a lottery because everyone on the sheet gets the same chance.

Your draft

We chose ____ because _____. This is hard for _____.

☞ We chose a lottery after a three-day sign-up because everyone gets the same chance. This is hard for people who cannot afford the paid workshop, because a lottery does not look at need. It is also hard for the twenty people who do not get a seat. We will try to plan a second session for them.

This page continues page 297.

☞ Answer key

A strong response:

- Explains the method clearly
- Gives a reason
- Names who it's harder for
- Offers one fix

What to notice in the sample:

1. Gives a reason tied to how the method works.
2. Names who carries the cost.
3. Offers one fix without promising more than the crew knows.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 5 minutes.

Does your note say how the seats will be given out?	☒ Yes	☐ No
Does it give a reason?	☒ Yes	☐ No
Does it name who the choice is harder for?	☒ Yes	☐ No
Does it offer one fix?	☒ 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: 5 min.

 Short on time: skip this page. Skip this page. Score the notes with the success list 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 educator checks the note for a method, a reason, a named cost and one fix, and observes whether each student speaks in the group discussion.

Proficient looks like:

- **Evidence:** Names specific people and effects from the case.
- **Reasoning:** Uses a lens and names the strongest objection.
- **Audience & purpose:** Explains the process to all applicants.
- **Revision:** Adds a named cost and revision.

[illegible]

Questions to discuss

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

1 Whose view would most challenge the option you prefer?

➤ If I pick first-come, Anika would challenge it. She sees messages after rehearsal.

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

➤ She wants to know how the crew is picking. She wants them to be honest that she would lose out.

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

➤ Tell everyone the rule before picking anyone. Then plan a second session if the crew can.

My take

I think the crew should use ___ because ___.

➤ I think the crew should use a lottery because everyone gets the same chance.

This choice is harder for ___.

➤ This choice is harder for people who cannot pay for the paid workshop.

One change that would help is ___.

➤ One change that would help is a second session for people who do not get a seat.

Pacing

Full chapter: 10 min.

✂ Short on time: 5 min. Hold the group discussion on question 2 only.

Say this

“Answer with a detail from the evidence, such as a time on the sheet or a line on the whiteboard.” — Ask for one answer per question.

Stretch

- Find out how your school fills one limited spot, such as a trip or a club seat, and whether the rule is published first.
- Going further: Each method treats a different problem as the main one. For each of the three options, write the problem it tries to solve and one problem it leaves unsolved.
- Going further: Write down the option you picked first. Then find one person in the case that option treats unfairly. Decide whether you would change your criteria or explain them more carefully.
- Going further: Write two short sign-up announcements, each using a different method. Ask a friend to read both. Check whether they can tell who each plan leaves out and how to ask a question about it.
- Going further: Pick one limited spot at school, such as a class, a trip or a club seat. Find out how people are chosen and whether the rule is published. Ask who the rule helps and who it might leave out. Never ask classmates to share financial or personal information.

Heat check

■□□ Question 1: Low.

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 6—8 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.