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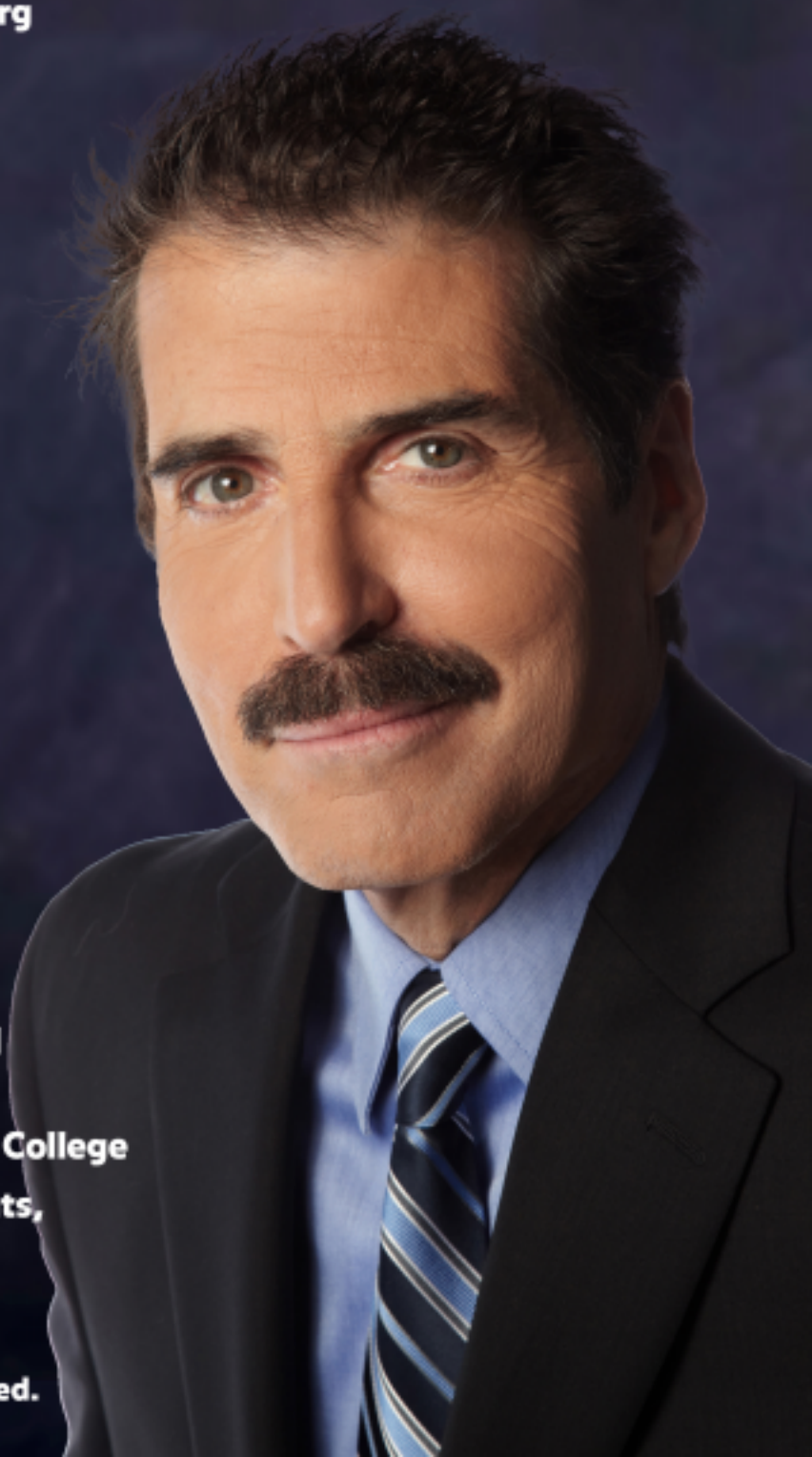
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2012 EDITION Teacher Guide

- English -

**Written by Rob Schimenz,
Queens Vocational & Technical High School**
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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EARNED SUCCESS

Segment Length: 2:43 minutes

Lesson Description:

What makes people happy? Is it money? What role does success play? This segment looks at entrepreneurship, happiness, and the American Dream.

Concepts & Key Terms:

Entrepreneur—a person who entails risk to start a business or venture in an attempt to gain financially.

Free Enterprise—an economic system in which the provision of products and services is generally arranged by buyers and sellers without interference by government. Free Enterprise is often linked with the term “laissez-faire.”

Vocabulary:

Elixir—(noun) the embodiment of; essence.

