

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:

- summarize a short source accurately
- state a claim and give a reason for it
- write a short message for a named reader

Objectives

Students will be able to:

- compare two allocation options by who gains and who carries the cost
- apply two ethical lenses, including one that challenges their choice
- write a 150-word decision note with a choice, the strongest objection and one revision

Materials

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

Materials, continued

- Lens cards: consequences, fairness, rights, care
- The case rubric, printed on the Check your work page

The task in this edition

Task: Write a 150-word decision note defending one option, its strongest objection and one revision.

Students make: Decision note, 150 words

Pacing

Opener (page 321): 5 min. Short on time: 4 min. Read What happened aloud and go straight to the evidence.

Key terms (pages 322 and 323): 5 min. Short on time: skip. Define criteria and trade-off aloud in one minute.

Look at the evidence (page 327): 8 min. Short on time: 7 min. Read Evidence B aloud. Students fill in only the What it shows boxes.

Look at the evidence (page 328): 5 min. Short on time: 3 min. Students fill in only the What it shows box for Evidence C.

Key idea (pages 329 and 330): 10 min. Short on time: 6 min. Read the Markkula paragraph aloud. Skip the code of ethics.

Sort the evidence (page 331): 8 min. Short on time: skip.

Pacing, continued

Practice (page 332): 6 min. Short on time: skip.

Your task (pages 333 and 334): 8 min. Short on time: 6 min. Read the steps aloud. Students fill in the two lens boxes only.

Your draft (page 335): 20 min. Short on time: 18 min. Students write the note in class and revise it at home.

Check your work (pages 336 and 337): 8 min. Short on time: skip. Collect the notes and score them with the rubric yourself.

Questions to discuss (pages 338 and 339): 12 min. Short on time: 6 min. Use question 1 as an exit ticket.

Talk about this case at home (page 340): at home.

Periods: full chapter 95 minutes; one period 50 minutes.

Standards

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

W.9-10.1 Write arguments that analyze substantial topics or texts, using valid reasoning and enough relevant evidence.

W.9-10.5 Strengthen writing by planning, revising, editing or rewriting, focusing on what matters most for the purpose and audience.

Case 17 plan, continued

Standards, continued

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

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

D2.Civ.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 321):** Low
- **Key terms (pages 322 and 323):** Low
- **Look at the evidence (page 327):** Low

Heat map, continued

- **Look at the evidence (page 328):** Low
- **Key idea (pages 329 and 330):** Low
- **Sort the evidence (page 331):** Medium
- **Practice (page 332):** Low
- **Your task (pages 333 and 334):** Low
- **Your draft (page 335):** Low
- **Check your work (pages 336 and 337):** 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

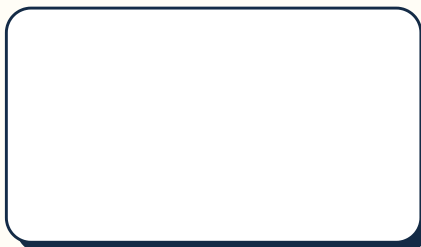
Sources, continued

- 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 5 minutes.



Duda holds up a phone and points at a blank card on a bulletin board.

Your role: You're the one who writes down the rule before the crew picks the ten names. **New skill:** Set fair criteria before choosing.

What happened

The crew has ten free seats for a workshop, and thirty people want one. The crew opened a sign-up sheet on Monday at 9 a.m. Twenty-two names were on it before 10 a.m. By Wednesday, the sheet has thirty names.

The sheet says only “How seats will be chosen: to be announced.” The crew has argued about the rule since dinner on Sunday. Gia is running the sign-up. She wants to give the seats to the first ten names, because that is simple and fast. Mateo suggests a lottery instead.

Anika, 16, is at rehearsal most days, and she checks her phone after rehearsal ends. Under first-come, she would see the message after the seats were gone. A third option on the crew’s whiteboard would give seats to people who cannot afford the paid version of the workshop. That option would ask people for personal information.

Every method seats exactly ten people. The crew has to decide which ten, and then explain the rule to all thirty.

