

Stossel  
IN THE CLASSROOM

# 2020 EDITION Teacher Guide

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**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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# Green New Deal: Fact versus Fiction

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Segment Length: 8:23 minutes

## **Lesson Description:**

The proposed Green New Deal aims to eliminate fossil fuels and put a stop to carbon emissions in the United States. But is that really feasible? How dependable are renewable energies at this stage in their development? Just how “green” is the development of renewable energy sources? What will be the costs of eliminating fossil fuels? Is the Green New Deal *really* the answer we’re looking for?

## **Concepts & Key Terms:**

*Renewable energy* – Energy from a source that is not depleted when used, such as wind or solar power

*Subsidy* – Money granted by the government to assist an industry or business.

*Carbon emissions* – Usually refers to carbon dioxide produced by humans through automobiles, planes, factories, and power plants.

## **Objectives:**

Students will be able to:

- explain the goals of the Green New Deal proponents
- discuss the pros and cons of the Green New Deal
- explain arguments used by the proponents and opponents of fossil fuels
- evaluate the arguments for and against the Green New Deal

## **Preview Activity:**

Distribute the K-W-L charts 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:**

We recommend 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. inconsistent
2. environmentally hazardous
3. clean
4. coal
5. seventy percent
6. Poor people
7. work

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# Green New Deal: Fact versus Fiction

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. Renewable is especially hard, because it's so \_\_\_\_\_.
2. You have to mine all these materials for the batteries and those mines are \_\_\_\_\_.
3. Billions in subsidies, but solar still makes up less than one percent of America's energy, and wind just two percent. And none of that energy is really \_\_\_\_\_.
4. Many electric car buyers don't realize that most of America's electricity comes from \_\_\_\_\_ and natural gas.
5. Germany foolishly shut down a lot of their nuclear plants. So what did they wind up doing instead? They wound up burning more coal. France, on the other hand, gets more than \_\_\_\_\_ of its power from nuclear energy, they pay some of the lowest electricity rates in Europe, and their emissions are excellent.
6. If the Green New Dealers win, who's hurt the most? \_\_\_\_\_. Having energy and food cost more means it's a higher percentage of the household budget, that's who we hurt.
7. Whatever policies we put in place to protect the planet, your first responsibility is to make sure they \_\_\_\_\_.

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

What are some examples of renewable energy? \_\_\_\_\_

Before watching this video, what was your opinion of the Green New Deal and renewable energy? \_\_\_\_\_

Did this video change your opinion on the Green New Deal and renewable energy? \_\_\_\_\_.

Please explain. \_\_\_\_\_



### **Discussion and Analysis:**

1. James Meigs of *City Journal* says that wind and solar energy have their place, but won't get the job done by themselves. What did he mean by this?
2. Mark Mills of the Manhattan Institute explains that even renewable energies have a significant environmental cost. What are some of those costs? Did you know this before watching the video? How does it affect your opinion of renewable energy?
3. Some renewable energy companies receive billions of dollars in subsidies. Should the government be spending taxpayer dollars to help these companies or should the companies use investor money to experiment and develop new sources of power? What difference does it make?
4. James Meigs says that we should "make sure we're spending money on stuff that really works." Why do you think the Green New Deal focuses on wind and solar power if they're not the best solutions?
5. Electric cars are often touted as clean alternatives to traditional automobiles, but they still cause carbon emissions. How so? Does the fact that most electricity in the U.S. comes from coal and natural gas change your opinion of electric cars? Why / Why not?
6. Why is nuclear energy touted as an option? How can it be an improvement to burning fossil fuels?
7. France, which gets more than 70% of its power from nuclear energy, has affordable energy and low carbon emissions. Should more countries be focused on nuclear energy as an alternative to fossil fuels? Why / Why not?
8. The Green New Deal could significantly raise the cost of energy, which would disproportionately hurt the poor. Are the Green New Deal's goals worth it? Why / Why not?
9. Is it the government's place to decide what kind of energy Americans should or should not be using? Why / Why not?
10. Now that you've watched the video, which of the following energy sources do you think is the best option: renewable, nuclear, or fossil fuels? Why? Would your answer have been different before watching the video?

### **Discuss These Lines from the Video**

1. [Zero carbon emissions] is a goal you could only imagine possible if you have no idea how the energy economy works or how energy is produced in this country.
2. You have to mine all these materials for the batteries and those mines are environmentally hazardous. Disposing of batteries is hazardous.
3. You have to consume a hundred barrels of oil's worth of energy in China to make that battery pack. They have to dig up a thousand pounds of stuff to process it. Digging up is done with oil, by the way, big machines. So we're consuming energy to "save energy." It's not a good path to go.

4. We should also make sure we're spending money on stuff that really works, and right now we're doubling down on technologies like wind and solar that have their place, but they're not going to get the job done by themselves.
5. Every energy source...uses land, uses materials to make the technology, and always uses hydrocarbon along the way.
6. More people have died falling off roofs installing solar panels than in the entire history of nuclear power in the U.S.
7. People aren't stupid, but they are vulnerable to fear.
8. They want to impoverish all of humanity today to solve a punitive problem in the future. I think that's immoral.
9. We're charging more for people who can't afford it, and we give money to wealthy people in the form of subsidies to buy \$100,000 cars, to put expensive solar arrays on their roofs, or to be investors in wind farms.
10. Whatever policies we put in place to protect the planet, your first responsibility is to make sure they work.

### **Quotes for Discussion:**

We need to make sure our solution doesn't cost more than the problem. If we look at the science and stop believing the end of the world is nigh, our decisions will be much smarter.  
– Bjorn Lomborg

Change takes courage.  
– Alexandria Ocasio-Cortez

Because we can expect future generations to be richer than we are, no matter what we do about resources, asking us to refrain from using resources now so that future generations can have them later is like asking the poor to make gifts to the rich.  
– Julian Simon

As the nation at last confronts global warming, it is no time for denial, greed, cynicism, or pessimism.  
– Bernie Sanders

Let's put some of that burgeoning wealth in nuclear, fission and fusion, so that it can take over from gas in the second half of this century. That is an engineerable, clean future. Everything else is a political displacement activity, one that is actually counterproductive as a climate policy and, worst of all, shamefully robs the poor to make the rich even richer.  
– Matt Ridley

I think so long as fossil fuels are cheap, people will use them and it will postpone a movement towards new technologies.  
– Paul Krugman

The popular notion is that Americans are addicted to fossil fuels, but I find that's not true; most people would be happy to power their lives with anything else.  
– Bill McKibben

Many anti-energy groups display little appreciation of the extent to which modern economies depend pervasively on the use of fossil fuels and petrochemical products.  
– Robert Higgs

We should not just consume hydrocarbon fuel but use it to develop nuclear energy, hydro power and renewable energy sources.  
– Vladimir Putin

I think so long as fossil fuels are cheap, people will use them and it will postpone a movement towards new technologies.  
– Paul Krugman

I think the cost of energy will come down when we make this transition to renewable energy.  
– Al Gore

If a power station were to be built down the road, I'd prefer a nuclear plant over an oil burner, and definitely over a coal burner. We simply have to lessen our consumption of fossil fuels.  
– James Lovelock

### **Activities:**

1. Have students complete the K-W-L chart that they began prior to watching the video.
2. Distribute copies of the Venn diagram and have students complete in pairs or for homework.
3. Show the class Michael Shellenberger's TED Talk "Why Renewables Can't Save the Planet."  
<https://www.youtube.com/watch?v=N-yALPEpV4w>
4. Show the class izzit.org's Energy Solutions: Who Chooses? video about an 800-year old German town being demolished to access the coal under it after Germany shut down nuclear power plants.  
[https://www.izzit.org/products/detail.php?video=energy\\_solutions](https://www.izzit.org/products/detail.php?video=energy_solutions)
5. What are the negative effects of using fossil fuels? Research this and present your findings on a poster board or in a slideshow.
6. Conduct a classroom debate on the Green New Deal. To get students to look at the proposal from a different perspective, consider having them argue from a position with which they disagree. Students should be given time to research their position prior to debating.
7. Write and produce a public service announcement (PSA) in which you support or oppose either the Green New Deal or the use of fossil fuels. Be sure to advocate strongly for the side you take, using evidence to support your position. The PSA may be presented as a video (TV spot), audio (radio spot), PowerPoint presentation, or on a storyboard. The PSA may be a group or individual project.
8. In a five-paragraph persuasive essay, argue in favor of or against the Green New Deal. Make sure to include your thesis statement in your introduction, and in one of your body paragraphs, explore the opposition's argument and the reasons you think they are wrong.
9. Produce a "man-on-the-street" video in which you ask people if they know what the Green New Deal is, whether or not they support it, and what details they know about it.
10. Write a persuasive essay in which you explain the arguments for and against the Green New Deal and take a position on whether it should be passed or rejected.
11. Show the class John Stossel's video: A Green Car's Dirty Secret?  
[https://stosselintheclassroom.org/videos/a\\_green\\_cars\\_dirty\\_secret/](https://stosselintheclassroom.org/videos/a_green_cars_dirty_secret/)

12. Solyndra was an American company that received federal funds to produce American-made solar panels. Research and write a report on Solyndra.
13. Research and prepare a slideshow comparing life in a country with little fossil fuel-based energy with life in a country with an abundance of fossil fuel-based energy.
14. Throughout a 24-hour period, list each time you use a fossil fuel-related energy. Then write an essay in which you discuss how much you depend on fossil fuels. In your conclusion, you might want to discuss what you could do to reduce your dependence on fossil fuels.

Name \_\_\_\_\_

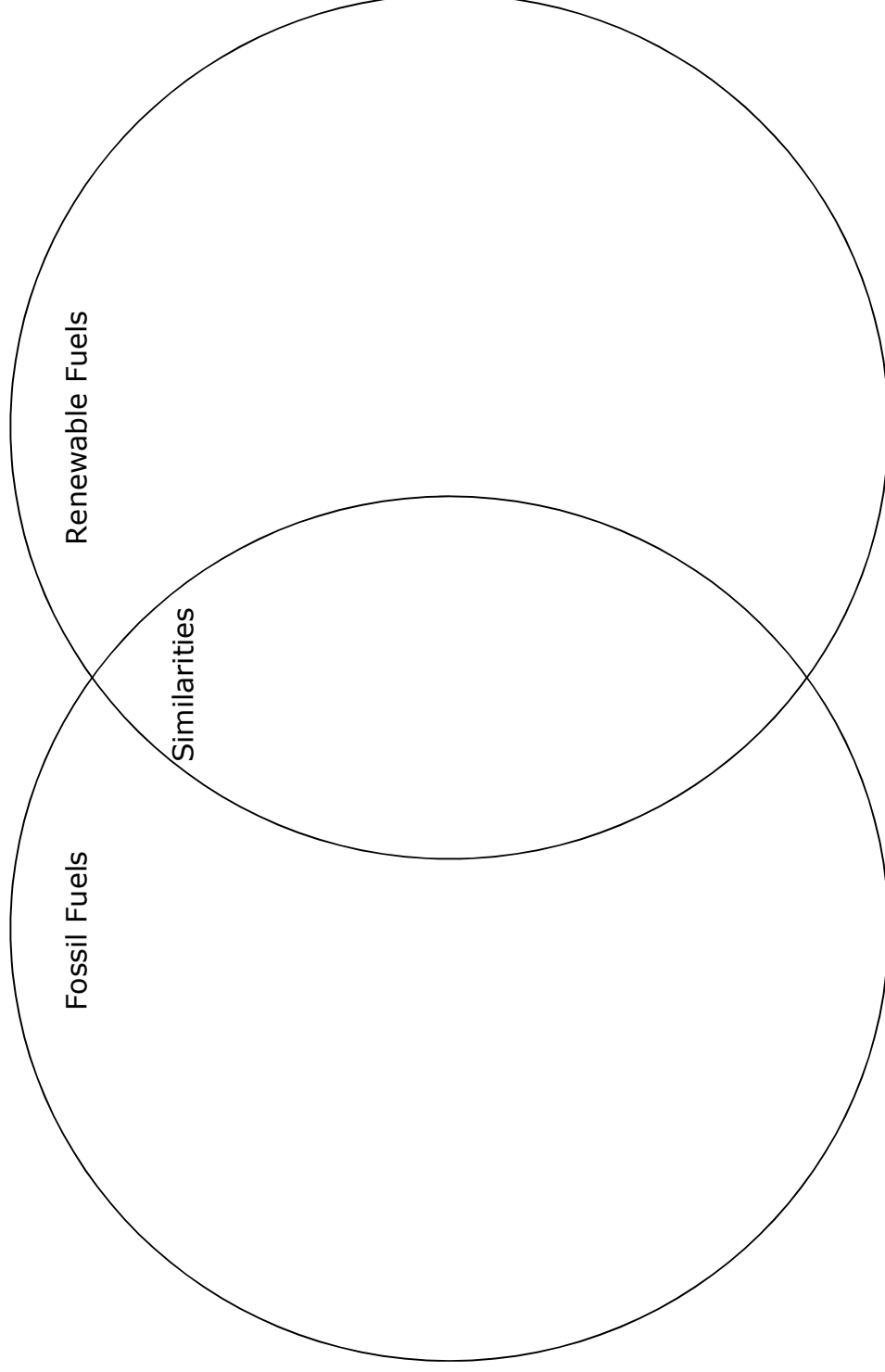
Date \_\_\_\_\_

Class \_\_\_\_\_ Per \_\_\_\_\_

Teacher \_\_\_\_\_

## Green New Deal: Fact versus Fiction Venn Diagram

**Directions:** Complete the Venn Diagram to compare and contrast fossil fuels and renewable energy resources.





Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_ Per \_\_\_\_\_

Teacher \_\_\_\_\_

## Green New Deal: Fact versus Fiction 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.

<b>K</b>	<b>W</b>	<b>L</b>
What I know about the Green New Deal:	What I want to know about the Green New Deal:	What I've learned about the Green New Deal:

Based on what I have learned about the Green New Deal, I think \_\_\_\_\_

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# Inequality Myths

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Segment Length: 4:06 minutes

## **Lesson Description:**

Income inequality is considered a major issue in the United States. U.S. Senator Bernie Sanders claims that the rich get richer and the poor get poorer. But is this true? While the rich have gotten much wealthier over the past four decades, the poor have also gotten richer. Poverty is dropping, and standards of living have improved for all income levels. Income inequality does exist, but is it a problem that needs a solution?

## **Concepts & Key Terms:**

*Income inequality* – The extent to which income is distributed unevenly among the population. This is often described as the gap between the richest and the rest citizens.

*Zero sum game* – A situation in which one person or group can win only by if another person or group loses. An often-used example is comparing the economy to a pizza pie.

*Economic mobility* – The ability of an individual or family to improve (or lower) their economic status.

## **Objectives:**

Students will be able to:

- explain the concept of income inequality
- explain the concept of economic mobility
- discuss income inequality in the United States
- compare the actual results of income inequality with the appearance of income inequality

## **Preview Activity:**

Ask the students: Who deserves to make more money, the president of a large corporation or an all-star quality professional athlete? Who deserves to make more money, a sanitation collector or an insurance agent? How do you know? How are these things decided in a free market? How else could they be decided?

## **Viewing Guide:**

We recommend 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. income inequality
2. poverty
3. Americans
4. everything
5. different

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# Inequality Myths

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. People keep talking about the evil of \_\_\_\_\_.
2. Worldwide, more than a billion people rose out of \_\_\_\_\_.
3. Economists at Harvard and Berkeley crunched the numbers and found that most people born to the richest fifth of \_\_\_\_\_ fall out of that bracket within 20 years.  
Likewise, most born to the poorest fifth climb to a higher quintile, some make it all the way to the top.
4. There's inequality in \_\_\_\_\_. There's inequality in free time. There's inequality in parents. I don't have any parents or grandparents.
5. We're all so \_\_\_\_\_ in so many ways.

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

What is income inequality? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does income inequality affect you? \_\_\_\_\_ Why / Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does someone earning more money mean you earn less? \_\_\_\_\_ Please explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did this video change your opinion of income inequality? \_\_\_\_\_ Why / Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Discussion and Analysis:**

1. The phrase “the rich get richer and the poor get poorer” implies that the economy is a zero-sum game. Is it? Do the rich only get rich at the expense of others?
2. Why do some people have more money than others? Why do some people make more money than others? How are salaries incentives?
3. Do rich people deserve all the money they have? Why / Why not? Who should decide how much people are allowed to earn and keep?
4. Should the government pass laws such as higher taxes on the rich or restrict incomes to combat income inequality? What might be the results—intended and unintended—of such laws?
5. According to the video, while poor Americans have gotten 32 percent richer over the past forty years, rich Americans have gotten 200 percent richer. Is this a problem? Why / Why not?
6. In addition to getting richer, poorer Americans have benefitted from the leaps in technological innovation over the past four decades. What innovations do you benefit from that past generations didn't? How have these innovations helped or hurt the poor?
7. According to John Stossel, incomes tend to be equal when everyone is poor. Why do you think that is?
8. John Stossel asked, “How is it not wrong that some people have so much more than others?” How would you answer that question?
9. What is the difference between equality of opportunity and equality of outcome? Is it possible to have equality of outcome in a free society? Why / Why not? Given the choice between freedom and equality, which would you choose? Why?
10. How is income inequality a by-product of freedom?
11. If you were to look up wealth and income inequality, you'd see the term "unequal distribution of financial assets." Who's doing the distributing? Why are the assets being "distributed" that way?
12. John Stossel says, “We’re all so different in so many ways.” How does this relate to income inequality?
13. Do attempts to force income equality ignore our uniqueness? Explain.
14. In the video, John Stossel said, “[A]s the rich got richer, most poor people got richer, too. Worldwide, more than a billion people rose out of poverty.” Did you know this before watching the video? How does this fact affect your opinion of income inequality?
15. If we begin, today, with everyone having the same amount of money, would it stay that way? Why / Why not? How could we ensure that it did stay that way?
16. What examples of income inequality have you encountered in your own life?

## **Discuss These Lines from the Video**

1. The rich get richer, and the poor get poorer.
2. As we've increased the number of billionaires around the world, extreme poverty has actually shrunk down.
3. Yes, the rich got even richer, but why is that a problem?
4. I didn't gain as much as he did, but I don't see how I'm hurt. I'm thirty-two percent richer.... And it doesn't even count all the cool new stuff innovation gave me.
5. Most people born to the richest fifth of Americans fell out of that bracket within twenty years. Likewise, most born to the poorest fifth climbed to a higher quintile. Some make it all the way to the top.
6. If you just look at the billionaires on the Forbes richest list, most are self-made. In other words, they didn't inherit the money, they created their own fortunes.
7. Incomes tend to be equal when everyone is poor.
8. Total equality isn't possible. Some people are just better singers than others. The best athletes are just physically different.
9. We're all so different in so many ways.

## **Quotes for Discussion:**

Americans have so far put up with inequality because they felt they could change their status. They didn't mind others being rich, as long as they had a path to move up as well. The American Dream is all about social mobility in a sense—the idea that anyone can make it.

– Fareed Zakaria

As long as poverty, injustice, and gross inequality persist in our world, none of us can truly rest.

– Nelson Mandela

There is, happily, a non-redistributive approach to address income inequality—one that doesn't rely upon government. It's to grow the pie. That is, create more decent jobs that pay more.

– Andrew Yang

A nation will not survive morally or economically when so few have so much, while so many have so little.

– Bernie Sanders

A society with great income inequality may have no poor people, and a society with no income inequality may have nothing but poor people.

– Robert Higgs

Experience demands that man is the only animal which devours his own kind, for I can apply no milder term to the general prey of the rich on the poor.

– Thomas Jefferson

The day will come when our Republic will be an impossibility because wealth will be concentrated in the hands of a few. When that day comes, we must rely upon the wisdom of the best elements in the country to readjust the laws of the nation.

– James Madison



There is always inequality in life. Some men are killed in a war and some men are wounded and some men never leave the country. Life is unfair. – John F. Kennedy

An imbalance between rich and poor is the oldest and most fatal ailment of all republics. –Plutarch

Even the striving for equality by means of a directed economy can result only in an officially enforced inequality – an authoritarian determination of the status of each individual in the new hierarchical order. – Friedrich von Hayek

No person, I think, ever saw a herd of buffalo, of which a few were fat and the great majority lean. No person ever saw a flock of birds, of which two or three were swimming in grease, and the others all skin and bone. – Henry George

People differ in capacity, skill, health, strength; and unequal fortune is a necessary result of unequal condition. Such inequality is far from being disadvantageous either to individuals or to the community. – Pope Leo XIII

The disposition to admire, and almost to worship, the rich and the powerful, and to despise, or, at least, to neglect persons of poor and mean condition is the great and most universal cause of the corruption of our moral sentiments. – Adam Smith

The man of great wealth owes a peculiar obligation to the state because he derives special advantages from the mere existence of government. – Theodore Roosevelt

Another means of silently lessening the inequality of property is to exempt all from taxation below a certain point, and to tax the higher portions of property in geometric progression as they rise. – Thomas Jefferson

Even when repressed, inequality grows; only the man who is below the average in economic ability desires equality; those who are conscious of superior ability desire freedom, and in the end superior ability has its way. – Will Durant

The worst form of inequality is to try to make unequal things equal. – Aristotle

### **Activities:**

1. Have students complete the PMI chart.
2. Distribute individual quotes from the Quotes for Discussion section to pairs of students. Have the students discuss the meaning of the quote, and write the meaning on the back of the quote. Collect the quotes and the students' explanations as an exit ticket.
3. Show the class the Khan Academy video "Is rising inequality necessarily bad?"

<https://www.khanacademy.org/economics-finance-domain/macroeconomics/macroeconomics-income-inequality/piketty-capital/v/inequality-good-or-bad>

4. Show the class "2081," a video based on Kurt Vonnegut's short story "Harrison Bergeron."

5. Conduct a classroom debate on the issue of income inequality in the United States. To get students to look at income inequality 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.
6. Read and write a report on Kurt Vonnegut's short story "Harrison Bergeron." Be sure to relate the story to the debate over inequality.
7. Produce a "man-on-the-street" video in which you ask people what they think about income inequality. If they think it is a problem, what do they think is the solution?
8. Write a persuasive essay income inequality. Be sure to address the opposing side of the argument in your essay.
9. Write a tweet, poem, or song about income inequality.
10. Use the internet to find a news article about income inequality. Then, write a summary of it.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_ Per \_\_\_\_\_

Teacher \_\_\_\_\_

**Inequality Myths PMI Chart**

- P = Plus:** What might be some positive effects of income inequality?
- M = Minus:** What might be some negative effects of income inequality?
- I = Interesting:** What are some interesting aspects of income inequality?

+ Plusses +	- Minuses -	I

Is income inequality unfair? \_\_\_\_\_. Why / Why not? \_\_\_\_\_

\_\_\_\_\_

Would you support government regulations to limit income inequality? \_\_\_\_\_. Why / Why not? \_\_\_\_\_

\_\_\_\_\_

If you do support government rules to limit income inequality, what types of limits do you think would work? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Sugar's Sweetheart Deal

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Segment Length: 5:09 minutes

## **Lesson Description:**

When you think of welfare programs, do you think of poor people? In the United States, the biggest recipients of welfare are corporations such as America's largest sugar producers. The U.S. government spends billions of dollars subsidizing sugar companies. These subsidies not only cost taxpayers, but they also keep sugar prices higher than they would otherwise be, hurting small businesses and costing consumers even more money. Why does the sugar industry get such a sweetheart deal?

## **Concepts & Key Terms:**

*Subsidy* – A sum of money granted by the government to assist an industry or business.

*Crony capitalism* – An economic system characterized by close, mutually advantageous relationships between business leaders and government officials.

*Concentrated benefits and dispersed costs* – A situation in which the benefits of a policy (such as a subsidy) go to a small group, while the cost of the policy is spread out among many people. This leads to a situation in which the beneficiaries have a strong incentive to protect the policy, while each individual who is paying the cost has a much smaller incentive to challenge it.

## **Objectives:**

Students will be able to:

- discuss the pros and cons of the U.S. Sugar Program
- explain arguments used by the proponents and opponents of sugar subsidies
- apply the concept of concentrated benefits and dispersed costs to government subsidies
- evaluate the costs and benefits of government subsidies to farmers

## **Preview Activity:**

Ask students to develop a list of foods that have sugar as an ingredient. Then have them compare lists. Ask the pairs to determine what would happen if the price of sugar doubled. Have several pairs of students answer the question, being sure to explain why.

OR

Use Think, Pair, Share to have students answer one set the following questions, then compare and discuss their answers. After a few minutes, ask the students to explain their answers to the class.

1. What is welfare? Who gets welfare? Why?

OR

2. Why does the government spend so much money? Where does that money come from? Why don't taxpayers do something about it?

## **Viewing Guide:**

We recommend 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. taxpayers
2. food
3. import
4. lobby
5. sugar
6. more



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# Sugar's Sweetheart Deal

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. Ross Marchand of the Taxpayers Protection Alliance points out that sugar producers get bailouts by us \_\_\_\_\_ whenever sugar prices fall below a certain level.
2. Oh, please; imports increase our supply of \_\_\_\_\_.
3. But sugar prices rarely do fall because America imposes quotas on domestic production, and limits how much sugar we can \_\_\_\_\_.
4. The multi-billion-dollar handout costs each of us maybe ten or twenty dollars. We're not going to go to Washington to \_\_\_\_\_ against that, but each American sugar farmer made roughly three million dollars a year extra, so each of them is willing to spend a lot of time and money making sure the law stays that way.
5. Is it fair for customers to pay double the world-rate for \_\_\_\_\_?
6. The fact that sugar is in everything means that healthy unhealthy products alike are going to cost \_\_\_\_\_. And all that money is going to that handful of rich politically connected growers and processors

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

What is a "government subsidy"? \_\_\_\_\_

\_\_\_\_\_

Who benefits from sugar subsidies? \_\_\_\_\_

Who is negatively impacted by sugar subsidies? \_\_\_\_\_

The cost of sugar subsidies is spread out, while the benefits go to a small group. This is called "concentrated benefits and dispersed costs." Why is this an impediment to eliminating sugar subsidies? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Discussion and Analysis:**

1. John Stossel said that America's biggest welfare recipients are corporations. Did you know that before watching this video? Why do you think welfare programs are normally associated with the poor when corporations are the biggest recipients?
2. While the American Sugar Alliance argues that we shouldn't rely on other countries for sugar, we import other food products and rarely encounter shortages. Is the American Sugar Alliance's concern valid? Why / Why not? What other reason might it have for making that claim?
3. American businesses that use sugar in their products are hurt by the higher sugar prices as a result of import restrictions. Do you think politicians know this? Why might they still enact such restrictions?
4. Because sugar corporations benefit so much from government assistance, they have a strong incentive to lobby the government to maintain these policies. But the amount that individual taxpayers must pay is relatively low, so they have a much smaller incentive to challenge the policies. What is this called? Why is this a problem?
5. What can be done to change the current incentive structure so that politicians cannot favor some politically connected people and businesses at the expense of others?
6. How might the U.S. be different if we abolished the U.S. Sugar Program? Would there be more jobs or fewer jobs? Lower prices or higher prices? Lower taxes or higher taxes? Explain for each.
7. Some American politicians oppose ending U.S. sugar subsidies because other countries have their own subsidies, and that might put the American sugar industry at a disadvantage. Is this a good argument? Why / Why not?
8. John Stossel's message for big sugar and big government is "get out of my life!" Name some other examples of government helping some businesses at the expense of the rest of us.
9. John Stossel said that sugary products "are bad for us. Maybe it's good we eat less because they cost more." Some politicians have argued for taxes on sugary foods for the same reason. Is raising prices a good way to get people to eat less junk food? Why / Why not?
10. Does forcing prices higher work reduce sugar consumption? Does forcing prices higher hurt anyone?
11. Is reducing sugar consumption government's job? Why / Why not? How else might government get people to consume less sugar?
12. After watching the video and discussing it in class, are you in favor of the sugar subsidies? Why / Why not?

## **Discuss These Lines from the Video**

1. Welfare payments. When people hear that, most of us think about poor people lined up for food stamps and rent subsidies. But America's biggest welfare recipients are politically connected corporations.
2. There are no import restrictions on most other foods, and we have ample supplies of them.

3. These are Stalin-style price controls and supply controls, and it does not help anyone.
4. The multi-billion-dollar handout costs each of us maybe ten or twenty dollars. We're not going to go to Washington to lobby against that.
5. Americans must pay billions more for food because Congress restricts imports of cheaper sugar from places like Brazil and India.
6. Is it fair for customers to pay double the world-rate for sugar? Is it fair for taxpayers to have to bailout a handful of super rich, super-connected sugar processors?
7. Every time you buy anything made of sugar, you're getting ripped off by a clever group of businessmen who got your politicians to pass special laws for sugar.

### **Quotes for Discussion:**

If 50 percent of the people were sugar farmers, you couldn't possibly have sugar quotas, because it costs too much to the others. But if 1 percent of the people are sugar producers, for each dollar that they get, that's divided among 99 people, so it's only one cent to the individual.

– Milton Friedman

As long as government has the power to regulate business, business will control government by funding the candidate that legislates in their favor.

–Mary J. Ruwart

There is a huge difference between free market capitalism that democratizes a country and makes us more efficient and prosperous, and corporate crony capitalism.

