

Stossel
IN THE CLASSROOM

2019 EDITION Teacher Guide

Written by Rob Schimenz

Grade Levels:
Advanced Middle School, High School, and College

**Subject Areas: Social Studies, Current Events,
Civics / Government, Political Science,
Economics, Law, Sociology, and Journalism**

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TABLE OF CONTENTS

How Free Are You?	3
Viewing Guide.....	4
“Sadly, America's Not the Freest Country in the World” by John Stossel	10
Cloze Activity	12
Cloze Activity Answer Key	14
Will Tariffs Hurt Americans?.....	16
Viewing Guide.....	17
“No Trade Barriers” by John Stossel	21
Quote Activity	23
KWL Chart	28
The Deadly -Isms	29
Viewing Guide.....	30
World's Smallest Political Quiz	34
Stop! You Need a License To Do That Job!	35
Viewing Guide.....	36
Cloze Activity	40
Cloze Activity Answer Key	42
Junk Science Locks Up Innocent People	44
Viewing Guide.....	45
KWL Chart	49
The Evil Rich?.....	50
Viewing Guide.....	51
KWL Chart	56
Paris Climate Agreement	57
Viewing Guide.....	58
KWL Chart	65
Eye Test Innovators	66
Viewing Guide.....	67
PMI Chart	72

Bonus Videos:

Lab-Grown Meat Is Coming to Your Supermarket73
from Reason TV

Toys Were Us - Now Let's Build Something Better!.....75
from the Foundation for Economic Education (FEE)

Health Coach Threatened with Jail for Dietary Advice76
from the Institute for Justice

How Big is the U.S. Debt?77
from Learn Liberty/Institute for Humane Studies

Educational Resources79

Additional Resources80

How Free Are You?

Segment Length: 5:45 minutes

Lesson Description:

Are we free? How free? Can freedom be measured? How? This segment looks at the annual Human Freedom Index.

Objectives:

Students will be able to:

- list examples of economic and personal freedom.
- explain the impact of various government rules and regulations on a country's Freedom Index ranking.
- assess the importance to people of freedom and limited government.
- hypothesize about the relation between freedom and migration.

Preview Activity and Questions:

Have students draw a line down the middle of a sheet of paper and put "Free" and "Not Free" headings on the paper. Then, use Think, Pair, Share to have students list features that demonstrate ways in which they are free and ways in which they are not free. After a few minutes, ask the students for examples.

Viewing Guide:

It is recommended that teachers show the video segment twice: once to allow students to view the video and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

1. economies
2. prosper
3. oppressed
4. rights
5. poor
6. getting better

How Free Are You?

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. The United States used to have one of the freest _____ in the world.
2. A good ranking matters, not just because it's good to be free, but because freedom allows people to _____.
3. The most _____ people in the world are those who live in the countries at the bottom of the freedom ranking.
4. You can lead your life any way you want as long as you respect the equal _____ of others.
5. Ireland used to be _____, but now it ranks 4th on the Freedom Index.
6. Despite what we hear on the news, over several decades, the world has slowly been _____.

Now, take a few moments to reflect on the video and answer the questions below:

In the video, there were two categories of freedom discussed: economic freedom and personal freedom.

List some examples of economic freedom:

List some examples of personal freedom:

In your opinion, is one category of freedom more important than another or are they equally important? Explain. _____

Discussion and Analysis:

1. What does freedom mean to you? What would you weigh most heavily in judging whether a country is free or not?
2. What affects a country's ranking on the Freedom Index?
3. What are some examples of economic freedom? What are some examples of personal freedom?
4. Is one category of freedom more important than another or are they equally important or equally unimportant? Explain.
5. Will reducing regulations cause a country's Freedom Index ranking to go up or down? What about increasing government spending? What are some other policies that would be likely to earn a lower or higher ranking?
6. How do higher taxes, government spending, and regulation affect individuals' freedom to buy and sell what they want to?
7. John Stossel contrasted starting a business in Hong Kong with starting a business in India. What did he say was the biggest difference? How does that relate to economic freedom?
8. What, if anything, does the contrast between Hong Kong and India tell us about what policies America should follow?
9. How did Ireland improve its economic freedom ranking?
10. Why did Tanja Porcnik move from Slovakia to Austria? In which countries do people prefer to live? What explains the desire of people to emigrate? Explain.
11. What evidence does John Stossel cite to show that freedom leads to prosperity? Do you find this persuasive? Why or why not?
12. What does John Stossel mean by the "dignity of the individual"? How does this idea relate to the concept of freedom? How does it compare with other ideas, such as the view that individuals must sacrifice their own interests for the good of the group?
13. What is the future of America? Do you think we will become more free or less free? Give examples to support your position.

Discuss These Lines from the Video:

1. Prosperity happened because Hong Kong's government puts few obstacles in the way of trying new things, like starting a business.
2. It [the United States] used to be 2, 3, or 4, and then government started to grow. It started to spend more.
3. Second-least free country Venezuela was once the richest country in Latin America. Then socialists promised they'd spread the wealth.

4. What's important in life? Those of us who revere freedom often say it's the dignity of the individual and a chance to live free from coercion.
5. You can lead your life any way you want as long as you respect the equal rights of others.
6. Freedom brings good things to countries that try it.
7. It's too bad that the U.S. is now only 17th in the rankings, but the good news is that we're 17th partly because, in recent years, other countries became more free.
8. Despite what we hear on the news, over several decades, the world has slowly been getting better.

Quotes for Discussion:

None are more hopelessly enslaved than those who falsely believe they are free. – Goethe

A necessitous man is not a free man. – Aristotle

When buying and selling are controlled by legislation, the first things to be bought and sold are legislators. – P.J. O'Rourke

If the government is big enough to give you everything you want, it is big enough to take away everything you have. – Gerald Ford

Progress is precisely that which the rules and regulations did not foresee. – Ludwig von Mises

The knowledge needed to generate prosperity is not contained in a single mind, it is dispersed among many minds. The free society creates the incentives for each individual to utilize his or her own particular bits of knowledge. – William Easterly

The natural progress of things is for liberty to yield and government to gain ground. – Thomas Jefferson

Liberty is liberty, not equality or fairness or justice or human happiness or a quiet conscience. – Isaiah Berlin

In a free society the state does not administer the affairs of men. It administers justice among men who conduct their own affairs. – Walter Lippman

Every time that we try to life a problem from our own shoulders, and shift that problem to the hands of the government, to the same extent we are sacrificing the liberties of our people. – John F. Kennedy

Activities:

1. Research and write a report explaining how Hong Kong or New Zealand became so economically free. (For Hong Kong, it will be helpful to study its history under British control, and its relationship with China since China's government gained sovereignty over

Hong Kong in 1997. For New Zealand, you will want to focus on the country's 1984 economic reforms.)

2. Research Venezuela's recent economic collapse. Then, either write a report or prepare a slideshow explaining the causes and results of their economic struggles. Be sure to cover such questions as: When did Venezuela implement socialism? What socialist policies did it implement? Did socialism cause Venezuela's economic crisis? If so, how? What other factors might have contributed?
3. Working in groups, research and debate the proposition that the United States should try to improve its Human Freedom Index ranking.
4. Research and create a slideshow about what features are included in the personal freedom category and the economic freedom category in the Human Freedom Index, and why those features are important.
5. Using the 2017 Country Profiles <https://object.cato.org/sites/cato.org/files/human-freedom-index-files/2017-hfi-country-profiles-2.pdf> of the Human Freedom Index <https://www.cato.org/human-freedom-index>, and this list of countries by projected gross national product (GDP) <http://statisticstimes.com/economy/countries-by-projected-gdp.php> as resources, complete one or more of the following small-group activities:
 - A) Choose five countries not mentioned in the video. Answer the following questions: How has each country's ranking changed over time? Which countries have improved in both economic and personal freedom? Do any countries rank significantly higher in either economic or personal freedom? If you had to choose one of these countries to live in, which would it be, and why?
 - B) Choose five countries of widely varying freedom index rankings. List each country's ranking along with its projected GDP. Then display your data on a graph, with economic freedom on the x-axis and GDP on the y-axis. What relationship, if any, do you observe between economic freedom and GDP? Does this fit with your expectations based on what you learned in the video? Why/why not?
 - C) Among countries that are all relatively free, near the top of the freedom rankings, do differences in freedom still matter? List the projected GDP for the countries ranked 6-10 on the Freedom Index. Present your data in graphic form. How well does freedom correlate with prosperity among those five countries?
 - D) The Freedom Index breaks economic freedom down into five categories, each with multiple subcategories. Which of these factors do you think are most closely correlated with prosperity? Choose five countries at random, and pick one or more categories or subcategories to focus on. Create a graph showing the correlation of these factors with GDP.
6. The following quotations (A and B) present different views of what freedom means and what kind of economic policies it requires. Write an essay contrasting the ideas below.
 - A) The citizen of the United States who is compelled by law to devote something like 10 percent of his income to the purchase of a particular kind of retirement contract, administered by the government, is being deprived of a corresponding part of his personal

freedom. How strongly this deprivation may be felt and its closeness to the deprivation of religious freedom, which all would regard as "civil" or "political" rather than "economic," were dramatized by an episode involving a group of farmers of the Amish sect. On grounds of principle, this group regarded compulsory federal old age programs as an infringement of their personal individual freedom and refused to pay taxes or accept benefits. As a result, some of their livestock were sold by auction in order to satisfy claims for social security levies.

A citizen of the United States who under the laws of various states is not free to follow the occupation of his own choosing unless he can get a license for it, is likewise being deprived of an essential part of his freedom. So is the man who would like to exchange some of his goods with, say, a Swiss for a watch but is prevented from doing so by a quota. So also is the Californian who was thrown into jail for selling Alka Seltzer at a price below that set by the manufacturer under so-called 'fair trade' laws. So also is the farmer who cannot grow the amount of wheat he wants. And so on. Clearly, economic freedom, in and of itself, is an extremely important part of total freedom....

– Economist Milton Friedman, *Capitalism and Freedom*, 1962

- B)** This Republic had its beginning...under the protection of certain inalienable political rights—among them the right of free speech, free press, free worship, trial by jury, freedom from unreasonable searches and seizures. They were our rights to life and liberty. As our nation has grown in size and stature, however—as our industrial economy expanded—these political rights proved inadequate to assure us equality in the pursuit of happiness. We have come to a clear realization of the fact that true individual freedom cannot exist without economic security and independence.

We have accepted, so to speak, a second Bill of Rights under which a new basis of security and prosperity can be established for all.... Among these are:

- The right to a useful and remunerative job...
- The right to earn enough to provide adequate food and clothing and recreation;
- The right of every farmer to raise and sell his products at a return which will give him and his family a decent living;
- The right of every businessman, large and small, to trade in an atmosphere of freedom from unfair competition
- The right of every family to a decent home;
- The right to a good education....

– President Franklin Roosevelt, 1944

7. Read the article “Sadly, America's Not the Freest Country in the World” by John Stossel (below), and summarize it or develop a slideshow that summarizes it, using current pictures to help demonstrate the information in the article.
8. Write an essay on one of the following topics:
 - A) What would it be like to live in a country with little or no economic freedom? You might describe a country suffering civil war, or one where armed bandits compete for control of territory, or a country with a government so powerful it controls access to jobs and food, and doesn't recognize private property.
 - B) Would it be possible for a country to have very high levels of personal freedom, but very little economic freedom? Explain your reasoning.

9. Watch “They’ve Got Tech,” http://izzit.org/products/detail.php?video=got_tech about New Zealand’s economic reforms, especially its elimination of farm subsidies. Write an essay relating the ideas to those in the Stossel video about economic freedom and prosperity. How does the policy change described in the izzit video help explain New Zealand’s ranking ahead of the United States on the Freedom Index? (This may require brief research on U.S. agricultural policy).
10. Research migration throughout the world. What factors explain why people move? Does this relate to the Freedom Index? What can you conclude about the importance people place on freedom?

Sadly, America's Not the Freest Country in the World

The U.S. used to come in second or third in rankings, but according to the latest Human Freedom Index it's at 17.

By John Stossel

Is America the world's freest country? Sadly, no.

When researchers first started doing detailed international comparisons, the USA came in second or third. This year, however, we ranked 17th.

The comparison I cite is the newly released Human Freedom Index, compiled by the Fraser and Cato Institutes. They compared economic freedoms such as freedom to trade, amount of regulations and tax levels, plus personal freedoms such as women's rights and religious freedom.

Their new report concludes that the world's freest countries are now:

1. Switzerland.
2. Hong Kong.
3. New Zealand.
4. Ireland.
5. Australia.

"The United States used to have one of the freest economies in the world," Index co-author Ian Vasquez says. "It used to be a two, three or four, and then government started to grow (and) spend more."

Republicans and Democrats, under Presidents Bush and Obama, voted for increases in spending and regulation. Obama tried to make tax increases sound harmless. "Those who are more fortunate are going to have to pay a little bit more."

The result was that we fell farther from the top of the freedom ranking. Switzerland now takes first place. It has comparatively little regulation, low taxes, a free press and personal freedoms such as same-sex marriage.

A good ranking matters, not just because freedom itself is a good thing, but because economic freedom allows people to prosper.

Consider the story of Hong Kong, No. 2 on the overall freedom list (but No. 1 in economic freedom). In just 50 years, people in Hong Kong went from being among the poorest in the world to among the richest.

Prosperity happened because Hong Kong's government puts few obstacles in the way of trying new things. It took me just a few hours to get legal permission to open a business in Hong Kong. In New York, it took months. In India, I didn't even try -- it would have taken years.

That's a reason India stays poor. Bureaucrats have the power to review and reject most any new idea. Fewer new ideas get tried.