Your question: How should the crew choose who gets the ten seats, and how should they explain the choice to all thirty people?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud and go straight to the 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 5 minutes.

Criteria Criteria are the standards or reasons a group uses to make a decision.

En español: criterios

In this case: The sheet says “How seats will be chosen: to be announced.” Twenty-two names arrived before 10 a.m. Monday, before the crew stated any criteria.

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

En español: compensación entre opciones

In this case: First-come is fast for Gia to run but favors whoever sees the message first. A lottery gives everyone the same chance but needs a sign-up window and a drawing.

Equity Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.

En español: equidad

In this case: Option C would give seats to people who cannot afford the paid version of the workshop. It would also ask applicants for personal information.

Who is involved



Gia
Running the sign-up

“First ten to reply get a seat. It’s simple, I can post it tonight, and I have a shift at seven.”



Anika
Checks her phone
after rehearsal

“By the time I see the message, ten people will have answered. I don’t even need a seat. I just want to know how you’re picking.”

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Define criteria and trade-off aloud in one minute.

💬 Say this

“Criteria are stated before anyone decides. Why does the timing matter?” — Point to “to be announced” on the sign-up sheet.

👁 Watch for

Misconception: Students treat equity and equality as the same word. **Listen for:** “Equity means everyone gets the same.” **Then:** Contrast option B, the same chance for all, with option C, which adjusts for need.

📖 Support

- Pair students who share a language to explain each term with an example from the case.
- **Cognates:** criteria (criterios), equity (equidad), option (opción), method (método), decision (decisión), consequence (consecuencia), information (información), justice (justicia).

🔥 Heat check

■□□ Low.

🔑 Answer key

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

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

➤ My first guess is first-come, first-served, because it is simple and Gia can post it tonight.

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

This page continues page 322. The notes for both pages are on the sheet for page 322.

Reading passage

Fair before, not fair after

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

Words to know

- **Criteria:** Criteria are the standards or reasons a group uses to make a decision.
- **Trade-off:** A trade-off is a choice where getting one benefit means accepting a cost or giving something up.
- **Equity:** Equity is a way of sharing that adjusts for different needs so everyone gets a fair chance.
- **Consent:** Consent is permission a person gives for something specific, such as sharing a record with a named person.

The story: To be announced

The crew has ten free seats for a workshop and a sign-up sheet that filled faster than anyone expected. It opened Monday at 9 a.m. Twenty-two names were on it before 10. By Wednesday, there are thirty. The line at the bottom still reads, “How seats will be chosen: to be announced.” The crew has been arguing about that line since dinner on Sunday.

Gia is running the sign-up, and she wants first come, first served. It is easy to explain, she can post it tonight and she has a shift at seven. Mateo suggests a lottery. Gia points out what that costs: a sign-up window and someone to run the drawing. A third option sits on the whiteboard, a needs-based rubric that would favor people who cannot afford the paid version of the workshop.

Anika, 16, is at rehearsal most days, and her phone lives in her bag until rehearsal ends. Under first-come, she would see the message after the seats were gone. She is careful about what she is asking for. She does not need a seat. She wants to know how the crew is picking, and she wants them to be honest that someone like her would lose out.

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

Stop and think. Gia’s reason for first-come is partly about her own time. Is that a fair criterion? Why or why not?

⌚ Pacing

Reading: about 5 min (644 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: To be announced”:** Gia’s reason for first-come is partly about her own time. Is that a fair criterion? Why or why not?
2. **After “Criteria, trade-offs and equity”:** Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?
3. **After “Real rationing decisions”:** What would make the twenty people without seats accept the result as fair?

Criteria, trade-offs and equity

Criteria are the standards or reasons a group uses to make a decision. The new skill is setting fair criteria before choosing and saying honestly who each rule leaves out. The whiteboard already does part of that work. Option A, first come, first served, is fast to run and favors whoever sees it first. Option B, a lottery after a three-day sign-up, gives everyone an equal chance but needs a sign-up window and a drawing. Option C, a needs-based rubric, prioritizes people who cannot afford the paid version but needs personal information and someone to judge it.