– Robert F. Kennedy, Jr.

When the government makes loans or subsidies to business, what it does is to tax successful private business in order to support unsuccessful private business.

– Henry Hazlitt

When corporations get special handouts from the government—subsidies and tax breaks—it costs you.

– Robert Reich

Under a system in which no single question is submitted to the electorate for direct decision, an ardent minority for or against a particular measure may often count for more than an apathetic majority.

– Patrick Devlin

Every time you cut programs, you take away a person who has a vested interest in high taxes and you put him on the tax rolls and make him a taxpayer. A farmer on subsidies is part welfare bum, whereas a free-market farmer is a small businessman...

– Grover Norquist

### **Activities:**

1. Have students complete the cloze activity, located at the end of this guide.
2. Show the class “Super Bowl of Welfare” and ask your students to relate it to “Sugar’s Sweetheart Deal.”

[https://stosselintheclassroom.org/videos/super\\_bowl\\_of\\_welfare](https://stosselintheclassroom.org/videos/super_bowl_of_welfare)

3. Show the class “Why Politicians Don’t Cut Spending” and have them answer the questions that follow.

[https://stosselintheclassroom.org/videos/why\\_dont\\_cut](https://stosselintheclassroom.org/videos/why_dont_cut)

- A) Can government spend too much money? How much is too much?
- B) Why doesn’t government just stop spending so much money?
- C) What political problems might arise for elected representatives who try to reduce government spending?
- D) Explain the term concentrated benefits and dispersed costs?
- E) Benjamin Powell connects voting to government spending and explains this in terms of incentives. Why do people have different incentives to vote or not to vote?
- F) What can be done to change this? Why happens if we don’t?

4. Read and write a summary of “Sugar Subsidies Are Welfare for the Rich” by John Stossel.

<https://reason.com/archives/2019/02/27/sugar-subsidies-are-welfare-for-the-rich>

5. Conduct a classroom debate on the topic of sugar subsidies or corporate welfare.
6. Write a persuasive essay in which you explain the arguments for and against the U.S. Sugar Program and take a position on whether it should be maintained or abolished.
7. Research and write an essay on the concept of concentrated benefits and dispersed costs. What are some other examples?
8. Show the class the video “Why Is There Corn in Your Coke?” and ask your students to relate it to “Sugar’s Sweetheart Deal.”

<https://www.youtube.com/watch?v=fGOj8kBpsD4>

9. Research and write a report on crony capitalism. How does it differ from free market capitalism? Why is it even called capitalism?
10. High fructose corn syrup is used in many products as a substitute for sugar. Does its use affect prices of other goods? What are the unintended consequences of government support of sugar growers?
11. Subsidies can lead to unintended consequences, which, in economics, are also called secondary effects. What does “unintended consequences” mean, with regard to sugar subsidies and price supports? Why are they called “secondary effects”? Produce a report about the unintended consequences of sugar subsidies and price supports. After investigating the topic, determine whether or not you believe sugar subsidies and price supports are good ideas.
12. Sugar is not the only agricultural product that is subsidized? Why other agricultural products are subsidized? Investigate and report back to the class.
13. Research the corn and ethanol industry in the America. How does the federal government support ethanol production? Why? How does that support affect the price we pay for corn? How does support for ethanol affect prices of other agricultural and non-agricultural goods? What are the unintended consequences of government support of ethanol production?

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

## Sugar Subsidies Are Killing Small Businesses

### Cloze Activity

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

ingredient	handful	enacted	overseas
employed	consumers	government	federal
restrictions	jobs	companies	harmful

Ronald Reagan liked to say, "The most terrifying words in the English language are: I'm from the \_\_\_\_\_ and I'm here to help." For America's small business owners, these words still ring true. Many outdated, \_\_\_\_\_, and baffling government programs need to change. Perhaps no program fits that description better than the \_\_\_\_\_ government's sugar subsidy program.

The sugar subsidy program was originally \_\_\_\_\_ to help small sugar growers but it has morphed into a tangled program of taxpayer-backed loans, government mandates, and import \_\_\_\_\_. This program — which is a hidden tax on manufacturers, food entrepreneurs, and \_\_\_\_\_ to the tune of \$2.4-\$4 billion a year — benefits only a \_\_\_\_\_ of wealthy sugar processors. The cost of this program is borne by small food manufacturers, bakers, chocolate makers, and other businesses that use sugar as an \_\_\_\_\_ in their products. Because of these subsidies, sugar prices in the U.S. are twice as high as sugar prices in the rest of the world.

American \_\_\_\_\_ are also on the line, as U.S. companies are forced to compete with companies abroad that pay lower prices for sugar. From 1997 to 2015, the sugar program killed about 123,000 jobs, according to the U.S. Census Bureau. The U.S. Department of Commerce estimates that for every sugar-growing job saved through high U.S. sugar prices, about three American manufacturing jobs are lost. Why? Because many \_\_\_\_\_ have moved their operations \_\_\_\_\_ to take advantage of the lower-priced sugar.

Congress should reform the sugar subsidy program. America's businesses and the hundreds of thousands of people \_\_\_\_\_ in food manufacturing are depending on it.

This Cloze Activity is adapted from "Sugar Subsidies Are Killing Small Businesses" By Karen Kerrigan [https://www.realclearpolicy.com/articles/2018/04/30/sugar\\_subsidies\\_are\\_killing\\_jobs\\_and\\_small\\_businesses.html](https://www.realclearpolicy.com/articles/2018/04/30/sugar_subsidies_are_killing_jobs_and_small_businesses.html)



Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

## Sugar Subsidies Are Killing Small Businesses

### Cloze Activity (Answer Sheet)

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

ingredient	handful	enacted	overseas
employed	consumers	government	federal
restrictions	jobs	companies	harmful

Ronald Reagan liked to say, "The most terrifying words in the English language are: I'm from the government and I'm here to help." For America's small business owners, these words still ring true. Many outdated, harmful, and baffling government programs need to change. Perhaps no program fits that description better than the federal government's sugar subsidy program.

The sugar subsidy program was originally enacted to help small sugar growers, but it has morphed into a tangled program of taxpayer-backed loans, government mandates, and import restrictions. This program — which is a hidden tax on manufacturers, food entrepreneurs, and consumers to the tune of \$2.4-\$4 billion a year — benefits only a handful of wealthy sugar processors. The cost of this program is borne by small food manufacturers, bakers, chocolate makers, and other businesses that use sugar as an ingredient in their products. Because of these subsidies, sugar prices in the U.S. are twice as high as sugar prices in the rest of the world.

American jobs are also on the line, as U.S. companies are forced to compete with companies abroad that pay lower prices for sugar. From 1997 to 2015, the sugar program killed about 123,000 jobs, according to the U.S. Census Bureau. The U.S. Department of Commerce estimates that for every sugar-growing job saved through high U.S. sugar prices, about three American manufacturing jobs are lost. Why? Because many companies have moved their operations overseas to take advantage of the lower-priced sugar.

Congress should reform the sugar subsidy program. America's businesses and the hundreds of thousands of people employed in food manufacturing are depending on it.

This Cloze Activity is adapted from "Sugar Subsidies Are Killing Small Businesses" By Karen Kerrigan [https://www.realclearpolicy.com/articles/2018/04/30/sugar\\_subsidies\\_are\\_killing\\_jobs\\_and\\_small\\_businesses.html](https://www.realclearpolicy.com/articles/2018/04/30/sugar_subsidies_are_killing_jobs_and_small_businesses.html)

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# War on Electric Scooters

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Segment Length: 6:03 minutes

## **Lesson Description:**

In some cities, electric scooters are becoming the hot new trend. Companies such as Lime and Bird allow people to conveniently rent scooters, providing easy, green transportation. But some politicians want to ban the scooters, claiming they are dangerous. Supporters point out that cars and bicycles are dangerous, too. This video takes a closer look at scooter sharing services and examines risks and rewards of this new trend.

## **Concepts & Key Terms:**

*Green transportation* – Modes of transport that claim reduced, minimal, or no harm upon ecosystems or the environment.

*Sharing economy* – An economic system in which assets or services are shared between private individuals, either free or for a fee. Transactions generally take place through the internet.

## **Objectives:**

Students will be able to:

- discuss the pros and cons of the electric scooters.
- explain arguments used by the scooter sharing services and their opponents.
- evaluate the arguments for and against prohibiting scooter sharing services.

## **Preview Activity:**

Read this aloud to the class: A new technology has just been developed that will allow people to move about our community more easily, but there are dangers associated with this new technology. Do you support or oppose this—or do you need more information? If you need more information, what do you need to know?

Use Think, Pair, Share to have students compare and discuss their answers. After a few minutes, ask the students to explain their answers to the class.

## **Viewing Guide:**

We recommend 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. anywhere | 4. problems |
| 2. safety   | 5. alone    |
| 3. symptom  |             |

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# War on Electric Scooters

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. For two bucks, I can jump on one of these things, go where I need to go, and then just leave it \_\_\_\_\_.
2. San Francisco said they endanger public health and \_\_\_\_\_.
3. Protestors say they think the deluge of electric scooters in San Francisco is a \_\_\_\_\_ of gentrification.
4. Whenever there's something new, the media always hype the \_\_\_\_\_.
5. Maybe, just maybe, the politicians will leave them \_\_\_\_\_.

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

Why do some people want to ban electric scooters? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What does the term "green transportation option" mean? \_\_\_\_\_  
\_\_\_\_\_

How are scooters a green transportation option? \_\_\_\_\_  
\_\_\_\_\_

In the video, John Stossel said that when customers are done with the scooter, they can just leave them anywhere. Can you see any potential problems with that? \_\_\_\_\_. If so, what problem(s) can you envision? \_\_\_\_\_  
\_\_\_\_\_

According to John Stossel, the media tends to focus on the risks of new products and technology. Why do you think that is? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Discussion and Analysis:**

1. Do electric scooter sharing services solve any problems? If yes, what problems do they solve? If no, why don't they?
2. There have been accidents involving these scooters and people have been injured. Should we be concerned about this? Is banning the scooters a reasonable solution? Are there other possible solutions? Name some.
3. John Stossel said that "whenever there's something new, the media always hype the problems." Is he right? What are some other examples of this? Why?
4. Other innovations that we take for granted today were originally viewed as dangerous and unnecessary. Can you name any examples? What if they had been banned? How would life be different?
5. Lime and Bird are two examples of companies that are part of the sharing economy. What are some other examples? Have you ever used any companies involved in the sharing economy? If so, which one(s)? How was your experience?
6. The scooter companies pay people to find and charge scooters that have run out of power. What do you think of this idea? What is their alternative? Would you do it?
7. A small percentage of people who oppose the scooters have vandalized the vehicles. What do you think of this behavior? What are appropriate ways to protest something? Should a small number of people protesting something be able to stop it?
8. San Francisco granted permits to operate electric scooter sharing services to two companies, but not Lime and Bird. Is that fair? Should the government pick and choose which companies can operate within their community and which companies can't? If so, on what basis should they make that decision?
9. The scooter companies offer people eco-friendly transportation. Is this important? Why / Why not?
10. If you had the opportunity, would you use the scooters? Why / Why not?

### **Discuss These Lines from the Video:**

1. It's a new twist on old technology that entrepreneurs found to give us something that works even better to solve needs in dense urban areas.
2. Who am I going to sue when I get knocked down?
3. In San Francisco and many other cities, scooter companies tried to escape destructive regulation by doing what Uber and Airbnb did: just put these out there, and hope that by the time the politician notices, the scooters would be too popular to ban.
4. [T]hey want these innovators to come ask for permission and go through the regulatory processes...which can take years and can also prevent consumers from accessing a transportation option that could be accessible now.

5. Some people get hurt, but we don't see ourselves banning bicycles because somebody might get hurt on a bicycle.
6. There will be social norms that evolve, just like we've seen with bike lanes.
7. When scooters lose battery power, scooter companies pay people, like this family, to find them, pick them up, and charge them at home, 5 to 20 dollars for every scooter they charge.

### **Quotes for Discussion:**

We humans have a love-hate relationship with our technology. We love each new advance and we hate how fast our world is changing. – Daniel H. Wilson

Learning and innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow. – William Pollard

Government's first duty and highest obligation is public safety. – Arnold Schwarzenegger

I cannot help fearing that men may reach a point where they look on every new theory as a danger, every innovation as a toilsome trouble, every social advance as a first step toward revolution, and that they may absolutely refuse to move at all. – Alexis de Tocqueville

Innovation is the calling card of the future. – Anna Eshoo

The advance of technology is based on making it fit in so that you don't really even notice it, so it's part of everyday life. – Bill Gates

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

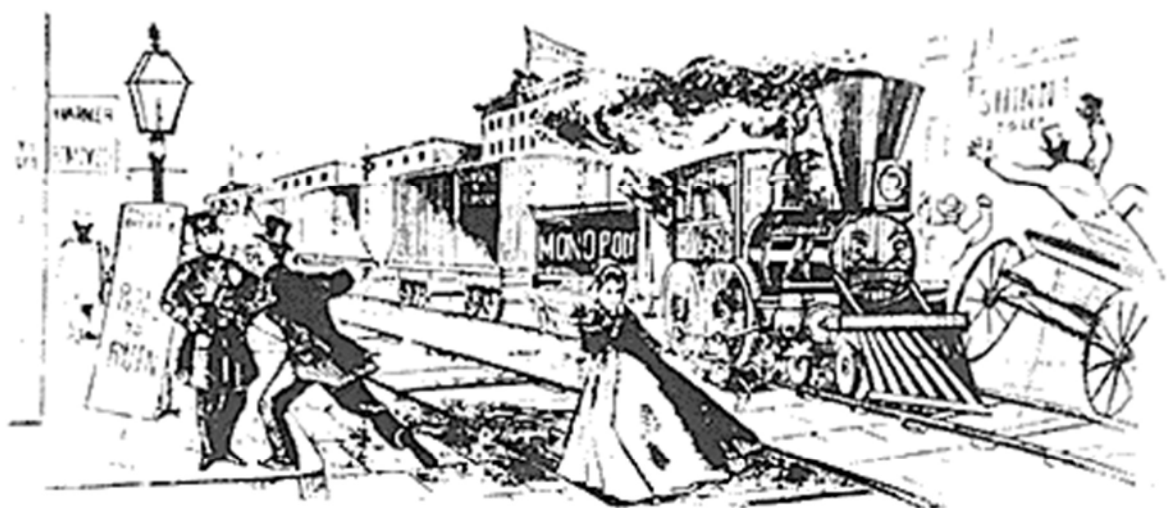
Technology is a useful servant but a dangerous master. – Christian Lous Lange

The solution to transportation inefficiencies lies at the intersection of collaborative consumption and the social graph: shifting transportation from ownership to access. – John Zimmer

### **Activities:**

1. Have students complete the accompanying PMI chart.
2. Distribute copies of the anti-railroad poster located at the end of this guide. Have students write a comparative essay in which they compare and contrast the anti-railroad warnings to fears about electric scooters. Students should be encouraged to research for more information prior to writing the essay.
3. Read and write a summary of one of the following articles:
  - A) “San Francisco, Santa Monica Allow Electric Scooters in New Pilot Programs” by Brittany Shoot.  
<http://fortune.com/2018/08/30/electric-scooters-san-francisco-santa-monica-dockless-bikes-pilot-programs/>

- B) “How Electric Scooters Are Reshaping Cities” by Joshua Brustein and Nate Lanxon.  
<https://www.bloomberg.com/news/articles/2018-09-07/are-electric-scooters-the-future-of-urban-transport-quicktake>
- C) “Electric scooters’ sudden invasion of American cities, explained. Turns out there’s a lot of latent demand for a quick and cheap way to get around” by Umair Irfan.  
<https://www.vox.com/2018/8/27/17676670/electric-scooter-rental-bird-lime-skip-spin-cities>
- D) “The electric scooter craze is officially one year old — what’s next?” by Andrew J. Hawkins.  
<https://www.theverge.com/2018/9/20/17878676/electric-scooter-bird-lime-uber-lyft>
4. Conduct a classroom debate on the topic of electric scooter sharing services.
  5. Research and report on accidents and safety concerns with electric scooters. Some questions you might want to answer are: Where are scooters in use? How many accidents and what kind of injuries have been reported? How do these accidents compare to other types of accidents on the roads? Who is liable if a scooter driver injures a pedestrian?
  6. Write a persuasive essay in which you explain the arguments for and against electric scooter sharing services and take a position on whether or not they should be allowed to operate in your neighborhood.
  7. Research and write a report about Lime or Bird or another electric scooter sharing service.
  8. Have students develop and conduct a poll of fellow students about legalizing scooter sharing services in your community.
  9. Pretend you are a politician and will soon speak to a community group about a scooter sharing service that wants to open in your community. You have five minutes to speak. What will you say? Write the speech you would make to that community group.
  10. Show the class the video, An Orgy of Innovation, and ask the students to relate it to the War on Scooters video. Have the students pay careful attention to the section in the video in which Don Boudreaux discusses the change in people’s attitudes as the vital spark for innovation—the growing appreciation among ordinary people, of entrepreneurial innovators, and of the economic changes they unleash.  
  
<https://www.mruniversity.com/courses/principles-economics-macroeconomics/hockey-stick-prosperity-innovation-and-entrepreneurship>
  11. Show the class the video, The Vanishing Entrepreneur, and have the students relate this video to the War on Scooters video.  
  
<http://www.learnliberty.org/videos/the-vanishing-entrepreneur/>
  12. Read and write a book report on either *Anthem* by Ayn Rand or *The Law* by Frédéric Bastiat. How does this book relate to the video?
  13. Write a tweet, poem, or song about electric scooters or scooter sharing services.



# MOTHERS LOOK OUT FOR YOUR CHILDREN! ARTISANS, MECHANICS, CITIZENS!

When you leave your family in health, must you be hurried home to mourn a

## DREADFUL CASUALTY!

PHILADELPHIANS, your RIGHTS are being invaded! regardless of your interests, or the LIVES OF YOUR LITTLE ONES. THE CAMDEN AND AMBOY, with the assistance of other companies without a Charter, and in VIOLATION OF LAW, as decreed by your Courts, are laying a

## LOCOMOTIVE RAIL ROAD!

Through your most Beautiful Streets, to the RUIN of your TRADE, annihilation of your RIGHTS, and regard less of your PROSPERITY and COMFORT. Will you permit this? or do you consent to be a

## SUBURB OF NEW YORK!!

Rails are now being laid on BROAD STREET to CONNECT the TRENTON RAIL ROAD with the WILMINGTON and BALTIMORE ROAD, under the pretence of constructing a City Passenger Railway from the Navy Yard to Fairmount!!! This is done under the auspices of the CAMDEN AND AMBOY MONOPOLY!

RALLY PEOPLE in the Majesty of your Strength and forbid THIS

## OUTRAGE!



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# Super Bowl of Welfare

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Segment Length: 4:27 minutes

## **Lesson Description:**

Many Americans complain about welfare. But what about corporate welfare and welfare for the rich? Why do so many Americans support that? Why do so many sports team owners receive benefits at taxpayer expense? This segment looks at taxpayer-subsidized stadiums.

## **Concepts & Key Terms:**

*Concentrated benefits and dispersed costs* – the situation in which recipients of government subsidies are more inclined to lobby *for* those subsidies than average taxpayers, forced to fund those subsidies, are inclined to lobby *against* them. This results from the individual recipients benefiting far more from the subsidies than individual taxpayers would benefit if the subsidies are not given, as each taxpayer pays a far smaller dollar amount than each recipient receives.

*Subsidy* – financial assistance from the government, often used to support businesses or to encourage an activity. Subsidies pass part of the cost of the product or service onto the taxpayers, and lead to unintended consequences.

## **Objectives:**

Students will be able to:

- list benefits and drawbacks of taxpayer subsidized stadiums.
- discuss the impact of subsidies on team owners and on taxpayers.
- explain the concept of concentrated benefits and dispersed costs.
- analyze the incentives for team owners and fans to support candidates who favor stadium subsidies.

## **Preview Activity:**

Ask students to copy these questions into their notebooks:

- What is your favorite professional sports team?
- Would you be willing to help pay for a new stadium for them? Why / Why not?
- Would you be willing to force others to help pay for a new stadium for them? Why / Why not?

Then, use Think, Pair, Share to have students compare and discuss their answers. After a few minutes, ask the students to explain their answers to the class.

## **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. subsidies
2. politicians
3. business activity



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# Super Bowl of Welfare

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. Twelve teams have actually turned a profit on stadium \_\_\_\_\_ alone. Yes, they received more money than it costs to build their facilities.
2. The problem is the \_\_\_\_\_ giving away your money. I get why they do it. They like going to games, like telling voters, “I brought a team to our town.”
3. They always call stadium subsidies good investments, but it’s not a good investment. It’s a bad one. Politicians, teams, and stadium promoters all highlight this extra \_\_\_\_\_ that occurs when the football team plays at home. But this happens fewer than a dozen days a year.

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

In the video, John Stossel discussed perceived benefits and costs of subsidizing stadiums.

Who benefits from taxpayer-subsidized stadiums? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Who pays the costs of taxpayer-subsidized stadiums? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

One theme in this video is the seen versus the unseen. “We see the people at the games and extra customers at some businesses on game days.” But “the unseen cost is that those people would otherwise be spending their money elsewhere in the local communities. At the local bar there’s one less bartender. There was one less waitress hired at another restaurant. A movie theater that had one less theater full.” Why are there fewer dollars to be spent elsewhere? Why are there fewer workers? Why is this called “the unseen”? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Discussion and Analysis:**

1. If a city wants to have a sports team, shouldn't the taxpayers pay for its stadium? What does it even mean that "a city wants a team"? Does everyone in the city necessarily want the team?
2. What about stores and fast food restaurants.... Is government supposed to provide each business with an office, warehouse, or storefront? Should sports teams be different? Why / Why not?
3. Why don't team owners build their own stadiums? Are taxpayer subsidies more of a bribe to get team owners to move to or stay in a city? Who is doing the bribing? Why?
4. How does the term "concentrated benefits" relate to this topic? What about "dispersed costs"? The term "concentrated benefits and dispersed costs" helps explain why the recipients of taxpayer subsidies are more motivated to lobby for subsidies than opponents of taxpayer subsidies are motivated to lobby against them. Can you explain this?
5. The discussion of the seen versus the unseen can apply to jobs. When stadiums are subsidized, what about jobs is seen? What is the unseen effect on jobs? Explain.
6. The discussion of the seen versus the unseen can also apply to people's money. When stadiums are subsidized, who pays? What is the unseen cost to people? Explain.
7. Why does John Stossel say it's a scam that taxpayers, most of whom never attend games, subsidize billionaires?
8. Economists say that the cities and the taxpayers almost never recoup the money that went to the stadiums. So if politicians insist on calling it an investment, just what kind of an investment is it?
9. Arthur Blank was a founder of The Home Depot and owns the Atlanta Falcons NFL team. What do both ventures have in common? How are the two ventures different?
10. Why do politicians want teams to move to or stay in their cities? What's in it for them?
11. What's fair about subsidizing professional sports teams and their owners? What's unfair?

### **Discuss These Lines from the Video:**

1. Twelve teams have actually turned a profit on stadium subsidies alone. Yes, they received more money than it costs to build their facilities.
2. So taxpayers, most of whom never attend a game, subsidize billionaires. Seems like a scam to me.
3. They always call stadium subsidies good investments, but it's not a good investment. It's a bad one. Politicians, teams, and stadium promoters all highlight this extra business activity that occurs when the football team plays at home. But this happens fewer than a dozen days a year.
4. Economists who study stadium subsidies say little or none of the money makes it back to taxpayers.

## **Quotes for Discussion:**

Subsidies and mandates are just two of the privileges that government can bestow on politically connected friends. Others include grants, loans, tax credits, favorable regulations, bailouts, loan guarantees, targeted tax breaks and no-bid contracts. – Charles Koch

The people who deserve and need subsidies are those who are on average incomes and less. – Mohammad bin Salman

Now, legal plunder can be committed in an infinite number of ways. Thus we have an infinite number of plans for organizing it: tariffs, protection, benefits, subsidies, encouragements, progressive taxation, public schools, guaranteed jobs, guaranteed profits, minimum wages, a right to relief, a right to the tools of labor, free credit, and so on, and so on. – Frederic Bastiat

Giving subsidies is a two-edged sword. Once you give it, it's very hard to take away subsidies. There's a political cost to taking away subsidies. – Najib Razak

Every time that we try to lift 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

Government does the least good and the most harm through subsidies. –James Cook

Far too many businesses have been all too eager to lobby for maintaining and increasing subsidies and mandates paid by taxpayers and consumers. This growing partnership between business and government is a destructive force, undermining not just our economy and our political system, but the very foundations of culture. –Charles Koch

## **Activities:**

1. Have students complete the accompanying PMI chart.
2. Read and write a summary of one of the following articles:
  - A) “The Economics of Subsidizing Sports Stadiums” by Scott A. Wolla of the Federal Reserve Bank of St. Louis.  
<https://research.stlouisfed.org/publications/page1-econ/2017-05-01/the-economics-of-subsidizing-sports-stadiums/>
  - B) “The Hidden Costs of Stadium Subsidies” by Michael Farren.  
<https://medium.com/concentrated-benefits/the-hidden-costs-of-stadium-subsidies-fbc079f335f3>
  - C) “Publicly Financed Sports Stadiums Are A Game That Taxpayers Lose” by Jeffrey Dorfman.  
<https://www.forbes.com/sites/jeffreydorfman/2015/01/31/publicly-financed-sports-stadiums-are-a-game-that-taxpayers-lose/#24e4c6294f07>
  - D) “Should Taxpayers Subsidize Sports Stadiums?” by Travis Waldron.  
<https://thinkprogress.org/should-taxpayers-subsidize-sports-stadiums-396dc827d6f/>
  - E) “Stop Subsidizing Stadiums” by Michael Farren and Anne Philpot.

3. Have students work in groups to discuss and answer these questions as they relate to stadium subsidies: Who chooses? Who pays? Who benefits? What's fair?
4. Conduct a classroom debate on the topic of subsidizing sports stadiums.
5. Research and create a slideshow about a local professional sports team and the stadium in which that team plays. Some questions you might want to answer are: Who owns the stadium? Who paid to build it? Is there a current debate about replacing it or has it been recently replaced? Do the taxpayers recover any of their money through parking fees or refreshment stands?
6. Write a persuasive essay in which you explain the arguments for and against subsidizing sports stadiums and take a position on those subsidies.
7. Research and write a biography of Arthur Blank, co-founder of The Home Depot and owner of the Atlanta Falcons NFL team.
8. Have students develop and conduct a poll of fellow students about taxpayer subsidies for sports stadiums.
9. Produce a “man-on-the-street” video in which you ask people what they think about taxpayer subsidies for sports stadiums. Then, ask if their favorite team plays in a taxpayer subsidized stadium.
10. Pretend you are a politician and will soon speak to a group of taxpayers who are concerned about the high taxes they pay to live in your community. Personally, you support taxpayer subsidies being proposed for a new stadium for your favorite team, but you also know that that subsidy will cost the taxpayers—many of whom are not sports fans—more money. You have three minutes to speak. What will you say? Write the speech you would make to those taxpayers.

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# Plastic Straw Myths

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Segment Length: 4:26 minutes

## **Lesson Description:**

Should plastic straws be banned? Some environmental activists think so. Seattle recently banned plastic straws and other cities are planning to do the same. Activists argue that plastic straws pollute the oceans and harm sea life, but will banning the straws actually help? What would be the consequences? This video takes a closer look at plastic straw bans.

## **Concepts & Key Terms:**

*Biodegrade* – When matter is decomposed by bacteria or other living organisms.

*Feel-good policy* – Legislation or regulation that seems to address a problem, but doesn't actually improve it.

## **Objectives:**

Students will be able to:

- discuss the government's role in protecting the environment.
- explain why people think plastic straws are a problem.
- evaluate the arguments for and against plastic straw bans.

## **Preview Activity:**

Distribute the K-W-L charts 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. Seattle
2. one percent
3. exaggerate
4. superior, inferior
5. necessary

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# Plastic Straw Myths

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. \_\_\_\_\_ recently banned straws and other places want to do the same.
2. Plastic pollution in the ocean is a real problem, but only about one percent of it comes from the \_\_\_\_\_.
3. Okay, so activists and media \_\_\_\_\_ the problem.
4. You're replacing a \_\_\_\_\_ product with an \_\_\_\_\_ one and you're asking people to pay more for it.
5. You know a lot of things in life are not \_\_\_\_\_ but beneficial and enjoyable.