The absolute worst places to live are countries that lack both economic and personal freedom.

Those are the places at the bottom of the freedom ranking:

155. Egypt.

156. Yemen.

157. Libya.

158. Venezuela.

159. Syria.

(Totalitarian North Korea wasn't ranked because the researchers couldn't get accurate information.)

Syria ranked so low mostly because of the war. You aren't free if you worry you might be killed.

Second-to-last place Venezuela was once the richest country in Latin America. Then socialists promised to spread the wealth.

The next three: Libya, Yemen, Egypt -- well, the Arab Spring didn't turn out as well as some hoped.

On the top of the list, I wasn't surprised to see New Zealand and Australia. They always do well.

But Ireland? I associate Ireland with poverty. For 150 years after English rulers caused the Potato Famine, Irish people left Ireland to search for a better life.

But Ireland recently changed, says Vasquez.

"They reduced taxes ... spending, reduced regulations. They opened up to trade."

Now people want to live there.

You can read the full freedom rankings on the Cato Institute's and Fraser Institute's websites. If you plan to move or start a business in another country, the Freedom Index is a good guide.

Greece is beautiful, but it ranks 60th, mostly because the country lacks economic freedom. China got richer, but because personal freedom is so limited, China ranks 130th.

How do you summarize a free country? I asked Vasquez.

"You can lead your life any way you want as long as you respect the equal rights of others, he answered. You (decide) what job you want to take, what kinds of things you want to do, who you want to marry, what you want to do on your free time, where you want to live."

I suggested that countries don't regulate your free time, but Vasquez set me straight.

"They do." Some countries, he says, "*regulate everything!*"

Name _____

Date _____

Class _____

Teacher _____

How Free Are You?

Cloze Activity

Directions: Read the entire passage first. Then fill in the blanks with words from the box.

poverty	prosper	lack	fortunate
regulations	religious	obstacles	comparisons
personal	richest	government	regulate

Is America the world's freest country? Sadly, no.

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Switzerland now takes first place. It has comparatively little regulation, low taxes, a free press and personal freedoms such as same-sex marriage.

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Second-to-last place Venezuela was once the _____ country in Latin America. Then socialists promised to spread the wealth.

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This Cloze Activity is adapted from "Sadly, America's Not the Freest Country in the World" by John Stossel. (<https://reason.com/archives/2018/01/31/sadly-americas-not-the-freest-country-in>)

ANSWER SHEET FOR CLOZE ACTIVITY

How Free Are You?

Cloze Activity

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Will Tariffs Hurt Americans?

Segment Length: 4:26 minutes

Lesson Description:

What are tariffs? Why do some countries enact them? Many people oppose tariffs, but shouldn't the government protect people's jobs—especially from competition? What if the competition is unfair? This segment looks at the consequences of the recently proposed tariffs.

Concepts and Key Terms:

NAFTA (North American Free Trade Agreement) – a treaty signed by Canada, Mexico, and the United States, and took effect January 1, 1994. NAFTA reduced or eliminated tariffs on trade among the three countries.

Protectionism – using tariffs to assist domestic producers in their competition against lower cost imported foreign goods.

Smelter – a machine used in extractive metallurgy that takes base metals from ore.

Tariff – a tax on imports or exports between countries. (Article 1 Section 9 of the U.S. Constitution expressly prohibits tariffs on exports.) Tariffs are considered trade barriers because of their impact on imports and exports.

Trade Deficit – also called a negative balance of trade, is the difference between the monetary value of a nation's exports and imports over a certain period (usually a year).

Objectives:

Students will be able to:

- explain tariffs and trade deficits.
- discuss the impacts of tariffs on producers and consumers.
- discuss and evaluate the arguments for and against tariffs.
- hypothesize the effects of the recently proposed steel tariffs.

Preview Activity and Questions:

Have students examine their clothing and any items they have with them in class and list the countries where those items were made. Then have students work in small groups to combine their lists. Finally, have the students discuss in their groups potential consequences if the government taxed items that were imported.

OR

Distribute the K-W-L chart and have students complete the first two columns to the best of their ability. (Have them fill in the last column after viewing the video.)

Viewing Guide:

It is recommended that teachers show the video segment twice: once to allow students to view the video and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

- | | |
|-------------|-----------|
| 1. election | 4. record |
| 2. avocados | 5. hurts |
| 3. techies | |

Will Tariffs Hurt Americans?

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. Trade is always under attack. During the _____, the bad guy was NAFTA.
2. Today Mexico provides Americans with most of our _____, and we pay less for them than we would have without international trade.
3. The highest paying jobs are those held by the _____—most of them in America—who design the software and program the phone.
4. Finally, trade hasn't reduced total number of American jobs. Today, a _____ number of Americans are working.
5. Yes, trade _____ some Americans. But many more are better off—much better off—because of trade.

Now, take a few moments to reflect on the video and answer the questions below:

It is said that economics is about trade-offs—giving up something to get something. What are the trade-offs of tariffs?

Given up: _____

Gained: _____

In your opinion, are the tariff trade-offs worthwhile? Explain. _____

Discussion and Analysis:

1. What are tariffs? Why do some countries enact them?
2. Who benefits from tariffs? Who loses?
3. Some people say tariffs protect domestic jobs. Others say tariffs cost consumers through higher prices. Which is right?
4. What role should government play in international trade?
5. If we enact tariffs on certain imported goods, what would you expect to happen to the amount of those goods imported?
6. What might other countries do if we place tariffs on their goods that we import? What might be the result of that?
7. Often, tariff advocates claim that the price of imports is too low and our companies cannot compete. Is this unfair? Or is this simply what competition is? How does this relate to American companies competing against each other? What about sports teams? What if one team is consistently better than an opponent? Should anyone “do something” about that?
8. What about you? What if you are more productive—can work better or faster—than someone else? Is this a fair comparison? Why / Why not?
9. What is a trade deficit? Does it matter? Why / Why not? Before the rise of capitalism, mercantilism was the commonly practiced economic model in Europe. What was the goal of the Europeans? How does that relate to the idea of trade deficits?
10. What makes a country wealthy? Explain.

Discuss These Lines from the Video:

1. Yes, tariffs protect American steel makers, but what about the millions of companies that make things from steel parts?
2. Take the current avocado craze. It wouldn't have happened without NAFTA, because in winter, American avocados are scarce...but in other parts of the world, avocados are in season year-round.
3. This phone [the iPhone] is possible and affordable only because of global trade.
4. Americans prosper when we specialize in things we produce most efficiently.
5. Yes, trade hurts some Americans. But many more are better off—much better off—because of trade.

Quotes for Discussion:

More quotes are available in the Quotes Activity at the end of this guide.

Free trade is such a simple solution for so many of the world's ills. It doesn't require endless hours of debate in the United Nations...or any other world-wide debating society. It requires only that one nation see the light and remove its restrictions. The results will be immediate and widespread.
– W.M. Curtiss

There is no man more dangerous, in a position of power, than he who refuses to accept as a working truth the idea that all a man does should make for rightness and soundness, that even the fixing of a tariff rate must be moral.
– Ida Tarbell

Trade policy should be debated in terms of its impact on efficiency, not in terms of phony numbers about jobs created or lost.
– Paul Krugman

A protective tariff is a typical conspiracy in restraint of trade.
– Thorstein Veblen

NAFTA means jobs. American jobs, and good-paying American jobs. If I didn't believe that, I wouldn't support this agreement.
– Bill Clinton

Because of the Korean free trade agreement, South Koreans who want Oregon blueberries are going to see their prices go down because we will be getting rid of a 45 percent tariff on this Oregon product.
– Ron Wyden

Free trade, far from protectionism, is the path that we should take to make Latin America a thriving actor in the global economy.
– Enrique Pena Nieto

Activities:

1. Have students complete the K-W-L chart in class or for homework.
2. Distribute individual quotes from the Quotes Activity (included at the end of this guide) to groups of two or three students. Have the students discuss the meaning of the quote and write their explanation on the lines below it. Collect the quotes and the students' explanations as an exit ticket.
3. We learned from the video that President Bush raised tariffs on steel in 2003. Research the tariff, the president's reasons for raising the tariff, and the results of raising the tariffs.
4. We learned from the video that the number of autoworkers Michigan dropped from 285,000 before NAFTA to 160,000 now. Research the reasons for that drop. You might want to look at the use of automation/robotics and auto manufacturing plants that have opened elsewhere in the United States. You might also want to look at the reasons for the use of automation/robotics and why auto manufacturing plants have opened elsewhere in the United States.

5. Read and summarize the article “No Trade Barriers” by John Stossel, located at the end of the guide.
6. Have students read and write a report on the booklet *Great Myths of the Great Depression* by Lawrence W. Reed, which explains the role of tariffs in the development of the Great Depression. A PDF version is available at this link:
<http://econfaculty.gmu.edu/wew/articles/09/GreatMythsOfTheGreatDepression.pdf>
7. President Trump said that he is going to enact tariffs on steel imports. How does he have that authority? What is the Constitutional basis for tariffs on imports but not exports? The Congressional Research Service published a report, “Presidential Authority over Trade: Imposing Tariffs and Duties,” which can be found at the following link:
<https://fas.org/sgp/crs/misc/R44707.pdf>
8. Tariffs are meant to protect domestic companies and their workers. Research steel companies in the United States. Be sure to answer these questions: How many workers do the steel companies employ? Are the companies profitable? If so, how much did they make in past few years? If they have lost money, how much have they lost? How much steel that is purchased in the United States is produced by the domestic companies? Do any of those companies export steel?
9. Research and produce a slideshow about products that are imported into the United States, tariffs that are currently in place on imports, or steel manufacturing in the United States. Be sure to draw some conclusions at the end of your presentation.
10. Write a persuasive essay for or against the imposition of tariffs on steel imports.
11. President Trump has imposed a 30 percent tariff on imported solar panels. Watch the video at the link below and compare and contrast tariffs on imported solar panels to tariffs on steel imports.
http://www.freetochoose.tv/quicktake_channel/qt_program.php?id=dead_wrong_blockin_gthesun&series=dead_wrong

MARCH 7, 2018

No Trade Barriers

By John Stossel

No, President Trump, it's not true that if you tax imported steel, we "will have protection for the first time in a long while."

The opposite is true. If you raise tariffs on steel and aluminum, you punish consumers.

Yes, such tariffs also punish Chinese producers and protect some American businesses and workers, but the tariffs will hurt many more Americans.

They'll hurt every business that makes things from steel or aluminum. They'll hurt most everyone who buys anything. Tariffs are taxes, and they don't just affect inanimate metal objects. They punish people.

Even if China "dumps" products -- sells below their manufacturing cost -- that just means that China hurts its people and gives us discounts. We win. We get products. All the Chinese get is paper with pictures of American presidents printed on it.

What can they do with those? Either buy our products, or invest in America. Either way, we win.

Did we learn nothing from what happened when President George W. Bush raised steel tariffs? The trade barriers protected 1,000 jobs. But they destroyed 200,000 other jobs. Bush wisely withdrew the tariffs.

Trade only happens when both sides think they are better off for making the trade. Win-win, or it doesn't happen. Trade is always good because it is *voluntary*.

Adam Smith figured that out more than 200 years ago.

But when Trump thinks about trade, he just sees downsides. "Before NAFTA (lowered trade barriers), there were 285,000 autoworkers in Michigan," he says. "Today, that number is only 160,000!"

Trump is right about the jobs numbers. But autoworker jobs disappeared because of automation, not trade. Robots replaced some workers.

But thanks to trade, most of those workers found other, often superior, jobs. Total American sales of cars and car parts are up.

It's shortsighted to look at costs or trade without acknowledging the even larger benefits.

NAFTA made today's avocado craze possible. American avocados are scarce in winter, but Mexico grows them year-round. Today, American producers sell about as much avocado as they did before NAFTA, but thanks to trade, avocados cost less than they would otherwise, and Americans eat four times as many of them.

Trade makes iPhones affordable, too.

Apple buys minerals from 63 countries. It ships those minerals to 34 different countries for processing.

Apple could do more of that in the United States, but every place offers different skills. Turkey and China are good at smelting. Digging through rock is cheaper in Mongolia, and so on.

This doesn't cut the U.S. out of the process. The highest-paying jobs are those held by techies who design the software and program the phone. Most of those jobs are in the USA. It's foolish to "protect" old-fashioned jobs by robbing new workers of better jobs.

The U.S. shouldn't cling to expensive, outdated ways of producing things. We should adapt to the new jobs that America does better -- high-end machinery, energy, and intellectual property like movies, music, medicine, internet startups, etc.

Not only do Americans make more money doing those things, also they are safer in those better jobs. Do you want your kids to work in factories? That's often dangerous and physically demanding work. I bet you'd prefer they take the new jobs.

Yes, trade hurts some Americans. Some without new skills, or the right training, will struggle.

But many, many more are better off -- much better off -- because of trade.

On my Twitter feed, Trump supporters trash me for writing that. They like it when the president talks "tough" about foreigners. It helps politicians to sound like they're getting tough on something, and trade is a popular target.

"There has never been a trade deal as bad as NAFTA," said Trump. He promises to "fix" it and, as always, he sounds confident. But his plan is not the answer.

The ideal NAFTA reform would be elimination of tariffs -- no government involvement in trade at all.

We'd all be richer if that happened.

Quotes Activity: Will Tariffs Hurt Americans?