Case 4 gave you the word **trade-off**, a choice where getting one benefit means accepting a cost or giving something up. Every option seats exactly ten people, so every option leaves twenty without a seat. The choice is which cost to accept. **Equity** is a way of sharing that adjusts for different needs so everyone gets a fair chance. Option C aims at equity, and it carries a cost Case 6 prepared you to see. **Consent** is permission a person gives for something specific. A needs-based rule asks applicants to share personal information, so the crew would need their consent and a plan for who sees it.

Timing matters as much as the rule. The sign-up sheet shows most names arrived in the first hour, before any rule was posted. If the crew picks a rule now, after seeing the names, people may wonder whether it was chosen to favor someone. A rule stated clearly and early is easier to accept, even for the twenty who miss out.

Anika also suggests a better way to compare the options. Ask two questions. Which option helps the most people? And is the way we pick fair to everyone? Gia, for her part, admits she mostly wanted the job off her list. What would change her mind is learning that the people the crew most wants in the room are the ones who would see the message last.

❓ Stop and think. Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?

Real rationing decisions

Santa Clara University's Markkula Center suggests looking at a decision through several ethical lenses, including consequences, rights, fairness, the common good, character and care (Markkula Center for Applied Ethics, revised November 5, 2021). The lenses can point to different answers.

Real institutions face the same choice. New York City uses random lotteries for some middle and high school seats (Chalkbeat New York, October 1, 2024). For Taylor Swift's Eras Tour, more than 3.5 million people registered for presale codes. Ticketmaster says about 1.5 million received codes, and 2 million were waitlisted (Ticketmaster, November 19, 2022).

❓ Stop and think. What would make the twenty people without seats accept the result as fair?

This page continues page 324. The notes for both pages are on the sheet for page 324.

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

This page continues page 324. The notes for both pages are on the sheet for page 324.

Look at the evidence

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

Evidence A | Sign-up sheet

The workshop sign-up sheet

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

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

What it shows

➤ Thirty names for ten seats.
Twenty-two came in the first hour,
before any rule.

What it leaves out

➤ Who signed up after 10 a.m.,
and why they saw the sheet later.

Evidence B | Group-chat thread

The crew’s thread, Sunday at 8:30 p.m.

Gia: first come is easiest to run, we just take the top ten.

Anika: I’m at rehearsal most days, I’d see it after it’s full.

Mateo: lottery?

Gia: then we need a sign-up window and someone to run the drawing.

Look closely: Which cost does each person name? Which cost does nobody name?

What it shows

➤ Gia names how much work
each method needs. Anika names
who first-come leaves out.

What it leaves out

➤ The views of the thirty people
on the sheet. Only the crew is
talking.

Case 17 | Look at the evidence

| Grades 9–10 educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 7 min. Read Evidence 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

➤ A benefit and a cost for each option. Only option C looks at need.

What it leaves out

➤ Who would see applicants' personal information, and if a second session is possible.

What is still missing from the evidence?

➤ How many applicants have the greatest need, whether a second session is possible and who would see personal information under option C.

Notes

Case 17 | Look at the evidence | Grades 9–10 educator edition

🕒 Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Students fill in only the What it shows box for Evidence C.

💬 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 10 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: 10 min.

✂ Short on time: 6 min. Read the Markkula paragraph aloud. Skip the code of ethics.

Say this

“The Belmont Report lists fair ways to share benefits, such as an equal share or need. Which option matches each?”
— Point out that it was written for research with people.

Watch for

Misconception: Students treat the Belmont Report as a law the crew must follow. **Listen for:** “They have to follow the Belmont rules.” **Then:** Say: “It was written for research with people. The crew can use it as a way to think.”

Support

- Read the code summary aloud. Point out the label: it is a summary, not a quotation.

Stretch

- Use the Informed Consent row: what should option C applicants be told before they share personal information?

Heat check

■□□ Low.

Professional standards, continued**Your answer**

Option ___ comes closest to an equal share, and option ___ comes closest to individual need, because ____.

➤ Option B comes closest to an equal share, because everyone has the same chance. Option C comes closest to individual need.

In the news

Real source | NPR | December 20, 2020

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

A bioethicist explains how leaders chose who went first when there wasn't enough for everyone.