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

Why is there a dispute over the number of straws used in the United States each day? \_\_\_\_\_

\_\_\_\_\_

Nina Nelson posted a video on her Instagram account saying that "In the U.S.A. alone, over 500 million straws are being used every single day, most of which are going into our oceans." Why might she have said that most of the straws used in the United States go into the oceans? \_\_\_\_\_

\_\_\_\_\_

What do you think is meant by "feel-good policy"? \_\_\_\_\_

\_\_\_\_\_

Is the plastic straw ban a "feel-good policy"? \_\_\_\_\_ Why / Why not? \_\_\_\_\_

\_\_\_\_\_

What is your view of this issue? \_\_\_\_\_

\_\_\_\_\_

### **Discussion and Analysis:**

1. How often do you use plastic straws? Why?
2. If your local government banned plastic straws, how would it affect you?
3. Why might journalists have repeated that 500 million straws are used each day in the U.S. without verifying that? Why might activists still use that number?
4. Why would politicians get involved in this issue?
5. If only about one percent of the plastic in the oceans comes from the United States, how much impact will banning straws in the United States have?
6. To protect the environment, should the government ban items such as straws? If so, what else should it ban?
7. What would be the effect of the United States banning plastic straws on: a) the environment? b) businesses? c) consumers?
8. In the video, Angela Logomasini says that paper products take more energy to produce than plastic products, leading to a “net-negative environmental impact.” Is the benefit to the oceans worth hurting the environment in other ways? Why / Why not?
9. Should debates over government regulations be based on facts or is it acceptable to exaggerate or even lie to convince people to do what others want them to do?
10. Starbucks has voluntarily decided to eliminate plastic straws from its stores by 2020. How is this different from the government banning plastic straws?
11. Are you for or against banning plastic straws? Explain.

### **Discuss These Lines from the Video:**

1. Five hundred million plastic straws are used in this country...every single day...and many end up in the ocean polluting water and killing sea life.
2. [Banning plastic straws] might sound good at parties, but it’s not gonna solve any problems.
3. Plastic pollution in the ocean is a real problem, but only about one percent of it comes from the United States. Of that one percent, a tiny amount comes from plastic straws.
4. Paper products take more energy and more effort to produce. You’re going to have a net negative environmental impact.
5. This is what environmentalists say about every policy they put out: “A few cents here, a few cents there.” Eventually, it begins to be a burden.
6. You know, a lot of things in life are not necessary, but beneficial and enjoyable.

### **Quotes for Discussion:**

Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful.  
– Margaret J. Wheatley

Single-use plastic straws and stirrers are a pernicious problem and source of pollution. They are among the most common types of litter worldwide.  
– Bill de Blasio

Preservation of our environment is not a liberal or conservative challenge; it's common sense.  
– Ronald Reagan

People think, 'It's so easy to give this up. If I can give it up, why can't you give it up?' It's something most people don't notice, but for a disabled person, straws are an accessibility tool.  
– Alice Wong

Water and air, the two essential fluids on which all life depends, have become global garbage cans.  
– Jacques Cousteau

Because to take away a man's freedom of choice, even his freedom to make the wrong choice, is to manipulate him as though he were a puppet and not a person.  
– Madeline L'Engle

### **Activities:**

1. Show the class one or more of the following videos:

Can Big Business Save the Trees (and the Bees)?

[http://stosselintheclassroom.org/videos/save\\_trees\\_bees/](http://stosselintheclassroom.org/videos/save_trees_bees/)

Epstein: We Live on the Cleanest, Safest Planet in History

[http://stosselintheclassroom.org/videos/epstein\\_we\\_live\\_on\\_the\\_cleanest\\_safest\\_planet\\_in\\_history/](http://stosselintheclassroom.org/videos/epstein_we_live_on_the_cleanest_safest_planet_in_history/)

Foam More Energy Efficient than Paper?

[http://stosselintheclassroom.org/videos/foam\\_more\\_energy\\_efficient\\_than\\_paper/](http://stosselintheclassroom.org/videos/foam_more_energy_efficient_than_paper/)

The Philly Soda Tax Scam

[http://stosselintheclassroom.org/videos/philly\\_soda\\_tax/](http://stosselintheclassroom.org/videos/philly_soda_tax/)

2. Some communities now ban plastic grocery bags. What are the advantages? What are the disadvantages? Research and report on plastic bag bans.
3. Research other bans and regulations. Identify which ones are “feel-good policies” and explain why you determined they are “feel-good policies.”
4. If only about one percent of the plastic in the ocean comes from the United States, where does the other ninety-nine percent come from? Research and report on the origin of garbage in the oceans today.



5. Write a persuasive essay in which you explain different arguments for and against plastic straw bans and then take and defend a position on this topic.
6. Research and report on other communities that have banned plastic straws since this video came out in July 2018?
7. Research and report on other materials used to make plastic straws? What are the advantages and disadvantages of using those materials?
8. Obtain and evaluate different types of straws (plastic, metal, and paper and other biodegradable materials). Be sure to test them under varying circumstances, such as with hot and cold drinks, carbonated and non-carbonated drinks, etc.
9. The Great Pacific Garbage Patch (GPGP) spans 617,763 square miles – which is bigger than France, Germany and Spain combined and contains at least 79,000 tons of plastic, according to recent research. Research the efforts to clean up this and other floating masses of garbage in the oceans and produce a slideshow to present your findings to the class.
10. Read and summarize “Five Reasons Banning Plastics May Harm the Environment and Consumers” from the Competitive Enterprise Institute.

<https://cei.org/blog/five-reasons-banning-plastics-may-harm-environment-and-consumers>

11. Read the article “The Last Straw” and write a paper on how laws with good intentions can negatively impact certain people.

<https://www.eater.com/2018/7/19/17586742/plastic-straw-ban-disabilities>

Name \_\_\_\_\_  
 Class \_\_\_\_\_ Per \_\_\_\_\_

Date \_\_\_\_\_  
 Teacher \_\_\_\_\_

## Plastic Straw Myths 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.

<b>K</b>	<b>W</b>	<b>L</b>
What I know about plastic straw bans:	What I want to know about plastic straw bans:	What I've learned about plastic straw bans:

Overall, worldwide, most of the plastic trash in the ocean comes from Asia. The top six countries for ocean garbage are China, Indonesia, the Philippines, Vietnam, Sri Lanka and Thailand, according to a 2015 study in the journal Science (<https://www.usatoday.com/story/tech/science/2018/09/07/great-pacific-garbage-patch-where-did-all-trash-come/1133838002/>). If we were serious about reducing plastic in the oceans, what could we do to help? \_\_\_\_\_

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# In Defense of Capitalism

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Segment Length: 7:09 minutes

## **Lesson Description:**

How do the rich impact the lives of those around them? What has been the fruit of capitalism? Is capitalism moral? In this segment John Stossel and Yaron Brook defend capitalism from its critics.

## **Objectives:**

Students will be able to:

- explain various views of capitalism.
- describe how capitalism has changed the world.
- discuss the voluntary nature of capitalism vs socialism.
- evaluate the benefits and drawbacks of capitalism.

## **Preview Activity:**

Use Think, Pair, Share to have students do one of the following, first answering in their notebooks:

1. Make a list of the good things and bad things you have heard others say about capitalism.

OR

2. Why is America so rich in contrast to most of the world?

OR

3. When you think of capitalism, what words come to mind?

Then, ask them to look for similarities and differences in their answers. After a few minutes, poll the students and ask them to explain their answers.

OR

Distribute copies of the K-W-L worksheet to the class. Have students fill in the K and W sections. After showing the video, have students complete the L section and answer the question at the bottom of the worksheet.

## **Viewing Guide:**

We recommend 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. civilization
2. farmed
3. lifting
4. inequality
5. voluntary
6. need
7. virtue

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# In Defense of Capitalism

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. They want to condemn the people that actually have moved \_\_\_\_\_ forward.
2. We have basically made about \$2 a day for 100,000 years. In other words we could eat what we \_\_\_\_\_ and that was it. And then something amazing happened about 250 years ago. A few countries tried capitalism.
3. We went from carrying bags on our backs to \_\_\_\_\_ the equivalent of two school buses with mere flicks of our wrists.
4. We got much, much, much richer and it's hard to imagine how much richer we got. Electricity, of running water, the things we all take for granted today, but we didn't have 150 years ago. And yes, some people complain about \_\_\_\_\_, but everybody got richer. Even the poor got richer.
5. Under capitalism, that applies to every transaction, because capitalism, unlike socialism, is \_\_\_\_\_.
6. The key is that somebody else's \_\_\_\_\_ is not a moral claim against your life. Your life is yours.
7. Your pursuit of your own well-being, which is a \_\_\_\_\_ in and of itself, also helps the world be a better world.

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

In the video, Yaron Brook argued that capitalism has improved the standard of living for almost everyone. How? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What do you think is the main point of this video? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Discussion and Analysis:**

1. Does it affect you how much (money, stuff) others have? Why / Why not?
2. Do you think most people see the economy similar to a pizza, where the pie is divided differently and that some gain only when others lose? Why do they see it that way?
3. If we went out for pizza, we'd expect to get the same number and size of slices. That would be considered fair. Does that pizza comparison lead people to think about economic inequality as unfair?
4. What do critics of capitalism say about economic inequality?
5. Why do you think socialism is viewed positively by so many people?
6. Based on your study of history, do you agree with Yaron Brook that almost everyone on Earth was poor hundreds of years ago? How did that change? Does your answer support or contradict Yaron Brook's statement?
7. What happened 250 years ago? How did that change the world?
8. What is division of labor? What part did it play in the Industrial Revolution?
9. How did J.K. Rowling, author of the Harry Potter series, get so wealthy? Did she take advantage of anyone? Did she force anyone to buy or read her books? What lesson does this teach us?
10. In the video, Don Boudreaux discussed the gains from the shipping container. What were some of those gains? That innovation cost many dockworkers their jobs. How might innovations that cost people jobs actually lead to increases in the total number of jobs?
11. What is charity? Is it always good? When might it be good? When might it be bad? Why does Yaron Brook imply that socialism is not charity?
12. Yaron Brook said that we should have a choice about whom we help and whom we don't. Why? Are charity and force contradictory?
13. How can one's pursuit of his own happiness benefit others?
14. Do people's intentions matter or does it matter what they do? For instance, if someone creates a product many people want to buy, did it really matter if that entrepreneur wanted to improve our lives or if he or she just wanted to become rich?
15. John Stossel said that "in the past several hundred years we've gone from a society where people hoped to get jobs that required long hours of hard manual labor to one where almost everyone has what they need to live ... and more people have leisure time to do things like watch movies." Do we also have more time and technology to see what others have and be envious of them? Does that doom capitalism? What could help people look more at how capitalism has improved their lives and less at what others have?
16. How are we better off today than our parents were? How were our parents better off than their parents were? Why? What was the role of capitalism?

17. Based on your study of history, do you agree with Yaron Brook that almost everyone on Earth was poor hundreds of years ago? How did that change? Does your answer support or contradict Yaron Brook's statement?

**Discuss These Lines from the Video:**

1. The super-rich: who are they and what are they doing to us?
2. They want to condemn the people that actually have moved civilization forward.
3. Today's democratic socialists say rich people got rich by taking money from others.
4. Isn't there a fixed amount of money in the world so when rich people grab a lot, there's less for everyone else? No, because wealth can be created.
5. A few countries tried capitalism. For the first time people were allowed to profit from private property. That changed everything.
6. Two hundred and fifty years ago we suddenly discovered the value...of leaving individuals free to think, to innovate, to produce, without asking for permission, without getting the state to sign off on it, and we call that the Industrial Revolution.
7. He wanted the dollar more than he wanted the pretzel. I wanted the pretzel more than the dollar. The transaction doesn't happen unless both of us think we win.
8. Someone else's need is not a moral claim against your life. Your life is yours.
9. Indeed, the weak and the poor under capitalism have done better than in any other system.
10. Capitalism is a fantastic system that is fundamentally moral because it allows individuals to pursue their own happiness.

**Quotes for Discussion:**

[Man] must exist for his own sake, neither sacrificing himself to others nor sacrificing others to himself. The pursuit of his own rational self-interest and of his own happiness is the highest moral purpose of his life.  
– Ayn Rand

Working for a just distribution of the fruits of the earth and human labor is not mere philanthropy. It is a moral obligation. For Christians, the responsibility is even greater: it is a commandment.  
– Pope Francis

The inherent vice of capitalism is the unequal sharing of blessings; the inherent virtue of socialism is the equal sharing of miseries.  
– Winston Churchill

I was guilty of judging capitalism by its operations and socialism by its hopes and aspirations; capitalism by its works and socialism by its literature.  
– Sidney Hook

Either you believe in markets or you believe in government.  
– Lawrence Kudlow

Socialism states that you owe me something simply because I exist. Capitalism, by contrast, results in a sort of reality-forced altruism: I may not want to help you, I may dislike you, but if I don't give you a product or service you want, I will starve. Voluntary exchange is more moral than forced redistribution.

– Ben Shapiro

Capitalism needs neither propaganda nor apostles. Its achievements speak for themselves. Capitalism delivers the goods.

– Ludwig von Mises

I find capitalism repugnant. It is filthy, it is gross, it is alienating... because it causes war, hypocrisy and competition.

– Fidel Castro

Capitalism has worked very well. Anyone who wants to move to North Korea is welcome.

– Bill Gates

In the only cases in which the masses have escaped from...grinding poverty...the only cases in recorded history, are where they have had capitalism and largely free trade. If you want to know where the masses are worse off, it's exactly in the kinds of societies that depart from that. The record of history is absolutely crystal clear, that there is no alternative way so far discovered of improving the lot of the ordinary people that can hold a candle to the productive activities that are unleashed by the free-enterprise system.

– Milton Friedman

### **Activities:**

1. Show the class the Stossel video, Capitalism: Why so Unpopular, which is segment six on SITC's 2017 DVD, and can be found here:

<https://stosselintheclassroom.org/videos/capitalism/>

2. Have students complete the K-W-L worksheet in class or for homework.
3. Distribute individual quotes from the Ayn Rand Quotes Activity to pairs of students. Have them read the quotation and develop and write an explanation for the quote they are given. Quotations vary in complexity and should be assigned based on student capabilities. This activity can be used as an exit ticket.
4. Read and write a summary of one of the following articles:

A) "Without Question, Capitalism is Supremely Moral" by Wendy Milling  
<https://www.forbes.com/sites/realspin/2013/03/21/without-question-capitalism-is-surprely-moral/#6c7eda195b4f>

B) "Data as History: Charting the Last 2000 Years of Human Progress" by Marian Tupy  
<http://reason.com/archives/2017/04/11/data-as-history-charting-the-last-2000-y>

C) "It's Basically Just Immoral to be Rich" by A.Q. Smith  
<https://www.currentaffairs.org/2017/06/its-basically-just-immoral-to-be-rich>

- D) “Productivity Versus Compulsion: Ayn Rand’s Case for Laissez-Faire Capitalism” by G. Stolyarov II  
<https://www.wju.edu/academics/iscm/pdf/StolyrovProductivity.pdf>
- E) “Extreme Poverty Rates Plummet Under Capitalism” by Robert P. Murphy  
<https://fee.org/articles/extreme-poverty-rates-plummet-under-capitalism/>
5. Write a persuasive essay in which you discuss the arguments for and against capitalism or socialism and analyze these arguments, explaining why you do or do not find them persuasive.
  6. Produce a “man-on-the-street” video in which you either ask people:
    - a. What they know about the economic growth of the last 250 years. Then, ask if capitalism is a moral system, or
    - b. What they think about capitalism and socialism and why they think that.
  7. Watch “The Division of Labor: Burgers and Ships” and “Comparative Advantage and the Tragedy of Tasmania.” Then, write a short essay explaining the division of labor, comparative advantage, and how each creates wealth.  
The Division of Labor: <https://www.youtube.com/watch?v=Meo0s54s1sw>  
Comparative Advantage: <https://www.youtube.com/watch?v=cwx9fZOL81c>
  8. Research and write a biography of Ayn Rand, the founder of Objectivism. In your essay, describe her idea of selfishness and evaluate its strength as a defense of capitalism.
  9. Conduct a classroom debate about what is more important, people’s intentions or the results of their actions.
  10. Conduct a classroom debate about capitalism. To get students to look at capitalism 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.
  11. Working in a group of 3-4, research and create a slideshow presentation explaining how capitalism relates to voluntary transactions, how voluntary transactions relate to wealth creation, and what this means for capitalism to an Objectivist (who sees morality in outcomes rather than intentions).
  12. Choose a lesson illustrated in the John Stossel video (economic growth in the past 250 years, division of labor, wealth creation in trading, etc.) and write a short children’s book that teaches the lesson. Draw or find pictures on the internet to accompany your story.
  13. Yaron Brook’s parents were socialists, yet he has become an ardent supporter of capitalism. Research Yaron Brook and write a biography of him.



Name \_\_\_\_\_
Date \_\_\_\_\_

Class \_\_\_\_\_ Per \_\_\_\_\_
Teacher \_\_\_\_\_

## In Defense of Capitalism

### 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 capitalism:	What I want to know about capitalism:	What I've learned about capitalism:

After watching the video and discussing it in class, did you views of capitalism stay the same or change? \_\_\_\_\_

Why? \_\_\_\_\_

**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**A: In a capitalist society, all human relationships are voluntary. Men are free to cooperate or not, to deal with one another or not, as their own individual judgments, convictions and interests dictate.**

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**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**B: Capitalism is a social system based on the recognition of individual rights, including property rights, in which all property is privately owned**

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**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**C: The issue is freedom versus dictatorship. It is only after men have chosen slavery and dictatorship that they can begin the usual gang warfare of socialized countries—today, it is called pressure-group warfare—over whose gang will rule, who will enslave whom, whose property will be plundered for whose benefit, who will be sacrificed to whose “noble” purpose.**

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**D: The economic value of a man's work is determined, on a free market, by a single principle: by the voluntary consent of those who are willing to trade him their work or products in return. This is the moral meaning of the law of supply and demand.**

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**E: Capitalism is based on self-interest and self-esteem; it holds integrity and trustworthiness as cardinal virtues and makes them pay off in the marketplace, thus demanding that men survive by means of virtues, not of vices.**

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**F: Capitalism has created the highest standard of living ever known on earth. The evidence is incontrovertible. The contrast between West and East Berlin [was] the latest demonstration, like a laboratory experiment for all to see. Yet those who are loudest in proclaiming their desire to eliminate poverty are loudest in denouncing capitalism. Man's well-being is not their goal.**

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**G: In a capitalist society, all human relationships are voluntary. Men are free to cooperate or not, to deal with one another or not, as their own individual judgments, convictions, and interests dictate. They can deal with one another only in terms of and by means of reason, i.e., by means of discussion, persuasion, and contractual agreement, by voluntary choice to mutual benefit. The right to agree with others is not a problem in any society; it is the right to disagree that is crucial. It is the institution of private property that protects and implements the right to disagree—and thus keeps the road open to man’s most valuable attribute (valuable personally, socially, and objectively): the creative mind.**

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**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**H: Capitalism has been called a system of greed—yet it is the system that raised the standard of living of its poorest citizens to heights no collectivist system has ever begun to equal, and no tribal gang can conceive of.  
Capitalism has been called nationalistic—yet it is the only system that banished ethnicity, and made it possible, in the United States, for men of various, formerly antagonistic nationalities to live together in peace.  
Capitalism has been called cruel—yet it brought such hope, progress and general good will that the young people of today, who have not seen it, find it hard to believe.**

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**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**I: America's abundance was created not by public sacrifices to the common good, but by the productive genius of free men who pursued their own personal interests and the making of their own private fortunes. They did not starve the people to pay for America's industrialization. They gave the people better jobs, higher wages, and cheaper goods with every new machine they invented, with every scientific discovery or technological advance—and thus the whole country was moving forward and profiting, not suffering, every step of the way.**

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**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**J: The flood of misinformation, misrepresentation, distortion, and outright falsehood about capitalism is such that the young people of today have no idea (and virtually no way of discovering any idea) of its actual nature. While archeologists are rummaging through the ruins of millennia for scraps of pottery and bits of bones, from which to reconstruct some information about prehistorical existence—the events of less than a century ago are hidden under a mound more impenetrable than the geological debris of winds, floods, and earthquakes: a mound of silence.**

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**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**K: Let anyone who believes that a high standard of living is the achievement of labor unions and government controls ask himself the following question: If one had a “time machine” and transported the united labor chieftains of America, plus three million government bureaucrats, back to the tenth century—would they be able to provide the medieval serf with electric light, refrigerators, automobiles, and television sets?**

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**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**L: Prior to the American Revolution, through centuries of feudalism and monarchy, the interests of the rich lay in the expropriation, enslavement, and misery of the rest of the people. A society, therefore, where the interests of the rich require general freedom, unrestricted productiveness, and the protection of individual rights, should have been hailed as an ideal system by anyone whose goal is man’s well-being.**

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**Names:** \_\_\_\_\_ and \_\_\_\_\_

Read the quote from Ayn Rand. Discuss the meaning of the quote with your partner, and write your explanation below.

**M: Capitalism was the only system in history where wealth was not acquired by looting, but by production, not by force, but by trade, the only system that stood for man’s right to his own mind, to his work, to his life, to his happiness, to himself.**

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# The Rise of Citizen Journalists

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Segment Length: 4:43 minutes

## **Lesson Description:**

Where do *you* get your news, from traditional media or from the new, digital media? How is media changing? And who classifies as a journalist these days? Is this new media “journalism”? What does digital media offer that traditional, mainstream outlets do not? In this segment John Stossel interviews Tim Pool about his involvement in digital journalism and his reporting on Antifa.

## **Concepts & Key Terms:**

*Antifa* – short for “anti-fascist;” loosely-associated left-wing, militant anti-fascist groups and individuals in the United States who prefer direct action over electoral strategy and who often employ violent tactics in opposition to capitalism, offensive speech, white supremacy, among other things they consider far-right fascism.

*New Media* – an alternative to traditional media outlets that has emerged in the digital age; “new media” generally refers to independently produced news videos, livestreams, podcasts, and other web content.

*Zealot* – (noun) a fanatically committed person devoted to and vehement in support of a cause; a person with eagerness and ardent interest in pursuit of something; a person with fervor.

## **Objectives:**

Students will be able to:

- describe new media.
- discuss Antifa and its tactics.
- differentiate between traditional journalism and new media journalism.
- assess the impact of the rise of new media.

## **Preview Activity:**

Have students answer the following question in their notebooks:

What does it take to be a journalist?

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:**

We recommend 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. reporting     | 4. fund    |
| 2. American flag | 5. torches |
| 3. narrative     |            |

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# The Rise of Citizen Journalists

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. I'm not going to let them bully me out of \_\_\_\_\_ on what they're doing.
2. You look at this protest in Portland. A Bernie Sanders supporter showed up with an \_\_\_\_\_ to protest against the fascists. And so, what did Antifa do? Cracked him over the head with a club and put him in the hospital with a concussion.
3. The initial \_\_\_\_\_ that we heard from the activists was that this kid got in this man's face. You have just seen right now, it's actually the other way around. No one else watched the video.
4. I want to know why things are happening. Some people don't trust the media. I don't know who to believe. Why don't I just go there and I can see for myself. And then it turns out there's one good way to \_\_\_\_\_ that: tell people what you saw.
5. When I was growing up, it was the religious conservatives that had the moral panic about music and swear words. But today the moral panic is coming from the left. What happened to the Left at Berkeley holding up signs saying free speech? Today, the left shows up with \_\_\_\_\_ and burns free speech signs.

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

At the end of the video, John Stossel said, "Pool is one of many new media people who are changing how reporting is done." How so? \_\_\_\_\_

Is new media in the digital age good for journalism? \_\_\_\_\_ Why / Why not? \_\_\_\_\_

Is new media in the digital age good for the country? \_\_\_\_\_ Why / Why not? \_\_\_\_\_



### **Discussion and Analysis:**

1. What do you think the term “citizen journalist” means? Aren’t all journalists citizens?
2. Now that many of us can video record and write and publish on social media, does that make us all potential journalists, or is there more to being a journalist?
3. Why did Tim Pool become a reporter?
4. Why would people bully and harass reporters?
5. What is Antifa? What do they claim to do? What tactics do they use?
6. Based on what you’ve seen in the video and what you’ve heard about Antifa, how do some Antifa members behave? Why does Antifa have a de-escalation team?
7. Tim Pool says Antifa is helping actually helping President Trump. How?
8. If reporters report from their own perspective and with their own biases, who reports the truth?
9. Why do you suppose so many journalists got the story about Covington Catholic High School students wrong?
10. Tim Pool said his coverage of so-called “no-go zones” in Sweden was popular with his viewers for its nuance. What does this say about some news consumers?
11. Tim Pool said he was a supporter of Democrat Bernie Sanders, but that groups such as Antifa want to paint him as a conservative. Why?
12. What is a zealot? Why is Tim Pool a zealot for free speech?
13. John Stossel said that while he doesn’t agree with everything they say, he is glad these new media such journalists exist. Why?
14. John Stossel says reporting is changing. How so?
15. Is it easier to become a new media journalist than to make it in the mainstream media? Why / Why not?
16. Tim Pool dropped out of high school. He found an interest, set about doing it, and learned how to monetize it. What do you think was most important? Did Tim recommend others to drop out? What would you say to a friend who wanted to drop out of high school?

### **Discuss These Lines from the Video:**

1. The news you’re getting comes straight from me and straight from the source on the ground.
2. A Bernie Sanders supporter showed up with an American flag to protest against the fascists. And so, what did Antifa do? Cracked him over the head with a club and put him in the hospital with a concussion.

3. All of these big news outlets—even the Washington Post, CNN—they immediately made the assumption, “he must be a racist sneering at this Native American man.” I didn’t make that assumption. I just see a guy banging a drum and a kid with a weird look on his face.
4. Instead of going to college and taking on debt, Pool just started videotaping what interested him.
5. But you know, one side will have you believe it’s the end of the world and the other will have you believe nothing’s happening at all.
6. What happened to the left at Berkeley holding up signs saying, “free speech”? Today, the left shows up with torches and burns free speech signs.

### **Quotes for Discussion:**

The need for gatekeeping in today’s media environment is stronger than ever, as there needs to be an honest public sphere which provides academic, cultural, historic, and ethical news, which has been filtered through by gatekeeping journalists.... Professional journalists need to assert control over news construction and protect their statuses among the public.

– Gabrielle Tutheridge

More voices, more sources, more access, more perspectives in news is better, and that’s what the internet age has given us, and that’s good for consumers of news....

– Brian Doherty

Our social media friends have become the “managing editors” deciding what we see. An article needs to be “liked” and shared multiple times before many people see it in their feed.... There are also many “fake news” websites that compete for attention with sensational headlines and ridiculous storylines that tend to get shared more often due to the lack of readers fact checking or reading more than the headline. That means that authentic content is hard to come by now. In fact, fake news is actually more likely to spread than the truth.

– Nicole Martin

Eyewitnesses to breaking news can tweet pictures from scenes, when professional journalists aren’t always present. People who are victims of oppressive regimes can publish text, videos and photos from the world’s conflict zones instantaneously, bearing witness as citizen journalists and allowing the masses to see and consume history, unfiltered.

– Daniel Petty

I am grateful to journalism for waking me up to the realities of the world.

– Eduardo Galeano

### **Activities:**

1. Have students complete the accompanying Quotes Activity and Stakeholders Chart.
2. Read and write a summary of one of the following articles:
  - A) “Three Major Ways Social Media is Changing Journalism” by Kurt Wagner  
<https://www.scu.edu/illuminate/thought-leaders/kurt-wagner-12/three-major-ways-social-media-is-changing-journalism.html>
  - B) “Distrust of Social Media is Dragging Traditional Journalism Down” by James Ball

<https://www.theguardian.com/commentisfree/2018/jan/22/distrust-social-media-traditional-journalism-fake-news>

C) “The Role of the Citizen Journalist in Today’s World is Changing” by Mary Bock  
<https://news.utexas.edu/2016/10/19/role-of-the-citizen-journalist-is-changing/>

D) “How Podcasting is Changing the News Media” by Geoffrey James  
<https://www.inc.com/geoffrey-james/will-podcasting-save-the-news-media-industry.html>

E) “How Social Media Has Changed How We Consume News” by Nicole Martin  
<https://www.forbes.com/sites/nicolemartin1/2018/11/30/how-social-media-has-changed-how-we-consume-news/#6b7997d93c3c>

3. Write a persuasive essay in which you explain possible benefits and drawbacks of independent, new media journalism. Offer your opinion as to whether its advantages outweigh the downsides of more decentralized news media.
4. Produce a “man-on-the-street” video in which you ask people where they get their news, and why. Follow up by asking how much they trust various news sources such as newspapers, TV networks, YouTube videos, cable broadcasting, and online articles.
5. Conduct a classroom debate on the topic of whether independent, new media journalism or established, mainstream news outlets are better at reliably informing the public.
6. In a group of 3-4, make a short video explaining the difference between cable broadcast news reporting and new media journalism.
7. Research and write a report on Antifa, focusing on its history, motivation, and tactics. Include an overview of the different perspectives commentators across the political spectrum have of Antifa.
8. Tim Pool points to media coverage of the Covington Catholic High School incident as an example of poor journalistic practices. Research the incident and write a report on what happened, and what media coverage at the time got right and wrong.
9. Read and summarize or take Cornell Notes while reading: “The Media Wildly Mischaracterized That Video of Covington Catholic Students Confronting a Native American Veteran” by Robby Soave.

<https://reason.com/2019/01/20/covington-catholic-nathan-phillips-video>

10. Research and create a slideshow presentation to explain how social media suspensions and YouTube demonetization affect new media journalism. End with a slide with your perspective on this controversy.
11. Watch “Tim Pool: The Journalism Revolution” by Brett Novak and write a summary of the video: <https://www.youtube.com/watch?v=SEVNA8EnTeA>
12. Research and report on Tim Pool, via an essay, slideshow presentation, or other means. Be sure to use his social media accounts and website (timcast.com) to explain or demonstrate what he does, why he does it, problems it might cause him, and how he makes money doing it.