Causal—(adj.) acting as a cause; pertaining to or constituting a cause.

Objectives:

Students will be able to...

- explain why earning something is more likely to make a person happier than being given something.
- discuss some positives and negatives of being an entrepreneur.
- assess the connection between entrepreneurship and happiness.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:

Can money buy happiness? Does it matter how you get that money? Why or why not?

Using the 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 following 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 questions:

1. success
2. handout
3. jobs
4. business owners
5. happy
6. American dream
7. job
8. opportunities

Earned Success Viewing Guide

Name _____ Date _____
Class _____ Period _____ Teacher _____

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

1. When people don't earn their own _____, they're not as happy, they're not as healthy...
2. Walter lost a job on Wall Street when the housing bubble burst. She didn't mope and ask for a _____. She thought about what she could do next.
3. While helping herself, she helped others, not just the kids; she created _____.
4. A recent Gallup poll found _____ have a higher sense of well being... even though they work longer hours and often make less money.
5. There's an enormous causal relationship between how much success that you think you've earned and how _____ you are. And if that's followed by money, then so much the better.
6. I can think of about 10 entrepreneurs off the top of my head who started with nothing and who have made great businesses. And they look at this as the _____.
7. They have given lots of kids their first _____.
8. This is what makers do. They create _____, for themselves and others.

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

What was one of the messages John Stossel was trying to get across in this video segment?

Discussion and Analysis:

1. Why does Jesse Walter work so hard teaching children how to cook?
2. Why does Jesse Walter seem so happy?
3. What about Ralph Tenuta? His family business has provided jobs to thousands of kids. What if Ralph and his father had never started Tenuta's Deli?
4. What are some reasons Ralph Tenuta might be happy?
5. What differences might exist between "business people" and "entrepreneurs"?
6. Which group do you think would be happier, business people or entrepreneurs? Why?
7. It's said that money can't buy happiness. Is that true? Why or why not?
8. Why might it matter more how one gets money than how much money one gets?
9. What are some achievements that have made you happy? Why?
10. What is the American Dream? How do people achieve it?

Discuss These Lines from the Video:

1. What makes you happy? Money? Then what could be better than winning the lottery!
2. When people don't earn their own success, they're not as happy.
3. She didn't mope and ask for a handout. She thought about what she could do next.
4. While helping herself, she helped others, not just the kids; she created jobs.
5. A recent Gallup poll found business owners have a higher sense of well being... even though they work longer hours and often make less money.
6. There's an enormous causal relationship between how much success that you think you've earned and how happy you are.
7. This is what makers do. They create opportunities, for themselves and others.
8. That you can start off and go and make it for yourself; that's what built the country.

Quotes for Discussion:

I had to make my own living and my own opportunity! But I made it! Don't sit down and wait for the opportunities to come. Get up and make them!

—Madam C.J. Walker, creator of a popular line of African-American hair care products and America's first black female millionaire

Innovation distinguishes between a leader and a follower.

—Steve Jobs, co-founder of Apple

Every worthwhile accomplishment, big or little, has its stages of drudgery and triumph; a beginning, a struggle, and a victory.

—Mahatma Gandhi, political and spiritual leader

The entrepreneur in us sees opportunities everywhere we look, but many people see only problems everywhere they look. The entrepreneur in us is more concerned with discriminating between opportunities than he or she is with failing to see the opportunities.

—Michael Gerber, author, entrepreneur

The critical ingredient is getting off your butt and doing something. It's as simple as that. A lot of people have ideas, but there are few who decide to do something about them now. Not tomorrow. Not next week. But today. The true entrepreneur is a doer, not a dreamer.

—Nolan Bushnell, founder of Atari and Chuck E. Cheese's

When you reach an obstacle, turn it into an opportunity. You have the choice. You can overcome and be a winner, or you can allow it to overcome you and be a loser. The choice is yours and yours alone. Refuse to throw in the towel. Go that extra mile that failures refuse to travel. It is far better to be exhausted from success than to be rested from failure.

—Mary Kay Ash, founder of Mary Kay Cosmetics

I never perfected an invention that I did not think about in terms of the service it might give others.... I find out what the world needs, then I proceed to invent.

—Thomas Edison

Entrepreneurs are risk takers, willing to roll the dice with their money or reputation on the line in support of an idea or enterprise. They willingly assume responsibility for the success or failure of a venture and are answerable for all its facets.

—Victor Kiam, best known for his

"I liked it so much, I bought the company" ads for Remington electric shavers

Success to me is not about money or status or fame, it's about finding a livelihood that brings me joy and self-sufficiency and a sense of contributing to the world.