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

A: *The benefits of a tariff are visible. Union workers can see they are "protected." The harm which a tariff does is invisible. It's spread widely. There are people that don't have jobs because of tariffs but they don't know it.* – Milton Friedman

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

B: *If soldiers are not to cross international boundaries, goods must do so.* – Otto T. Mallery

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

C: *The TARIFF, n. A scale of taxes on imports, designed to protect the domestic producer against the greed of his consumer.* – Ambrose Bierce

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

D: *What protectionism teaches us, is to do to ourselves in time of peace what enemies seek to do to us in time of war.* – Henry George

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

E: *We shouldn't be putting tariffs on anything. That hurts working men and women in the U.S. What we should be doing is making our manufacturing more competitive.* – Rick Santorum

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

F: *Tariff policy beneficiaries are always visible, but its victims are mostly invisible. Politicians love this. The reason is simple: The beneficiaries know for whom to cast their ballots, and the victims don't know whom to blame for their calamity.* – Walter E. Williams

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

G: *As history has repeatedly proven, one trade tariff begets another, then another - until you've got a full-blown trade war. No one ever wins, and consumers always get screwed.*
– Mark McKinnon

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

H: *The E.U., China, and Japan all talk free trade, and they all practice protectionism.*
– Wilbur Ross

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

I: *Protectionism will do little to create jobs and if foreigners retaliate, we will surely lose jobs.*
– Alan Greenspan

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

J: *Tariffs that save jobs in the steel industry mean higher steel prices, which in turn means fewer sales of American steel products around the world and losses of far more jobs than are saved.* – Thomas Sowell

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

K: *It's so hard to get our goods into China. And when we do get in they charge us a huge surtax. They call it a surtax or a tariff. I call it a tax.* – Donald Trump

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

L: *The primary reason for a tariff is that it enables the exploitation of the domestic consumer by a process indistinguishable from sheer robbery.* – Albert J. Nock

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

M: *Smoot and Hawley ginned up The Tariff Act of 1930 to get America back to work after the Stock Market Crash of '29. Instead, it destroyed trade so effectively that by 1932, American exports to Europe were just a third of what they had been in 1929. World trade fell two-thirds as other nations retaliated. Jobs evaporated.*

– Elaine Chao

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

N: *Protectionism is a misnomer. The only people protected by tariffs, quotas and trade restrictions are those engaged in uneconomic and wasteful activity. Free trade is the only philosophy compatible with international peace and prosperity.*

– Walter Block

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

O: *A lot of people believe, and I do at times, that some of our trade agreements are lopsided, and we've got to look at them. But that doesn't mean that we're going to put a tariff on everything.*

– Richard Shelby

Name _____

Class _____

Date _____

Teacher _____

Per _____

Will Tariffs Hurt Americans?
K-W-L Chart

Directions: Complete the **K** and **W** sections prior to watching the video. After you have seen the video, complete the **L** section and answer the two questions below the K-W-L chart.

K	W	L
What I know about tariffs:	What I want to know about tariffs:	What I've learned about tariffs:

What is one potentially positive result of using tariffs?

What is one potentially negative result of using tariffs?

The Deadly-Isms

Segment Length: 3:13 minutes

Lesson Description:

Are communism and fascism opposites? Aren't they on opposite ends of the political spectrum? Just what is left and what is right? And what does it mean to be "middle of the road"? Is there another way to look at political philosophies? This video segment looks at the commonly accepted political spectrum and suggests a different approach.

Concepts & Key Terms:

Bipartisanship – agreement or cooperation between two political parties that usually oppose each other's policies.

Crony Capitalism – an economy that includes favorable government intervention on behalf of one or more companies at the expense of taxpayers and other companies.

Corporatism – an infrastructure that supports the existing corporations in a country and uses government influence and power to eliminate or reduce competition.

Objectives:

Students will be able to:

- explain the generally accepted left-right political spectrum.
- discuss similarities among various political philosophies.
- evaluate the left-right political spectrum.
- compare the left-right spectrum with one that sets freedom as the opposite of totalitarianism.

Preview Activity and Questions:

Start the video, then pause at the eight-second mark. Have students write down all the systems of government shown on the screen. Ask them what they know about any of these terms. Can they name any others? After a brief discussion, restart the video.

Viewing Guide:

It is recommended that teachers show the video segment twice: once to allow students to view the video and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

1. totalitarianism
2. bipartisanship
3. business
4. experts

The Deadly-Isms

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. You'll see the worst types of _____: National Socialism, Marxism, Communism.
2. Many Americans say "I'm not left or right. I'm in the middle. I like _____."
3. Corporatism: this is big _____ in cahoots with big government.
4. We got to big government corporatism with the help of _____, technocrats.

Now, take a few moments to reflect on the video and answer the questions below:

What is one of Matt Kibbe's criticisms of the left-right political spectrum? _____

In what ways do you think communism and fascism are similar? _____

In what ways do you think communism and fascism are different? _____

Discussion and Analysis:

1. What is an “ism,” or ideology? Are all political opinions “isms”? Explain.
2. What does it mean for government to control the means of production?
3. What freedoms do people lack under both far-left and far-right governments?
4. According to John Stossel, what is the difference between capitalism and corporatism?
5. How do the commonly accepted views of left and right compare and contrast with the left and right that Matt Kibbe talks about?
6. What does Matt Kibbe object to about the far-left and far-right? What are his and John Stossel’s objections to people who say they are politically “middle-of-the-road”?
7. Matt Kibbe wants us to reject left and right and come together to find common values. Is this idea consistent with his objection to middle-of-the-road? Why/why not?
8. What common values do you think Matt Kibbe wants? Why does he say Republicans and Democrats “collude” rather than “compromise”?
9. What are some benefits to having political groups pushing against each other? What are some benefits to having them come to agreements? What are some drawbacks?
10. Do you agree that the left-right political spectrum keeps people fighting with each other? Would people still have disagreements if they didn’t have the idea of a political spectrum to label different opinions? Explain.

Discuss These Lines from the Video:

1. We might agree on the rules that hold civil society together.
2. In truth, this whole left-right thing, it’s the wrong way to think about political philosophy.
3. Most of the good stuff happens outside of politics.
4. I’ll be on your side, as long as you don’t hurt people and you don’t take their stuff.

Quotes for Discussion:

Isms in my opinion are not good. A person should not believe in an -ism; he should only believe in himself.
– Ferris Bueller

Everyone has an ideology – which is another way of saying that everyone has (a) values and (b) a view about how the world works.
– Paul Krugman

Thanks to ideology, the twentieth century was fated to experience evil doing on a scale calculated in the millions. – Aleksandr Solzhenitsyn

Ideology is a conceptual framework for the way people deal with reality. Everyone has one... To exist, you need an ideology. – Alan Greenspan

How difficult it has been for mankind, in all ages and countries, to preserve their dearest rights and best privileges, impelled as it were by an irresistible fate of despotism. – James Monroe

The people never give up their liberties but under some delusion. – Edmund Burke

In most of history, societies have not been free. It's a very rare society that is free. The default condition of human societies is tyranny. – Michael Novak

The first thing a man will do for his ideals is lie. – Joseph Schumpeter

Activities:

1. The Advocates for Self-Government publishes the World's Smallest Political Quiz. Have the students complete this online (link below) or complete the pdf version (included at the end of this guide). Printable versions are also available on the website.
<https://www.theadvocates.org/quiz/>
2. Watch the full version of The Deadly Isms Episode 1: Up From Totalitarianism, and discuss it in class. As an alternative, have the students view the full version at home and write a persuasive essay about it.
<https://www.youtube.com/watch?v=NkHStde5rrk>
3. Matt Kibbe refers to Republicans and Democrats coming together to bail out Wall Street. Research this issue and answer the following questions for homework. (As a starting point, it might help to look up the newspaper articles that appear on-screen as Matt Kibbe says this.) Who was bailed out? Who did the bailing out? Why? Who favored it? Why? Who opposed it? Why? What were the difficulties getting Democrats to go along? What were the difficulties getting Republicans to go along?
4. Read the article "Cuomo approves \$1M plan to renovate swanky Cadillac office" by Carl Campanile. Is this crony capitalism, corporatism, or both? Explain. Find other examples of this type of behavior.
<https://nypost.com/2018/02/19/cuomo-approves-1m-plan-to-renovate-swanky-cadillac-office/>
5. Read and summarize the article "Corporatists vs. Capitalists" by Cenk Uygur.
https://www.huffingtonpost.com/cenk-uygur/corporatists-vs-capitalis_b_288718.html
6. Matt and Terry Kibbe founded the organization, Free the People. Why? What do they advocate? What do they oppose?
<https://freethepeople.org>

7. Read and summarize the article “Quasi-Corporatism: America's Homegrown Fascism” by Robert Higgs
<https://fee.org/articles/quasi-corporatism-americas-homegrown-fascism/>
8. Matt Kibbe talks about technocrats. Some people believe we shouldn't make policy decisions based on whether a policy fits any ideology; instead, we should do “what works.” Experts, they say, have the technical knowledge to get good results, such as a strong economy, a healthy, happy population, or lower crime. Because these people believe in the importance of technical knowledge rather than debates over values, they are often called technocrats. Another label for this idea is “pragmatism.”

Critics say that, by advocating whatever works to achieve their goals, technocrats are in fact embracing their own form of ideology. For instance, suppose a technocrat will do anything to reduce crime, as long as it works. The technocrat must believe crime reduction is more important than any other competing consideration (the rights of the accused, perhaps). Or suppose the technocrat believes we should do anything that works in reducing obesity, and advocates putting every American on a diet. In that case, he must value keeping people healthy more highly than personal freedom.

Write an essay on the idea of technocracy, or pragmatism. Are there any issues where we can all agree on the goals, and leave it to experts to determine the best way to achieve these goals? Are there any issues where ideological differences are inescapable? Explain your reasoning.

9. Divide the class into groups and have each group research a different ideology and examples of governments that have been based on that ideology. What actions did people take when motivated by these ideologies? Why did these ideologies have such power to motivate? As a class, compare and contrast these different systems—and their results.
10. Research the origins of the left-right political spectrum in the French Revolution. Compare the meanings of left and right on their spectrum with today's commonly accepted left-right American political spectrum.
11. Create your own political spectrum that reflects the major disagreements on different issues as best you can. It can be one, two, or any number of dimensions. It can use conventional political categories or others you think work better. Find out where you and your classmates fit on each other's spectrums. Talk to others you know about their political views, and place them on your spectrum.
12. What is meant by “civil society”? Research this term. What does civil society consist of? What are some examples of the groups and organizations that make up civil society? What is the relationship between civil society and government?

WHERE DO YOU STAND POLITICALLY?

To find out, take the world-famous...

World's Smallest Political Quiz

For years, politics has been represented as a choice between left (or liberal) and right (or conservative). Growing numbers of thinkers agree this is far too narrow a view — and excludes millions of people. The political map on the Quiz gives a much

more accurate representation of the true, diverse political world. **The Quiz measures tendencies, not absolutes.** Your score shows who most agrees with you in politics, and where you agree and disagree with other political philosophies.

—Scoring: For each statement, circle A if you Agree, M for Maybe (or don't know), or D if you Disagree.—

How do you stand on PERSONAL ISSUES?

20 10 0

- ◆ Government should not censor speech, press, media or Internet. A M D
- ◆ Military service should be voluntary. There should be no draft. A M D
- ◆ There should be no laws regarding sex between consenting adults. A M D
- ◆ Repeal laws prohibiting adult possession and use of drugs. A M D
- ◆ There should be no National ID card. A M D

SCORING 20 for every A, 10 for every M, and 0 for every D: _____

How do you stand on ECONOMIC ISSUES?

20 10 0

- ◆ End "corporate welfare." No government handouts to business. A M D
- ◆ End government barriers to international free trade. A M D
- ◆ Let people control their own retirement: privatize Social Security. A M D
- ◆ Replace government welfare with private charity. A M D
- ◆ Cut taxes and government spending by 50% or more. A M D

SCORING 20 for every A, 10 for every M, and 0 for every D: _____

► NOW FIND YOUR PLACE ON THE CHART!

Mark your **PERSONAL** score on the lower-left scale; your **ECONOMIC** score on the lower-right. Then follow the grid lines until they meet at your political position. The Chart shows the political group that agrees with you most.

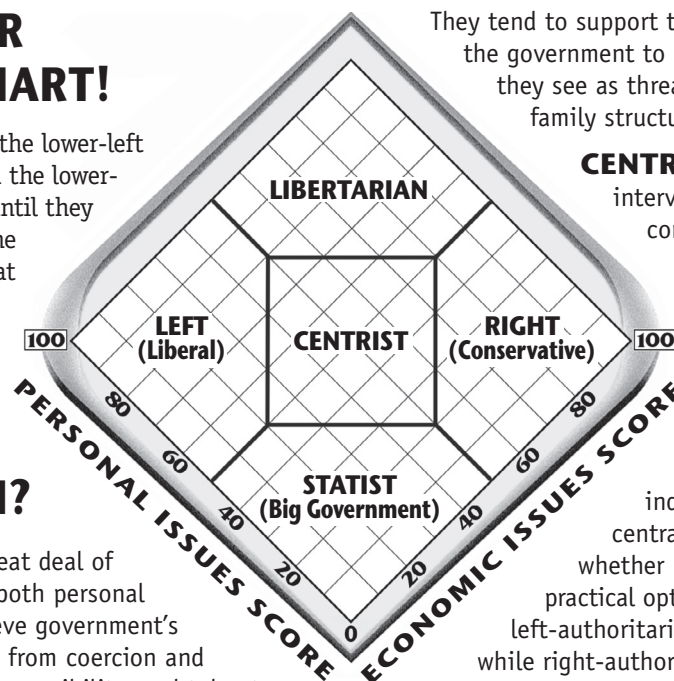
They tend to support the free market, but frequently want the government to defend the community from what they see as threats to morality or to the traditional family structure.

► WHAT DOES YOUR SCORE ON THE CHART MEAN?