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# The Rise of Citizen Journalists

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## Quotes Activity

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

**Directions:** First, read each quote and place a P on the line to indicate the quotation is pro (in favor of) new media journalism and an A to indicate the quotation is anti (against) new media journalism. Then, either write a persuasive essay in which you take a position on new media journalism vs. traditional journalism. Be sure to address the opposing argument in your essay, or complete the accompanying Stakeholders Chart.

\_\_\_\_\_ The need for gatekeeping in today's media environment is stronger than ever, as there needs to be an honest public sphere which provides academic, cultural, historic, and ethical news, which has been filtered through by gatekeeping journalists.... Professional journalists need to assert control over news construction and protect their statuses among the public. – Gabrielle Tutheridge

\_\_\_\_\_ More voices, more sources, more access, more perspectives in news is better, and that's what the internet age has given us, and that's good for consumers of news.... – Brian Doherty

\_\_\_\_\_ Our social media friends have become the “managing editors” deciding what we see. An article needs to be “liked” and shared multiple times before many people see it in their feed.... There are also many “fake news” websites that compete for attention with sensational headlines and ridiculous storylines that tend to get shared more often due to the lack of readers fact checking or reading more than the headline. That means that authentic content is hard to come by now. In fact, fake news is actually more likely to spread than the truth. – Nicole Martin

\_\_\_\_\_ Eyewitnesses to breaking news can tweet pictures from scenes, when professional journalists aren't always present. People who are victims of oppressive regimes can publish text, videos and photos from the world's conflict zones instantaneously, bearing witness as citizen journalists and allowing the masses to see and consume history, unfiltered. – Daniel Petty

# The Rise of Citizen Journalists

## Stakeholders Chart

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

**Directions:** Fill in the chart below based on the video, the quotes supplied in the Quotes Activity, your perceptions of the stakeholders, those impacted by traditional and new media journalism.

Stakeholders	Possible Point of View	Your Reasoning / Explanation
Traditional journalists		
New media journalists		
Viewers who want the truth		
Viewers who want the media to reassure them they are right		
Antifa		
What conclusions can be drawn about the debate over new media journalism?		

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# Money, Money, Money

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Segment Length: 6:14 minutes

## **Lesson Description:**

Why does money have value? How did that—“printed pieces of paper”—become money? How can government policies affect the value of the dollar? In this segment John Stossel gives us a brief history of money—and a look ahead at what money could become.

## **Concepts & Key Terms:**

*Gold Standard* – a system in which currency is fixed to the price of gold and money supply is limited by gold reserves.

*Cryptocurrency* – digital currency secured by encryption whose supply is not controlled by a central authority.

*Inflation* – a decrease in the purchasing power of money experienced as rising prices, usually as a result of government excessively printing money.

## **Objectives:**

Students will be able to:

- define gold standard, cryptocurrency, and inflation.
- discuss the purpose of money.
- explain the fundamental qualities of sound money
- assess the impact of the development of banking on improvements in living standards

## **Preview Activity:**

Have students answer the following questions in their notebooks:

What is money? What makes it useful? What gives it value?

OR

What makes a dollar bill valuable and why it might lose its value in the event of societal collapse following a global zombie pandemic?

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

## **Viewing Guide:**

We recommend 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. fixed value        | 5. Great Depression |
| 2. account            | 6. price changes    |
| 3. Alexander Hamilton | 7. struggle         |
| 4. hyperinflation     |                     |

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# Money, Money, Money

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. So, throughout history people needed a way to assign a \_\_\_\_\_  
\_\_\_\_\_ to money.
2. The Knights Templar developed a system where they said, well, you can just deposit your money here with us and then, when you need some, you can withdraw it from your \_\_\_\_\_. This enabled the peasants to travel Europe without being in danger of being robbed.
3. Then, in the U.S., \_\_\_\_\_ fixed the dollar to gold. The dollar became to be seen as a rock solid currency where you could go anywhere in the world, and they would accept that dollar.
4. To print money to pay for the conflict, Europe and the U.S. went off gold. And after losing the war, Germany suffered the infamous Weimar \_\_\_\_\_.
5. President Herbert Hoover signed into law the Smoot-Hawley Tariff. Its sweeping taxes on thousands of foreign products triggered a global trade war. This set in motion events leading to the \_\_\_\_\_.
6. But so far, cryptocurrencies' \_\_\_\_\_ make them hard to use as currency.
7. All this is the \_\_\_\_\_ for trust. And money, ultimately, does depend on trust.

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

What are some qualities of currency necessary for reliable money? How do paper currency (not backed by anything) and gold each supply these qualities? \_\_\_\_\_

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### **Discussion and Analysis:**

1. What did people do before money was developed? How did that affect economic development and trade?
2. Why is gold considered a better medium of exchange than crops or salt?
3. What makes money trustworthy? Why are we so sure each day that others will accept it for products or services we want?
4. What or whom are you trusting when you accept a dollar bill as payment?
5. What was a problem with gold? How did printed currency change that?
6. The video claims that excessively printing money changes its value, effectively stealing from consumers. How so? Do you agree or disagree? Why?
7. Why might it be good for money to have a fixed value?
8. The video notes “great material progress” while the dollar was fixed to gold (the gold standard). How might the gold standard be good for economic growth?
9. How did the Roman Emperor Nero debase the currency? Does that relate to printing paper currency (fiat money)?
10. Jack Weatherford says an accepted form of money creates mobility. How so? Why might a generally accepted form of currency be preferable to barter in creating economic mobility?
11. The Smoot-Hawley Tariffs enacted sweeping taxes on thousands of foreign products. How might that trigger a global trade war? How might that lead to a depression?
12. How do the price changes in cryptocurrencies such as bitcoin make them hard to use as currency?
13. What role does predictability play in making currency trustworthy?

### **Discuss These Lines from the Video:**

1. What makes money trustworthy? It has to be reliable.... It has to be fixed in value.
2. The best mechanism for this would be some kind of commodity that’s permanent, easily transported, easily understood by anyone. And that medium was, of course, gold.
3. Money begins to create a kind of mobility in people’s lives that they never had before.
4. Rome’s decline was very closely associated with the decline of its money.
5. Then, in the US Alexander Hamilton fixed the dollar to gold. The dollar became to be seen as a rock solid currency where you could go anywhere in the world, and they would accept that dollar.
6. Bitcoin is both a currency and a payment system, so it’s like PayPal and U.S. dollars combined into one.



7. You go to a restaurant and you find that your meal is going to cost eight thousand marks, say, and you order it, you eat it, and by the time the bill comes, that eight thousand Marks has become sixteen thousand Marks.

### **Quotes for Discussion:**

The classical or orthodox gold standard alone is a truly effective check on the power of the government to inflate the currency. Without such a check all other constitutional safeguards can be rendered vain.  
– Ludwig von Mises

Unfortunately, however, that kind of a real, honest-to-God gold standard has seldom, if ever, existed.... Over the past two thousand years, the use...of silver or gold as money has not prevented, for most of the period, governments from depreciating the currency, from engaging in inflation as a means of extracting the income of the people for governmental purposes.  
– Milton Friedman

In the absence of the gold standard, there is no way to protect savings from confiscation through inflation. There is no safe store of value.  
– Alan Greenspan

“Backed by gold” doesn’t have any meaning whatsoever. It’s still a trust system. What the “backing by gold” did was make it more probable that you could trust it, as long as there wasn’t a lot more gold discovered. And so, I think people don’t like paper money. They want real money. There’s no such thing.  
– Russ Roberts

Although the last vestiges of the gold standard disappeared in 1971, its appeal is still strong. Those who oppose giving discretionary powers to the central bank are attracted by the simplicity of its basic rule. Others view it as an effective anchor for the world price level.  
– Michael D. Bordo

The first panacea for a mismanaged nation is inflation of the currency; the second is war. Both bring a temporary prosperity; both bring a permanent ruin. But both are the refuge of political and economic opportunists.  
– Ernest Hemingway

He who tampers with the currency robs labor of its bread.  
– Daniel Webster

If you want an alternative currency, check out gold. It has stood the test of thousands of years as a store of value and medium of exchange.  
– Paul Singer

### **Activities:**

1. Have students complete the accompanying worksheet for homework.
2. Show the class one or more of the following videos:

Investopedia Video: What Is Inflation? (1:09)

<https://www.youtube.com/watch?v=Vi3Q1ypNw3M>

A World of Money (15:56)

[https://www.izzit.org/products/detail.php?video=world\\_of\\_money](https://www.izzit.org/products/detail.php?video=world_of_money)

Too Much Money (16:28)

[https://www.izzit.org/products/detail.php?video=too\\_much\\_money](https://www.izzit.org/products/detail.php?video=too_much_money)

3. Produce a “man-on-the-street” video in which you ask people to explain a) inflation, and b) how government printing of currency affects the economy. Then, follow up by asking whether they approve of the government raising revenue by printing money and causing inflation.
4. Research and report on the origin of the word “salary.”
5. Research and present in a slideshow the causes and results of hyperinflation in Venezuela, Zimbabwe, or the Weimar Republic.
6. Read and write a summary of one of the following articles:
  - A) “America Needs The Gold Standard More Than Ever” by Keith Weiner  
<https://www.forbes.com/sites/keithweiner/2014/06/24/america-needs-the-gold-standard-more-than-ever/#5f3cb46b73f4>
  - B) “Everything You Need to Know About the Gold Standard” by *The Week* Staff  
<https://theweek.com/articles/471745/everything-need-know-about-gold-standard>
  - C) “A Brief (And Messy) History of Modern Gold Standards” by Marcia Christoff-Karupovna  
<https://mises.org/wire/brief-and-messy-history-modern-gold-standards>
  - D) “Hazlitt on Gold” by Jude Blanchette  
<https://fee.org/articles/hazlitt-on-gold/>
  - E) “Gold and Money” by Warren C. Gibson  
<https://fee.org/articles/gold-and-money/>
  - F) “Good Money, Bad Money—And How Bitcoin Fits In” by Thorsten Polleit  
<https://fee.org/articles/good-money-bad-money-and-how-bitcoin-fits-in/>
7. Research the characteristics of money. What are they? How do those characteristics relate to gold-backed currency, fiat currency (not backed by gold), and cryptocurrencies?
8. Write a persuasive essay in which you examine one argument for and one argument against the gold standard and offer rebuttal to the side you find less convincing.
9. Conduct a classroom debate on the topic of whether the United States ought to return to gold-backed currency.
10. Watch “Econ Duel: Fiat Money vs. the Gold Standard” (9:58) and summarize the main arguments presented on each side.  
<https://www.youtube.com/watch?v=FbDZ0ObRXfE>
11. Research and write a report on the history of the gold standard in America.
12. Watch “Jack and the Bean Stalk and the Money Supply” (2:56), write a summary of the video, then answer the questions below:
  - a) Why does the merchant raise his prices?

- b) How does Jack effectively tax Old Mother Hubbard?
- c) Why do governments want to have a monopoly on the medium of exchange?

<https://www.youtube.com/watch?v=OxGBD-XcYGw>

- 13. Research and create a slideshow presentation to explain the effects of increasing the money supply and how gold-backed currency (as compared to fiat currency) affects the ability of policy makers to adjust the money supply.
- 14. Create a video comparing cryptocurrency to gold-backed currency. Explain how each addresses the criticism of fiat currency and what advantages or disadvantages each might have in comparison to the other.
- 15. Read and summarize the “Great Myths of the Great Depression” by Lawrence Reed. (This booklet is available to download.)

<https://fee.org/resources/great-myths-of-the-great-depression/>

- 16. In the video, we learned that the U.S. dollar has lost value—purchasing power—over time. Research this and draw an annotated line graph that explains the reasons for the drops in value.

# Money, Money, Money

## Flow Chart

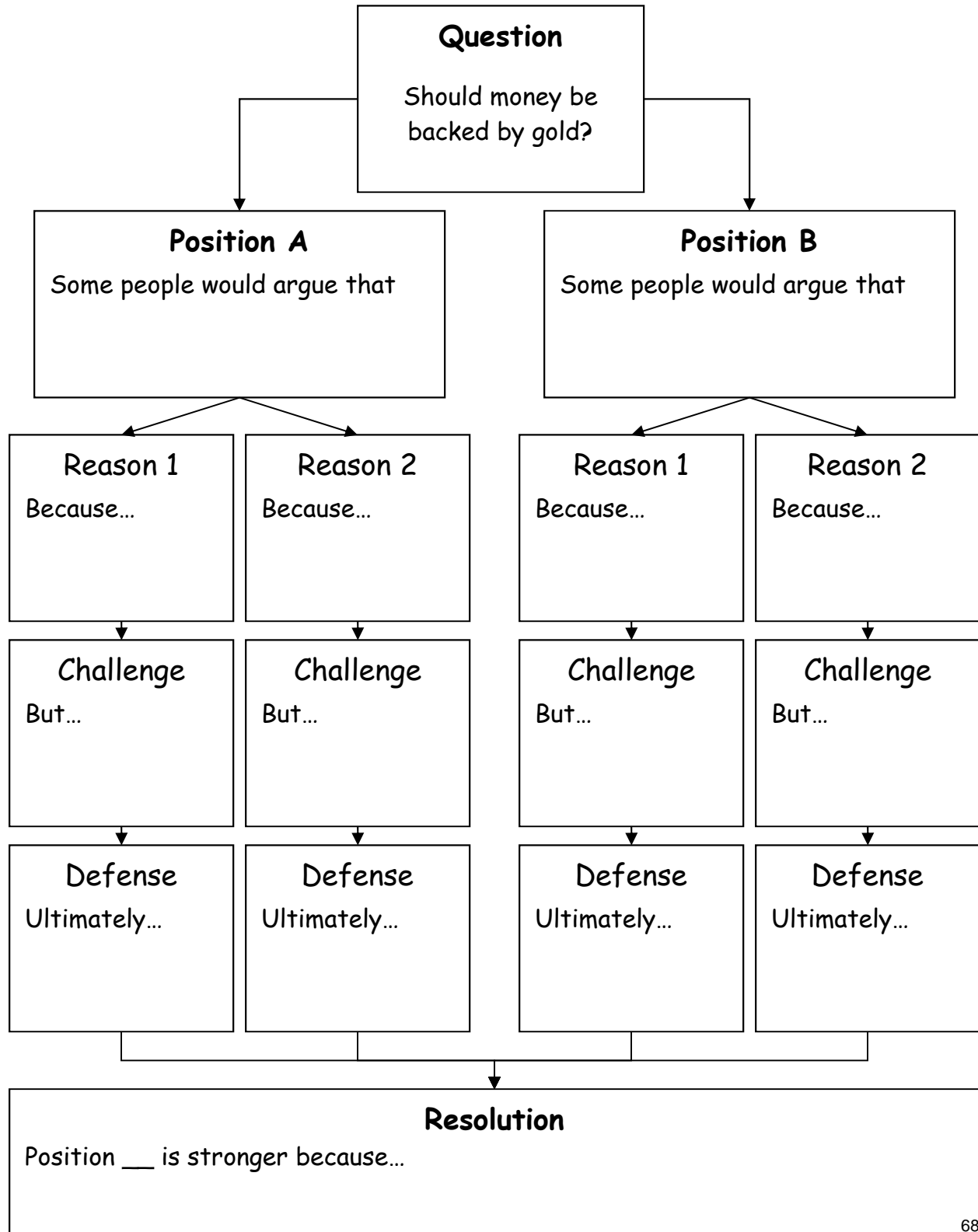
Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

**Directions:** Use the flow chart below to layout the arguments for and against gold-backed currency and to challenge and defend those arguments.



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# Venezuela IS Socialism

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Segment Length: 5:01 minutes

## **Lesson Description:**

Most people agree that Venezuela's economy is collapsing, but why is it? Some say the country's socialist policies are the cause. Others say socialism has nothing to do with it—that poor planning is at fault. In this video, John Stossel points out that socialism *is* planning—government planning—and discusses Denmark and Sweden and their move away from socialism.

## **Concepts & Key Terms:**

*Socialism* – A political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

*Inflation* – An increase in the money supply that leads to a decrease in the value of money and purchasing power and a general increase in price.

*Market economy* – An economic system in which production and prices are determined by unrestricted competition between privately owned businesses.

## **Objectives:**

Students will be able to:

- discuss the differences between socialist economies and market economies.
- explain arguments for and against socialism.
- evaluate socialism's impact on Venezuela.

## **Preview Activity:**

Have students answer the following question in their notebooks:

When you think of socialism, what words come to mind?

Use Think, Pair, Share to have students answer the preview question. Ask them to look for similarities and differences in their answers and have them rate their answers as either “positive” or “negative.” After a few minutes, poll the students and ask them to explain their answers. Are there more positive or negative? Why?

OR

Distribute copies of the K-W-L worksheet to the class. Have students fill in the K and W sections. After showing the video, have students complete the L section and answer the question at the bottom of the worksheet.

## **Viewing Guide:**

We recommend 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. Latin America
2. socialism
3. economy
4. Sweden
5. capitalism
6. post office

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# Venezuela IS Socialism

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. Venezuela was once the richest country in \_\_\_\_\_  
\_\_\_\_\_.
2. And even today, as Venezuela collapses, many Americans say, “Don’t blame \_\_\_\_\_.”
3. But mismanagement is what happens under socialist governments. It always happens because no group of central planners is wise enough to manage an entire \_\_\_\_\_.
4. When I talk about democratic socialism, I’m not looking at Venezuela, I’m not looking at Cuba, I’m looking at countries like Denmark and \_\_\_\_\_.
5. The Scandinavian countries that progressives call socialist successes—not only are they not socialist, they’re moving more toward \_\_\_\_\_.
6. The champions of socialism promise the Garden of Eden, but plan to transform the world into a gigantic \_\_\_\_\_.

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

John Oliver said that socialism isn’t the problem in Venezuela, “epic mismanagement” is. Who manages the economy in a socialist country? \_\_\_\_\_

Who, if anyone, manages the economy in a free market economy? \_\_\_\_\_

What was the impact of the Venezuelan government printing more money? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How are Denmark and Sweden different from Venezuela? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Discussion and Analysis:**

1. Venezuelans voted to elect socialist Hugo Chavez, and many American celebrities agreed with Chavez's socialist vision. Why do some people find socialism appealing? What problems do they think socialism will solve?
2. John Oliver says Venezuela's collapse was due to mismanagement, not socialism. John Stossel argues that mismanagement is inevitable under socialism. Who's right? Explain.
3. Why is socialism unpopular among Venezuelan immigrants in the United States?
4. John Stossel says the socialist solution to running out of money is to print more, causing inflation. Why is inflation a bad thing? What problems does it cause?
5. When some Venezuelan business owners raised prices to keep up with inflation, the government took away their businesses. Was this justifiable? Why / Why not?
6. Bernie Sanders has said that Denmark has a "democratic socialist" system, but Denmark's prime minister said that they have a "market economy." What are the differences between the two types of economies?
7. Why have the Scandinavian countries moved away from socialism and closer to capitalism?
8. If the Scandinavian countries are moving towards capitalism, why do some politicians still use them as successful examples of socialism?
9. Ludwig von Mises said that socialists want to turn the world into "a gigantic post office." What did he mean by this?
10. Considering what you know about socialism and capitalism, in which system do you think people are most free? Why? Is freedom more important than being equal? Why / Why not?
11. Why do you think people in our country support socialism? Can't they see the consequences? What do they see as the benefits?
12. If capitalism is bad, why are so many people in America living better than most people in the world?
13. When we judge what people do, what they stand for, should we judge their intentions or the effects of the policies they advocate? Explain.
14. What is your opinion of socialism? Did this video change your opinion? If so, how?

### **Discuss These Lines from the Video**

1. Venezuela was once the richest country in Latin America. It still has the world's biggest oil reserve. But 20 years ago, Venezuelans voted for socialism.
2. But mismanagement is what happens under socialist governments, because no group of central planners is wise enough to manage an entire economy.
3. Even if they have good intentions, the socialists eventually run out of other people's money.



4. Socialists say government can run businesses better than greedy owners who just want profit.
5. When business owners raised prices to keep up with inflation, government often took away their businesses.
6. Denmark is far from a socialist planned economy. Denmark is a market economy.
7. [Sweden] did have a period in the 1970s and 1980s when we had something that resembled socialism—a big government that taxed and spent heavily—and that’s the period in Swedish history when our economy was going south.
8. The Scandinavian countries that progressives call “socialist success”—not only are they not socialist, they’re moving more towards capitalism.
9. The silver-lining in Venezuela’s collapse is that most Venezuelans who escape their country’s socialism do understand what went wrong.
10. The champions of socialism promise the Garden of Eden, but plan to transform the world into a gigantic post office, every man a subordinate clerk.

### **Quotes for Discussion:**

I am convinced that the way to build a new and better world is not capitalism. Capitalism leads us straight to hell.  
– Hugo Chavez

The strongest argument for socialism is that it sounds good. The strongest argument against socialism is that it doesn't work.  
– Thomas Sowell

Call it democracy, or call it democratic socialism, but there must be a better distribution of wealth within this country for all God's children.  
– Martin Luther King Jr.

Under capitalism man exploits man; under socialism the reverse is true.  
– Will Rogers

Many people consider the things which government does for them to be social progress but they regard the things government does for others as socialism.  
– Earl Warren

Socialism states that you owe me something simply because I exist. Capitalism, by contrast, results in a sort of reality-forced altruism: I may not want to help you, I may dislike you, but if I don't give you a product or service you want, I will starve. Voluntary exchange is more moral than forced redistribution.  
– Ben Shapiro

Socialism in general has a record of failure so blatant that only an intellectual could ignore or evade it.  
– Thomas Sowell

I believe that all forms of socialism have been proven over time to result in a loss of both economic and civil liberties, with increasing poverty.  
– John Mackey

Socialism is the philosophy of failure, the creed of ignorance, and the gospel of envy. Its inherent virtue is the equal sharing of misery.  
– Winston Churchill

Democratic socialism means that we must create an economy that works for all, not just the very wealthy.  
– Bernie Sanders

Socialism...confuses the distinction between government and society. As a result of this, every time we object to a thing being done by government, the socialists conclude that we object to its being done at all.  
– Frédéric Bastiat

If socialists understood economics, they wouldn't be socialists.  
– F.A. Hayek

Capitalism has worked very well. Anyone who wants to move to North Korea is welcome.  
– Bill Gates

### **Activities:**

1. Have students complete the K-W-L worksheet in class or for homework.
2. Show the class the izzit video “Too Much Money” about inflation and how it impacts people.

[https://www.izzit.org/products/detail.php?video=too\\_much\\_money](https://www.izzit.org/products/detail.php?video=too_much_money)

3. Look at the Your Life in Numbers website. Try it. Enter your country and year of birth, and then choose Venezuela as the country for comparison purposes. How have the two countries changed since you were born? In which of the two would you have been better off being born? Report your findings and the conclusions you draw from this exercise..

<http://yourlifeinnumbers.org/>

4. Conduct a classroom debate about socialism. To get students to look at socialism 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.
5. Produce a “man-on-the-street” video in which you ask people if they prefer capitalism or socialism, and why.
6. What causes poverty? Research the causes of poverty. You might find different explanations. You might present them to the class and have the class discuss which explanation(s) are more sensible or believable. How does this topic relate to the video?
7. Research Gloria Alvarez. What does she do? What are her views? How does she suggest fixing the economic and social problems in Latin America? Present your findings to the class in the form of an oral report.
8. Research and either write a biography or produce a biographical slideshow of Hugo Chavez
9. .Research and prepare a slideshow comparing life in a country with capitalism and life in a socialist country.
10. Write a persuasive essay (pro or con) about socialism. Be sure to address the opposing side of the argument in your essay.

Name \_\_\_\_\_  
 Class \_\_\_\_\_ Per \_\_\_\_\_

Date \_\_\_\_\_  
 Teacher \_\_\_\_\_

## Venezuela IS Socialism 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.

<b>K</b>	<b>W</b>	<b>L</b>
What I know about socialism:	What I want to know about socialism:	What I've learned about socialism:

After watching the video and discussing it in class, did you views of socialism stay the same or change? \_\_\_\_\_

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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# The College Scam

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Segment Length: 5:48 minutes

## **Lesson Description:**

Should everyone go to college? If not, who should? And who should pay? Today, more and more students are encouraged to go to college—but should they be? This segment explores Bryan Caplan’s book *The Case Against Education*.

## **Objectives:**

Students will be able to:

- explain the signals a college degree sends to potential employers.
- discuss the value of a college education.
- summarize arguments for and against encouraging college for all
- explain Bryan Caplan’s argument in favor of a world with less education.

## **Preview Activity:**

Write this question on the board and have students answer in their notebooks:

Would you rather have:

- a) a degree from a prestigious university without the education, or
- b) the education without the degree.

Why?

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:**

We recommend 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. tuition
2. higher
3. graduates
4. useful skills
5. distinguishes

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# The College Scam

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. People usually just want to talk about the \_\_\_\_\_, which is a big deal, but there's also all the years that people spend in school when they could have been doing something else.
2. All the politicians say, "go to college," and there is evidence the \_\_\_\_\_ you go the more money you make.
3. As more people got degrees, more employers insisted on degrees. The result isn't that \_\_\_\_\_ get better jobs, it's that employers require degrees for most every job.
4. If you're doing computer science or electrical engineering, then you probably are actually learning a bunch of \_\_\_\_\_.
5. I say, really, what we need to do is to go back to a world where college is not so accessible, where it really \_\_\_\_\_ you, and this way people are going to be able to start their lives years earlier.

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

What is the purpose of a college education? \_\_\_\_\_  
\_\_\_\_\_

Could something else perform this function at lower costs? If so, what? \_\_\_\_\_  
\_\_\_\_\_

What is the main point of this video? \_\_\_\_\_  
\_\_\_\_\_

Do you agree or disagree with that? Explain. \_\_\_\_\_  
\_\_\_\_\_

### **Discussion and Analysis:**

1. Why do you suppose most people go to college?
2. What costs, other than tuition, are associated with attending college?
3. Bryan Caplan points out that people with more education typically have higher incomes. How is this usually explained? How does Caplan explain it?
4. John Stossel says that a diploma is a signaling device. What does he mean by signaling device? Do you agree or disagree with him? Why?
5. Bryan Caplan says higher education is lucrative for some individuals, but not for the country. What does he mean?
6. If college is not necessary to gain the skills for a job, why do people still pay lots of money to go?
7. Bryan Caplan uses a concert as a metaphor for the job market and a college degree. How so?
8. Why might employers require degrees for jobs that can be performed without a college education?
9. Why has the cost of college risen so much?
10. How have tuition subsidies affected the number of students applying to college? Why is this so?
11. John Stossel suggests that tuition costs have increased as a result of government subsidies in higher education. How might this be true?
12. The government even subsidizes majors that, according to John Stossel, are unlikely to help students get jobs. Can you name some college majors that seem unlikely to help students get jobs?
13. Besides preparing students for work, what is another argument in favor of college subsidies? Do you agree with this argument?
14. If those with a college degree tend to earn more than those without, why should workers who don't have college degrees subsidize college education for people likely to earn more than they do?
15. If college were to become less accessible, Caplan says people could start their lives earlier. What does he mean?

### **Discuss These Lines from the Video:**

1. How many thousands of hours did you spend in classes studying subjects that you never thought about again?
2. You aren't saying, "You, individual, don't go to college." You're saying we as a country are suckers to push it and subsidize it.

3. When most everyone goes to college, that just raises the bar.
4. The result isn't that graduates get better jobs; it's that employers require degrees for most every job.
5. A tenured professor cannot be fired for almost any reason. You get a nice income, and there are almost no demands on your time.
6. The wisest solution, all things considered, would be if government just got out [of higher education].
7. It would be good if government got out of a lot of things.

### **Quotes for Discussion:**

Despite the evidence that we already have too many students in higher education, the hot new idea among the political class is to double down by pushing for "free college tuition." The problem with the "free college" idea is, however, not merely financial. It also reinforces the myth that college is appropriate or even possible for all students. – Charles Sykes

You have to stay in school. You have to. You have to go to college. You have to get your degree. Because that's the one thing people can't take away from you is your education. And it is worth the investment. – Michelle Obama

The more people who go to college, the more stigmatizing the failure to complete college becomes. Today, if you do not get a BA, many people assume it is because you are too dumb or too lazy. And all this because of a degree that seldom has an interpretable substantive meaning. – Charles Murray

We've got it into our heads that a college education is SO important, that the cost is irrelevant, along with the actual demand for whatever major a kid might wish to declare.... Thus, we've encouraged an entire generation to borrow whatever it takes to get whatever degree they believe will make them happy. Is it any wonder tuition has risen so quickly? – Mike Rowe

We know that when we open the doors to college, we open the doors to opportunity. When we make college more affordable, we make the American dream more achievable. – President Bill Clinton

### **Activities:**

1. Have students complete the accompanying PMI chart in class or for homework.
2. Read and write a summary of one of the following articles:
  - A) "What Students Know That Experts Don't: School is all about signaling, not skill-building" by Bryan Caplan  
<https://www.latimes.com/opinion/op-ed/la-oe-caplan-education-credentials-20180211-story.html>
  - B) "How the 'College-For-Everybody' Agenda Harms Both Students and the Economy" by Tom Lindsay

<https://www.forbes.com/sites/tomlindsay/2014/11/28/unintended-consequences-how-the-college-for-everybody-agenda-harms-both-students-and-the-economy/#5c9d20643194>

C) “Employers Are Looking for Job Candidates in the Wrong Places” by Lola Fadulu  
<https://www.theatlantic.com/education/archive/2017/12/employers-are-looking-for-job-candidates-in-the-wrong-places/549080/>

D) “The Economics of College: Part III” by Thomas Sowell  
<https://townhall.com/columnists/thomassowell/2008/04/23/the-economics-of-college-part-iii-n1111778>

E) “The Misguided Priorities of Our Educational System” by Oren Cass  
<https://www.nytimes.com/2018/12/10/opinion/college-vocational-education-students.html?module=inline>

3. Produce a “man-on-the-street” video in which you ask people which is more valuable in the job market: a college diploma or college education. Then ask them to explain their answers.
4. Watch “Econ Duel: Is Education Signaling or Skill Building” and write a summary of the arguments on each side. Then, explain your thoughts on the debate: which points you find most convincing, and how much of the value of a college degree you think is attributable to signaling effects.  
  