—Anita Roddick, founder of The Body Shop

The important thing is not being afraid to take a chance. Remember, the greatest failure is to not try. Once you find something you love to do, be the best at doing it.

—Debbi Fields, founder of Mrs. Fields Cookies

Activities:

1. Look up the word "happiness." What does it mean? Explain what happiness means to you and how you can achieve it.
2. Produce a collage, video, or slideshow of businesses in your neighborhood. How many jobs have those businesses created? What are some other benefits of those businesses?
3. What entrepreneur do you admire? Why? Tell the class which entrepreneur you have chosen and the product or service this entrepreneur developed or improved.
4. Research a business. Who started the company? What was its first product or service? How has it changed over the years?
5. It is said that entrepreneurs change the world. Select and research an entrepreneur. Describe how he or she changed the world.
6. Research and write a biography about an entrepreneur.
7. Create a tri-fold brochure about an entrepreneur or inventor. In the brochure, include biological information, a photograph, educational background, and a significant contribution this entrepreneur made.
8. Develop a list of questions, and interview a local small business owner. Some questions you might want to include: What did you do before you became an entrepreneur? What did you need to do to make your business a success? Did you ever feel as if your efforts weren't worth the effort? If so, how did you overcome those feelings? Present your findings to the class.

9. Explain how the the entrepreneur from one of the following books created and maintained his or her business, despite the competition. Choose from *The Myth of the Robber Barons* by Burton Folsom, *Empire Builders* by Burton Folsom, and *Family Pride* by Thomas Goldwasser.
10. Using an Internet search engine, search the terms “entrepreneur” and “happiness.” Select one article about entrepreneurs being happy, and summarize it in one paragraph. Then, in a second paragraph, discuss your views on the article you just read.

Resources:

How to write a biography:

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

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

Savor the Success, a business network for women entrepreneurs:

<http://www.savorthesuccess.com>

Taste Buds, formerly known as Cupcake Kids! founded by Jesse Walter:

<http://www.tastebudscook.com/contact.html>

Tenuta's Deli

<http://www.tenutasdeli.com/tek9.asp>

Consortium for Entrepreneurship Education

For teachers, instructors, youth leaders, program developers and others who help students of all ages find their own entrepreneurial opportunities.

<http://www.entre-ed.org/>

DynamicBusinessPlan.com

Core knowledge about starting and running a business

<http://www.dynamicbusinessplan.com/entrepreneurship-education/>

Lists of Entrepreneurs

Famous entrepreneurs:

<http://cecteachers.dpsk12.org/stories/storyReader%2475>

The top 20 entrepreneurs of the last 100 years:

<http://www.focus.com/fyi/other/top-entrepreneurs-last-100-years/>

Books

Gross National Happiness by Arthur Brooks

The Myth of the Robber Barons by Burton Folsom

Empire Builders: How Michigan Entrepreneurs Helped Make America Great by Burton Folsom

Family Pride: Profiles of Five of Americas Best-Run Family Businesses by Thomas Goldwasser

Name _____ Date _____

Class _____ Period _____ Teacher _____

Earned Success

Main Idea:

Example:

Example:

What I think:

What I think:

What I learned from this video:

CASH FOR CLUNKERS

Segment Length: 5:20 minutes

Lesson Description:

Do government programs always help? Do the outcomes match the promises? What about the unseen, unintended results? This segment looks at the Cash for Clunkers program, and its results.

Concepts & Key Terms:

Trade-offs—what you give up in exchange for what you get.

Reductio ad absurdum—a proposition is disproven by taking the argument to an absurd and indefensible consequence.

Secondary effects—effects of laws in the long run, often unanticipated (unintended consequences).

Stimulate—to encourage economic activity.

Objectives:

Students will be able to...

- explain the purpose of the government's Car Allowance Rebate System, commonly referred to as Cash for Clunkers.
- discuss some of the intended and unintended consequences of the Cash for Clunkers program.
- explain the importance of anticipating unintended consequences.
- theorize about the effectiveness of other government stimulus programs.

Preview Activity and Questions:

Is there a difference between spending money and wasting money? What does it mean to waste money?

Use Think, Pair, Share to have students answer the preview questions. Review students' answers. Did they differentiate between spending money wisely and spending money foolishly?