LIBERTARIANS support a great deal of liberty and freedom of choice in both personal and economic matters. They believe government's only purpose is to protect people from coercion and violence. They value individual responsibility, and tolerate economic and social diversity.

LEFT-LIBERALS generally embrace freedom of choice in personal matters, but support central decision-making in economics. They want the government to help the disadvantaged in the name of fairness. Leftists tolerate social diversity, but work for what they might describe as "economic equality."

RIGHT-CONSERVATIVES favor freedom of choice on economic issues, but want official standards in personal matters.



CENTRISTS favor selective government intervention and emphasize what they commonly describe as "practical solutions" to current problems. They tend to keep an open mind on political issues. Many centrists feel that government serves as a check on excessive liberty.

STATISTS want government to have a great deal of control over individuals and society. They support centralized planning, and often doubt whether liberty and freedom of choice are practical options. At the very bottom of the chart, left-authoritarians are usually called socialists, while right-authoritarians are generally called fascists.

The "World's Smallest Political Quiz" chart and questions are copyright by the Advocates for Self-Government, Inc. Okay to reprint Quiz without modifications with credit to the Advocates. The "World's Smallest Political Quiz" is adapted from an original idea by David Nolan.

Advocates for Self-Government



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Stop! You Need a License to Do That Job!

Segment Length: 4:24 minutes

Lesson Description:

When you were a child, how many times were you asked, “What do you want to do when you grow up?” When you answered, did you think that you would need the government’s permission to do the job you wanted? Do your students? But now more than ever, we do need permission, in the form of a license or certification, to work. Why? This video looks at how licensing rules reduce competition and opportunities.

Concepts & Key Terms:

Conflict of Interest—A situation in which people are in a position to derive personal benefit from actions or decisions made in their official capacity.

Objectives:

Students will be able to:

- identify arguments for and against occupational licensing.
- discuss the benefits and drawbacks of occupational licensing.
- evaluate the arguments for and against job licensing requirements.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:
Why do people need a license to do certain jobs?

Use Think, Pair, Share to have students answer the preview question. After a few minutes, poll the students and ask them to discuss their answers.

Viewing Guide:

It is recommended that teachers show the video twice: once to allow students to view it and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

1. licenses
2. legally
3. cable
4. choices

Stop! You Need a License to Do That Job!

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. All over America, people want to work but can't, because it's so hard to get proper _____.
2. Want to braid people's hair? This woman was told she couldn't do it _____ unless she spent thousands of hours to get a cosmetology license.
3. So the FCC limited _____ TV for years.
4. That's what the bottleneck does. It limits _____, thereby raising prices and enriching older business.

Now, take a few moments to reflect on the video and answer the questions below:

What do you think about Madison Root and the comment that she could beg for money but she couldn't sell mistletoe? _____

What do you think is meant by "bottleneckers"? _____

Why would some people want to limit their competition? _____

What is one lesson you got from this video? _____

Discussion and Analysis:

1. What is licensing?
2. How do licensing requirements make it harder for people to get jobs?
3. How would a licensing advocate argue that licensing benefits consumers?
4. How does keeping out unlicensed competitors help those who have licenses? How does this affect prices?
5. Why is a supporter of licensing more likely to argue that it helps consumers than that it helps established businesspeople avoid competition?
6. What argument did the hair braider make to the Mississippi cosmetology board?
7. Why does Dick Carpenter say the cosmetology board has a conflict of interest?
8. What are some jobs that you would only want done for you by someone who had a license? Why is this?
9. Does having a license ensure that a job will be done well? Why / Why not?
10. If other people are willing to pay for these services from someone without a license, should they be allowed to do that? Why / Why not?
11. Do you think someone needs to meet licensing requirements in order to satisfy consumers? Why / Why not?
12. What usually happens to business people or service providers who don't satisfy consumers? Why is this?
13. We learned from the video that today, more than a third of jobs requires some type of government license or certification. Two jobs mentioned were cosmetologists and funeral directors. What other occupations can you think of that require licenses or certifications. Why might bottlenecks be to blame?
14. Why would politicians feel the need to get involved with this issue? Why do politicians want to regulate? Are their motives to protect us? Are they trying to protect existing businesses? Is it cynical to suggest they are simply trying to get votes?

Discuss These Lines from the Video:

1. If people want to work, let them work.
2. In the 1950s, only about one in twenty Americans needed the government's blessing to do their job. Today, that number is more than one in three.
3. Licensing allows older businesses to profit, by keeping newcomers out.

4. Cosmetologists got together, and they went to the legislature, and they lobbied for the creation of a license.
5. You need to claim that there's some public interest, some way that the public's going to be protected by limiting the number of providers.
6. That's what the bottleneck does. It limits choices, thereby raising prices, and enriches older businesses.

Quotes for Discussion:

People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices.

– Adam Smith

While licensing can offer important health and safety protections to consumers, as well as benefits to workers, the current system often requires unnecessary training, lengthy delays, or high fees.

– White House Statement during the presidency of Barack Obama

Many people want the government to protect the consumer. A much more urgent problem is to protect the consumer from the government.

– Milton Friedman

[I] propose the general hypothesis: every industry or occupation that has enough political power to utilize the state will seek to control entry. In addition, the regulatory policy will often be so fashioned as to retard the rate of growth of new firms.

– George Stigler

When buying and selling are controlled by legislation, the first things to be bought and sold are legislators.

– P.J. O'Rourke

It is a general popular error to suppose the loudest complainers for the public to be the most anxious for its welfare.

– Edmund Burke

Activities:

1. Show the class the Stossel video: Eye Test Innovators.

http://stosselintheclassroom.org/videos/eye_test_innovators/

2. Conduct a classroom debate about occupational licensing. To get students to look at occupational licensing from a different perspective, consider having them argue from a view with which they disagree. Students should be given time to research their position prior to debating. (See link in the Resources section for a guide to conducting classroom debates.)
3. Find out which occupations in your state require licensing. Choose three of these licenses and report on what someone has to do to gain the license.
4. The Institute for Justice often brings legal cases against state licensing laws, arguing that they violate state constitutions or the U.S. Constitution in some way. Research one or more of the

IJ licensing law cases. Were their arguments successful? What court made the final decision? What constitutional provision did they argue about?

5. In recent years, there has been a political movement to persuade state legislatures to reduce licensing requirements. Write a research report on a state bill that has been proposed. Did it pass? What were the arguments for and against? Who brought pressure for and against the bill?

<https://obamawhitehouse.archives.gov/the-press-office/2016/06/17/fact-sheet-new-steps-reduce-unnecessary-occupation-licenses-are-limiting>

<https://www.vox.com/2016/6/20/11963748/obama-occupational-licensing>

6. The Democratic Obama administration and the Republican Trump administration have both advocated reducing the number of state licensing laws, although this is something the federal government does not directly control. Write a pair of two or three sentence arguments for reducing the number of licensing laws, one from a Democrat or liberal perspective and one from a Republican or conservative perspective.
7. Choose one of the following occupations and write a persuasive essay for or against a licensing requirement: a) barbers b) interior decorators c) funeral directors d) movers.
8. Read the article “Bottlenecks: The Origins of Occupational Licensing and What Can Be Done About Its Excesses.” Then write a summary using Cornell (two-column) notes.

<https://fedsoc.org/commentary/publications/bottlenecks-the-origins-of-occupational-licensing-and-what-can-be-done-about-its-excesses>

9. What other occupations have bottlenecks? How have they attempted to slow or stop progress?
10. Read and write a book report about: *Bottlenecks: Gaming the Government for Power and Private Profit* by Dick Carpenter and Chip Mellor.
11. Read and summarize the White House Fact Sheet published during the presidency of Barack Obama: New Steps to Reduce Unnecessary Occupation Licenses that are Limiting Worker Mobility and Reducing Wages

<https://obamawhitehouse.archives.gov/the-press-office/2016/06/17/fact-sheet-new-steps-reduce-unnecessary-occupation-licenses-are-limiting>

12. Read and summarize "Citing Adam Smith And Milton Friedman, Obama's Economic Advisors Back Occupational Licensing Reform" by Nick Sibilla.

<https://www.forbes.com/sites/instituteforjustice/2015/07/31/citing-adam-smith-and-milton-friedman-obamas-economic-advisors-back-occupational-licensing-reform/#28bad21582e8>

Name _____

Date _____

Class _____

Teacher _____

Stop! You Need a License to Do That Job

Cloze Activity

Directions: Read the entire passage first. Then fill in the blanks with words from the box.

adverse	burden	workplaces	substantial
benefits	incompetent	jobs	solutions
licensing	observe	professions	market

Access to _____ is vital to economic opportunity. A fair and well-functioning labor market provides that access, allowing for individuals to exercise their talents and support their families.

Occupational licensing is the legal permission that many workers must obtain before working in _____ ranging from law and medicine, and even floral arrangement and landscaping. A license is a credential that a local, state, or federal government requires a worker to hold to practice in a given occupation.

Typically, customers face few _____ effects from low-quality work. For instance, customers can choose a tailor and decide whether the pant hemming done is satisfactorily. Potential problems arise, however, when work quality is difficult to _____ and harm from low-quality work is substantial. In economic terms, a problem of "asymmetric information" may result, with consumers unable to distinguish between high- and low-quality work. For example, an _____ surgeon may be hard to identify - at least ahead of time - and patients may suffer serious harms before having the opportunity to learn from repeated interactions.

There are a number of possible _____ to the problem of asymmetric information. Some are private: third party organizations with relevant expertise can attest to the competence of a worker, often through a private certificate. Reputational markets such as Yelp can help consumers share their experiences. Other solutions are public and involve some form of regulation: the government may issue its own certificate, require that workers be bonded or insured, or directly inspect _____, among other possibilities. Increasingly, governments issue licenses that workers are legally required to obtain prior to working in their occupations.

Licenses often require substantial time and money to acquire and are considered an especially stringent form of occupational regulation. In some cases - physicians, for instance - a certain amount of licensing is reasonable and necessary to protect public health and safety. In other cases, the necessity of _____ is more questionable.

The licensure barrier to entry provides wage benefits to licensed workers. But elevated wages are not the only benefits to licensed workers; increased chances of finding employment - the unemployment premium - also constitute an advantage. In most occupations, licensing appears to confer a _____ advantage in terms of being able to quickly find and retain employment.

How will workers choose between entering licensed and unlicensed occupations? Balanced against the costs of acquiring a license - both in time and money - are two principal _____: increased wages and greater ease of finding a job (i.e., lower unemployment).

In most occupations, licensing is associated with lower unemployment rates. Unlicensed workers, then, bear a greater _____ of unemployment. Licensing creates "crowding" in unlicensed occupations and labor scarcity in licensed occupations, driving a wedge between the unemployment rates in the two sectors.

Licensing plays an important role in determining workers' wages, employment, and mobility as well as the overall health of the labor _____. Lower wages and higher unemployment rates for unlicensed workers, as well as reduced migration rates for those with licenses, all suggest that licensing costs the public more than it seems.

This Cloze Activity is adapted from "Occupational Licensing and American Workers" by Ryan Nunn (https://www.brookings.edu/wp-content/uploads/2016/07/occupational_licensing_and_the_american_worker.pdf)

ANSWER KEY FOR CLOZE ACTIVITY

Stop! You Need a License to Do That Job

Cloze Activity – Answer Key

Directions: Read the entire passage first. Then fill in the blanks with words from the box.

adverse	burden	workplaces	substantial
benefits	incompetent	jobs	solutions
licensing	observe	professions	market

Access to jobs is vital to economic opportunity. A fair and well-functioning labor market provides that access, allowing for individuals to exercise their talents and support their families.

Occupational licensing is the legal permission that many workers must obtain before working in professions ranging from law and medicine, and even floral arrangement and landscaping. A license is a credential that a local, state, or federal government requires a worker to hold to practice in a given occupation.

Typically, customers face few adverse effects from low-quality work. For instance, customers can choose a tailor and decide whether the pant hemming done is satisfactory. Potential problems arise, however, when work quality is difficult to observe and harm from low-quality work is substantial. In economic terms, a problem of “asymmetric information” may result, with consumers unable to distinguish between high- and low-quality work. For example, an incompetent surgeon may be hard to identify - at least ahead of time - and patients may suffer serious harms before having the opportunity to learn from repeated interactions.

There are a number of possible solutions to the problem of asymmetric information. Some are private: third party organizations with relevant expertise can attest to the competence of a worker, often through a private certificate. Reputational markets such as Yelp can help consumers share their experiences. Other solutions are public and involve some form of regulation: the government may issue its own certificate, require that workers be bonded or insured, or directly inspect workplaces, among other possibilities. Increasingly, governments issue licenses that workers are legally required to obtain prior to working in their occupations.

Licenses often require substantial time and money to acquire and are considered an especially stringent form of occupational regulation. In some cases - physicians, for instance -

a certain amount of licensing is reasonable and necessary to protect public health and safety. In other cases, the necessity of licensing is more questionable.

The licensure barrier to entry provides wage benefits to licensed workers. But elevated wages are not the only benefits to licensed workers; increased chances of finding employment - the unemployment premium - also constitute an advantage. In most occupations, licensing appears to confer a substantial advantage in terms of being able to quickly find and retain employment.

How will workers choose between entering licensed and unlicensed occupations? Balanced against the costs of acquiring a license - both in time and money - are two principal benefits: increased wages and greater ease of finding a job (i.e., lower unemployment).

In most occupations, licensing is associated with lower unemployment rates. Unlicensed workers, then, bear a greater burden of unemployment. Licensing creates "crowding" in unlicensed occupations and labor scarcity in licensed occupations, driving a wedge between the unemployment rates in the two sectors.