<https://www.youtube.com/watch?v=MvWnyUT7vPk>
5. Research and write a report on how the prevalence and importance of a college degree have changed in the last fifty years. Explain how these trends could be interpreted as both positive and negative.
6. In a small group, visit a local college and interview students on camera about why they are attending college—and that college in particular.
7. In the video, Bryan Caplan asked, “How many thousands of hours did you spend in classes studying subjects that you never thought about again?” Interview on camera some students at your school and ask them what subjects they think have no current or future purpose to their life.
8. Using the internet, search for and read book reviews of Bryan Caplan’s *The Case Against Education* and write an essay explaining some of the criticisms of the book. Then, pretend you’re Bryan Caplan and address those criticisms as he might.
9. Research and create a slideshow presentation to explain the income-raising benefits of college. Consider how signaling, knowledge, hard skills, soft skills, etc., make a person a more valuable worker. Also look up the term “self-selection” and explain how that might come into play.
10. Argue *both sides* of each issue below using the statements provided. Then, explain which argument you find more persuasive for each and why.

A) Fewer students should go to college vs. More students should go to college:

*Having a college degree is increasingly important in the job market.*



- B) The government should continue to subsidize higher education vs. The government should not continue to subsidize higher education.

*Taxpayers fund years of study in subjects unlikely to help students get jobs.*

- C) Having more college graduates is bad for high school graduates vs. Having more college graduates is good for the economy, which includes those without a degree.

*As more Americans earn college degrees, having a college diploma becomes less distinguished.*

11. Conduct a classroom debate on one of the following topics:

- A) Whether high school administrators should aim to send as many students to college as possible.
- B) Whether the government should continue to support students pursuing a higher education with subsidies.
- C) Whether too many Americans attend college.

12. Research and write an essay exploring the availability of jobs in technical fields (e.g., plumbing or electrical installation) and how this relates to Bryan Caplan's argument.

13. Watch "Signaling" or "Human Capital and Signaling" and write a report explaining signaling in a context other than education:

<https://www.youtube.com/watch?v=F8ZHZRMSxKg>

<https://www.youtube.com/watch?v=4AIG6I-JRw&t=352s>

14. Research and report on vocational-technical schools. What programs do they offer? What advantages do their students have over traditional high schools?
15. Research and write a biography of Bryan Caplan. Be sure to answer these questions in your report: What other books or articles has he published? What positions did he take in his other published work? Why did he become a college professor? What and where does he teach?

Name \_\_\_\_\_
Date \_\_\_\_\_

Class \_\_\_\_\_
Teacher \_\_\_\_\_

### College Scam PMI Chart

- P = Plus:** What might be some positive effects of attending college and earning a degree?
- M = Minus:** What might be some negative effects of attending college and earning a degree?
- I = Interesting:** What are some interesting aspects of attending college and earning a degree?

+ Plusses +	- Minuses -	I

What would you like to do after high school?

What do your parents want you to do after high school?

Imagine it is 10 years from now. What is life like for you? How did you achieve that?

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# Life, Liberty, and the Pursuit of Happiness

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Segment Length: 4:13 minutes

## **Lesson Description:**

Why did the Founding Fathers want to limit government power? What was so special about the Declaration of Independence and the United States Constitution? This segment looks at the principle of limited government.

## **Concepts & Key Terms:**

*Declaration of Independence* – adopted by the Second Continental Congress and announced that the Thirteen Colonies, at war with Great Britain, regarded themselves as thirteen independent states, no longer under British rule.

*Constitution of the United States* – delineates and limits the powers of the national government and further protects people's rights through the Bill of Rights and other amendments.

*Limited Government* – government power restricted by law, usually in a written constitution. The United States Constitution limits the power of the federal government by delegating to it specific powers.

## **Objectives:**

Students will be able to:

- discuss the purpose of the Declaration of Independence.
- discuss separation of powers and checks and balances.
- explain the reason for limits on government powers.
- evaluate the impact of separation of powers and checks and balances on limited government.

## **Preview Activity:**

Write this question on the board: What are some complaints that Americans have today about the government?

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:**

We recommend 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. limiting government
2. Constitution
3. being jailed
4. speak
5. celebrate

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# Life, Liberty, and the Pursuit of Happiness

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. The Declaration isn't about safety or things government should do. It's about \_\_\_\_\_. It's about freedom.
2. "Trust no man with too much government power, said Jefferson, "bind them with the chains of the \_\_\_\_\_."
3. Fortunately in America, thanks to the Constitution, we can say most anything we want without \_\_\_\_\_.
4. I'm glad I live in America, where I can carry pliers and \_\_\_\_\_ freely.
5. Still, the Constitution and the Declaration of Independence have helped keep us free. That's something to \_\_\_\_\_!

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

Thomas Jefferson said that we should "trust no man with too much government power" and that we should "bind them with the chains of the Constitution." Why might he have said that?

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What is the difference between the Declaration of Independence and the Constitution? \_\_\_\_\_

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### **Discussion and Analysis:**

1. John Stossel said that the Declaration of Independence is about limiting government. Why should government be limited?
2. Why do we have a constitution? What role does it serve?
3. How does the Constitution help us? Would giving government more power make us more or less free? Does it matter?
4. The idea that we have natural rights helps us understand that our rights do not come from government but rather are protected by government. Why is this an important distinction?
5. In the video, John Stossel said that a few years after the Declaration of Independence, America was perceived as the most prosperous and the freest country in the world. What is the connection between prosperity and freedom?
6. As you saw in the video, people in England have been jailed for offensive speech and social media posts. Can that happen in the United States? Why / Why not?
7. Should people be free to speak, even if it is offensive? What might happen if offensive speech is banned?
8. John Stossel referred to various constitutional amendments. What are “amendments”? What are the first 10 amendments called? Why are they called that? What amendments do you know of?
9. When a law passed by Congress, or a regulation created by a government agency, or a presidential decision goes beyond the powers granted in the Constitution, the Supreme Court can declare it unconstitutional. Is that good or bad? Why? What is that concept called?
10. John Stossel referred to separation of powers when he said, “The Constitution divided government power in ways that limit authoritarian politicians from both parties.” How would separating powers among executive, legislative, and judicial branches limit politicians?
11. People often say that the U.S. is a democracy, but the Founders limited government power to prevent complete majority rule—often referred to as the tyranny of the majority. What does “tyranny of the majority” mean? What are some ways the majority might be tyrannical were it not for the Constitution and the Bill of Rights.
12. The natural rights the Founders tried to protect do not include any rights that others had to provide, that is, they were not obligations on the part of other people. How does that differ from the way some people use the word “rights” today? Should there be rights that others—via government—have to provide? If so, what rights would that be? Who would decide?
13. Have the ideas of natural rights and limited government become outdated? If so, what kind of government should we have?

### **Discuss These Lines from the Video:**

1. The Declaration isn’t about safety or things government should do. It’s limiting government. It’s about freedom.

2. The founders were sick of British oppression. They worried about government having too much power.
3. Thomas Jefferson and his colleagues wrote the Declaration to create a new form of government, one where people could rule themselves.
4. The fourth of July celebrates the Declaration, which led to the Constitution, the document that really lays out the rules that limit government.
5. Fortunately, in America, thanks to the Constitution, we can say most anything we want without being jailed.
6. The Constitution divided government power in ways that limit authoritarian politicians from both parties.
7. The Supreme Court stopped President Obama more than a hundred times.
8. Thomas Jefferson promised a wise and frugal government. We are already more than 21 trillion dollars in debt.
9. Jefferson wrote about leaving men “free to regulate their own pursuits.” Now we’ve got more than 180,000 pages of rules.

### **Quotes for Discussion:**

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.  
– Thomas Jefferson

These are our grievances which we have thus laid before his majesty, with that freedom of language and sentiment which becomes a free people claiming their rights as derived from the laws of nature, and not as the gift of their chief magistrate.  
– Thomas Jefferson

The strongest argument against totalitarianism may be a recognition of a universal human nature; that all humans have innate desires for life, liberty and the pursuit of happiness. The doctrine of the blank slate... is a totalitarian's dream.  
– Steven Pinker

When I was growing up, I don't remember being told that America was created so that everyone could get rich. I remember being told it was about opportunity and the pursuit of happiness. Not happiness itself, but the pursuit.  
– Martin Scorsese

You will never know how much it has cost my generation to preserve your freedom. I hope you will make a good use of it.  
– John Adams

The policy of American government is to leave its citizens free, neither restraining them nor aiding them in their pursuits.”  
– Thomas Jefferson

A democracy cannot exist as a permanent form of government. It can only exist until the majority discovers it can vote itself largess out of the public treasury.  
– Alexander Tytler

It will be of little avail to the people that the laws are made by men of their own choice, if the laws be so voluminous that they cannot be read, or so incoherent that they cannot be understood;

if they be repealed or revised before they are promulgated, or undergo such incessant changes that no man who knows what the law is today can guess what it will be tomorrow.

– James Madison

Our Bill of Rights curbs all three branches of government. It subjects all departments of government to a rule of law and sets boundaries beyond which no official may go. It emphasizes that in this country man walks with dignity and without fear, that he need not grovel before an all-powerful government.

– Justice William O. Douglas

If a nation values anything more than freedom, it will lose its freedom; and the irony of it is that, if it is comfort or money it values more, it will lose that too.

– William Somerset Maugham

The First Amendment was designed to protect offensive speech, because nobody ever tries to ban the other kind.

– Mike Godwin

I am thankful for all the complaining I hear about our government because it means we have freedom of speech.

– Nancie J. Carmody

We must not let our rulers load us with perpetual debt.

– Thomas Jefferson

### **Activities:**

1. Distribute copies of the accompanying Declaration of Independence and the Declaration of Independence Group Activity Worksheet and have students complete the worksheet in class.
2. Distribute copies of the Texas Seed Bill article and the accompanying questions and have students read the article and answer the questions for homework.
3. Research and write a report on natural rights, the concept propounded by John Locke in his Second Treatise of Government that all individuals are born with certain “inalienable” natural rights: life, liberty, and property.
4. Research the ideas of Thomas Hobbes and John Locke. Write an essay that explains their differing views. Which ideas promote the most freedom? Whose ideas do you believe are better to live by? What can we do to ensure that those ideas are promoted by people who run for office?
5. Write an essay that explains how the U. S. Constitution limits the powers of government.
6. Research and report on U. S. Supreme Court cases that relate to issues of individual, natural rights (e.g., *Korematsu v. U.S.*, *Kelo v. City of New London*).
7. The United States government was designed with a system of checks and balances, also known as a separation of powers. The idea, propounded by Enlightenment philosopher Baron de Montesquieu, was to ensure that one branch of government would not become too powerful and that the rights of citizens would not be usurped by the will of the majority. Each branch of government was given certain limited powers.
8. Research the system of checks and balances. Report to the class on either a) the powers of each branch of government, b) how the system of checks and balances works, giving examples, or c) Supreme Court cases that have dealt with separation of powers issues.

9. Research the national debt. How much is it? How fast is it growing? What does it all mean?
10. Read the Declaration of Independence. What are the three sections in the document? Are any of the complaints about the king in 1776 valid complaints about the government today? If so, which ones? If not, why not? Explain.
11. In 1776, Thomas Paine wrote and published Common Sense. What was the purpose of the pamphlet? For whom was it written? Is it considered a success? Why / Why not?
12. Write a song or a poem about freedom in America and what it means to you.



# IN CONGRESS, JULY 4, 1776

## The unanimous Declaration of the thirteen united States of America

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us:

For protecting them, by a mock Trial from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefit of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies

For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

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# Life, Liberty, and the Pursuit of Happiness

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## Declaration of Independence

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

**Directions:** In this activity, students discuss some of the ideals in the Declaration of Independence.

### Step I

1. Form small groups to discuss the meaning of the three natural rights that Jefferson identified in the Declaration of Independence: "Life, Liberty, and the Pursuit of Happiness."
2. For each one of the three rights, group members should answer this question: What does this right specifically refer to in our lives today?
3. The groups should then post their answers for the rest of the class to see.
4. Hold a general class discussion and vote, if necessary, to drop or keep the meanings that each group has developed for the three rights.

### Step II

1. Using the Declaration of Independence, discuss these questions with your group members.
2. Then, fill in the boxes below.

<p>Rights people have:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Where governments get their power:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Declaration of Independence</b></p>	
<p>Purpose of government:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What should be done if a government fails in its obligations?</p> <p>_____</p> <p>_____</p> <p>_____</p>

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# Life, Liberty, and the Pursuit of Happiness

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“Why Grover Cleveland Vetoed the Texas Seed Bill” by Robert Higgs

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

**Directions:** Read the article “Why Grover Cleveland Vetoed the Texas Seed Bill.” Use a dictionary to look up any words you don’t know. Then, re-read the article, highlighting or underlining any information you think is important to your understanding the article. Finally, answer the following questions.

1. Why did Grover Cleveland believe in limited government? \_\_\_\_\_

\_\_\_\_\_

2. Why was Cleveland known as the “veto mayor” and “veto governor”? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Based on the article, what do you think the term “essential constitutional function” means?

\_\_\_\_\_

\_\_\_\_\_

4. What was the issue with the Texas Seed Bill? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Why did Cleveland veto the Texas Seed Bill? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Does it matter if elected officials follow the Constitution or is it more important to give citizens what they want? Why?

\_\_\_\_\_

\_\_\_\_\_

7. What is the connection between the Stossel video “Life, Liberty, and the Pursuit of Happiness” and the Texas Seed Bill story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IDEAS  
ON LIBERTY**  
JULY/AUGUST 2003



## Why Grover Cleveland Vetoed the Texas Seed Bill

**G**rover Cleveland was the last U.S. president with a valid claim to be known as a classical liberal. (By the time “Silent Cal” Coolidge became president, the big-government horse was already out of the barn, and Ronald Reagan as president was as much the big-government problem as he was the solution.)

A lawyer who lacked a philosophical temperament or education, Cleveland derived his devotion to limited government from his reverence for the U.S. Constitution. An honest man—an *extraordinarily* honest man for a politician—he took seriously his oath to “preserve, protect, and defend” that document.

Although nineteenth-century government now appears remarkably constricted, politicians in those days were no less predatory and corrupt than our own. Our forebears, however, kept the government within tighter bounds because so many of them harbored ideological hostility to big government, and therefore they often refused to tolerate out-of-bounds government programs, regardless of the proffered rationale. Many things were still viewed as “not the proper business of government,” an attitude that allowed at least some politicians to survive while resisting raids on the public’s purse and incursions on the people’s liberties. Cleveland was one such political survivor.

As a government officer, Cleveland demonstrated that much good could be done

simply by resisting legislative mischief. As the mayor of Buffalo, New York, for the single year 1882, he became known as the “veto mayor” by virtue of withholding his stamp of approval from the skullduggery of corrupt aldermen. Then, after taking office as New York’s governor in January 1883, he gained a reputation as the “veto governor.”<sup>1</sup> During his two terms as president (1885–89 and 1893–97), he vetoed more congressional bills than any other president except Franklin D. Roosevelt (who held office more than twelve years, as against Cleveland’s eight), and only seven of his 584 vetoes were overridden by Congress.<sup>2</sup>

Cleveland believed in keeping government expenditure at the minimum required to carry out essential constitutional functions. “When a man in office lays out a dollar in extravagance,” declared Cleveland, “he acts immorally by the people.”<sup>3</sup> He fought to lower tariffs, which the Republicans had hoisted to punishing levels, and to hold back the flood of phony pensions that congressmen were awarding in order to buy votes and to placate the Grand Army of the Republic, the most powerful political pressure group of the late nineteenth century.

It should have surprised no one, therefore, when Cleveland vetoed the Texas Seed Bill early in 1887. This legislation appropriated \$10,000—a trifling sum even in those days—to allow the Commissioner of Agriculture to purchase seed grain for distribution to farmers in certain counties of Texas that had suffered from drought.<sup>4</sup> The president’s veto message read in part as follows:

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I can find no warrant for such an appropriation in the Constitution; and I do not believe that the power and duty of the General Government ought to be extended to the relief of individual suffering which is in no manner properly related to the public service or benefit. A prevalent tendency to disregard the limited mission of this power and duty should, I think, be steadily resisted, to the end that the lesson should be constantly enforced that, though the people support the Government, the Government should not support the people.<sup>5</sup>

Cleveland went on to point out that “the friendliness and charity of our countrymen can always be relied on to relieve their fellow citizens in misfortune,” and indeed that “individual aid has to some extent already been extended to the sufferers mentioned in this bill.” Further, he suggested that if members of Congress really wanted to send seed to the suffering Texans, the congressmen might personally carry out this charitable transfer by using the seed routinely provided to all members for distribution to their constituents (at an expense of \$100,000 in that fiscal year).<sup>6</sup>

## Unpopular Man

Cleveland’s second term as president came to a sad end, as even his own party turned against him for the most part. After striving courageously for four years to preserve free markets, limited government, and a sound currency against those who urged resort to statist nostrums during the country’s worst economic slump, Cleveland left office an extremely unpopular man.<sup>7</sup> Although his reputation recovered later, especially after his death (in 1908), he has never been regarded as one of the country’s “great presidents.”

In recent years, historians have tended to pooh-pooh Cleveland as a reactionary who accomplished nothing of much significance (unlike, say, Woodrow Wilson and Franklin D. Roosevelt, whom most historians idolize), and some have gone so far as to condemn Cleveland and his supporters as “Bourbon Democrats” in cahoots with greedy businessmen and bankers.

A more just verdict was reached, however, by historian Richard Welch, who wrote of the Cleveland Democrats: “They were convinced of the superiority of free enterprise to any other economic system; they defined ‘reform’ in terms of improvements in public morality and administrative efficiency; they advocated ‘sound money’ and the preservation of the gold standard—but these convictions were shared by a majority of middle-class Americans. It is false to the historical context of Gilded Age America to see such concerns as indicative of collusion with big business.”<sup>8</sup>

Perhaps the highest praise came from H. L. Mencken, who wrote of Cleveland: “It is not likely that we shall see his like again, at least in the present age. The Presidency is now closed to the kind of character that he had so abundantly.”<sup>9</sup> □

1. Matthew Hoffman, “Odyssey of a Statesman,” *The Free Market*, January 1991, p. 6.

2. For figures on presidential vetoes, see U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970* (Washington, D.C.: U.S. Government Printing Office, 1975), p. 1082; and U.S. Bureau of the Census, *Statistical Abstract of the United States: 2001* (Washington, D.C.: U.S. Government Printing Office, 2001), p. 246.

3. Quoted in Hoffman, p. 6.

4. Allan Nevins, *Grover Cleveland: A Study in Courage* (New York: Dodd, Mead, 1932), p. 331.

5. *Congressional Record*, 49 Cong., 2d Sess., vol. XVIII, Pt. II, 1887, p. 1875.

6. *Ibid.*

7. Robert Higgs, *Crisis and Leviathan: Critical Episodes in the Growth of American Government* (New York: Oxford University Press, 1987), pp. 77–105.

8. Richard E. Welch, Jr., *The Presidencies of Grover Cleveland* (Lawrence, Kan.: University Press of Kansas, 1988), p. 220.

9. H. L. Mencken, “A Good Man in a Bad Trade” [1933], in H. L. Mencken, *A Mencken Chrestomathy* (New York: Vintage, 1982), p. 229.

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# Mow Your Lawn or Lose Your House!

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Segment Length: 4:31 minutes

## **Lesson Description:**

When does a fine become excessive or even oppressive? Do local governments impose fines for the benefit of their communities or their budgets? In this segment, John Stossel reports that a person might lose his home because of a \$30,000 fine for long grass.

## **Concepts & Key Terms:**

*Eighth Amendment* – included in the Bill of Rights in the U.S. Constitution. The amendment states: “Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.”

*Public interest law firm* – a law firm which works to advance a particular legal cause, such as adherence to the Eighth Amendment; these firms are often non-profit organizations that do not bill clients for their work.

## **Objectives:**

Students will be able to:

- discuss the concern about local governments using fines as sources of revenue.
- identify reasons local governments have regulations on the appearance of people’s property.
- explain the Eighth Amendment and relate it to fines imposed by local governments.
- propose solutions to the problems caused by local government-imposed fines.

## **Preview Activity:**

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

Why do local governments have laws requiring lawns to be mowed?

What enforcement options do they have?

## **Viewing Guide:**

We recommend 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. \$500
2. foreclose
3. media
4. lawn service
5. bullies
6. excessive fines



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# Mow Your Lawn or Lose Your House!

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## Viewing Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

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

1. City officials then started fining Ficken \$ \_\_\_\_\_ a day because his grass had grown longer than ten inches.
2. Because Ficken doesn't have \$30,000, the city says it will \_\_\_\_\_ on his home to collect the fine.
3. Dunedin's politicians wouldn't talk to us. Instead, they paid \$25,000 to this public relations firm to speak to the \_\_\_\_\_.
4. They could have done what their own ordinances permit them to do, which is hire a \_\_\_\_\_ to come out and mow the grass, and send Jim a bill for 150 bucks, but they didn't do that.
5. The city is just a bunch of \_\_\_\_\_, and they expect people not to stand up to 'em because to stand up to 'em requires expensive legal help.
6. So we should be grateful for the Eighth Amendment. It protects us from \_\_\_\_\_ and what's more excessive than politicians taking your home because you didn't cut your grass?

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

The City of Dunedin has the authority to enforce its lawn ordinance by hiring groundskeepers and sending the bill to the homeowner. Why is this relevant to the story?

\_\_\_\_\_  
\_\_\_\_\_

What if you lived next to a person whose front yard you considered an eyesore--grass a foot high or whose lawn was strewn with "stuff." Would you care? \_\_\_\_\_ Why / Why not? \_\_\_\_\_

What solutions could you suggest? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Discussion and Analysis:**

1. Why might local governments have regulations on the appearance of people's property?
2. Why fine people for tall grass? To deter homeowners from letting their grass grow too long? To punish homeowners for creating an eyesore with their lawns? To compensate the community for the nuisance of long grass?
3. Without regard to being excessive, what enforcement mechanisms might be effective?
4. The Eight Amendment says excessive fines shall not be imposed. When does a fine become excessive?
5. Why might a city want to raise revenue through fines rather than raising taxes?
6. If people don't like their local government's regulations, why don't they just move?
7. Should Jim Ficken have to pay a fine? If so, how large a fine should he have to pay? Is forcing him to sell his house to pay his fines appropriate? Excessive?
8. Does it matter that Jim Ficken was a repeat offender?
9. In the video, there was a news clip about a church in North Carolina being fined \$100 a branch for excessive pruning. Is a fine of \$100 a branch excessive? Why / Why not?
10. Why would there be regulations on the number of branches people could cut from their trees?
11. If public interest law firms such as Institute for Justice didn't exist, how would regular people such as Jim Ficken or even us be able to fight back when our local governments impose excessive fines?
12. What lessons can we get from this video?

### **Discuss These Lines from the Video:**

1. Because Ficken doesn't have \$30,000, the city says it will foreclose on his home to collect the fine.
2. In every instance that the city asked him to do something, Jim did it.
3. The city has gone nuclear: \$500 per day for the violation of having tall grass, and now he's facing the loss of his home.
4. Dunedin's politicians wouldn't talk to us. Instead, they spent \$25,000 to this public relations firm to speak to the media.
5. The PR firm says Dunedin has "no desire to impose large fines" their goal is just to "ensure that Dunedin's a high-quality community"
6. Eleven years ago, Dunedin collected \$34,000 in fines...last year, \$1.3 million.
7. Private citizens are being, essentially, extorted by their governments, and fined incredible amounts of money for really, really small violations.

8. We should be grateful for the Eighth Amendment. It protects us from excessive fines. And what's more excessive than politicians taking your home because you didn't cut your grass?

### **Quotes for Discussion:**

The fines kept accruing the entire time Jim was away—totaling about \$7,000 by the time he returned home. But because the city issued no notice, Jim still had no idea he was being fined. And, like his grass, the fines continued growing. – Ari Bargil

The City has had to intervene 12 times since 2007 to get the owner to properly maintain his property. Each time, the property was brought into compliance but only after intervention by the City. – City of Dunedin, FL

Fines are preferable to imprisonment and other types of punishment because they are more efficient. With a fine, the punishment to offenders is also revenue to the State. – Gary Becker

According to the Eighth Amendment, there can never be a legitimate government interest in imposing an excessive fine.... A government that could impose excessive fines would not be defending law and order, but instead would be a danger to the rule of law—able to ruin persons who do not deserve to be ruined. – David Kopel

The right against excessive fines traces its lineage back in English law nearly a millennium, and from the founding of our country, it has been consistently recognized as a core right worthy of constitutional protection. As a constitutionally enumerated right understood to be a privilege of American citizenship, the Eighth Amendment's prohibition on excessive fines applies in full to the States. – Justice Clarence Thomas

The Excessive Fines Clause traces its venerable lineage back to at least 1215, when Magna Carta...required that economic sanctions “be proportioned to the wrong” and “not be so large as to deprive [an offender] of his livelihood.” – Justice Ruth Bader Ginsburg

### **Activities:**

1. Distribute copies of the Cloze Activity and have students complete in class or for homework.
2. Read and write a summary of one of the following articles:
  - A) “Minor Violations Lead to Massive Prosecution Fees in Two California Desert Towns” by Scott Shackford  
<https://reason.com/2017/11/16/minor-violations-lead-to-massive-prosecu>
  - B) “This California City is Threatening a Family Over Property Fines Sent to a Dead Woman at the Wrong Address” by Scott Shackford  
<https://reason.com/2018/01/18/this-california-city-is-threatening-a-fa/>
  - C) “She’s Allergic to Grass Pollen, and the Local Government is Forcing Her to Grow Turf Grass” by John-Michael Seibler and Jonathan Zalewski  
<https://www.dailysignal.com/2018/09/04/shes-allergic-to-grass-pollen-and-the-local-government-is-forcing-her-to-grow-turf-grass/>

D) “Small Town Uses Code Enforcement Laws For Big Payoffs” by William R. Maurer  
<https://ij.org/11/december-2015-volume-24-issue-6/small-town-uses-code-enforcement-laws-big-payoffs/>

E) “South Florida Cities Struggle to Collect Millions in Code Enforcement Fines” by Brian Ballou  
<https://www.sun-sentinel.com/local/broward/fl-davie-lien-amnesty-program-20160710-story.html>

2. Write two short, persuasive essays in which you argue BOTH for and against expensive fines for long, unkempt lawns. Challenge yourself to make a convincing argument with which you disagree and be sure to address rebuttals in each essay.
3. Produce a “man-on-the-street” video in which you ask people how large a fine they think it is appropriate for a city to issue a homeowner in violation of a lawn ordinance. Then, share Jim Ficken’s story with them and ask for their reaction.
4. Pretend you work for the public relations firm representing the City of Dunedin. Create a written or video statement on behalf of the city to defend the fine imposed on Jim Ficken.
5. Research the Federalist vs. Anti-Federalist debate over the Bill of Rights and make an eye-catching poster to communicate the arguments of either side.
6. Research and write a report on the *Timbs v. Indiana* (2019) U.S. Supreme Court case and its significance for a lawsuit such as Jim Ficken’s.
7. Research and write a report on the Institute for Justice.
8. Research and create a slideshow presentation to explain the history of the Eighth Amendment and of Incorporation of the Bill of Rights, by which the Eighth Amendment is made to apply to state and local governments. (Hint: the 2019 U.S. Supreme Court case *Timbs v. Indiana* will prove useful.)
9. Conduct a classroom debate on whether city governments should use fines as revenue streams.
10. Present an oral argument supporting one of the following scenarios:
  - a. The City of Dunedin’s ordinance against long lawns and \$500 per day fine for repeat offenders is acceptable, but an exception should be made for Jim Ficken because he was away taking care of his mother’s estate.
  - b. The City of Dunedin should not have an ordinance against long lawns.
  - c. An ordinance against long lawns is acceptable, but the fine is excessive.
  - d. Jim Ficken ought to pay the fine in total.
  - e. A lesser fine would be acceptable, but no exceptions should be made.

In your argument, present a rebuttal for each of the other options. Consider what the purpose of such an ordinance might be, how each option would fulfill that purpose, and other considerations the City of Dunedin should take into account when writing ordinances.