Real source | Scientific American | September 3, 2020

How to Decide Who Should Get a COVID-19 Vaccine First

Lays out competing criteria such as risk, fairness and benefit, the same lenses the crew uses.

Notes

This page continues page 329. The notes for both pages are on the sheet for page 329.

Sort the evidence

On your own Follow each option to its effects and write who carries the cost in each box. About 8 minutes.

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

First come, first served

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

Who is affected

➤ Anika and
others who check
messages late

Lottery after a three-day sign-up

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

Who is affected

Needs-based rubric

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

Who is affected

➤ Applicants asked to
disclose their finances

Whose perspective is missing?

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

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

➤ The thirty applicants' view is missing. I would ask people who signed up after 10 a.m. how they first saw the sheet.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

“Follow each option to its effect. Who carries the cost?” —
Model the first-come row together.

👁 Watch for

Misconception: Students list costs only for the options they dislike. **Listen for:** “The lottery has no downside.” **Then:** Ask what a lottery does for someone with the greatest need. Write that cost in the box.

📋 Support

- Let students write names or simple icons in the boxes before writing sentences.

🔥 Heat check

■ ■ □ **Medium.** The missing-perspective question can lead students to talk about money at home.

Cool-down: Keep it about the applicants in the case. Nobody shares their own finances. Return to the whiteboard wording.

Practice: choose a response

On your own Choose the note you would send, explain why and fix the two marked phrases. About 6 minutes.

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

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

Why I chose it

➤ B. It names the method, the reason and the cost. A claims nobody loses out, but twenty people will. C treats signing up first as wanting a seat most.

Improve a draft

A student’s first draft

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

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

Rewrite phrase 1

➤ First-come is the fastest to run, but it favors people who see the message first.

Rewrite phrase 2

➤ People like Anika, who check their phones after rehearsal, would start behind.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

“Gia has to post tonight. Which note could the crew defend to all thirty people?” — Hold a quick vote before any discussion.

👁 Watch for

Misconception: Students pick the note that sounds kindest.

Listen for: “A is nicest, nobody gets upset.” **Then:** Ask whether A is accurate. Twenty people will not get a seat.

📖 Support

- Read the three notes aloud before students choose.

🌡 Heat check

■□□ Low.

➤ Answer key

A revised version: We recommend a lottery after a three-day sign-up period. A lottery gives each of the thirty people an equal chance, while first-come, first-served favors whoever sees the message first, which leaves out people like Anika who check their phones after rehearsal. The cost is that a lottery doesn’t prioritize people with the greatest need. To reduce that, we’ll announce the sign-up in the group chat, at the bookshop counter and on paper, and we’ll run a second session for the twenty people who don’t get seats. We’d reconsider if the second session can’t happen.

Grades 9–10

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 8 minutes.

Write a 150-word decision note defending one option, its strongest objection and one revision.

Use: Case options and the Markkula Center framework summary.

You'll make: Decision note, 150 words

Time: 50 minutes

- 1 Reread the three options in Evidence C.
- 2 List who gains and who carries the cost under two options in the planner.
- 3 Apply two lenses to your choice, including one that challenges it.
- 4 Write a decision note of about 150 words on the Your draft page.
- 5 Put your choice and your reason in the first two sentences.
- 6 Name the strongest objection and one revision that reduces its cost.
- 7 Check your note with the questions on the Check your work page.

Prefer typing? Scan to open the online workspace.

Option 1: who gains, who carries the cost

➤ Lottery. Gains: all thirty get the same chance. Cost: need is not considered.

Option 2: who gains, who carries the cost

➤ First-come. Gains: fast for Gia. Cost: Anika and others see it late.

Case 17 | Your task | Grades 9–10 educator edition

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 6 min. Read the steps aloud. Students fill in the two lens boxes only.

💬 Say this

“Before you write, which lens would the person who loses under your choice use?” — Give students one minute to name that person.

👁 Watch for

Misconception: Students use both lenses to support their own choice. **Listen for:** “Both lenses say the lottery is best.” **Then:** Ask for the lens Anika or an applicant in need would use against it.