Licensing plays an important role in determining workers' wages, employment, and mobility as well as the overall health of the labor market. Lower wages and higher unemployment rates for unlicensed workers, as well as reduced migration rates for those with licenses, all suggest that licensing costs the public more than it seems.

This Cloze Activity is adapted from "Occupational Licensing and American Workers" by Ryan Nunn (https://www.brookings.edu/wp-content/uploads/2016/07/occupational_licensing_and_the_american_worker.pdf)

Junk Science Locks Up Innocent People

Segment Length: 5:08 minutes

Lesson Description:

We learn from CSI, Law & Order, and NCIS that forensic science is infallible, leading to the conviction of people who might otherwise have gotten away with their crimes. But DNA testing has shown that bite marks, fingerprints, and carpet fiber and hair analyses have all led to the convictions of innocent people.

Concepts & Key Terms:

Forensic science—the application of science to criminal and civil laws, mainly during criminal investigation, as governed by the legal standards of admissible evidence and criminal procedure.

Vocabulary:

Infallible – (adj.) incapable of making mistakes or being wrong.

Objectives:

Students will be able to:

- discuss problems with accepted applications of forensic science.
- explain the impact of DNA testing on previous convictions.
- evaluate the importance of DNA testing in the criminal justice system.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:

What types of evidence are used in criminal trials? List as many types of evidence as you can (Example: eyewitness testimony). Which type of evidence would you consider most reliable? Least reliable? Explain your reasoning.

Use Think, Pair, Share to have students answer the preview questions. After a few minutes, poll the students and ask the students to discuss their answers.

Viewing Guide:

It is recommended that teachers show the video segment twice: once to allow students to view the video and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

- | | |
|----------------------|-----------------|
| 1. criminals | 4. fingerprints |
| 2. unreliable | 5. skeptical |
| 3. tens of thousands | |

Junk Science Locks Up Innocent People

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. On TV, experts identify the killer by his bite mark.... In real life, experts claim they can identify _____ that way.
2. The doctor was just wrong. He was just wrong because it's an _____ technique.
3. If you think that maybe even one percent of convicted defendants may have been innocent, we have 2.6 million people in prison today so we are not talking about couple of people. We are talking about _____ of people.
4. FBI researchers say _____ are right more than 99% of the time. But that still leaves plenty of wrongful convictions.
5. Jurors tend to believe people who courts call "experts." But the "experts" often rely on junk science. Juries and judges should be much more _____.

Now, take a few moments to reflect on the video and answer the question below:

What does John Stossel mean by "junk science"? _____

What is one lesson you will take away from watching this video? _____

Discussion and Analysis:

1. What is the difference between what detectives can do on TV shows and what they can do in real life?
2. Why does John Stossel refer to forensic science as “junk science”?
3. If you were on a murder trial jury, what kind of evidence would you expect the prosecutors and defense to present?
4. If you were a juror, would the video you saw affect your vote to convict a person based on forensic evidence? DNA evidence? Explain. What if there were no DNA evidence?
5. Can we ever be 100% sure of a person’s guilt or innocence? What does it mean to prove guilt “beyond a reasonable doubt”?
6. What is an expert? Why do people trust experts?
7. Dr. Karazulas said he is not on the side of the prosecution or defense, and that he looks at the evidence neutrally. If so, does this mean we should accept his testimony as true? Why or why not?
8. In Alfred Swinton’s case, what did bite mark expert testimony show? What did the DNA evidence show? Why did the DNA evidence outweigh the bite mark testimony?
9. Suppose bite mark testimony is right two-thirds of the time, so that relying on it gets two guilty people convicted for every one innocent person that’s convicted. Should judges and jurors send people to jail based on bite mark evidence alone? Should they ever acquit based on the defense’s bite mark expert testimony? Why or why not?
10. What is good about convicting guilty people? What is bad about convicting innocent people? Which is more important? Discuss.
11. In the video, John Stossel said, “Why do judges admit this stuff? Why don’t defense attorneys get it thrown out?” What did he mean by “this stuff”? Has John Stossel presented enough evidence to persuade you that judges should throw all of it out? Why or why not?
12. Suppose a scientist claims that two chemicals react in a certain way, or that an object accelerates toward earth at 9.8 meters per second per second. How could you evaluate whether these claims are true? What are some ways of determining whether someone’s claims about science are true?
13. Suppose you are a juror at a murder trial. You hear from two eyewitnesses, each of whose testimony you judge to be most likely accurate and which place the defendant near the scene of the crime. You hear from a bite mark expert, who says he is 98% sure that bite marks on the victim are those of the defendant, pointing to several similarities between the defendant’s teeth and features of the bite marks. The defense attorney has yet to present his case. So far, how would you evaluate the evidence? Does it make you want to vote to convict? Explain.

Discuss These Lines from the Video:

1. When the models of the teeth were laid onto the bite mark, it was a perfect match.
2. A forensic scientist is not on the side of the prosecution or the defense. We look at the evidence and we make sure that if we are going to make a decision it's going to be a truthful decision.
3. Bite marks is similar to you and I maybe looking at a cloud, and then I say to you, I say, "John doesn't that cloud look like a rabbit to you?" And you look at it and say, "Yeah Chris, I think that does look like a rabbit."
4. If you think that maybe even one percent of convicted defendants may have been innocent, we have 2.6 million people in prison today, so we are not talking about couple of people. We are talking about tens of thousands of people.
5. Sure, they're confident. It's faith-based science.
6. FBI researchers claim fingerprints are right more than 99% of the time. But that still leaves plenty of wrongful convictions.
7. Houck says he'd demand other evidence, but not all cops do.
8. Jurors tend to believe people who courts call "experts". But the "experts" often rely on junk science. Juries... and judges... should be much more skeptical.

Quotes for Discussion:

For the law holds, that it is better that ten guilty persons escape, than that one innocent suffer.

– William Blackstone

The purpose of a criminal justice system is not to be fair. Its purpose is to protect law-abiding people from criminals.

– Thomas Sowell

Back off, man; I'm a scientist.

– Peter Venkman, *Ghostbusters*

Democratic societies function on faith in strangers—in police and judges—and in experts of all stripes, from scientists to journalists to economists.

– Charlotte Alter, *Time Magazine*

A wise man proportions his belief to the evidence.

– David Hume

On television and in the movies, crimes are always solved. Nothing is left uncertain.... In real life, on the other hand, many murders remain unsolved.

– Alan Dershowitz

Young man, let me remind you that this is a court of law, not a court of justice.

– Oliver Wendell Holmes, Jr.

A jury consists of twelve persons chosen to decide who has a better lawyer.

– Robert Frost

We live in a society absolutely dependent on science and technology, and yet have cleverly arranged things so that almost no one understands science and technology.

– Carl Sagan

Historically, the claim of consensus has been the first refuge of scoundrels; it is a way to avoid debate by claiming that the matter is already settled. – Michael Chrichton

Being a scientist requires having faith in uncertainty...learning to cultivate doubt. There is no surer way to screw up an experiment than to be certain of its outcome. – Stuart Firestein

Activities:

1. Attend a trial or research several cases of people charged with lawbreaking. Note the evidence presented. How much is physical evidence of the kind this film encourages skepticism about? How much is eyewitness testimony? Categorize any other evidence that is presented. How persuasive do you find each piece of evidence, and why?
2. Research a criminal case from history. (Pick one in which it wasn't obvious who was guilty.) Conduct a mock trial of the case.
3. Research the Innocence Project. What is it? When was it established? How are cases selected for review? What are some notable successes of the project? Select one case and write a report explaining what evidence was used to convict the person and what evidence was presented to overturn the conviction.
4. Research the use of DNA evidence to exonerate those convicted of crimes in your state. How does a convict get access to a DNA test? What barriers are there to the convict accessing a test?
5. Write an essay about this famous quote: "For the law holds that it is better that ten guilty persons escape, than that one innocent suffer." Explain the meaning and why you agree or disagree.
6. Legally, jurors are supposed to vote for a criminal conviction only if the prosecution has proved its case "beyond a reasonable doubt." Someday, you may serve on a jury and have to apply that standard. Write an essay on the phrase, "beyond a reasonable doubt." What does it mean to you? Would you interpret it as a certain percentage likelihood of guilt, or in some other way? Why might we have decided that it was morally acceptable to punish only those whose guilt is established beyond a reasonable doubt?
7. Read "Pseudoscience in the Witness Box" by Dahlia Lithwick. Then write a summary using Cornell (two-column) notes.

http://www.slate.com/articles/news_and_politics/jurisprudence/2015/04/fbi_s_flawed_forensics_expert_testimony_hair_analysis_bite_marks_fingerprints.html

8. Read and summarize "Forensic Tools: What's Reliable and What's Not-So-Scientific" by Jonathan Jones.

<https://www.pbs.org/wgbh/frontline/article/forensic-tools-whats-reliable-and-whats-not-so-scientific/>

Name _____
Class _____ Per _____

Date _____
Teacher _____

Junk Science Locks Up Innocent People K-W-L Chart

Do you watch CSI? Law & Order? NCIS? These shows often show the use of modern science—forensics—to identify and convict criminals.

Directions: Complete the **K** and **W** sections prior to watching the video. After you have seen the video, complete the **L** section and answer the two questions below the K-W-L chart.

K		W	L
What I know about forensic science/ forensic evidence:	What I want to know forensic science/ forensic evidence:	What I've learned about forensic science/ forensic evidence:	

After watching the video, how have your views of evidence changed? _____

Why does this matter? _____

The Evil Rich?

Segment Length: 3:10 minutes

Lesson Description:

Do rich people take so much wealth that there is little left for the rest of us? Why should some people be rich and others poor? Are unequal outcomes acceptable or even good, or should the government try to equalize outcomes? What's fair?

Concepts & Key Terms:

Zero Sum Game – a situation in which one person or group can win something only if another person or group loses it.

Objectives:

Students will be able to:

- discuss reasons for disparity in incomes among workers.
- explain the term “zero-sum” and how it does and does not apply to inventions, businesses, and trade.
- evaluate the effects of government attempts to legislate equality of outcomes.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:

Why are there some people who are far wealthier than the rest of us?

Use Think, Pair, Share to have students answer the preview question. After a few minutes, poll the students. Ask the students to discuss their answers.

Viewing Guide:

It is recommended that teachers show the video segment twice: once to allow students to view the video and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

1. bankrupt
2. money
3. assets
4. device
5. create stuff

The Evil Rich?

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. Jim Caruso is rich. He took over a _____ brewery and made it successful....
2. On average, the doctor will make more _____ than the tattoo artist.
3. The top fraction of earners has just about half the _____ in this country. This ticks people off. They view it as evil.
4. Let's look at those calculations. Steve Jobs earned \$10 billion. But Apple sold more than two billion devices. That means Jobs collected about five bucks for every _____.
5. It's that zero-sum game mentality that somehow people who _____ are taking it away from other people, and that's simply inaccurate. It's not a zero-sum game.

Now, take a few moments to reflect on the video and answer the questions below:

What is the main point of this video?

Do you agree or disagree with what you've seen in this video? _____

Explain your answer: _____

Discussion and Analysis:

1. How do people get rich? How did Jim Caruso become rich?
2. How has Jim Caruso benefited other people? Who has he benefited? Why did he benefit others?
3. Why would anyone choose to become a tattoo artist when doctors make so much more money?
4. Do entrepreneurs really take from others? Explain.
5. If a poker game as a zero-sum activity, are entrepreneurs similar to poker players? Explain.
6. How was it possible for Steve Jobs to earn \$10 billion? Who gave him this money? Was there any force involved? Were the people who bought Apple products worse off as a result? Explain.
7. Why didn't Steve Jobs get all the money from all the iPhones and other products Apple sold? Who else contributed to the creation of these products? Who else benefitted? In what ways did others benefit?
8. How do we benefit from different people doing different jobs? What would happen if we had to go to the same people for both medical advice and tattoos?
9. Does the division of labor (different people doing different jobs) improve people's standard of living? Explain. How does the division of labor result in unequal incomes and levels of wealth?
10. Is it fair that many doctors make more than tattoo artists? Is it fair that some people are 1000 times richer than others? Why or why not?
11. Should government try to equalize incomes? How could it do that? What would be some consequences of doing so?
12. If our efforts and our desires for ourselves result in differences, who should be responsible? Should that affect the way we view rich people? Why or why not?
13. Is it right for rich people to pay a higher percentage of their income in taxes than other people do? If so, does that mean we should oppose any cuts in tax rates on the rich? Why or why not?
14. Is it fair to tax people at different rates? What if the government taxed everyone at the same rate? Wouldn't people who earn more money pay more taxes anyway? Is the government punishing high earners? Should it?
15. How much should rich people pay in taxes? How much is too much? Who decides? Why?
16. Can taxing rich people more help or hurt the rest of us? Explain.

Discuss These Lines from the Video:

1. The super-rich greedily take so much that other Americans have less. But is that true?
2. Somebody decides that their pursuit of happiness means being a doctor. They spend twelve years in school, so I have an excellent doctor to serve me. Somebody else might want to be a world class tattoo artist. These result in different outcomes for people
3. Some Americans are 1000 times richer than others.
4. Certainly, your cell phone is worth more to you than \$5. It must be, because you willingly pay several hundred dollars for this.
5. The feeling tends to be that somebody like Steve Jobs took something away from everybody else. But what did Steve Jobs take from us?
6. It's not a zero-sum game. They're creating stuff that didn't exist before.