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

## Mow Your Lawn or Lose Your House!

### Cloze Activity

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

violations	nuclear	spending	protects
residents	incarceration	expensive	enforcement
grateful	foreclose	ordinances	estate

The city of Dunedin, Florida, wants Jim Ficken's home.

Ficken's mom died, so he went to South Carolina to take care of her  
\_\_\_\_\_. He asked a friend to look after his house. But then the friend died,  
and no one cut Ficken's grass. When it grew to 10 inches, Dunedin officials started fining  
him \$500 a day. The fine is now about \$30,000. City officials say they will  
\_\_\_\_\_ on his home if he doesn't pay the fine.

"The city has gone \_\_\_\_\_!" complains his lawyer, Ari Bargil. They could  
have done what their own \_\_\_\_\_ permit them to do: hire a lawn service to  
come out and mow the grass, then send Jim a bill for 150 bucks. But they didn't do that."  
Why not? Bargil and Ficken say it's because Dunedin's officials want the money.

Dunedin's politicians have no problem \_\_\_\_\_ money, paying \$25,000 on a  
public relations firm to speak with the media about this very case.

Eleven years ago, Dunedin fined people \$34,000. Today, they want about that much  
from Ficken alone. Last year Dunedin collected \$1.3 million in fines from  
\_\_\_\_\_.

"It's pretty apparent that code \_\_\_\_\_ is a major cash cow for the  
city," says Bargil. Ficken adds, "The city is just a bunch of bullies, and they expect people  
not to stand up to 'em because to stand up to 'em requires \_\_\_\_\_ legal help."

All across the country, "private citizens are being essentially extorted by their governments and fined incredible amounts of money for really, really small \_\_\_\_\_," says Bargil. People have been fined for not trimming plants or for trimming too much. A city in North Carolina fined a local church \$4,000—\$100 per branch—for excessive tree-pruning.

And in places such as Dunedin, if you can't pay a fine, they'll take your home.

"The city attorney of Dunedin last year sought permission to foreclose on 18 properties," says Bargil.

These fines and foreclosures violate the Eighth Amendment, says the Institute for Justice. The Eighth Amendment not only \_\_\_\_\_ us from "cruel and unusual punishment" but also from "excessive fines."

The Founding Fathers, says Bargil, "recognized that the ability to fine is the ability to cripple. It's one of the ways, other than \_\_\_\_\_, that government can really oppress."

If governments can oppress, they usually will.

We should be \_\_\_\_\_ for the Eighth Amendment's protection against excessive fines.

And what's more excessive than politicians taking your home because you didn't cut your grass?

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

## Mow Your Lawn or Lose Your House!

### Cloze Activity (Answer Sheet)

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

violations	nuclear	spending	protects
residents	incarceration	expensive	enforcement
grateful	foreclose	ordinances	estate

The city of Dunedin, Florida, wants Jim Ficken's home.

Ficken's mom died, so he went to South Carolina to take care of her estate. He asked a friend to look after his house. But then the friend died, and no one cut Ficken's grass. When it grew to 10 inches, Dunedin officials started fining him \$500 a day. The fine is now about \$30,000. City officials say they will foreclose on his home if he doesn't pay the fine.

"The city has gone nuclear!" complains his lawyer, Ari Bargil. They could have done what their own ordinances permit them to do: hire a lawn service to come out and mow the grass, then send Jim a bill for 150 bucks. But they didn't do that." Why not? Bargil and Ficken say it's because Dunedin's officials want the money.

Dunedin's politicians have no problem spending money, paying \$25,000 on a public relations firm to speak with the media about this very case.

Eleven years ago, Dunedin fined people \$34,000. Today, they want about that much from Ficken alone. Last year Dunedin collected \$1.3 million in fines from residents.

"It's pretty apparent that code enforcement is a major cash cow for the city," says Bargil. Ficken adds, "The city is just a bunch of bullies, and they expect people not to stand up to 'em because to stand up to 'em requires expensive legal help."

All across the country, "private citizens are being essentially extorted by their governments and fined incredible amounts of money for really, really small violations," says Bargil. People have been fined for not trimming plants or for trimming too much. A city in North Carolina fined a local church \$4,000—\$100 per branch—for excessive tree-pruning.

And in places such as Dunedin, if you can't pay a fine, they'll take your home.

"The city attorney of Dunedin last year sought permission to foreclose on 18 properties," says Bargil.

These fines and foreclosures violate the Eighth Amendment, says the Institute for Justice. The Eighth Amendment not only protects us from "cruel and unusual punishment" but also from "excessive fines."

The Founding Fathers, says Bargil, "recognized that the ability to fine is the ability to cripple. It's one of the ways, other than incarceration, that government can really oppress."

If governments can oppress, they usually will.

We should be grateful for the Eighth Amendment's protection against excessive fines.

And what's more excessive than politicians taking your home because you didn't cut your grass?



# **Bonus Video:**

## **What Do Entrepreneurs Actually Do?**

Segment Length: 2:46 minutes

What Do Entrepreneurs Actually Do? is a brief but good introduction to entrepreneurs and entrepreneurship.

### **Description:**

What do entrepreneurs do? Do they improve our lives or take our money? Or is it more about living large and being one's own boss? Are entrepreneurs selfish or do they need to consider others? What Do Entrepreneurs Actually Do? shows entrepreneurs as risk-takers who develop products and services that improve our lives.

### **Pair with:**

What Do Entrepreneurs Actually Do? is a good standalone video to explain entrepreneurship, but it can be paired with The Fundamentals of Economics or In Defense of Capitalism, two videos that are streamed on SITC.org and are included on the 2020 DVD.

### **Preview Activity:**

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.

What is an entrepreneur? What do entrepreneurs do?

OR

Why do people develop and produce new products? How does that affect our lives?

### **Discussion and Analysis:**

1. What is an entrepreneur? What does an entrepreneur do?
2. What is a startup? How many go out of business in their first four years?
3. What's the difference between an entrepreneur and an employee?
4. Why are entrepreneurs important to our society?
5. Do entrepreneurs make a lot of money?
6. What would you say are drawbacks of being an entrepreneur? Benefits?
7. According to the video, what makes entrepreneurs successful? That is, what do they need to do to succeed?
8. How is this view of entrepreneurs similar or different from what you previously thought?
9. Why do entrepreneurs take risks?
10. Have you ever thought about a product or service that you would like to develop? If so, what would you do? Who would buy your product or service? Why?

Name \_\_\_\_\_
Date \_\_\_\_\_

Class \_\_\_\_\_
Teacher \_\_\_\_\_

### What Do Entrepreneurs Actually Do?

- P = Plus:** What are some benefits of being an entrepreneur?
- M = Minus:** What are some drawbacks of being an entrepreneur?
- I = Interesting:** What are some interesting aspects of entrepreneurship?

+ Plusses +	- Minuses -	I

Have you ever thought about a product or service that you would like to develop?
If yes, what would you do?

Who would buy your product or service, and why?

What if no one took risks? How would that affect us?

# Bonus Video:

## The Fundamentals of Economics

Segment Length: 10:32 minutes

The Fundamentals of Economics provides a good explanation of the role of human action in economics.

### Description:

What is economics? We often think about money when we hear the word “economics.” But what else should we think about? In this video, we learn the six fundamental concepts crucial to understand economics: Individual action, scarcity, choice, trade-offs, subjective value and incentives.

### Pair with:

The Fundamentals of Economics is a good standalone video to explain the basis of economics, but it can be paired with In Defense of Capitalism, which is streamed on SITC.org and is included on the 2020 DVD.

### Preview Activity:

Distribute copies of the K-W-L worksheet to the class. Have students fill in the K and W sections. After showing the video, have students complete the L section and answer the question at the bottom of the worksheet.

OR

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.

What do you think economics is all about?

### Discussion and Analysis:

1. The “professor” in the video said economics is about people. What did he mean?
2. The “professor” also said that people act to satisfy their own desires and values. Can you give some examples of how you act to satisfy a desire or value of yours?
3. Do you always make good decisions? Why not?
4. What is scarcity? Why is it an issue in economics?
5. How does scarcity affect the choices we make? Can you give an example?
6. What is value? How is value subjective? What is a price? How are price and value connected?
7. What are incentives? What are some examples? Why do incentives matter? How are incentives related to economics?
8. Every group is just a bunch of individual people working together. True? / False? Explain.
9. Kevin, the host, said that markets make us better off than we would ever be otherwise. What does he mean? Can you give some examples?

Name \_\_\_\_\_  
Class \_\_\_\_\_ Per \_\_\_\_\_

Date \_\_\_\_\_  
Teacher \_\_\_\_\_

# The Fundamentals of Economics

## 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.

<b>K</b>		<b>W</b>	<b>L</b>
What I know about economics:		What I want to know about economics:	What I've learned about economics:

Please answer this question after watching the video: What is the most important lesson you learned from this video?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **Bonus Video:**

## **Basic Income: Pros and Cons**

Segment Length: 3:46 minutes

Basic Income: Pros and Cons shows two sides of this hot topic that promises to become even hotter.

### **Description:**

Some people argue that a guaranteed basic income is simply a more effective and efficient safety net than what we have now. Others say it fundamentally redefines the role of government and people's obligations to themselves and their families.

But what is the role of government? And what role do incentives play—incentives to work or to not work.

(Like to see two sides presented to encourage critical thinking and great classroom? Check out our Both Sides feature on SITC.org.)

### **Pair with:**

Basic Income: Pros and Cons is a good standalone lesson, but it pairs well with Why Politicians Don't Cut Spending, which is on our 2018 DVD and streamed on SITC.org.

### **Preview Activity:**

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 got an allowance but did not have to earn it through chores, how would that affect you in the short term? In the long term?

### **Discussion and Analysis:**

1. What is a Basic Income, as discussed in the video?
2. Why does Oren Cass say that a Basic Income could be better than welfare? What happens to welfare recipients now who increase their earnings? How does that affect their incentive to earn more?
3. How much did Oren Cass say a Basic Income program would cost? How could the government afford that?
4. What might be the impact on people who continue to work for a living?
5. Would a Basic Income become a political issue, with some politicians advocating more money to people to get their votes? With more citizens receiving money than paying for the program, how would this play out politically?

### **Post-Viewing Activities:**

1. Have students complete the Basic Income: Pros and Cons worksheet.
2. Research and report on current Basic Income proposals in the United States.
3. Research and explain the term: "concentrated benefits and dispersed costs." How might that explain the incentives of politicians and voters?

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Per \_\_\_\_\_

Basic Income: Pros and Cons

- P = Plus: What are some perceived benefits of a universal basic income?
- M = Minus: What are some perceived drawbacks of a universal basic income?
- I = Interesting: What are some interesting aspects of a universal basic income?

+	Plusses +	- Minuses -	I

Before today's video and lesson, had you previously heard about a Basic or Universal Basic Income? \_\_\_\_\_. If yes, what did you hear about it? \_\_\_\_\_

Would a Basic Income be an incentive or a disincentive for people, or both? \_\_\_\_\_ Explain: \_\_\_\_\_

How would a Basic Income be paid for? \_\_\_\_\_

Based on what you know, would you support a Basic Income program? \_\_\_\_\_. Why / Why not? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_ Per \_\_\_\_\_

Teacher \_\_\_\_\_

## Basic Income: Pros and Cons

**Directions:** Read each argument and depending on your view, circle Agree, Disagree, or Unsure for each.

### Arguments for a Basic Income

1. A Basic Income program will eliminate poverty.  
Agree / Disagree / Unsure
2. All people will be able to live with dignity.  
Agree / Disagree / Unsure
3. A Basic Income program will protect people from unemployment once automation eliminates many low-paid jobs.  
Agree / Disagree / Unsure
4. It is simpler than the current, expensive social welfare programs. Further, all citizens are paid so there is no need to spend funds to verify eligibility.  
Agree / Disagree / Unsure
5. It can free people to do things they want to do without worrying about money.  
Agree / Disagree / Unsure
6. Those who do not need the money can give it to charity.  
Agree / Disagree / Unsure

### Arguments against a Basic Income

1. Many people will stop working and live a poorer quality of life.  
Agree / Disagree / Unsure
2. A Basic Income program gives money to citizens who are working and don't need it.  
Agree / Disagree / Unsure
3. A Basic Income program will discourage people from working. They will pay less in taxes, giving the government less money to spend.  
Agree / Disagree / Unsure
4. Over time, people will lose their ambition to work, as they see so many others not working.  
Agree / Disagree / Unsure
5. A Basic Income program will cost more than current social welfare payments and bankrupt the country.  
Agree / Disagree / Unsure
6. Those who continue to work will have to pay higher taxes.  
Agree / Disagree / Unsure

**What lesson(s) did you learn from the exercise above?** \_\_\_\_\_



# OUTSIDE THE BOX



**Do you fit inside a box?**



2002 Filmore Avenue  
Erie, PA 16506  
Phone (888) 242-0563  
[www.izzit.org](http://www.izzit.org)



# *Outside the Box* Teacher's Guide

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# *Outside the Box*

## **Suggested Lesson Plan**

*These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:*

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the *Who Chooses* Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- Optional: Assign one or more Enrichment Activities as homework or class activities.

*For a list of additional resources for use with this video, see [www.izzit.org/products](http://www.izzit.org/products).*

## ***Outside the Box***

### **Preview Questions**

*(These are meant to be read aloud by the teacher.)*

1. Why would schools – as agents of the government – want to know each student’s race?
2. In what way(s) does race define a person’s identity? In what way(s) does it fail to define a person’s identity?
3. What is discrimination?
4. Does using racial identity advance or hinder the progress toward an equal society? What do we mean by an “equal” society? Explain why you think it either advances or hinders the process.

## *Outside the Box*

### **Key Terms and Definitions**

Character – qualities associated with how a person behaves, acts, or thinks

Discrimination – unfavorable treatment of a person based on one or more of his or her characteristics / qualities

Holocaust – the systematic, state-sponsored persecution and murder of six million Jews (and over 5 million others considered “undesirable”) by the Nazi regime

Identity – how one sees him- or herself and influences what one values, how decisions are made, and how situations are viewed

Identity politics – the act of grouping people into categories based on shared physical or social qualities in order to influence the allocation of scarce resources and gain power.

Individuality – being recognized as a person of unique characteristics with interests separate from the interests of a group as a whole.

Marginalization – the process by which a person’s power, influence, importance, or identity is diminished

Multiracial – a person whose race can be linked to more than one

Race – grouping people into categories based on shared physical or social qualities.

Segregation – keeping groups of people separated (often on the basis of race, but could include gender or other criteria)

Sham – a hoax or trick, something false.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Outside the Box*** **Viewing Guide**

1. By the year 2050, at least \_\_\_\_\_ of all Americans will identify as two or more races.
2. Eli Steele is black, Jewish, white, and \_\_\_\_\_.
3. Eli Steele's children are all of the above, plus they are \_\_\_\_\_.
4. Eli was told he would have to pick a primary race for his son and a(n) \_\_\_\_\_ race, or his son would not be enrolled.
5. Eli was the only kid who raised his hand for \_\_\_\_\_ as President, when he was in school.
6. The first time Eli really understood what coming from multiple races meant was when he was about \_\_\_\_\_ years old.
7. Eli wondered whether he should use whatever race gives Jack and June an \_\_\_\_\_ in whatever situation.
8. When Eli's father was born, his white grandmother was sent to the \_\_\_\_\_ where black people gave birth.
9. Using race to identify people is \_\_\_\_\_, and it is always done in the name of good.
10. Eli's grandfather and his family had to check a box when the Nazis invaded \_\_\_\_\_.

## *Outside the Box*

### **Viewing Guide Answer Key**

1. 20%
2. Native American
3. Mexican
4. secondary OR additional. Both are acceptable answers.
5. Jesse Jackson
6. ten
7. advantage
8. basement
9. poison
10. Poland

## *Outside the Box*

### Discussion Questions

1. How did Jack “become black?”
2. What is a primary race? What is a secondary race?
3. How much of one race does one have to be in order to select it?
4. Does race define one’s identity? If so, in what ways? How do *you* define yourself?
5. Eli wears a cochlear implant so he can hear. In what way(s) does this – or does this not – influence his identity?
6. Bullies used toilet paper to write “nigger deaf mute” on Eli’s lawn. Each of these words is offensive to someone. Are the words, themselves, offensive or does the intent behind their use (to bully someone, to cause them emotional harm) make them offensive?
7. Why do bullies behave the way they do? Do you think Eli did the right thing by ignoring the bullying, and cleaning up the mess before his neighbors could see it? Why or why not?
8. Does banning a word, because it makes someone uncomfortable, give the word power?
9. Eli is black, white, and Jewish. When Jesse Jackson called Jews Hymies and New York City Hymietown in January 1984, Eli stated he was torn. What did he mean by this?
10. Eli stated, “When I put down the racial lens, I was able to look to [Jesse Jackson’s] character.” What did Eli mean by this?
11. Should one’s race be used to game the system, as Eli asked in the video?
12. What does Eli mean in the video when he talks about the courage to be an individual?
13. During the Holocaust, Eli’s grandfather’s sisters expected the women to be spared. Why did they expect that? Were they? What groups were targeted by the Nazis during the Holocaust?
14. What does Eli mean in the video when he talks about his hope Americans can move from asking “*what* are you” to “*who* are you?” What’s the difference between *what* you are and *who* you are?

15. Should schools – and the government – define who you are if you or your parents refuse to identify which race you are?
16. Eli said, “The smallest minority is and always will be the individual.” What does this mean?
17. What other characteristics / lenses do people use to identify others?
18. Has anyone in your family submitted a DNA sample to find out his or her background? If so, were the results at all surprising? Did it change the way they see themselves? Did it impact their identity in any way?
19. Is it possible to achieve an equal society when people are forced to choose how they are defined by the available six race and two ethnicity categories found on most government-sponsored forms? Why or why not?
20. Do you agree with Eli that using race to identify people is poison? Why or why not?
21. Does the requirement to identify one’s race marginalize the individual, as Eli suggested? Why or why not?
22. Part of the U.S. government’s support for the use of racial labels is to help it correct past injustices and address current inequalities. Do the government’s good intentions outweigh the problems of forced identification? By continuing to label people by race, do we continue to create new injustices? Explain your reasoning.



## *Outside the Box*

### **Activity:**

### **Who chooses? Who benefits? Who pays? What's fair?**

The four questions above can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking. As a class, or in small groups, discuss the following:

*(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)*

1. Who should decide which race(s) a person is?
2. Who benefits from race identification?
3. Who pays when race identification is used? Is this fair to each party involved? Explain.
4. Is it fair to require a student to identify themselves by race in order to be granted access to school? Why or why not?
5. When race is used to define one's identity, what is given up? In other words, what opportunity costs are incurred? Is there an effective balance between grouping people into categories based on shared physical or social qualities and a person's individual identity?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Outside the Box* Quiz

1. Eli believes that \_\_\_\_\_ is not a true reflection of his children's identity.
  - A) age
  - B) race
  - C) clothing
  - D) diet
2. Eli was informed if he did not select both a primary and additional race, he would not be able to \_\_\_\_\_.
  - A) get medical help for Jack
  - B) obtain a tax refund
  - C) enroll Jack in school
  - D) rent an apartment
3. Jack became black because \_\_\_\_\_.
  - A) Eli checked the box for black so he could enroll Jack in school
  - B) that is how he identifies himself
  - C) that is what the school administrator determined he was
  - D) it was on his birth certificate
4. When Eli was 10 years old, the class held a mock presidential election. Eli voted for \_\_\_\_\_.
  - A) Jesse Jackson
  - B) Walter Mondale
  - C) Ronald Reagan
  - D) Jimmy Carter
5. Eli feels using race to identify people is \_\_\_\_\_.
  - A) beneficial
  - B) costly
  - C) poison
  - D) benign

6. According to Eli, the \_\_\_\_\_ is the smallest minority.
- A) graduate student
  - B) school administrator
  - C) individual
  - D) newborn child
7. When race is used by/for others as the main method to define one's identity, a person's \_\_\_\_\_ is given up.
- A) freedom
  - B) individuality
  - C) ability to enroll in school
  - D) allowance
8. When Eli was in 7<sup>th</sup> grade, some kids from school covered his house with \_\_\_\_\_.
- A) soap
  - B) eggs
  - C) toilet paper
  - D) dog poop
9. When Eli applied to college, he was told if he checked the \_\_\_\_\_ race box, he would likely be classified as black.
- A) black
  - B) white
  - C) hispanic
  - D) mixed
10. Eli believes his children should \_\_\_\_\_.
- A) check the box that gives them the best advantage
  - B) check more than one box
  - C) embrace all of who they are
  - D) leave the race boxes blank

## ***Outside the Box***

### **Quiz Answer Key**

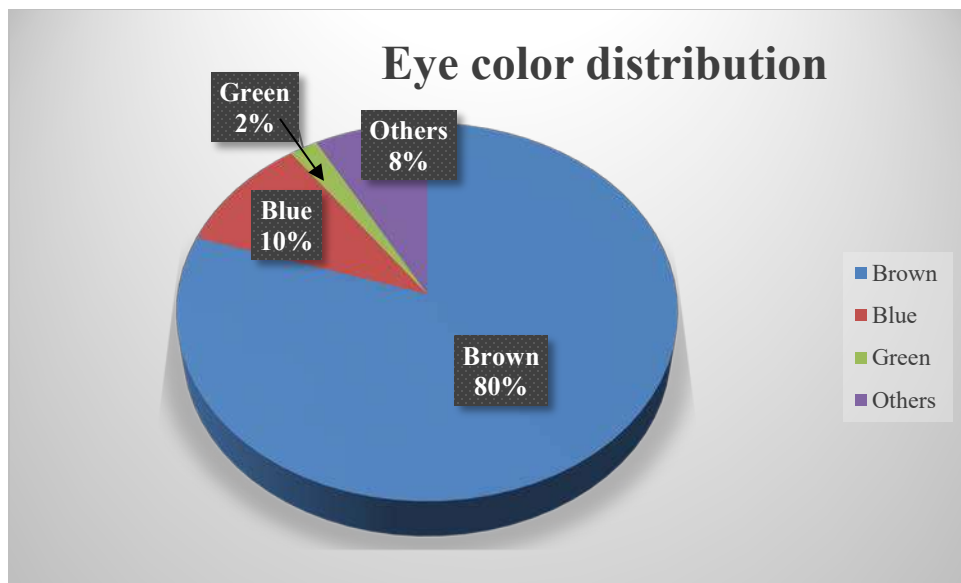
1. B) race
2. C) enroll Jack in school
3. A) Eli checked the box for black so he could enroll Jack in school
4. A) Jesse Jackson
5. C) poison
6. C) individual
7. B) individuality
8. C) toilet paper
9. D) mixed
10. C) embrace all of who they are

## *Outside the Box*

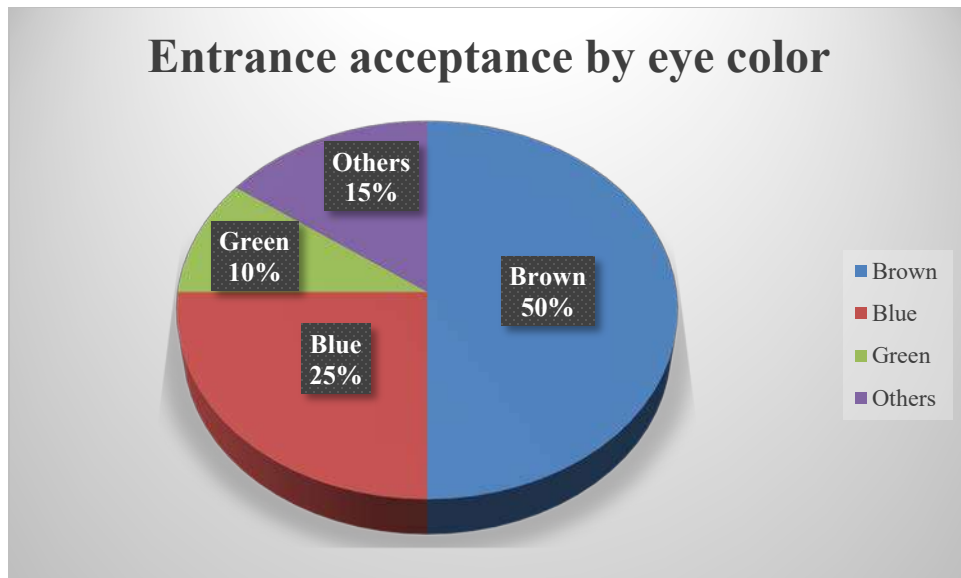
### Enrichment and Integration Activities

Research Projects: Work independently or in small groups. Choose one or more of the topics below to learn more about. Gather information from multiple sources to help answer the questions. Create a report that includes both written and visual elements such as pictures, charts, and graphs. Be sure to cite your sources. Share your findings with the class in a presentation.

- A. Locate one or more current events regarding race in America. Write an essay on why it is difficult to talk about race. How would a black person view the history of race? How about an Asian person? How about a white person?
- B. The distribution of the color of one's iris (eyes) varies; however, they are roughly distributed as follows:



Now, imagine you want to enroll in a particular course – or at a college/university – next year and there are only 20 spots available, yet there are 100 students who want to enroll. Traditionally, brown-eyed students have been overwhelmingly represented and the school would like more blue-, green-, and other-eyed students. It was decided the selection team will accept students according to the following distribution:



Prepare a response that answers the following questions: How does this acceptance rate affect you, assuming you want to enroll in this course or at this college/university? How might someone who does not have your eye color view your acceptance or failure to be accepted? Is this an effective way to address the school's objective of a fair distribution? Why or why not?

- C. Sorting. Ask each student to think of five or more categories by which a teacher could group students. After the students have written down the categories, ask each student to share the categories and write them down on a chalkboard / whiteboard / visual display. Once the list is completed, facilitate a class discussion regarding how each of the categories may define a person and how they may not.
- D. Eli stated "... the smallest minority in America is, and always has been, the individual." Write an essay explaining what you think he meant and what this statement means to you.
- E. Martin Luther King - Eli's stance ties in very much with a famous Martin Luther King quote. MLK said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character." Are we living in that nation now? Can we get to that point, where we are no longer concerned about race, but instead judge each person individually, based on their character? Do we want to get to that point? How can we get there? What are the things that stand in the way of achieving that kind of society? Write a poem, essay, story, or create a video or slide presentation that responds to this issue.

When the government or school chooses to prioritize one group of people over another, does this mean other groups are disadvantaged? What does it mean to be an individual

in this context? When you are placed into a group, does this mean your identity is defined for you by the typical attributes of the selected group?

An argument exists that being frequently compassionate to a group that has been disadvantaged in some form or another can lead some in the group to be angry toward the majority and less independent. How is this a valid argument? How is it an invalid argument? What are some ways government can approach social issues without factoring in identity?

- F. What Do We Mean By “Equality?” – Show your students [2081](#) (DVD available from [izzit.org](#), recommended for advanced 8<sup>th</sup> graders, high school students, and above), a dystopian video based on the short story “Harrison Bergeron” by Kurt Vonnegut. **2081** depicts a dystopian future in which, thanks to the 212th Amendment to the Constitution and the vigilance of the United States Handicapper General, everyone is “finally equal...” The film will spark amazing discussions about exactly what we mean by equality, and why individuality matters.
- G. The Holocaust - Eli’s grandfather survived the Holocaust. Eli labeled the Holocaust as a racial order, focused on identity politics. Were people seen as individuals by the Nazis? Explain/discuss/write about this. Other questions to consider:
- Why do you think Eli’s grandfather never wanted to return to Poland?
  - What differences can you see in the initial part of Rodham Eli visits, and the section where his grandfather grew up? What conclusions might you draw about the two very different parts of the city?
  - How were the people of Rodham segregated?
  - Why did Eli’s grandfather’s sisters think that the women would be spared?
  - Do you understand Eli’s distrust of identity politics? Why does he feel that way?
  - Narrator in video: “Doesn’t this emphasis on racial group identity use the same reasoning that all racial orders are built on? The rights and interests of the racial group over the individual. And doesn’t this always lead to some racial groups being valued over other racial groups? And to the marginalization of the individual?”

What does marginalization mean? How does putting people into groups “marginalize the individual”? Do we currently, in our society, emphasize racial group identity? Is that a good or a bad thing? Or neither? Do you think we should aspire to a society where everyone is judged solely on their own, individual merits? If we should aspire to it, is it possible to achieve it? Why or why not? Should we look more to the things we have in common, rather than our differences?

