Chili at Tipoff

A school sale puts economic choices on the menu.

9-12.EC.1 "Apply and explain the concepts of supply and demand, scarcity, opportunity costs, and incentives, as well as their implications for decision-making."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the limits on how much chili the council can sell, circle details that could change what buyers or sellers do, and number two choices the council faces. Use your marks to explain the council's decisions.

A Line Longer Than the Pot

1. On Friday, the student council sells bowls of chili at a school basketball game to fund a field trip. Volunteers can make 70 bowls before the game because the kitchen has one large pot and a two-hour window. At $5 a bowl, 95 spectators join the line, each ready to buy one. When sales begin, the line stretches down the hall, and the last 25 people cannot buy chili. The council could use the kitchen longer, but doing so would delay the custodian's planned cleanup. The volunteers must decide whether more chili is worth that disruption.

2. For the next game, the council considers charging $7 instead of $5. Some spectators who would pay $5 might bring a snack from home at $7, so a higher price could shorten the line. A higher price might also leave some students who want chili unable to afford it. A grocery store offers to donate ingredients for 20 extra bowls if the council displays the store's name on its menu. The offer makes producing more bowls less expensive, but volunteers would still need time to cook them. The council has to weigh revenue, access, and its available time.

3. The club president suggests selling 70 bowls at $5 and giving numbered tickets to people waiting in line. That plan keeps the price steady but does not create more chili. Another volunteer suggests making 20 extra bowls using the donated ingredients and asking two cooks to stay an extra hour. Those cooks would miss their chance to watch the first half of the game. If the council expects a large crowd, the extra bowls could raise its trip fund; if fewer people arrive, unsold chili could waste ingredients and time. The council votes to ask cooks before changing its plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why could the council not sell chili to everyone in line at the first game?

2. How might raising the price to $7 change the line? What concern could that create?

3. How could the store's offer change the council's decision to make more chili? Why would the offer alone not guarantee 20 extra bowls?

4. What would the two cooks give up by making extra bowls? Explain why the expected crowd matters to that choice.

3 YOUR TURN

Your own words

Imagine your school has 30 shuttle seats for a weekend art workshop, but more students want to go. In four or five sentences, propose a way to allocate the seats, explain how limited supply and demand affect your plan, identify an opportunity cost, and describe one incentive that could change a student's travel choice.

ANSWER KEY

Chili at Tipoff

HIGH SCHOOL · 9-12.EC.1

PART 1 · READ AND MARK

Underline the limits on how much chili the council can sell, circle details that could change what buyers or sellers do, and number two choices the council faces. Use your marks to explain the council's decisions. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why could the council not sell chili to everyone in line at the first game?	**The kitchen's pot and two-hour window limited production to 70 bowls, but 95 people wanted one at $5.**
2	How might raising the price to $7 change the line? What concern could that create?	**Some buyers might bring food from home, shortening the line, but the higher price could prevent some students from buying chili.**
3	How could the store's offer change the council's decision to make more chili? Why would the offer alone not guarantee 20 extra bowls?	**Donated ingredients reduce the cost of making more chili, but volunteers still need time to cook it.**
4	What would the two cooks give up by making extra bowls? Explain why the expected crowd matters to that choice.	**They would miss the first half of the game. A large crowd might buy the extra bowls and increase trip funds, while a smaller crowd could leave chili unsold.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My school has 30 shuttle seats, but 45 students want to attend the workshop, so not everyone can ride. I would assign seats by lottery rather than raise the fare. Fifteen students would need another way to travel or would miss the workshop. Paying for another shuttle would leave less money for art supplies, which is an opportunity cost. A free workshop ticket for students who carpool could encourage some students to give up their shuttle seats.

Accept other supported explanations of how price affects buyers and how the donation affects production costs. For Your Turn, accept a feasible allocation plan that connects limited seats to demand and names both a genuine trade-off and an incentive.