Quotes for Discussion:

It is sort of a bit of a caricature of capitalism, that it's always this zero-sum game where you have winners and losers. Silicon Valley, the technology industry at its best, creates a situation where everybody can be a winner.
– Peter Thiel

For most of human history, in which we were all living in hunter-gatherer bands, there was almost no inequality. Yet from farming onward...there's been a lot of inequality.
– Sir Angus Deaton

If men were equal tomorrow and all wore the same coats, they would wear different coats the next day.
– Anthony Trollope

From each according to his ability, to each according to his needs.
– Karl Marx

At least half of the popular fallacies about economics come from assuming that economic activity is a zero-sum game, in which what is gained by someone is lost by someone else. But transactions would not continue unless both sides gained, whether in international trade, employment, or renting an apartment.
– Walter E. Williams

Some people regard private enterprise as a predatory tiger to be shot. Others look on it as a cow they can milk. Not enough people see it as a healthy horse, pulling a sturdy wagon.
– Winston Churchill

If you were successful, somebody along the line gave you some help...when we succeed, we succeed because of our individual initiative, but also because we do things together.
– Barack Obama

Being rich is a good thing. Not just in the obvious sense of benefitting you and your family, but in the broader sense. Profits are not a zero-sum game. The more you make, the more of a financial impact you can have.

– Mark Cuban

Activities:

1. Show the class the video, Sneaker Money, and ask the students to relate it to the Evil Rich? video. How is Chase Reed a typical entrepreneur? Should we—and the government—treat him differently if he becomes rich?
http://izzit.org/products/detail.php?video=sneaker_money
2. Have students research various professions and salaries in America. Then, have the class compile their research into one class list. Of those researched, which professions pay the most? Why do you think people in these professions make so much more money than the average American?
3. Jim Caruso owns Flying Dog Brewery. Have one or more students research Jim and his brewery and write a report or create a slideshow to show the class.
4. Have students talk with people they know in various jobs and professions, and ask them whether they think their job contributes to making people's lives better. Consider how people in each of these jobs are producing or creating something that people want. How does this ability to create and produce allow us to avoid a zero-sum game?
5. Read and summarize the article, "When It Comes to Wealth Creation, There Is No Pie" by Yaron Brook and Don Watkins.
<https://www.forbes.com/sites/objectivist/2011/06/14/when-it-comes-to-wealth-creation-there-is-no-pie/#12808c977a2c>
6. At the end of the video, Jim Caruso says the economy is not a "zero-sum game." Instead, people "create stuff that didn't exist before."

A zero-sum game is situation in which, if one person gains, another must lose. Board games such as Monopoly are zero-sum games. But a zero-sum game can be a real-life situation.

In a positive-sum game, all participants can benefit. This is also referred to as a win-win scenario. For example, buyers and sellers both expect to benefit from their exchanges, otherwise they wouldn't trade.

Game theory is a field of study that looks at human interactions and sees how people compete, or cooperate, in various situations, including zero-sum and positive-sum games. Research game theory and the ways people respond in zero- and positive-sum games. Think of more examples of zero-sum and positive-sum games, and create a list of both. Don't limit yourself; cover as wide a variety of human interactions as you can. Then, at the end of your lists, discuss whether zero-sum or positive-sum games are a bigger part of our lives.

7. How do markets—people buying and selling voluntarily—determine how much money people make? Would we be better off if the government decided how much money

everyone should make? Wouldn't that way be more fair? How might government decisions affect the jobs people choose? How might that impact freedom? Write a persuasive essay in which you address these positions and be sure to consider unintended consequences of any actions people or government might take.

8. Jim Caruso talked about the division of labor, the arrangement in which different people focus on different jobs. In the past, most people worked in agriculture, often as subsistence farmers, producing only enough food for their own families. Research these past economies and compare them to today. How does the division of labor affect people's standard of living?
9. Which of the four sets of tax rate scenarios below (A-D) seems most fair to you?
Can we judge the fairness of a tax cut by the percentage of the savings that go to rich people? Why or why not?
Should we judge the fairness of a tax cut by the percentage of the savings that go to rich people?
What should be the basis by which we determine if our tax system is fair?

A) Suppose a country has an income tax system that taxes the rich much more highly than others. People earning up to \$100,000 pay 20% of their income in taxes, but those earning over \$100,000 pay 90% on all income over \$100,000.

B) Now suppose we cut taxes, so that the rates are 15% up to \$100,000 and 40% after that.

How much less will someone making \$1 million per year pay as a result of the tax cut? How much less will someone making \$50,000 per year pay as a result of the tax cut? If you have two people, one making \$1 million and one making \$50,000, what percentage of the total savings from the tax cut will go to each?

C) Suppose we start out with a system with a 20% income tax for all income levels.

D) Then, we cut taxes so that people pay 18% on their first \$100,000 and 15% after that. How much will someone making \$1 million save? How much will someone making \$50,000 save? What percentage of the total savings will go to each?

Name _____
Class _____ Per _____

Date _____
Teacher _____

The Evil Rich K-W-L Chart

Directions: Complete the **K** and **W** sections prior to watching the video. After you have seen the video, complete the **L** section and answer the two questions below the K-W-L chart.

K		W	L
What I know about rich people:		What I want to know about rich people:	What I've learned about rich people:
A different view of rich people is:			

Name two things Jim Caruso did that could be considered good:

1. _____
2. _____

How do people such as Jim Caruso make money? What do they need to do?

Bonus Question: Jim Caruso says that the problem is the belief that it is a zero-sum game. What does he mean by "zero-sum game"?

Paris Climate Agreement

Segment Length: 4:02 minutes

Lesson Description:

Should the United States reduce emissions that might contribute to climate change? Shouldn't all countries? Isn't that what the Paris Climate Agreement does? This video looks at commitments some countries made in the Paris Climate Agreement.

Concepts & Key Terms:

Greenhouse Gas – A gas that traps heat in an atmosphere, making the planet warmer through the greenhouse effect. The primary greenhouse gases in Earth's atmosphere are water vapor, carbon dioxide, methane, nitrous oxide, and ozone.

Objectives:

Students will be able to:

- explain the goal of the Paris Climate Agreement term “zero-sum” and how it does and does not apply to inventions, businesses, and trade.
- discuss the commitments made by some countries that support the Paris Climate Agreement.
- contrast efforts of countries to reduce greenhouse emissions.
- evaluate the effects on the United States of reducing greenhouse gas emissions while other countries don't.

Preview Activity and Questions:

Distribute the K-W-L chart and have students complete the first two columns to the best of their ability. (Have them fill in the last column after viewing the video.)

Viewing Guide:

It is recommended that teachers show the video twice: once to allow students to view it and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

1. greenhouse gases
2. emissions
3. India
4. ambitious
5. China, India
6. pretending

Paris Climate Agreement

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. You don't even have to mention _____ in your commitment if you don't want to.
2. China for instance said, "We pledge to reach peak _____ by about 2030."
3. _____ made no pledge to limit their emissions at all.
4. The one country that showed up in Paris with a very costly, _____ target was the U.S.
5. Even if we zeroed out our emission tomorrow, the future of climate change is still a question of what happens in _____ and _____.
6. The earth is warming. Man may well be increasing that. But the solution isn't to waste billions by forcing emissions cuts here while other countries do nothing while _____ to make cuts.

Now, take a few moments to reflect on the video and answer the questions below:

In the video, John Stossel said that his neighbors and most of the media opposed withdrawing from the Paris Climate Agreement, then added, "I bet they don't even know what was in the agreement."

In your experience, do people make decisions without knowing the facts? _____. What if any problems could that cause? _____

At the end of the video, John Stossel said, "the solution isn't to waste billions by forcing emissions cuts here while other countries do nothing while pretending to make cuts. Trump was right to repudiate this phony treaty." Do you agree or disagree? _____ Why? _____

Discussion and Analysis:

1. What is the Paris Climate Agreement? What is its goal?
2. Why does Oren Cass object to the Paris Climate Agreement?
3. How might someone defend the agreement against Oren Cass's objections?
4. Why would countries feel the need to get together to reduce the emission of carbon dioxide and other greenhouse gases? Why wouldn't each country just make cuts on its own?
5. Based on information in the video, if the U.S. achieved its Paris commitments, how would its carbon dioxide emissions compare to China's and India's current levels?
6. Should the U.S. pursue emissions reductions on its own, even if other countries don't? Why or why not?
7. If the United States did work to reduce greenhouse gas emissions on its own, what benefits might result? What disadvantages might there be?
8. What would a fair climate agreement look like? Would it require all countries to have the same emission levels? The same emission levels per person? To cut the same amount or percent from their current emissions levels? Or some other approach? What are some advantages and drawbacks to each of these approaches?
9. Oren Cass said, "The Paris Accord was somewhere between a farce and a fraud." Why did he say that? Do you agree or disagree? Explain.
10. Do you believe the U.S. was right to withdraw from the Paris Climate Agreement? Explain.

Discuss These Lines from the Video:

1. President Trump isolated the United States with his reckless and indefensible decision.
2. The Paris Accord was somewhere between a farce and a fraud.
3. China for instance said, "We pledge to reach peak emission by about 2030." Well the United States government had already done a study to guess when Chinese emissions would peak, and their guess was about 2030.
4. My favorite was Pakistan, whose pledge was to reach a peak at some point after which to begin reducing emissions.
5. What you have is an agreement to do nothing.
6. The United States produces twice as much greenhouse gas per person as China and India, so isn't it on us to do more?
7. Even if we zeroed out our emissions tomorrow, the future of climate change is still a question of what happens in China and India.

8. The earth is warming. Man may well be increasing that. But the solution isn't to waste billions by forcing emissions cuts here while other countries do nothing while pretending to make cuts.

Quotes for Discussion:

The nations that remain in the Paris Agreement will be the nations that reap the benefits in jobs and industries created. – Barack Obama

The Paris climate treaty is climatically insignificant. EPA's own models show it would only lower global warming by an inconsequential two-tenths of a degree Celsius by 2100. – Patrick Michaels

For better or worse, there is no country or set of countries, other than the United States, that has the resources, breadth of interests, or experience necessary to preserve and protect the global order. – Fred Kaplan

As someone who lived under communism for most of his life, I feel obliged to say that I see the biggest threat to freedom, democracy, the market economy and prosperity now in ambitious environmentalism, not in communism. This ideology wants to replace the free and spontaneous evolution of mankind by a sort of central (now global) planning. – Vaclav Klaus

We are the indispensable nation. We stand tall. We see further into the future. – Madeleine Albright

If our Founding Fathers wanted us to care about the rest of the world, they wouldn't have declared their independence from it. – Stephen Colbert

What's in the best interest of the United States? What's in the best interest of our people? When it comes to foreign policy that will be my guiding question. – George W. Bush

International politics, like all politics, is a struggle for power. – Hans Morganthau

If the rest of the world bought cars and trucks at the same per capita rate as in the United States, the world's population of cars and trucks would be 5.5 billion. The production of global warming pollution and the consumption of oil would increase dramatically over and above today's unsustainable levels. – Al Gore

Although the use of coal is declining in the U.S., and coal-fired generating plants are being phased out in many other developed countries as well, China's coal imports have already increased 60-fold over the past decade—and will double again by 2015. – Al Gore, 2013

Historically, the claim of consensus has been the first refuge of scoundrels; it is a way to avoid debate by claiming that the matter is already settled. – Michael Crichton

The urge to save humanity is always a false front for the urge to rule it. – H.L. Mencken

Activities:

1. Have students complete the K-W-L chart in class or for homework.
2. Research the Paris Climate Accord. What are its goals? What does it actually do? What did the United States agree to do? How is the agreement enforced? Are there any costs? For which countries?
3. Produce a “man-on-the-street” video in which you ask people what they think about the United States withdrawing from the Paris Climate Agreement. Then, ask them what they know about it.
4. Read the “Statement by President Trump on the Paris Climate Accord” and write a persuasive essay in which you agree or disagree with it.

<https://www.whitehouse.gov/briefings-statements/statement-president-trump-paris-climate-accord/>

5. Read the Summary of the Paris Agreement on the United Nations Climate: Get the Big Picture webpage and write an opinion piece for your school or local newspaper. Be sure to back up your opinions with facts.

<http://bigpicture.unfccc.int/#content-the-paris-agreement>

6. Choose five countries not mentioned in the video that were parties to the Paris Climate Agreement. What were each country’s commitments? How do their commitments compare to the commitments made by the United States? What, if anything, have those countries done to meet their commitments?
7. Read and summarize the article “Why the Paris climate deal is meaningless” by Oren Cass. Then explain why he wrote: The more seriously you take the need to reduce greenhouse-gas emissions, the angrier you should be?

<https://www.politico.eu/article/paris-climate-deal-is-meaningless-cop21-emissions-china-obama/>

8. Research the relationship between economic activity and carbon dioxide. What economic activities lead to CO₂ emissions? Why have CO₂ emissions risen as countries developed? Why would emissions eventually peak? How could a developing country move away from CO₂-generating activity? How would this affect its economy?
9. Essay: Imagine you are a negotiator for your country, which is deciding whether to join an international agreement to reduce carbon dioxide emissions. In your essay, consider the following questions: How can your country be sure every other country will keep its commitments to a treaty requiring significant emissions reductions? Do you know for certain what impact the agreement will have on the climate in the future? The cuts required would be costly to your country’s economy, and everyone else’s. How will you decide whether to recommend joining the agreement?
10. Research the Kyoto Protocol and write a report. What was it? What were its goals? When was it negotiated? Which countries were parties to it? What about the U.S.? What were the main conflicts between developing countries and developed countries? Have the goals been

met? What, if any, impact on the climate has it had? Compare and contrast the Kyoto Protocol with the Paris Climate Agreement.

11. Treaty Power: Executive agreements and treaties. Background Information for 11A and 11B.

Treaty power: The United States Constitution requires that the Senate approve, by a two-thirds vote, any treaty before it can become binding on the U.S.: “[The President] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur.”