***OUTSIDE THE BOX***  
 LESSON PLAN – WIKIS  
**Wikis Lesson Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

<b>Time to complete:</b>  <b>Materials/ Technology/ Resources:</b>	60 Minutes to extended time, depending on how developed the final wiki desired  * The <b><i>Outside the Box</i></b> video (can be streamed from <a href="http://izzit.org">izzit.org</a> with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Internet browser
<b>Standards:</b>	Use our free and easy-to-use <a href="#">Standard Alignment</a> tool to align this lesson with the standards in your school district.
<b>Learning Objective(s):</b>	<i>Students will define identity politics. They will explore the history of identity politics and how it has evolved. Students will also discuss how identity politics can benefit and hinder individuals.</i>
<b>Topics:</b> Identity politics, race, ethnicity, religion, individual	
<b>Absorb: (17:27 minutes)</b>	<u>Watch:</u>  <b><i>Outside the Box</i></b> video streamed from <a href="http://izzit.org">izzit.org</a> with no login required.
<b>Overall guiding question(s):</b>	<b>What is identity politics? When is it helpful to assign someone to a group based on shared attributes? What unintended consequences might group assignment create?</b>



<b>Lesson Procedures: (30 minutes)</b>	<ol style="list-style-type: none"> <li>1. Watch video: Outside the Box</li> <li>2. PROCEDURES: <ol style="list-style-type: none"> <li>a. ACTIVITY: Create a free wiki for your class at Wikispaces  <a href="https://www.wikispaces.com/content/classroom">https://www.wikispaces.com/content/classroom</a>  The goal of a wiki is for your students to contribute content, edit for grammar and spelling, and provide accurate information regarding identity politics.</li> <li>b. This activity can be completed over a number of days to allow for students to contribute and reflect on content and style.</li> </ol> </li> </ol>
<b>Summary &amp; Assessment: (15 minutes)</b>	<p>Assessment can be on content and or each student's contribution to the wiki.</p> <p>Bring students back together to discuss their contributions to the wiki and insight they gained while completing it. Encourage the students to discuss the significance of identity politics and how grouping someone based on some shared aspect promotes or hinders identity development.</p>
<b>Reflection: (5 minutes)</b>	<p>Select a current event, either from izzit.org or a news site. Discuss how the use of race or other identifiable aspect of people is featured in the event.</p>

### **Suggested Wiki starter text with headers:**

#### **Introduction**

Background. Identify politics involves ways to allocate scarce resources, such as government grants, college admissions, and policy preferences, and/or as a means to gain power, such as by political parties' attempts to sway voters to their perspective(s), based on grouping people into categories derived from shared physical or social qualities.

#### **History**

#### **Groups**

#### **Examples**

#### **Benefits to Individuals**

#### **Consequences to Individuals**

***OUTSIDE THE BOX***  
LESSON PLAN – OUTSIDE THE BOX DOCUMENTS

## Primary Documents

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

<b>Time to complete:</b>	60 minutes
<b>Materials/Technology/Resources:</b>	<ul style="list-style-type: none"><li>* The <b><i>Outside the Box</i></b> video (can be streamed from <a href="http://izzit.org">izzit.org</a> with no login required.)</li><li>* Presentation Method (smartboard, projector, etc.)</li><li>* Viewing Guide</li><li>* Primary documents</li></ul>
<b>Standards:</b>	Use our free and easy-to-use <a href="#">Standard Alignment</a> tool to align this lesson with the standards in your school district.
<b>Learning Objective(s):</b>	<i>Students will examine primary source documents related to identity and equal protection. They will summarize the main points and will discuss the implications of them.</i>
<b>Topics:</b> Race, ethnicity, religion, gender, identity	
<b>Absorb: (17:27 minutes)</b>	<p><u>Watch:</u></p> <p><b><i>Outside the Box</i></b> video streamed from <a href="http://izzit.org">izzit.org</a> with no login required.</p>
<b>Overall guiding question(s):</b>	<p><b>If you could write a new law that would address equality in America, what would it state? Do you think it's possible to stop using race and other means by which people are grouped? Is that something we want?</b></p>

<p><b>Lesson Procedures: (30 minutes)</b></p>	<ol style="list-style-type: none"> <li>1. Watch video: <i><b>Outside the Box</b></i></li> <li>2. PROCEDURES: <ol style="list-style-type: none"> <li>a. ACTIVITY: Divide the class into groups and distribute the documents you choose from the available group (note: the Civil Rights of 1964 document is longer than the others).</li> <li>b. Students will use the organizers to note specific themes in the documents they are assigned.</li> <li>c. Assign each group at least one question related to their assigned document to discuss when groups are brought back together. Example questions may include: How effective has / have each document's contents been in achieving the stated objectives? If you could add anything to the document(s) to make them more effective, what would that be?</li> </ol> </li> </ol>
<p><b>Summary &amp; Assessment: (15 minutes)</b></p>	<p>Assessment can be on content and or the discussion regarding the insight students gained while completing the organizer.</p> <p>Bring students back together to discuss their response(s) to the assigned question and any themes they noted. Encourage the students to discuss the significance of their assigned document(s) on improving race- and/or ethnicity-related objectives?</p>
<p><b>Reflection: (5 minutes)</b></p>	<p>Select a current event, either from izzit.org or a news site. Discuss how the items like these documents influenced the use of race or other group attributes in policymaking.</p>

## ***Fourteenth Amendment to the United States Constitution***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Fourteenth Amendment to the United States Constitution</b> July 28, 1868	<b>NOTES</b>
<p>Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.</p> <p>Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.</p> <p>Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by a vote of two-thirds of each House, remove such disability.</p> <p>Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.</p> <p>Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.</p>	

## ***Nineteenth Amendment to the United States Constitution***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Nineteenth Amendment to the United States Constitution</b>	<b>NOTES</b>
<p data-bbox="203 499 435 541">August 18, 1920</p> <p data-bbox="203 556 876 646">The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.</p> <p data-bbox="203 661 787 718">Congress shall have power to enforce this article by appropriate legislation.</p>	

## ***Civil Rights Act of 1964***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Civil Rights Act of 1964</b>	<b>NOTES</b>
July 2, 1964	
<p style="text-align: center;"><b>An Act</b></p> <p>To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.</p> <p>Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Civil Rights Act of 1964".</p> <p><b>TITLE I--VOTING RIGHTS</b></p> <p>SEC. 101. Section 2004 of the Revised Statutes (42 U.S.C. 1971), as amended by section 131 of the Civil Rights Act of 1957 (71 Stat. 637), and as further amended by section 601 of the Civil Rights Act of 1960 (74 Stat. 90), is further amended as follows:</p> <p>(a) Insert "1" after "(a)" in subsection (a) and add at the end of subsection (a) the following new paragraphs: "(2) No person acting under color of law shall-- "(A) in determining whether any individual is qualified under State law or laws to vote in any Federal election, apply any standard, practice, or procedure different from the standards, practices, or procedures applied under such law or laws to other individuals within the same county, parish, or similar political subdivision who have been found by State officials to be qualified to vote;</p> <p>"(B) deny the right of any individual to vote in any Federal election because of an error or omission on any record or paper relating to any application, registration, or other act requisite to voting, if such error or omission is not material in determining whether such individual is qualified under State law to vote in such election; or</p>	

"(C) employ any literacy test as a qualification for voting in any Federal election unless (i) such test is administered to each individual and is conducted wholly in writing, and (ii) a certified copy of the test and of the answers given by the individual is furnished to him within twenty-five days of the submission of his request made within the period of time during which records and papers are required to be retained and preserved pursuant to title III of the Civil Rights Act of 1960 (42 U.S.C. 1974--74e; 74 Stat. 88): Provided, however, That the Attorney General may enter into agreements with appropriate State or local authorities that preparation, conduct, and maintenance of such tests in accordance with the provisions of applicable State or local law, including such special provisions as are necessary in the preparation, conduct, and maintenance of such tests for persons who are blind or otherwise physically handicapped, meet the purposes of this subparagraph and constitute compliance therewith.

Additional sections for Title I may be found at [www.eeoc.gov/eeoc/history/35th/thelaw/civil\\_rights\\_act.html](http://www.eeoc.gov/eeoc/history/35th/thelaw/civil_rights_act.html)

**TITLE II--INJUNCTIVE RELIEF AGAINST DISCRIMINATION IN PLACES OF PUBLIC  
ACCOMMODATION**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TITLE II--INJUNCTIVE RELIEF AGAINST DISCRIMINATION  
IN PLACES OF PUBLIC ACCOMMODATION**

SEC. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, and privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.

(b) Each of the following establishments which serves the public is a place of public accommodation within the meaning of this title if its operations affect commerce, or if discrimination or segregation by it is supported by State action:

(1) any inn, hotel, motel, or other establishment which provides lodging to transient guests, other than an establishment located within a building which contains not more than five rooms for rent or hire and which is actually occupied by the proprietor of such establishment as his residence;

(2) any restaurant, cafeteria, lunchroom, lunch counter, soda fountain, or other facility principally engaged in selling food for consumption on the premises, including, but not limited to, any such facility located on the premises of any retail establishment; or any gasoline station;

(3) any motion picture house, theater, concert hall, sports arena, stadium or other place of exhibition or entertainment; and

(4) any establishment (A)(i) which is physically located within the premises of any establishment otherwise covered by this subsection, or (ii) within the premises of which is physically located any such covered establishment, and (B) which holds itself out as serving patrons of such covered establishment.



(c) The operations of an establishment affect commerce within the meaning of this title if (1) it is one of the establishments described in paragraph (1) of subsection (b); (2) in the case of an establishment described in paragraph (2) of subsection (b), it serves or offers to serve interstate travelers or a substantial portion of the food which it serves, or gasoline or other products which it sells, has moved in commerce; (3) in the case of an establishment described in paragraph (3) of subsection (b), it customarily presents films, performances, athletic teams, exhibitions, or other sources of entertainment which move in commerce; and (4) in the case of an establishment described in paragraph (4) of subsection (b), it is physically located within the premises of, or there is physically located within its premises, an establishment the operations of which affect commerce within the meaning of this subsection. For purposes of this section, "commerce" means travel, trade, traffic, commerce, transportation, or communication among the several States, or between the District of Columbia and any State, or between any foreign country or any territory or possession and any State or the District of Columbia, or between points in the same State but through any other State or the District of Columbia or a foreign country.

(d) Discrimination or segregation by an establishment is supported by State action within the meaning of this title if such discrimination or segregation (1) is carried on under color of any law, statute, ordinance, or regulation; or (2) is carried on under color of any custom or usage required or enforced by officials of the State or political subdivision thereof; or (3) is required by action of the State or political subdivision thereof.

(e) The provisions of this title shall not apply to a private club or other establishment not in fact open to the public, except to the extent that the facilities of such establishment are made available to the customers or patrons of an establishment within the scope of subsection (b).

SEC. 202. All persons shall be entitled to be free, at any establishment or place, from discrimination or segregation of any kind on the ground of race, color, religion, or national origin, if such discrimination or segregation is or purports to be required by any law, statute, ordinance, regulation, rule, or order of a State or any agency or political subdivision thereof.

SEC. 203. No person shall (a) withhold, deny, or attempt to withhold or deny, or deprive or attempt to deprive, any person of any right or privilege secured by section 201 or 202, or (b) intimidate, threaten, or coerce, or attempt to intimidate, threaten, or coerce any person with the purpose of interfering with any right or privilege secured by section 201 or 202, or (c) punish or attempt to punish any person for exercising or attempting to exercise any right or privilege secured by section 201 or 202.

SEC. 204. (a) Whenever any person has engaged or there are reasonable grounds to believe that any person is about to engage in any act or practice prohibited by section 203, a civil action for preventive relief, including an application for a permanent or temporary injunction, restraining order, or other order, may be instituted by the person aggrieved and, upon timely application, the court may, in its discretion, permit the Attorney General to intervene in such civil action if he certifies that the case is of general public importance. Upon application by the complainant and in such circumstances as the court may deem just, the court may appoint an attorney for such complainant and may authorize the commencement of the civil action without the payment of fees, costs, or security.

Additional sections of Title II may be found at [www.eeoc.gov/eeoc/history/35th/thelaw/civil\\_rights\\_act.html](http://www.eeoc.gov/eeoc/history/35th/thelaw/civil_rights_act.html)

### ***TITLE III--DESEGREGATION OF PUBLIC FACILITIES***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### **TITLE III--DESEGREGATION OF PUBLIC FACILITIES**

SEC. 301. (a) Whenever the Attorney General receives a complaint in writing signed by an individual to the effect that he is being deprived of or threatened with the loss of his right to the equal protection of the laws, on account of his race, color, religion, or national origin, by being denied equal utilization of any public facility which is owned, operated, or managed by or on behalf of any State or subdivision thereof, other than a public school or public college as defined in section 401 of title IV hereof, and the Attorney General believes the complaint is meritorious and certifies that the signer or signers of such complaint are unable, in his judgment, to initiate and maintain appropriate legal proceedings for relief and that the institution of an action will materially further the orderly progress of desegregation in public facilities, the Attorney General is authorized to institute for or in the name of the United States a civil action in any appropriate district court of the United States against such parties and for such relief as may be appropriate, and such court shall have and shall exercise jurisdiction of proceedings instituted pursuant to this section. The Attorney General may implead as defendants such additional parties as are or become necessary to the grant of effective relief hereunder.

(b) The Attorney General may deem a person or persons unable to initiate and maintain appropriate legal proceedings within the meaning of subsection

(a) of this section when such person or persons are unable, either directly or through other interested persons or organizations, to bear the expense of the litigation or to obtain effective legal representation; or whenever he is satisfied that the institution of such litigation would jeopardize the personal safety, employment, or economic standing of such person or persons, their families, or their property.

SEC. 302. In any action or proceeding under this title the United States shall be liable for costs, including a reasonable attorney's fee, the same as a private person.

SEC. 303. Nothing in this title shall affect adversely the right of any person to sue for or obtain relief in any court against discrimination in any facility covered by this title.

SEC. 304. A complaint as used in this title is a writing or document within the meaning of section 1001, title 18, United States Code.

## ***TITLE IV--DESEGREGATION OF PUBLIC EDUCATION***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **TITLE IV--DESEGREGATION OF PUBLIC EDUCATION**

#### **DEFINITIONS**

SEC. 401. As used in this title--

(a) "Commissioner" means the Commissioner of Education.

(b) "Desegregation" means the assignment of students to public schools and within such schools without regard to their race, color, religion, or national origin, but "desegregation" shall not mean the assignment of students to public schools in order to overcome racial imbalance.

(c) "Public school" means any elementary or secondary educational institution, and "public college" means any institution of higher education or any technical or vocational school above the secondary school level, provided that such public school or public college is operated by a State, subdivision of a State, or governmental agency within a State, or operated wholly or predominantly from or through the use of governmental funds or property, or funds or property derived from a governmental source.

(d) "School board" means any agency or agencies which administer a system of one or more public schools and any other agency which is responsible for the assignment of students to or within such system.

#### **SURVEY AND REPORT OF EDUCATIONAL OPPORTUNITIES**

SEC. 402. The Commissioner shall conduct a survey and make a report to the President and the Congress, within two years of the enactment of this title, concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

#### **TECHNICAL ASSISTANCE**

SEC. 403. The Commissioner is authorized, upon the application of any school board, State, municipality, school district, or other governmental unit legally responsible for operating a public school or schools, to render technical assistance to such applicant in the preparation, adoption, and implementation of plans for the desegregation of public schools. Such technical assistance may, among other activities, include making available to such agencies information regarding effective methods of coping with special educational problems occasioned by desegregation, and making available to such agencies personnel of the Office of Education or other persons specially equipped to advise and assist them in coping with such problems.

## **TRAINING INSTITUTES**

SEC. 404. The Commissioner is authorized to arrange, through grants or contracts, with institutions of higher education for the operation of short-term or regular session institutes for special training designed to improve the ability of teachers, supervisors, counselors, and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation. Individuals who attend such an institute on a full-time basis may be paid stipends for the period of their attendance at such institute in amounts specified by the Commissioner in regulations, including allowances for travel to attend such institute.

## **GRANTS**

SEC. 405. (a) The Commissioner is authorized, upon application of a school board, to make grants to such board to pay, in whole or in part, the cost of--

(1) giving to teachers and other school personnel in service training in dealing with problems incident to desegregation, and

(2) employing specialists to advise in problems incident to desegregation. (b) In determining whether to make a grant, and in fixing the amount thereof and the terms and conditions on which it will be made, the Commissioner shall take into consideration the amount available for grants under this section and the other applications which are pending before him; the financial condition of the applicant and the other resources available to it; the nature, extent, and gravity of its problems incident to desegregation; and such other factors as he finds relevant.

## **PAYMENTS**

SEC. 406. Payments pursuant to a grant or contract under this title may be made (after necessary adjustments on account of previously made overpayments or underpayments) in advance or by way of reimbursement, and in such installments, as the Commissioner may determine.

Additional sections of Title III may be found at [www.eeoc.gov/eeoc/history/35th/thelaw/civil\\_rights\\_act.html](http://www.eeoc.gov/eeoc/history/35th/thelaw/civil_rights_act.html)

## ***TITLE VI--NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **TITLE VI--NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS**

SEC. 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

SEC. 602. Each Federal department and agency which is empowered to extend Federal financial assistance to any program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 601 with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made and, shall be limited in its effect to the particular program, or part thereof, in which such non-compliance has been so found, or (2) by any other means authorized by law: Provided, however, That no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to grant or continue, assistance because of failure to comply with a requirement imposed pursuant to this section, the head of the federal department or agency shall file with the committees of the House and Senate having legislative jurisdiction over the program or activity involved a full written report of the circumstances and the grounds for such action. No such action shall become effective until thirty days have elapsed after the filing of such report.

SEC. 603. Any department or agency action taken pursuant to section 602 shall be subject to such judicial review as may otherwise be provided by law for similar action taken by such department or agency on other grounds. In the case of action, not otherwise subject to judicial review, terminating or refusing to grant or to continue financial assistance upon a finding of failure to comply with any requirement imposed pursuant to section 602, any person aggrieved (including any State or political subdivision thereof and any agency of either) may obtain judicial review of such action in accordance with section 10 of the Administrative Procedure Act, and such action shall not be deemed committed to unreviewable agency discretion within the meaning of that section.

SEC. 604. Nothing contained in this title shall be construed to authorize action under this title by any department or agency with respect to any employment practice of any employer, employment agency, or labor organization except where a primary objective of the Federal financial assistance is to provide employment.

SEC. 605. Nothing in this title shall add to or detract from any existing authority with respect to any program or activity under which Federal financial assistance is extended by way of a contract of insurance or guaranty.

## ***TITLE VII--EQUAL EMPLOYMENT OPPORTUNITY***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **TITLE VII--EQUAL EMPLOYMENT OPPORTUNITY**

#### **DEFINITIONS**

SEC. 701. For the purposes of this title--

(a) The term "person" includes one or more individuals, labor unions, partnerships, associations, corporations, legal representatives, mutual companies, joint-stock companies, trusts, unincorporated organizations, trustees, trustees in bankruptcy, or receivers.

(b) The term "employer" means a person engaged in an industry affecting commerce who has twenty-five or more employees for each working day in each of twenty or more calendar weeks in the current or preceding calendar year, and any agent of such a person, but such term does not include (1) the United States, a corporation wholly owned by the Government of the United States, an Indian tribe, or a State or political subdivision thereof, (2) a bona fide private membership club (other than a labor organization) which is exempt from taxation under section 501(c) of the Internal Revenue Code of 1954: Provided, That during the first year after the effective date prescribed in subsection (a) of section 716, persons having fewer than one hundred employees (and their agents) shall not be considered employers, and, during the second year after such date, persons having fewer than seventy-five employees (and their agents) shall not be considered employers, and, during the third year after such date, persons having fewer than fifty employees (and their agents) shall not be considered employers: Provided further, That it shall be the policy of the United States to insure equal employment opportunities for Federal employees without discrimination because of race, color, religion, sex or national origin and the President shall utilize his existing authority to effectuate this policy.

(c) The term "employment agency" means any person regularly undertaking with or without compensation to procure employees for an employer or to procure for employees opportunities to work for an employer and includes an agent of such a person; but shall not include an agency of the United States, or an agency of a State or political subdivision of a State, except that such term shall include the United States Employment Service and the system of State and local employment services receiving Federal assistance.



(d) The term "labor organization" means a labor organization engaged in an industry affecting commerce, and any agent of such an organization, and includes any organization of any kind, any agency, or employee representation committee, group, association, or plan so engaged in which employees participate and which exists for the purpose, in whole or in part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours, or other terms or conditions of employment, and any conference, general committee, joint or system board, or joint council so engaged which is subordinate to a national or international labor organization.

(e) A labor organization shall be deemed to be engaged in an industry affecting commerce if (1) it maintains or operates a hiring hall or hiring office which procures employees for an employer or procures for employees opportunities to work for an employer, or (2) the number of its members (or, where it is a labor organization composed of other labor organizations or their representatives, if the aggregate number of the members of such other labor organization) is (A) one hundred or more during the first year after the effective date prescribed in subsection (a) of section 716, (B) seventy-five or more during the second year after such date or fifty or more during the third year, or (C) twenty-five or more thereafter, and such labor organization--

(1) is the certified representative of employees under the provisions of the National Labor Relations Act, as amended, or the Railway Labor Act, as amended;

(2) although not certified, is a national or international labor organization or a local labor organization recognized or acting as the representative of employees of an employer or employers engaged in an industry affecting commerce; or

(3) has chartered a local labor organization or subsidiary body which is representing or actively seeking to represent employees of employers within the meaning of paragraph (1) or (2); or

(4) has been chartered by a labor organization representing or actively seeking to represent employees within the meaning of paragraph (1) or (2) as the local or subordinate body through which such employees may enjoy membership or become affiliated with such labor organization; or

(5) is a conference, general committee, joint or system board, or joint council subordinate to a national or international labor organization, which includes a labor organization engaged in an industry affecting commerce within the meaning of any of the preceding paragraphs of this subsection.

(f) The term "employee" means an individual employed by an employer.

(g) The term "commerce" means trade, traffic, commerce, transportation, transmission, or communication among the several States; or between a State and any place outside thereof; or within the District of Columbia, or a possession of the United States; or between points in the same State but through a point outside thereof.

(h) The term "industry affecting commerce" means any activity, business, or industry in commerce or in which a labor dispute would hinder or obstruct commerce or the free flow of commerce and includes any activity or industry "affecting commerce" within the meaning of the Labor-Management Reporting and Disclosure Act of 1959.

(i) The term "State" includes a State of the United States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, Wake Island, The Canal Zone, and Outer Continental Shelf lands defined in the Outer Continental Shelf Lands Act.

EXEMPTION SEC. 702. This title shall not apply to an employer with respect to the employment of aliens outside any State, or to a religious corporation, association, or society with respect to the employment of individuals of a particular religion to perform work connected with the carrying on by such corporation, association, or society of its religious activities or to an educational institution with respect to the employment of individuals to perform work connected with the educational activities of such institution.

**DISCRIMINATION BECAUSE OF RACE, COLOR, RELIGION, SEX, OR NATIONAL ORIGIN**

SEC. 703. (a) It shall be an unlawful employment practice for an employer—

(1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or

(2) to limit, segregate, or classify his employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin.

(b) It shall be an unlawful employment practice for an employment agency to fail or refuse to refer for employment, or otherwise to discriminate against, any individual because of his race, color, religion, sex, or national origin, or to classify or refer for employment any individual on the basis of his race, color, religion, sex, or national origin.

(c) It shall be an unlawful employment practice for a labor organization--

(1) to exclude or to expel from its membership, or otherwise to discriminate against, any individual because of his race, color, religion, sex, or national origin;

(2) to limit, segregate, or classify its membership, or to classify or fail or refuse to refer for employment any individual, in any way which would deprive or tend to deprive any individual of employment opportunities, or would limit such employment opportunities or otherwise adversely affect his status as an employee or as an applicant for employment, because of such individual's race, color, religion, sex, or national origin; or

(3) to cause or attempt to cause an employer to discriminate against an individual in violation of this section.

(d) It shall be an unlawful employment practice for any employer, labor organization, or joint labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs to discriminate against any individual because of his race, color, religion, sex, or national origin in admission to, or employment in, any program established to provide apprenticeship or other training.

(e) Notwithstanding any other provision of this title, (1) it shall not be an unlawful employment practice for an employer to hire and employ employees, for an employment agency to classify, or refer for employment any individual, for a labor organization to classify its membership or to classify or refer for employment any individual, or for an employer, labor organization, or joint labor-management committee controlling apprenticeship or other training or retraining programs to admit or employ any individual in any such program, on the basis of his religion, sex, or national origin in those certain instances where religion, sex, or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of that particular business or enterprise, and (2) it shall not be an unlawful employment practice for a school, college, university, or other educational institution or institution of learning to hire and employ employees of a particular religion if such school, college, university, or other educational institution or institution of learning is, in whole or in substantial part, owned, supported, controlled, or managed by a particular religion or by a particular religious corporation, association, or society, or if the curriculum of such school, college, university, or other educational institution or institution of learning is directed toward the propagation of a particular religion.

(f) As used in this title, the phrase "unlawful employment practice" shall not be deemed to include any action or measure taken by an employer, labor organization, joint labor-management committee, or employment agency with respect to an individual who is a member of the Communist Party of the United States or of any other organization required to register as a Communist-action or Communist-front organization by final order of the Subversive Activities Control Board pursuant to the Subversive Activities Control Act of 1950.

(g) Notwithstanding any other provision of this title, it shall not be an unlawful employment practice for an employer to fail or refuse to hire and employ any individual for any position, for an employer to discharge any individual from any position, or for an employment agency to fail or refuse to refer any individual for employment in any position, or for a labor organization to fail or refuse to refer any individual for employment in any position, if--

(1) the occupancy of such position, or access to the premises in or upon which any part of the duties of such position is performed or is to be performed, is subject to any requirement imposed in the interest of the national security of the United States under any security program in effect pursuant to or administered under any statute of the United States or any Executive order of the President; and

(2) such individual has not fulfilled or has ceased to fulfill that requirement.

(h) Notwithstanding any other provision of this title, it shall not be an unlawful employment practice for an employer to apply different standards of compensation, or different terms, conditions, or privileges of employment pursuant to a bona fide seniority or merit system, or a system which measures earnings by quantity or quality of production or to employees who work in different locations, provided that such differences are not the result of an intention to discriminate because of race, color, religion, sex, or national origin, nor shall it be an unlawful employment practice for an employer to give and to act upon the results of any professionally developed ability test provided that such test, its administration or action upon the results is not designed, intended or used to discriminate because of race, color, religion, sex or national origin. It shall not be an unlawful employment practice under this title for any employer to differentiate upon the basis of sex in determining the amount of the wages or compensation paid or to be paid to employees of such employer if such differentiation is authorized by the provisions of section 6(d) of the Fair Labor Standards Act of 1938, as amended (29 U.S.C. 206(d)).

(i) Nothing contained in this title shall apply to any business or enterprise on or near an Indian reservation with respect to any publicly announced employment practice of such business or enterprise under which a preferential treatment is given to any individual because he is an Indian living on or near a reservation.

(j) Nothing contained in this title shall be interpreted to require any employer, employment agency, labor organization, or joint labor-management committee subject to this title to grant preferential treatment to any individual or to any group because of the race, color, religion, sex, or national origin of such individual or group on account of an imbalance which may exist with respect to the total number or percentage of persons of any race, color, religion, sex, or national origin employed by any employer, referred or classified for employment by any employment agency or labor organization, admitted to membership or classified by any labor organization, or admitted to, or employed in, any apprenticeship or other training program, in comparison with the total number or percentage of persons of such race, color, religion, sex, or national origin in any community, State, section, or other area, or in the available work force in any community, State, section, or other area.

The following sections may be found at  
[www.eeoc.gov/eeoc/history/35th/thelaw/civil\\_rights\\_act.html](http://www.eeoc.gov/eeoc/history/35th/thelaw/civil_rights_act.html)

**TITLE V--COMMISSION ON CIVIL RIGHTS**

**OTHER UNLAWFUL EMPLOYMENT PRACTICES**

**EQUAL EMPLOYMENT OPPORTUNITY COMMISSION**

**TITLE VIII--REGISTRATION AND VOTING STATISTICS**

**TITLE IX--INTERVENTION AND PROCEDURE AFTER  
REMOVAL IN CIVIL RIGHTS CASES**

**TITLE X--ESTABLISHMENT OF COMMUNITY RELATIONS  
SERVICE**

**TITLE XI--MISCELLANEOUS**

Approved July 2, 1964.