📄 Support

- Decision-note template
- Lens cards: consequences, fairness, rights, care
- Lens cards with one question each: consequences, fairness, rights, care.

🔗 Stretch

- Use two lenses, including one that challenges your choice.

🔥 Heat check

■□□ Low.

📋 Standards

Common Core: RI.9–10.1; W.9–10.1; W.9–10.5; SL.9–10.1.c; SL.9–10.1.d.

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

The Case plan sheet gives each code in plain words.

A lens that supports my choice

Under the fairness lens, a lottery gives every name the same chance, whenever they saw the sheet.

Under the care lens, a lottery does nothing extra for people who cannot afford the paid version.

This image shows a single page from a notebook or ledger. The page is white with light blue horizontal ruling lines spaced evenly apart. There are approximately 20 lines visible. The left edge of the page shows the binding of the notebook, which appears to be a dark green cover. The right edge of the page is slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

07 Answer key

- Clear choice and reason
- Names the strongest objection
- Proposes a realistic revision
- Uses two lenses accurately

Your draft

On your own Write your draft in the boxes, using your planner from the page before. About 20 minutes.

Your decision note, about 150 words

🔗 We recommend a lottery after a three-day sign-up. Under the fairness lens, a lottery gives all thirty people the same chance. First-come would favor whoever saw the sheet first, and 22 names arrived before 10 a.m. on Monday. That leaves out people like Anika, who check their phones after rehearsal. The strongest objection comes from the care lens. A lottery does nothing extra for people who cannot afford the paid version of the workshop. Every method seats only ten people, so twenty will still miss out. To reduce that cost, we will post the sign-up in the group chat and on paper. We are also looking into a second session for the people who do not get a seat. We would reconsider if a second session is not possible.

🕒 Pacing

Full chapter: 20 min.

✂ Short on time: 18 min. Students write the note in class and revise it at home.

💬 Say this

“Read your note as one of the twenty who did not get a seat. Would you accept the rule?” — Partners read notes aloud to someone who chose a different option.

👁 Watch for

Misconception: The consequences lens rests on guesses about feelings. **Listen for:** “Everyone will feel it was fair.” **Then:** Ask what the method produces: ten seats, twenty people without. Write outcomes, not feelings.

🔥 Heat check

■□□ Low.

🔗 Answer key

What to notice in the sample:

1. Uses a fact from the sign-up sheet to show the cost of first-come.
2. Names the objection with a second lens that challenges the choice.
3. Offers a revision without promising what the crew has not confirmed.
4. States a condition that would change the decision.

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 note state a choice and a reason in the first two sentences?	☒ Yes ☐ No
Does it name the strongest objection?	☒ Yes ☐ No
Does it use two lenses, including one that challenges your choice?	☒ Yes ☐ No
Does it offer a revision that reduces the cost?	☒ 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 notes 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 note is scored with the case rubric, with a check that two lenses are used accurately and that the revision responds to the named objection.

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.

Notes

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

This page continues page 336. The notes for both pages are on the sheet for page 336.

Questions to discuss

On your own Write a short answer to each question, then complete the sentence frames. About 12 minutes.

1 Whose view would most challenge the option you prefer?

➤ I prefer the lottery. Someone who cannot afford the paid workshop would challenge it, because a lottery gives them no extra chance.

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

➤ She is asking the crew to explain the rule and to admit who loses under it. Then they can look for a fix.

3 Option C would help people who cannot afford the paid workshop. What would applicants give up to be chosen that way?

➤ They would give up privacy. Someone would have to read their personal information and judge their need.

My take

My claim: ____.

➤ The crew should hold a lottery after a three-day sign-up and post the rule first.

The best evidence is ____, because ____.

➤ The sign-up sheet, because 22 names came in before 10 a.m., before any rule was posted.

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 6 min. Use question 1 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

Someone who disagrees might say ____.

- A lottery ignores need, so someone who cannot afford the paid version gets no help.

I would change my mind if ____.

- The crew could not run a second session for the people left out.

Notes

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

This page continues page 338.

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 9–10 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.