In the Paris Agreement, the U.S. and other countries weren’t making a legally binding promise to each other. There was no way of enforcing the commitments. Instead, countries were just announcing their goals. The hope was that, by publicly setting these goals, the countries would create expectations and peer pressure. That approach made it easier to get countries to agree to the deal. It also made it easier for President Obama to argue that the agreement wasn’t a treaty, and therefore didn’t need Senate approval.

When Donald Trump was elected, one of his goals was to repeal some of the restrictions President Obama had imposed on carbon dioxide emissions. With Donald Trump in office, the U.S. government was no longer committed to what President Obama agreed to in Paris. Although this agreement wasn’t binding, it would be awkward for America to remain officially committed to something it no longer had any intention of doing. Trump withdrew from the agreement.

When President Obama signed the Paris Climate Agreement, he knew the Republican Senate would be unlikely to approve it. So he didn’t submit it for ratification. Instead, he argued that it wasn’t a really a treaty. He said it was just a set of goals rather than a legally binding commitment.

However, some critics in Congress argued that the agreement was in fact a treaty. This is one of many cases in American history that the executive and legislative branches have disagreed over what is and is not a treaty.

Presidents often reach “executive agreements” with foreign leaders. In these cases, a president is making a commitment to another country’s leaders that he will take an action. This will usually be an action the president believes he has the legal authority to take on his own.

For example, in the case of the Paris Agreement, President Obama believed he had authority under environmental laws to impose the rules needed to meet his commitments. But he could not commit America to new laws by executive agreement. Nor could he make legally binding commitments to other countries. By contrast, a treaty approved by the Senate actually becomes part of the “supreme law of the land,” according to the Constitution.

Disagreement comes when Congress thinks the President has gone beyond his authority to make a personal commitment, and has instead made the country a party to a treaty.

- A) Research one of the following executive agreements, or another one of your choice. Write a report on the agreement. Be sure to answer the following questions: Why did the U.S. president enter the agreement? What argument did he make that he had authority to do so (or what argument could he have made)? What controversy was there, if any,

regarding the agreement? What controversy, if any, was there about the president's authority to enter the agreement?

1. The Pact of Madrid, an agreement between the U.S. and Spain in 1953, early in the Cold War. Spain allowed the U.S. to build and use military bases, and in return the U.S. agreed to defend Spain from military attack. Spain at the time was not part of NATO, which was created by treaty between the U.S. and other countries (mostly in Europe) as a defensive alliance against the Soviet Union.
2. President Carter's United States-Iran Agreement on Release of the American Hostages, which made concessions to Iran in return for the release of American diplomats being held hostage.
3. The Paris Peace Agreement of 1973 (Vietnam War).
4. President Obama's Iran nuclear deal, in which the U.S. and European countries agreed to allow more trade with Iran in return for Iran's concessions on its nuclear program.

B) Research and report on one of the following treaties that presidents have agreed to, or another treaty of your choice. Why did the president want the treaty? Why did (or didn't) the Senate want it? What controversies were there surrounding the treaty? Why do you think the president submitted the agreement to the Senate as a treaty, rather than treating it an executive agreement?

1. The Jay Treaty with Britain in 1795
2. Treaty of Versailles ending World War I (rejected by the Senate, which opposed U.S. involvement in the League of Nations)
3. The North Atlantic Treaty Organization
4. The Kyoto Protocol (a treaty which never became law because President Clinton did not submit it to the Senate, knowing it would not be ratified)
5. The Panama Canal Treaty, in which the U.S. agreed to give Panama control of the Panama Canal

12. Collective action problems:

When people would all benefit from cooperating, but people are unlikely to do so voluntarily, we have what is called a collective action problem. Usually, the problem comes because someone can benefit from the solution without contributing anything to it. A good example of this is national defense. Most people wouldn't voluntarily pay for it, so taxes are required.

Most problems aren't collective action problems. Consider the way we feed ourselves. A farmer grows and sells food, a grocer carries food at a store, and a family buys food to eat, without worrying about what everyone else in society will do.

Collective action problems can exist between countries, too. Perhaps no one country is willing to pay on its own to solve a worldwide problem. But if they can all get together and commit to solving the problem, a deal might be worthwhile for all of them.

Some people see climate change as an example of this kind of problem: if countries could all agree to reduce carbon emissions by a lot, they would all be better off. Others disagree, saying that the costs of the reductions in carbon emissions are greater than the benefits. If that is the case, collective action isn't worthwhile.

- A) List possible examples of collective action problems between countries. These can include cases where countries have tried to solve these problems through international agreements or laws.
- B) List possible examples of collective action problems that exist within countries, or between people in a group. You may include problems for which we have found solutions, either governmental or non-governmental. You may also include collective action problems we haven't been able to solve.
- C) What are some possible barriers to solving collective action problems?

Name _____
Class _____ Per _____

Date _____
Teacher _____

Paris Climate Agreement K-W-L Chart

Directions: Complete the **K** and **W** sections prior to watching the video. After you have seen the video, complete the **L** section and answer the two questions below the K-W-L chart.

K		W	L
What I know about the Paris Climate Agreement:		What I want to know about the Paris Climate Agreement:	What I've learned about the Paris Climate Agreement:

What is one positive statement you can make about the Paris Climate Agreement:

What is one negative statement you can make about the Paris Climate Agreement?

Eye Test Innovators

Segment Length: 4:02 minutes

Lesson Description:

If you could, would you take an eye exam online? The American Optometric Association says that these online tests are dangerous. But are they? Is this a case of concerned vision care providers trying to save us from dangerous innovations, or is the American Optometric Association simply trying to protect its members' jobs against this innovative competition? This video looks at online eye exams and those trying to ban them.

Concepts & Key Terms:

Optometrists—Doctors who examine the eyes and other parts of the visual system. They also diagnose and treat visual problems and manage diseases, injuries, and other disorders of the eyes. They prescribe eyeglasses or contact lenses as needed.

Objectives:

Students will be able to:

- discuss the role of optometrists in vision care.
- explain the arguments used by the American Optometric Association and Opternative.
- evaluate the arguments for and against online eye tests.
- predict the results if current businesses were able to persuade government officials to prevent the development and use of new processes and technologies that might eliminate their jobs.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:

What innovative ideas and technologies can you think of that led to some people losing their jobs? What would be different today if those ideas and technologies were not allowed to develop?

Use Think, Pair, Share to have students answer the preview question. After a few minutes, poll the students and ask them to discuss their answers.

Viewing Guide:

It is recommended that teachers show the video twice: once to allow students to view it and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide

- | | |
|---------------|-----------|
| 1. researched | 3. vetoed |
| 2. diseases | 4. lobby |

Eye Test Innovators

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. It's hard to believe that this could replicate what optometrists do. But the author of the book *Bottleneckers*, who _____ this exam, says it is just as good as an in-person exam.
2. The American Optometric Association says a home test is unacceptably risky because no optometrist is there to look for _____.
3. Bottleneckers like the optometrists have clout in legislatures, because they give the politicians money. When South Carolina's legislature banned the at-home test, then Governor Nikki Haley spoke up for the patients. She _____ the ban. She said it was anti-competitive. And it is!
4. It's good to have a choice! These glasses were the correct prescription, for less money. The optometry _____ doesn't want us to have that choice? No, they don't! Bottleneckers make life worse for you.

Now, take a few moments to reflect on the video and answer the questions below:

There were several references to "bottleneckers" in the video. What is a bottleneck? _____

What do you think is meant by "bottleneckers"? _____

Why do you think the American Optometric Association opposes Opternative's online eye exams? _____

Should people have the choice to have online exams? _____

Discussion and Analysis:

1. How often do you get your eyes checked?
2. Do any of you think you might need glasses but do nothing about it? Why not?
3. Who has the most to lose from online eye exams? Explain.
4. Why did Steven Lee develop the app for online eye tests?
5. When do doctors mostly work? When do most people work or go to school? Why should we be forced to have eye exams on doctors' schedules and availability rather than our own?
6. Why would politicians feel the need to get involved with this issue?
7. Why do politicians want to regulate? Are their motives to protect us? Are they trying to protect existing businesses? Should they?
8. Do you think politicians are smarter than other people? Why / Why not? Should elected officials decide what technologies should be allowed?
9. When government regulations protect existing businesses, from whom are they being protected? Can you think of other occupations that might have bottlenecks?
10. Should we judge new technologies based on the number of jobs that might be lost or that it might create? Can we know in advance how many jobs will be lost or gained? What if the ice block industry convinced government to ban refrigerators because they were dangerous (chance of electrocution, coolant Freon is a pollutant) or caused the loss of jobs?
11. In the video, John Stossel said that the American Optometric Association has persuaded 13 states to draft bills banning at-home tests. How can states ban online tests? How do you think those laws work?
12. Do you believe people should be able to choose for themselves whether to have an online eye test, or should the government make that choice for everyone? Explain.

Discuss These Lines from the Video:

1. The American Optometric Association says a home test is unacceptably risky, because no optometrist is there to look for diseases.
2. It is a tool that allows you to take a test or be screened.
3. They [the Optometric Association] want to force everyone to go to an eye doctor. They're the bottleneck here, and they've persuaded 13 states to draft bills banning at-home tests.
4. Bottlenecks like the optometrists have clout in legislatures, because they give the politicians money.
5. In a few days I got this prescription, which turned out to be the same prescription I get from my expensive eye doctor.

6. Bottlenecks make life worse for you.

Quotes for Discussion:

The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done—men who are creative, inventive, and discovers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered. – Jean Piaget

Without change there is no innovation, creativity, or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable. – William Pollard

Never before in history has innovation offered promise of so much to so many in so short a time. – Bill Gates

I think frugality drives innovation, just like other constraints do. One of the only ways to get out of a tight box is to invent your way out. – Jeff Bezos

Changes call for innovation, and innovation leads to progress. – Li Keqiang

Every once in a while, a new technology, an old problem, and a big idea turn into an innovation. – Dean Kamen

The history of innovation is the story of ideas that seemed dumb at the time. – Andy Dunn

Technological innovation is indeed important to economic growth and the enhancement of human possibilities. – Leon Kass

If mankind is to profit freely from the small and sporadic crop of the heroically gifted it produces, it will have to cultivate the delicate art of handling ideas. Psychology is now able to tell us with reasonable assurance that the most influential obstacle to freedom of thought and to new ideas is fear; and fear which can with inimitable art disguise itself as caution, or sanity, or reasoned skepticism, or on occasion even as courage. – Wilfred Trotter

Activities:

1. Show the class the Stossel video: Stop! You Need a License To Do that Job!

http://stosselintheclassroom.org/videos/need_a_license/

2. Have one or more students try an online eye test in class. The links below have online tests you can use.

<https://www.personaleyeyes.com.au/online-eye-test/index.php>

<https://www.simplecontacts.com/>

<https://www.opternative.com/how-it-works>

3. Print copies of the anti-railroad poster and distribute to groups of students. Ask them to discuss the intent of the poster and who might have produced it. Is there any connection to bottleneckers?

<https://www.pinterest.com/pin/461056080575275057/>

4. Read the article “Bottleneckers: The Origins of Occupational Licensing and What Can Be Done About Its Excesses.” Then write a summary using Cornell (two-column) notes.

<https://fedsoc.org/commentary/publications/bottleneckers-the-origins-of-occupational-licensing-and-what-can-be-done-about-its-excesses>

5. What other occupations have bottleneckers? How have they attempted to slow or stop progress?
6. Research and report on the occupational licenses required in your state.
7. Research the term “creative destruction” and explain how it relates to bottleneckers.
8. Read and write a book report about: *Bottleneckers: Gaming the Government for Power and Private Profit* by Dick Carpenter and Chip Mellor.
9. What questions would you want to ask Dr. Lee if you could interview him?
10. Read and summarize what the American Optometric Association says about online eye exams.

<https://www.aoa.org/online-eye-test>

11. In the video, John Stossel said that the American Optometric Association has persuaded 13 states to draft bills banning at-home tests. What has happened since he said that in August 2017? How many states have banned the tests? How do those laws work?
12. Watch Dr. Steven Lee’s TEDxIIT talk, Mission For Vision.

<https://www.youtube.com/watch?v=NrhD7-DmLjg>

13. Read and summarize the White House Fact Sheet published during the presidency of Barack Obama: New Steps to Reduce Unnecessary Occupation Licenses that are Limiting Worker Mobility and Reducing Wages

<https://obamawhitehouse.archives.gov/the-press-office/2016/06/17/fact-sheet-new-steps-reduce-unnecessary-occupation-licenses-are-limiting>

14. Read and write an essay about the article “The Iceman’s Job was Destroyed. Good! Social progress means shifting the way labor is allocated” by T. Norman Van Cott

<https://fee.org/articles/the-icemans-job-was-destroyed-good/>

15. Compare and contrast the websites of Personal Eyes and Opternative.

<https://www.personaleyeyes.com.au/online-eye-test/index.php>
<https://www.opternative.com/how-it-works>

16. Read about differences between ophthalmologists, optometrists, and opticians, and write a summary explaining how they differ.

<https://aapos.org/terms/conditions/132>

17. Using the U.S. Department of Labor's Bureau of Labor Statistics Occupational Outlook Handbook website, write a report about the optometry profession.

<https://www.bls.gov/ooh/healthcare/optometrists.htm>

Name _____
Class _____ Per _____

Date _____
Teacher _____

Eye Test Innovators

P = Plus: What are some potential positive effects of online eye exams?
M = Minus: What are some potential negative effects of online eye exams?
I = Interesting: What are some interesting aspects of online eye exams?

+ Plusses +	- Minuses -	I

Weighing the plusses and minuses of online eye exams, would you take an online eye exam? _____

Why / Why not? _____

Regardless of your answer to the previous question, should people have the right to decide for themselves? _____

Why? / Why not? _____

Bonus Video:

Lab-Grown Meat Is Coming to Your Supermarket

Segment Length: 5:53 minutes

This video will spark good discussion in an economics, government, ethics, or critical thinking class.