***OUTSIDE THE BOX***  
LESSON PLAN – SOCIAL MEDIA

## Social Media Lesson Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

<b>Time to complete:</b>  <b>Materials/Technology/Resources:</b>	<p>Will vary, depending on the desired duration</p> <ul style="list-style-type: none"> <li>* The <b><i>Outside the Box</i></b> video (can be streamed from <a href="http://izzit.org">izzit.org</a> with no login required.)</li> <li>* Presentation Method (smartboard, projector, etc.)</li> <li>* Viewing Guide</li> <li>* Discussion Questions – one set for teacher only</li> <li>* Internet browser</li> <li>* The following website may be used to generate random words: <a href="http://soybomb.com/tricks/words/">http://soybomb.com/tricks/words/</a></li> <li>* An approved social media application. Piazza is a great – and free – educational tool that may be used <a href="https://piazza.com/?">https://piazza.com/?</a> Alternatives should include discussion and group features.</li> <li>* Aspect generator (spreadsheet)</li> </ul>
<b>Standards:</b>	<p>Use our free and easy-to-use <a href="#">Standard Alignment</a> tool to align this lesson with the standards in your school district.</p>
<b>Learning Objective(s):</b>	<p><i>Students will explore the differences of each other's grouping and consider how the categories assigned to them influence their perception of others as well as how they define themselves.</i></p>
<b>Topics:</b> Race, ethnicity, religion, gender, identity	
<b>Absorb: (17:27 minutes)</b>	<p><u>Watch:</u></p> <p><b><i>Outside the Box</i></b> video streamed from <a href="http://izzit.org">izzit.org</a> with no login required.</p>

<p><b>Overall guiding question(s):</b></p>	<p><b>How do attributes influence a person's identity? How does the identification of group attributes influence the way(s) in which people associate with others?</b></p>
<p><b>Lesson Procedures: (31+ minutes)</b></p>	<ol style="list-style-type: none"> <li>1. Watch video: <i><b>Outside the Box</b></i></li> <li>2. ACTIVITY: <ol style="list-style-type: none"> <li>a. Create a private account on a district-approved social media site. Add students to the app using pseudonyms.</li> <li>b. Enter the students' names on the Excel spreadsheet to generate attributes. Click the paperclip below to open the spreadsheet. (Or locate the spreadsheet in the Teaching Resources section for this video on the <a href="http://izzit.org">izzit.org</a> website.)</li> <li>c. Send each student – via their school email or other secure communication – their spreadsheet-generated attributes and ask them to create a social media profile in whatever system you've opted to use.</li> <li>d. Optional: Have each student navigate to <a href="https://avachara.com/avatar/">https://avachara.com/avatar/</a> - either at home or give them some time in class – and create an avatar based on their generated characteristics.</li> <li>e. Provide students time to engage in discussions regarding their attributes, cautioning them to not identify who they are to others. This is a great time-extended activity students may complete outside of school each day / week.</li> <li>f. Allow students to form groups of their choosing, if they wish.</li> <li>g. Begin to introduce favorable – and valuable – outcomes to select groups, such as extra points. (All blargs get 20 point bonuses!)</li> </ol> </li> </ol>



	<p>Alternatively or concurrently, add some marginally easy extra work for others. (Implying a certain group – the garlunks or whatever – are not as smart as the others.) You could give other groups harder work. This activity is about showing students how it makes them feel to know that different groups are getting different treatment but WITHOUT any actual real characteristics used as the basis for it. Students may comment on these in the discussions in the app.</p> <p>3. At the end of the activity, let students know the extra points were not actually provided. Ask the students to write a brief reflection on the activity. You may also wish to share the graphic distribution of each asset generated by the random assignment.</p>
<p><b>Summary &amp; Assessment:</b> (15 minutes)</p>	<p>Assessment is based on reflection of what students learned as a result of their experiences interacting with others.</p> <p>Bring students back together to discuss their map features. Summary discussions may include the differences between the various divisions and any potential controversies surrounding the divisions the students may have found during their research.</p>
<p><b>Reflection:</b> (5 minutes)</p>	<p>Select a current event, either from <a href="http://izzit.org">izzit.org</a> or a news site, regarding race, ethnicity, religion, or some other group in America.</p>

***OUTSIDE THE BOX***  
 LESSON PLAN – QUEST FOR EQUALITY UNDER THE LAW  
**Quest for Equality Under the Law – Infographic  
 Lesson**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

<b>Time to complete:</b>  <b>Materials/Technology/Resources:</b>	60 minutes  * The <b><i>Outside the Box</i></b> video (can be streamed from <a href="http://izzit.org">izzit.org</a> with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Quest for Equality material (multi-page infographic)
<b>Standards:</b>	Use our free and easy-to-use <a href="#">Standard Alignment</a> tool to align this lesson with the standards in your school district.
<b>Learning Objective(s):</b>	<i>Students will examine primary source documents related to identity and equal protection. They will summarize the main points and will discuss the implications of them.</i>
<b>Topics:</b>	Race, ethnicity, religion, gender, identity
<b>Absorb: (17:27 minutes)</b>	<b>Watch:</b>  <b><i>Outside the Box</i></b> video streamed from <a href="http://izzit.org">izzit.org</a> with no login required.
<b>Overall guiding question(s):</b>	<b>Is society able to stop using race or other group categorization? Should/do we want to?</b>

<p><b>Lesson Procedures: (30 minutes)</b></p>	<ol style="list-style-type: none"> <li>1. Watch video: <i><b>Outside the Box</b></i></li> <li>2. PROCEDURES: <ol style="list-style-type: none"> <li>a. ACTIVITY: Divide the class into groups and distribute the Quest for Equality organizer</li> <li>b. Students will use the organizer to note specific themes in the documents they are assigned.</li> <li>c. Assign each group at least one question related to the history of equality efforts by the three branches of government. Alternatively, have students develop their own question(s).</li> <li>d. Did each decision/law bring us closer to a society where all are treated equally under the law? If not, why not/how not? How did each action change things?</li> </ol> </li> </ol>
<p><b>Summary &amp; Assessment: (15 minutes)</b></p>	<p>Assessment can be on content and or the discussion regarding the insight students gained while completing the organizer.</p> <p>Bring students back together to discuss their response(s) to the assigned question and any themes they noted. Encourage the students to discuss the significance of the quest for equality by the three branches of government on improving race- and/or ethnicity-related objectives.</p>
<p><b>Reflection: (5 minutes)</b></p>	<p>Select a current event, either from <a href="http://izzit.org">izzit.org</a> or a news site. Discuss how events in the selected article(s) influenced the use of race or other group attributes in policymaking.</p>

# Quest for Equality Under the Law

Congress

Supreme Court

President

Equal  
protection  
of the law



**14th Amendment -  
1868**

Section 1 - All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

**Plessy v. Ferguson - 1896**

Finding nothing discriminatory about the Louisiana law, Justice Brown stated that separate treatment did not imply the inferiority of African-Americans but merely was a matter of state policy. He suggested that African-Americans were responsible for interpreting the law as connoting inferiority, and he pointed out that there was not a meaningful difference in quality between whites-only and African-American railway cars.



Separate  
but equal is  
lawful

Notes

**Right to  
vote -  
women**



## **19th Amendment - 1920**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

## **Brown v. Board of Education of Topeka - 1954**



Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment -- even though the physical facilities and other "tangible" factors of white and Negro schools may be equal

The "separate but equal" doctrine adopted in *Plessy v. Ferguson* has no place in the field of public education

**Separate  
but equal  
not  
acceptable**

Notes

**Discrimination  
in employment  
is contrary to  
the  
Constitution**



## **Kennedy Executive Order #10925 - 1961**

Discrimination because of race, creed, color, or national origin is contrary to the Constitutional principles and policies of the United States.

It is the plain and positive obligation of the United States Government to promote and ensure equal opportunity for all qualified persons, without regard to race, creed, color, or national origin, employed or seeking employment with the Federal Government and on government contracts.

It is the policy of the executive branch of the Government to encourage by positive measures equal opportunity for all qualified persons within the Government.



## **Civil Rights Act of 1964**



To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

**No  
discrimination  
in voting,  
public  
facilities, and  
education**



Notes



**Mandatory preferences  
forbidden by  
14th  
Amendment**



## **Reed v. Reed - 1971**

In a unanimous decision, the Court held that the the Idaho Probate Code's dissimilar treatment of men and women was unconstitutional. The Court argued that "[t]o give a mandatory preference to members of either sex over members of the other, merely to accomplish the elimination of hearings on the merits, is to make the very kind of arbitrary legislative choice forbidden by the Equal Protection Clause of the Fourteenth Amendment. . . . [T]he choice in this context may not lawfully be mandated solely on the basis of sex."

## **Regents of University of CA v. Bakke - 1978**



Affirmative action programs that take race into account can continue to play a role in the college admissions process, since creating a diverse classroom environment is a compelling state interest under the Fourteenth Amendment. State universities go too far, however, when they set a certain quota for the number of minority students who enroll.

**Race can be  
considered in  
admissions,  
but no quotas**

Notes

Race  
consideration  
is a  
compelling  
interest



## Grutter v. Bollinger - 2003

The University of Michigan Law School's narrowly tailored use of race in admissions decisions to further a compelling interest in obtaining the educational benefits that flow from a diverse student body is not prohibited by the Equal Protection Clause. The compelling interest doctrine flows from the First Amendment of "giving a degree of deference to a university's academic decisions, within constitutionally prescribed limits"

## Gratz v. Bollinger - 2003



It is  
unconstitutional  
to automatically  
award points by  
race

Because the University of Michigan's use of race to allocate 20 percent of the minimum points required for admission in its current freshman admissions policy, it violates the Equal Protection Clause of the Fourteenth Amendment and Title VI of the Civil Rights Act of 1964. A school must ensure that each applicant is evaluated as an individual and not in a way that makes an applicant's race or ethnicity the defining feature of his or her application.

Notes



University  
may use  
race-  
conscious  
admissions,  
but review  
periodically



## Fisher v. University of Texas at Austin - 2013 & 2016

The University of Texas consideration of race in its admissions process does not violate the Equal Protection Clause of the Fourteenth Amendment; however, it must continually deliberate and reflect on its admissions policies to ensure a race-conscious policy is necessary as opposed to workable race-neutral alternatives. Strict limits, including time, on the use of race-conscious programs must apply.



## U.S. Dept. of Education and Dept. of Justice guidance - 2018



Dept. of Education and Dept. of Justice rescinded President Obama's 'dear colleague' letters that provided guidance on the how to expand the consideration of race in education, thus deferring to Congress and the Supreme Court. Institutions may reject race-based approaches that would require them to sacrifice a component of their educational mission or priorities. Race cannot be given so much weight that applicants are defined primarily by their race and are largely accepted or rejected on that basis.

Gives  
deference to  
Congress and  
Supreme  
Court  
regarding race

Notes



We are very interested to learn how you use our material. Please share your experiences or lesson plan ideas by visiting us at **[www.izzit.org](http://www.izzit.org)**.



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# READ ALL ABOUT IT!

## THE POWER OF A FREE PRESS



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Nulla facilisi. In enim sed leo arcu, non volutpat neque. Phasellus id faucibus enim. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Duis sodales. Orci eget commodo euismod. Orci enim vehicula nulla, interdum volutpat orci massa nec lorem. Sed venenatis pharetra dapibus vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia curae; nam Nulla facilisi. In enim sed leo arcu, non volutpat neque. Phasellus id faucibus enim. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Duis sodales. Orci eget commodo euismod. Orci enim vehicula nulla, interdum volutpat orci massa nec lorem. Sed venenatis pharetra dapibus vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia curae; nam



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Erie, PA 16506  
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# ***Read All About It!***

## **Teacher's Guide**

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## ***Read All About It!***

### **Suggested Lesson Plan**

*These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:*

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the Who Chooses Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- Optional: Assign one or more Enrichment Activities as homework.

*For a list of additional resources for use with this video, see [www.izzit.org/products](http://www.izzit.org/products).*

# ***Read All About It!***

## **Preview Questions**

*(These are meant to be read aloud by the teacher.)*

1. Why is freedom of the press important?
2. How is freedom of the press affected by the internet and social media platforms?
3. What responsibilities does one have when it comes to freedom of speech?
4. How do you tell the difference between facts, opinions, spin, and flat-out wrong information?

# ***Read All About It!***

## **Key Terms and Definitions**

Age of Information Overload – the current era in which so much free press and information offered through papers, blogs, posts, videos, and websites make it difficult to tell the difference between facts, opinions, spin, and flat-out wrong information

*Aftonbladet* - the first modern Swedish newspaper, and a bastion of Swedish laissez-faire liberalism. It was the first publication to attack not just abuses of power, but political power itself.

Anders Chydenius - Sweden's earliest champion of individual freedom of religion and the press

Censorship - limiting the expression of speech, thought, and/or conscience by those with the power to do so

Freedom of the Press – the right of journalists to criticize government and generally intended to limit government control over its citizens. Emerging forms of journalism now include blog and social media posts

Information Age - today's world in which we have access to more information than we can ever process.

Invention – the creation of a good or service that serves a useful purpose, or the substantial improvement on an existing good or service

Johannes Gutenberg – German inventor who, sometime in the mid-fifteenth century, invented a system of moveable type that enabled high volume printing of books and pamphlets

Laissez-faire liberalism – a principle in which government does not intervene in markets and individuals are free to make choices on their own about how they wish to live their lives

The *National Gain* - a thesis published by Chydenius 1765 in which he argued for free markets and personal freedom

Printing Press – a device that applies pressure to an inked surface as a means to transfer a printed image to a medium like paper

Rule of Law – a civil doctrine in which all persons in a society are equally subject to the law

Sweden – a Scandinavian nation located east of Norway and Denmark, west of Finland, and north of Germany and Poland.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Read All About It!***

### **Viewing Guide**

1. The printing press was invented by \_\_\_\_\_ in the mid-15th century.
2. 150 years after the invention of the printing press, the first modern newspaper appeared in \_\_\_\_\_.
3. Before the printing press, books were a \_\_\_\_\_ only affordable by the wealthy because each book had to be painstakingly copied by hand
4. In the midst of church control of European life, prior to the invention of the printing press, literacy was around \_\_\_\_\_, so there was control of life and mind (thought).
5. Anders Chydenius published the \_\_\_\_\_, his own arguments for free markets and personal freedom.
6. *Aftonbladet* was the first modern Swedish \_\_\_\_\_.
7. 23 years after Sweden guaranteed a free press, the United States did the same with the \_\_\_\_\_.
8. In the Age of Information Overload, we should always value our \_\_\_\_\_.
9. Like all rights, a free press comes with \_\_\_\_\_.
10. Today, only \_\_\_\_\_ of the world's population lives in a country with a free press



***Read All About It!***  
**Viewing Guide Answer Key**

1. Johannes Gutenberg
2. Germany
3. Luxury
4. 20%
5. National Gain
6. Newspaper
7. First Amendment to the Constitution
8. Freedom of the press
9. Responsibilities
10. 14%

## Discussion Questions

1. Why did rulers and church leaders at the time of the Gutenberg Printing Press want to keep books out the peoples' hands?
2. Why was Johannes Gutenberg's printing press considered so revolutionary?
3. Why were books considered a luxury only affordable by the wealthy prior to the invention of the Gutenberg Printing Press?
4. What were some outcomes of the automation of the press?
5. Why was criticizing the church or the government considered inappropriate content at the time Gutenberg invented his printing press?
6. How did Lars Johan Hierta take the power from the King and give it to the people?
7. In what manner did the Swedish freedom of the press law influence freedom of speech in the United States?
8. Why did Lars Johan Hierta create so many versions of *Aftonbladet*?
9. Why did the Catholic Church and the monarchs of Europe decide that newspapers had to be controlled through censorship?
10. What is the Age of Information Overload and what are some concerns that arise in this age?
11. What are some responsibilities that come with freedom of the press?
12. Why do people or organizations suppress expression of speech or thought?
13. How is the access to information and human advancement connected?
14. In what way(s) does/do freedom of the press support and sustain individual freedom?
15. What does the "Rule of Law" concept demand of government?
16. How does spin differ from a blatant attempt to spread false information?
17. What does it mean to be truly informed?
18. How should the press and individual responsibility work together to be truly informed?

19. How are free speech / thought similar to anarchy? How do they differ?
20. What is your personal responsibility to truth and honest reporting in the age of social media?
21. How can you help the fight against misinformation?

## ***Read All About It!***

### **Activity:**

## **Who chooses? Who benefits? Who pays? What's fair?**

The four questions above can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking. As a class, or in small groups, discuss the following:

*(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)*

1. Who should decide what information is censored and what is freely available? Are there times when information should be withheld from the public? If yes, what types of information should be held back and why?
2. Who benefits from freedom of the press? Who benefits if freedom of the press is suppressed?
3. What is the cost of freedom of the press? Explain.
4. Should some words be more acceptable than others? If so, how should it be decided which words are unacceptable? Who should decide (Who chooses?) which words are acceptable/not acceptable?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Read All About It!***

### **Quiz**

1. A great invention that revolutionized human advancement is a /the \_\_\_\_\_.
  - A) book
  - B) pencil
  - C) Kindle
  - D) printing press
2. Before the printing press, \_\_\_\_\_ were a luxury only affordable by the wealthy because each had to be painstakingly created by hand.
  - A) newspapers
  - B) pamphlets
  - C) books
  - D) flyers
3. Americans expect that no government \_\_\_\_\_ will fall upon writers who criticize those in power.
  - A) retribution
  - B) comment
  - C) ticket
  - D) official
4. In 1609, the first modern newspaper appeared in \_\_\_\_\_ and newspapers quickly spread throughout Europe.
  - A) Sweden
  - B) Germany
  - C) France
  - D) Italy
5. With the automation of the press, books and newspapers could be printed in large quantities and they became affordable such that people everywhere began to read, write, and \_\_\_\_\_.
  - A) start bookstores
  - B) think for themselves
  - C) vote
  - D) protest

6. Living under the rule of the Swedish king, \_\_\_\_\_ argued for minimal state power, low taxes, and land rights for peasant farmers.
- A) Anders Chydenius
  - B) Johan Norberg
  - C) Lars Johan Hierta
  - D) Sofia Olsson Olsén
7. Freedom of the press is meant to \_\_\_\_\_.
- A) protect the power of the government
  - B) empower the people and keep the government in check
  - C) make the government beholden to the press
  - D) allow journalists to print anything they want
8. Our third President, \_\_\_\_\_, said, “Wherever the people are well informed, they can be trusted with their own government.”
- A) Samuel Adams
  - B) James Madison
  - C) James Monroe
  - D) Thomas Jefferson
9. Today, being \_\_\_\_\_ means questioning what you’ve been told, seeking out multiple sources, and researching the facts presented to make sure that they’re accurate.
- A) open
  - B) challenged
  - C) informed
  - D) fashionable
10. With so much free press and information offered through papers, blogs, posts, videos, and websites, it is difficult to tell the difference between facts, opinions, \_\_\_\_\_, and flat-out wrong information.
- A) dialogue
  - B) statements
  - C) conjecture
  - D) spin

## ***Read All About It!***

### **Quiz Answer Key**

#### Quiz

1. D) printing press
2. C) books
3. A) retribution
4. B) Germany
5. B) think for themselves
6. A) Anders Chydenius
7. B) empower the people and keep the government in check
8. D) Thomas Jefferson
9. C) informed
10. D) spin

## ***Read All About It!***

### **Enrichment and Integration Activities**

Research Projects: Work independently or in small groups. Choose one or more of the topics below to learn more about. Gather information from multiple sources to help answer the questions. Create a report that includes both written and visual elements such as pictures, charts, and graphs. Be sure to cite your sources. Share your findings with the class in a presentation.

A. Information and the media in America. Locate one or more current events articles / videos regarding the use of spin to influence readers. What item(s) in the article or video suggest spin? How would you rewrite the article or shoot a new video to minimize the spin?

B. Our third President, Thomas Jefferson, said, “Wherever the people are well informed they can be trusted with their own government.” Write an essay explaining what you think he meant and what this statement means to you.

C. The Age of Information Overload is addressed in *Read All About It!* When thinking about how you obtain information, whether that is looking up how to make crafts, check sports scores, or when working on homework, what are some techniques and tools you use? How do you sort through the variety of available resources and decide on which to use? Use the chart below to list some resources you use along with the pros and cons of using them:



Resource	Pros	Cons
#1 -		
#2 -		
#3 -		

Share your results with the class.

D. Today, only 14% of the world’s population lives in a country with a free press. That’s just one out of seven people. Write an essay that addresses how you think a free press can improve the lives of citizens in countries that do not have a free press. Include whether you think it is possible – or not – to have a happy life without a free press. Finally, what impact do you think smartphones have on a country’s ability to control freedom of speech? How might a country’s leaders use smartphones to suppress freedom of speech?

#### E. More Writing Activities

1. Headlines – How a headline is written makes a big impact. Choose a headline, and try writing it in different ways. Try to write it biased toward multiple “sides,” and then try to write one that is neutral. Discuss with class.

2. Select a news article. Highlight “loaded words” in the text, words designed to lean one way or another, emotional words selected to provoke a certain reaction in the reader. Now rewrite the article in a neutral tone.

3. Choose a story recently reported in the news and write your own objective report. Use multiple sources about the story and compile your own article. Write it as objectively as you can. Swap articles with a partner and check each other's work for "loaded words" in your text.

4. Facts vs. Opinions – Read an opinion piece. Label/highlight the words that show you it's an opinion, not a factual/objective article. How else do news sources label opinion pieces? Compare it to a factual article about the same ideas/story/concepts.

5. Select a news story/concept. Write a factual/objective article about the topic. Now write an opinion piece about it. What is different for the two types of writing?

## Wikis Lesson Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

<b>Time to complete:</b>  <b>Materials/ Technology/ Resources:</b>	60 Minutes to extended time, depending on how developed the final wiki desired  * The <b><i>Read All About It!</i></b> video (can be streamed from <a href="http://izzit.org">izzit.org</a> with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Internet browser
<b>Standards:</b>	Use our free and easy-to-use <a href="#">Standard Alignment</a> tool to align this lesson with the standards in your school district.
<b>Learning Objective(s):</b>	<i>Students will define censorship and freedom of speech. They will describe a person's responsibilities associated with freedom of speech. Students will also summarize ways to assess the quality of information.</i>
<b>Topics:</b> Censorship, freedom of press, freedom of speech, Information Age, Age of Information Overload	
<b>Absorb: (11:08 minutes)</b>	<u>Watch:</u>  <b><i>Read All About It!</i></b> video streamed from <a href="http://izzit.org">izzit.org</a> with no login required.
<b>Overall guiding question(s):</b>	<b>Why is freedom of the press important? How is freedom of the press affected by the internet and social media applications? What responsibilities does one have when it comes to freedom of speech? How do you assess the quality of information?</b>

<b>Lesson Procedures: (30 minutes)</b>	<ol style="list-style-type: none"> <li>1. Watch video: <b><i>Read All About It!</i></b></li> <li>2. PROCEDURES: <ol style="list-style-type: none"> <li>a. ACTIVITY: Create a free wiki for your class at Wikispaces <a href="https://www.wikispaces.com/content/classroom">https://www.wikispaces.com/content/classroom</a> The goal of a wiki is for your students to contribute content, edit for grammar and spelling, and provide accurate information regarding identity politics.</li> <li>b. This activity can be completed over a number of days to allow for students to contribute and reflect on content and style.</li> </ol> </li> </ol>
<b>Summary &amp; Assessment: (15 minutes)</b>	<p>Assessment can be on content and or each student's contribution to the wiki.</p> <p>Bring students back together to discuss their contributions to the wiki and insight they gained while completing it. Encourage the students to discuss the significance of freedom of speech and how being informed contributes to better decision-making and happiness.</p>
<b>Reflection: (5 minutes)</b>	<p>Select a current event, either from izzit.org or a news site. Does the article contain an objective reporting of the news? Discuss which item(s) in the article or video suggest spin? How would you rewrite the article to minimize the spin if it is present?</p>

### **Suggested Wiki starter text with headers:**

#### **Introduction**

Background: The printing press was invented by Johannes Gutenberg in the mid-15th century. That invention arguably began the Information Age, leading to today's world where people have access to more information than they can ever process. With the automation of the press, books and newspapers could be printed in large quantities and suddenly became affordable. People everywhere began to read, write, and think for themselves. Literacy, and public awareness, began to rise. But it wasn't long before the Catholic Church and the monarchs of Europe decided that newspapers were a threat to their power and had to be controlled through censorship.

**History**

**Countries**

**Examples (i.e. newspapers, social media, television, etc.)**

**Benefits to Individuals**

**Consequences to Individuals**

## Social Media Lesson Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

<b>Time to complete:</b>  <b>Materials/ Technology/ Resources:</b>	Will vary, depending on the desired duration  * The <b><i>Read All About It!</i></b> video (can be streamed from <a href="http://izzit.org">izzit.org</a> with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Discussion Questions – one set for teacher only * Internet browser * An approved social media application. Piazza is a great – and free – educational tool that may be used <a href="https://piazza.com/">https://piazza.com/</a> Alternatives should include discussion and group features.
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<b>Standards:</b>	Use our free and easy-to-use <a href="#">Standard Alignment</a> tool to align this lesson with the standards in your school district.
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<b>Learning Objective(s):</b>	<i>Students will explore examples of objectionable free speech on social media and consider the implications of them for societies. They will compare and contrast examples found on social media. Students will also reflect on what they found and how it can be applied to responsible use of free speech.</i>
<b>Topics:</b> Social media, censorship, free press, freedom of press, freedom of religion, First Amendment	

<b>Absorb: (11:08 minutes)</b>	<u>Watch:</u>  <b><i>Read All About It!</i></b> video streamed from <a href="http://izzit.org">izzit.org</a> with no login required.
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<p><b>Overall guiding question(s):</b></p>	<p><b>What should be the extent of free speech? How should one define appropriate and responsible use of social media? Who should monitor media for appropriate and responsible speech use, if anyone?</b></p>
<p><b>Lesson Procedures: (31+ minutes)</b></p>	<ol style="list-style-type: none"> <li>1. Watch video: <i><b>Read All About It!</b></i></li> <li>2. ACTIVITY: <ol style="list-style-type: none"> <li>a. Create a private account on a district- or school-approved social media site.</li> <li>b. Provide students time to search one or more social media apps for examples of social media threads that reflect appropriate and responsible use of free speech as well as ones that represent an irresponsible use of the social media app. The instructor should provide guidelines as to what extent of topics students should limit themselves to in order to avoid inappropriate content. There exist a variety of examples from which students may choose. Alternatively, students can view social media posts from other countries, such as Iran, France, Japan, and so on to compare and contrast with social media use in the United States.</li> <li>c. Have students post examples of these in the selected private social media application and discuss why each example is / is not an appropriate and responsible use of free speech. The examples may include screenshots of the posts and or the text.</li> <li>d. Allow some time for students to interact with each other in the discussion threads. This may be a good activity to complete over a week, including posting as homework.</li> </ol> </li> <li>3. At the end of the activity, have a class discussion about the students' overall impression of what they learned. Ask the students to write a brief reflection on the activity.</li> </ol>

<p><b>Summary &amp; Assessment: (15 minutes)</b></p>	<p>Assessment is based on reflection of what students learned as a result of their experiences interacting with others.</p> <p>Bring students back together to discuss their findings. Summary discussions may include the different perspectives the class members shared regarding the extent of free speech.</p>
<p><b>Reflection: (5 minutes)</b></p>	<p>Select a current event, either from <a href="http://izzit.org">izzit.org</a> or a news site, regarding freedom of speech. Discuss the speech (or video, text, visual, etc.) and the benefits of no restrictions on the speech to society as well as costs associated with not placing restrictions on the speech. Discuss the same speech in the context of benefits of adding restrictions as well as the costs to societies.</p>



**READ ALL ABOUT IT!** LESSON PLAN – FREE SPEECH

## Free Speech in the Classroom

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

<b>Time to complete:</b>	60 minutes
<b>Materials/Technology/Resources:</b>	<ul style="list-style-type: none"><li>* The <b><i>Read All About It!</i></b> video (can be streamed from <a href="http://izzit.org">izzit.org</a> with no login required.)</li><li>* Presentation Method (smartboard, projector, etc.)</li><li>* Viewing Guide</li><li>* Internet browser</li></ul>
<b>Standards:</b>	Use our free and easy-to-use <a href="#">Standard Alignment</a> tool to align this lesson with the standards in your school district.
<b>Learning Objective(s):</b>	<i>Students will summarize and discuss the implications of free speech in the classroom. They will generate strategies to cope with negative speech. Students will also describe ways in which they can be respectful of others in what they wear.</i>
<b>Topics:</b>	Censorship, free press, freedom of speech, responsibility, criticism
<b>Absorb: (11:08 minutes)</b>	<p><u>Watch:</u></p> <p><b><i>Read All About It!</i></b> video streamed from <a href="http://izzit.org">izzit.org</a> with no login required.</p>
<b>Overall guiding question(s):</b>	<b>What is the value of free speech? Whose responsibility is it to not be offended by others' speech (including what a student wears in the classroom)? What strategies may be helpful in managing the negative aspects of free speech?</b>

<p><b>Lesson Procedures: (30 minutes)</b></p>	<ol style="list-style-type: none"> <li>1. Watch video: <b><i>Read All About It!</i></b></li> <li>2. PROCEDURES: <ol style="list-style-type: none"> <li>a. ACTIVITY: Watch the <b><i>Read All About It!</i></b></li> <li>b. Divide the students into groups of 3 to 5 and ask them to gather one or more recent current events articles regarding students who are disciplined for wearing clothing deemed offensive, such as armbands, shirts with weapons pictured on them, images of controversial historical figures, and/or Make America Great Again hats, among others. Each group should construct a pros and cons chart that supports limits to free speech in the classroom. Also, should a group decide there should be limits to what a student wears, the members should list a couple of the limitations and the rationale associated with each.</li> <li>c. Finally, students should generate some means by which people can be more respectful in what they wear without infringing on others' freedom of speech.</li> </ol> </li> </ol>
<p><b>Summary &amp; Assessment: (15 minutes)</b></p>	<p>Assessment can be on content generated in the pros and cons list and/or the discussion regarding the insight students gained from their current events articles and the post-article-collection discussions.</p> <p>Bring students back together to discuss their pros / cons chart, any limitations, and responsibilities regarding free speech-related objectives at school.</p>
<p><b>Reflection: (5 minutes)</b></p>	<p>Select another current event, either from izzit.org or a news site. Discuss how speech was used responsibly or how the use of free speech created a negative outcome.</p>



We are very interested to learn how you use our material. Please share your experiences or lesson plan ideas by visiting us at **[www.izzit.org](http://www.izzit.org)**.



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