Description:

Would you eat food grown in a lab? What if there were a way to oppose the killing of animals and still eat meat? If it doesn't come from an animal, is it still meat? This video discusses the development of meat grown in labs and how it can disrupt the traditional, entrenched food interests.

Pair with:

This is a good standalone video, but it can be paired with other videos, such as "Eye Test Innovators" and "Toys Were Us – Now Let's Build Something Better!"

Preview Activity and Questions:

Give half the class question A and the other half question B.

- A) Would you eat lab-grown meat? Why / Why not?
- B) Would you eat lab-cultured animal tissue? Why / Why not?

After a few minutes, poll each group of students. Are there differences? Did the wording of the questions influence their answers?

Discussion and Analysis:

1. Who should decide whether lab-grown meat should be sold?
2. Do we need permission? Is being allowed to eat lab-grown meat the same as not being prevented from eating lab-grown meat?
3. Why would the American Egg Board oppose the sale of JUST Mayo? Why would the United States Cattlemen's Association oppose the sale of lab-grown meat?
4. JUST and other tech companies are disrupting the meat production industry. Is that good or bad? Explain.
5. What political problems might arise for elected representatives who support the sale of lab-grown meat? What political problems might arise for elected representatives who oppose the sale of lab-grown meat?
6. Why does Joshua Tetrick not want to use the term vegan when discussing Just's products?
7. Why are there disputes over the terms "mayo" and "meat"?
8. Is this just another story of an industry trying to prevent competition and disruption of their established business?

Post-Viewing Activities:

1. Research Just, Inc. What products do they already sell? What products do they plan to sell in the near future? What reasons do they give consumers for buying their products?

2. Research either the American Egg Board or the United States Cattlemen's Association. What is their mission? Whom are they trying to protect?
3. What is creative destruction? What developments in the past have been examples of that? What if government protected existing industries and jobs by stopping those developments?

Bonus Video:

Toys Were Us — Now Let's Build Something Better!

Segment Length: 2:24 minutes

This video is a good introduction to the economic concept of creative destruction.

Description:

It is sad when a business we have grown up with closes. Often, that closing is a result of creative destruction. But is that good, bad, or just the natural course in an ever-developing world? This video looks at some of the changes brought about by creative destruction and argues that to stop creative destruction would stop progress.

Pair with:

This video is a good standalone video, but it can be paired with other videos, such as "Eye Test Innovators" and "Lab-Grown Meat Is Coming to Your Supermarket."

Preview Activity and Questions:

Use Think, Pair, Share to have students complete the preview activity. After a few minutes, poll the students and ask them to discuss their answers.

The term “creative destruction” refers to a situation where the development of something new causes the demise of something that already existed. List three examples.

Discussion and Analysis:

1. What are some examples of creative destruction that you would be willing to give up? Would you be willing to stop others from having them? How would that affect others?
2. What toy store is the main example in the video? How was this a case of creative destruction?
3. In order to protect current jobs, should the government stop creative destruction from taking place? Why / Why not?
4. The internet has led to many changes that most people never foresaw. What developments do you see in the next 10 or 20 years? What will be the next internet?

Post-Viewing Activities:

1. Develop a PMI chart about creative destruction.
2. Write an essay that explains creative destruction and discuss whether it is good, bad, or just the natural course of life in an ever-developing world? Should there be limits? Who should decide? What happens when creative destruction is prevented or interfered with?

Bonus Video:

Health Coach Threatened with Jail for Dietary Advice

Segment Length: 2:34 minutes

This video will spark good discussion in a government, health, critical thinking, or ethics class.

Description:

Should there be limits on what advice people can give others? Should people need licenses or permits--government permission—to give advice? Does it matter if the advice giver is being paid? What does that say about the First Amendment? This is a thought-provoking video about free speech and occupational licensing.

Preview Activity and Questions:

Use Think, Pair, Share to have students answer the preview questions. After a few minutes, poll the students and ask them to discuss their answers.

If you want to get advice about good eating habits, should you be able to ask anyone you think can help you, or should you have to ask a person licensed by the state?

OR

Does free speech include advice? Can the advice be paid for or does it have to be free? What's the difference?

Discussion and Analysis:

1. Have you ever given someone advice? Did you check to make sure it was legal? Why / Why not?
2. If Heather Kokesch Del Castillo has a certification as a holistic health coach, why should she also need a state license to advise people?
3. Should the government regulate who can give advice? If so, what kinds of advice should be regulated? What kinds of advice should not be regulated?
4. Heather Kokesch Del Castillo says that what she does is no different from what a blogger or book author does—give advice—but without a state license, she cannot meet with a person face-to-face or electronically without breaking the law. Does that make sense? Why have a law like that?
5. Why doesn't the state prohibit blogs or the sale of books that include advice from people who have not obtained a state license?
6. Why shouldn't the person seeking advice get to decide whom to ask? Why does the state need to be involved? Should this law be abolished?

Post-Viewing Activities:

1. Research occupational licensing laws in your state. What jobs require licenses or certifications? Are there any pending proposals to require licensing for other jobs? How does such licensing impact the ability of people to get jobs?
2. Is there a trend toward increasing or decreasing occupational licensing laws across America? Are any states bucking that trend? Which ones? Why?

Bonus Video:

How Big is the U.S. Debt?

Segment Length: 1:41 minutes

This video will spark good discussion in an economics, government, or critical thinking class.

Description:

Debt. Many people have debt. So does the U.S. government. But people in debt frequently worry about paying it off and hope to live debt-free. U.S. government debt more than doubled between 2008 and 2018, from \$10 trillion to \$21 trillion, yet our elected representatives don't seem to care and vote to spend more money every year.

Preview Activity and Questions:

Use Think, Pair, Share to have students answer this preview question. After a few minutes, poll the students and ask them to discuss their answers.

Have you ever loaned someone money? What if that person paid you back some of it but borrowed more? Would you ever stop loaning that person money? When?

OR

Write this number on the board: \$21,264,843,695,121.88. Ask the students to tell you how much money that is. This was the national debt as of August 1, 2018.

How much do you think the national debt is now?

August 1, 2018 \$21,264,843,695,121.88

August 1, 2008 \$9,556,571,346,593.61

August 1, 1998 \$5,527,738,221,101.41

Discussion and Analysis:

1. If your parents kept spending money on you to keep you happy, without regard to their income, what would eventually happen to them?
2. What if an elected official wanted to spend more money on you? Would you be more or less likely to vote for a candidate who ran for office promising to provide more to you? Why would a candidate want to give you more? (Do you think you deserve it? Why? / Why not?)
3. Are there any limits to how much the government can borrow? Are there any limits to how much people will loan the government? And what happens if they do stop loaning the U.S. government money?
4. Is the national debt problem caused by politicians spending more than the government takes in? Should the government take more from people who earn it? Should people and other countries stop loaning the government more money? Is it our fault? Should we elect leaders who will stop spending money the government does not have? What is the answer to this problem? And what are the unintended consequences to the solutions we think will work?
5. Why did Professor Davies use so many visuals to explain how much debt the United States has?

Post-Viewing Activities:

1. Ask students to write one or both of these quotes in their notebooks and ask them to relate the quote(s) to the video they saw in class.
 - a. Nothing is easier than spending the public money. It does not appear to belong to anybody.
The temptation is overwhelming to bestow it on somebody. – Calvin Coolidge
 - b. Giving money and power to government is like giving whiskey and car keys to teenage boys.
– P.J. O'Rourke
2. What is the national debt today? How much is the federal budget this year? How much money does the government spend on interest payments? What percentage of the budget is interest on the debt? What happens as the interest increases as a percentage of the budget?
3. Use the website <https://treasurydirect.gov/NP/debt/current> to see how much debt the U.S. government was in on the day you were born and how much it was on your last birthday. How much has it gone up while you have been alive?

EDUCATIONAL RESOURCES

“How to” resources for students and teachers, in alphabetical order.

Biography: How to write a biography:

<http://www.infoplease.com/homework/wsbiography.html>

<http://homeworktips.about.com/od/biography/a/bio.htm>

Book Reports:

<http://www.infoplease.com/homework/wsbookreporths.html>

Classroom debates:

<http://712educators.about.com/cs/lessonsss/ht/htdebate.htm>

http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf

<http://busyteacher.org/7245-conducting-class-debate-essential-tips.html>

Cornell note-taking system: A clear, simple explanation:

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<http://www.bucks.edu/~specpop/Cornl-ex.htm>

Man-on-the-street interviews:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://www.wikihow.com/Make-a-Man-on-the-Street-Interview>

http://www.ehow.com/how_2283844_do-man-street-interviews.html

Persuasive essays:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

Slideshow: Preparing effective slideshow presentations

<https://blog.hubspot.com/marketing/easy-powerpoint-design-tricks-ht>

<https://learning.linkedin.com/blog/design-tips/5-best-practices-for-making-awesome-powerpoint-slides>

<http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx>

Think, Pair, Share instructional strategy, with examples:

<http://readingquest.org/tps.html>

Think, Pair, Share video explanation:

<https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>

Speaking to a class:

<https://www.hamilton.edu/oralcommunication/tips-for-effective-delivery>

Videos:

https://www.ezvid.com/how_to_make_a_video_presentation_for_school_or_work

http://kidsvid.4teachers.org/nav_pages/teaching.shtml

ADDITIONAL RESOURCES

John Stossel has many more videos available on his YouTube channel.

<https://www.youtube.com/user/rickjohn12000>

Learn Liberty explores the ideas of a free society, with more than 300 brief videos on a vast array of topics including economics, education, environmentalism, foreign policy, the NSA, philosophy, poverty, public policy, regulations, student debt, voting, and the war on drugs.

<http://www.learnliberty.org>

Marginal Revolution University has a wide range of brief, entertaining economics videos that are useful in a class and courses that help people develop their inner economist.

<https://www.mruniversity.com/>

ReasonTV has a wide range of brief, classroom appropriate videos that challenge conventional beliefs about the role of government in people's lives and businesses.

<http://reason.com/reasontv>

Izzit.org offers a daily current events service and classroom videos by television producers who create and distribute programs that spark curiosity and lively classroom discussions.

<http://www.izzit.org>

ReadWriteThink is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. It provides lessons, standards, and student materials.

<http://www.readwritethink.org/about.html>

Sciencenetlinks.com offers a wealth of resources for K-12 science educators, as well as standards-based Internet experiences for students.

<http://www.sciencenetlinks.com>

The Center for Civic Education posts national civics and government standards and programs for teachers and students, like "We the People: The Citizen & the Constitution."

<http://www.civiced.org/index.php?page=stds>

Teaching resources for English teachers, includes resources, lessons, and activities

<http://www.webenglishteacher.com>

How to create a wiki: video

<http://www.commoncraft.com/video-wikis-plain-english>

How to create a wiki: slide show

<http://www.slideshare.net/suesbent/how-to-create-a-wiki/>

Zunal WebQuest Maker is a web-based software for creating WebQuests in a short time without writing any HTML codes.

<http://zunal.com/>

Rubistar is a free tool to help teachers create quality rubrics for assessment.

<http://rubistar.4teachers.org/>

Common Sense Economics website includes instructor resources and student resources, including links to some economics activities and comics.

<http://www.commonseconomics.com>

Ayn Rand Institute is a nonprofit organization that introduces young people to Ayn Rand's novels, supports scholarship and research based on her ideas, and promotes the principles of reason, rational self-interest, individual rights, and laissez-faire capitalism.

<http://www.aynrand.org>

Education World® posts links to national standards in social studies, U.S. history, and civics and offers various activities that integrate current events into the study of these subjects.

http://www.education-world.com/standards/national/soc_sci/index.shtml

EconomicsAmerica® offers a list and description of each national voluntary standard in economics. Online lessons for each standard and all concepts are offered.

<http://www.ncee.net/ea/standards/>

Smithsonian Education offers various resources for U.S. history, culture, and other subjects.

<http://www.smithsonianeducation.org/educators/index.html>

High School Economics Topics, with definitions and articles

<http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html>

Produced by Annenberg Media, Learner.org provides free professional development and teacher resources in many subjects.

<http://www.learner.org>

Discovery Education provides lesson plans and resources in many subject areas.

<http://school.discoveryeducation.com/>

The Library of Economics and Liberty offers resources for students, teachers, researchers, and aficionados of economic thought.

<http://www.econlib.org/>

The Fraser Institute's Economic Freedom of the World Project

<http://www.freetheworld.com/>

Gapminder promotes sustainable global development, by increased use and understanding of statistics and other information about social, economic, and environmental development at local, national, and global levels. Visually friendly videos and charts

<http://www.gapminder.org>

The Foundation for Economic Education has an online library, a searchable index of past articles from its monthly journal, and information on seminars for students and teachers.

<http://www.fee.org/>

A global organization working to fight corruption

<http://www.transparency.org>

Character Education resources, lessons, character building experiences, and more

<http://www.goodcharacter.com/>

Stossel in the Classroom has a longer list, sorted by category, of free online resources at our website:

<http://stosselintheclassroom.org/resources/>

Teachers who would like to recommend websites to be included in our additional resources section may submit their suggestions by email to custsvc@stosselintheclassroom.org, subject line: "resource_to_add." Or if you have any feedback to share on how you and/or your students enjoyed this DVD, which videos you especially liked, which lessons worked best with

your students, or how you created your own lessons, etc., please send your comments to: custsvc@stosselintheclassroom.org with subject line: "teacher_idea_to_share"

Visit us on the web at <http://stosselintheclassroom.org/>