Using the 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 following 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 questions:

1. stimulate
2. \$3,000
3. destroy
4. earthquake
5. rebuilding
6. crushed
7. charity

Cash for Clunkers Viewing Guide

Name _____ Date _____
Class _____ Period _____ Teacher _____

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

1. Let's destroy some cars. Does this make sense? Sure! It'll _____ the auto business.
2. For two months last summer, the administration paid people _____ if they'd have their older car crushed and buy a new one. They say that stimulated the economy.
3. The guitar business is struggling. I know what to do. Let's _____ some guitars!
4. So if destroying cars is good for the auto business... I wonder how much wealth I could create, if I could just cause an _____.
5. Likewise, after September 11th, Paul Krugman said that the attack "could do some economic good. Rebuilding will increase business spending." People think that, because they can see the _____, just as they can see the extra car sales of Cash for Clunkers.
6. The Cash for Clunkers program may hurt you, if you want to buy a used car. Used car prices went up an average of \$1,800, because used cars that would have been sold... were _____.
7. So we raised the price of used cars. We reduced the number of cars given to _____. We barely affected the environment. And we spent several billion dollars on it.

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

Reductio ad absurdum is a Latin term by which a proposition is disproven by taking the argument to an absurd and indefensible consequence.

How might John Stossel have used reductio ad absurdum in this video segment?

Discussion and Analysis:

1. In the video, there is the statement that the Cash for Clunkers program “was good for automakers. It was good for consumers... good for the suppliers, it is good for workers.” It seems as if it was good for everyone. Is there anyone it wasn’t good for?
2. Destroying cars or other goods might help some people. Is that destruction good for everyone or society?
3. What do you think about the claim that the Cash for Clunkers program hurt financially struggling families, because they tend to purchase used cars and, by destroying hundreds of thousands of used vehicles, the price of such vehicles increased?
4. There are often unintended consequences to government actions. The Cash for Clunkers program may have had a negative effect on new spending elsewhere. When consumers purchase a new vehicle, they usually reduce spending in other areas. On what goods or services might people who buy new cars reduce spending?
5. Nancy Pelosi said she thought the earthquake in Haiti could be an opportunity for a real boom economy in Haiti. Do you think she’s right? Why or why not?
6. Do you believe an earthquake can be good for the people of a country or region? Why or why not?
7. *New York Times* op-ed columnist Paul Krugman said that the 9/11 attack “could do some economic good. Rebuilding will increase business spending.” Do you believe it? Are there some possible ways that money could have been better used? What about the cost to the insurance companies? How might those enormous payouts affect insurance rates? What might be some other adverse secondary effects?
8. What about the cost of purchasing used parts from junk dealers? What about all the parts that never became available because they were crushed?
9. Christian Dorsey said that “You can’t create a program that’s going to make everybody happy.” Why is it about making people happy? What should the real question be about government stimulus programs?
10. Why might politicians not look deeply at the unintended consequences of programs they propose?

Discuss These Lines from the Video:

1. Government can and should help the car makers.
2. The guitar business is struggling. I know what to do. Let’s destroy some guitars!
3. The economy is struggling. Sales are down. We need to stimulate the economy. This’ll do it! [smash] If I destroy some things then they’ll have to make new ones! That’ll create jobs! [smash] Stimulate! Stimulate! [smash] Stimulate!
4. Why is it good to destroy usable stuff?
5. You know, I hate to crush some of them. Some of them are better than what I drive sometimes.
6. I wonder how much wealth I could create, if I could just cause an earthquake.
7. You can see the people going in to buy cars, because the government is subsidizing the purchase of cars. What you can’t see is what people would have bought if the government wasn’t subsidizing the purchase of cars. Maybe they would have bought computers. Maybe they would have added a room on to their house. Maybe they would have put the money in their savings account to save for college. It’s very hard to see what isn’t done.
8. Used car prices went up an average of \$1800, because used cars that would have been sold were crushed.
9. And one more unintended consequence: Charities that rely on used car donations were hurt.

Quotes for Discussion:

What do you think a stimulus is? It's spending—that's the whole point! Seriously.

—Barack Obama

You know, if you look back in the 1930s, the money went to infrastructure. The bridges, the municipal buildings, the roads, those were all built with stimulus money spent on infrastructure. This stimulus bill has fundamentally gone, started out with a \$500 rebate check, remember. That went to buy flat-screen TVs made in China.

—Michael Bloomberg

Increased government spending can provide a temporary stimulus to demand and output but in the longer run higher levels of government spending crowd out private investment or require higher taxes that weaken growth by reducing incentives to save, invest, innovate, and work.

—Martin Feldstein

Small businesses are the economic drivers of our country, providing the stimulus our communities need.

—Melissa Bean

Often the masses are plundered and do not know it.

—Frederic Bastiat

Activities:

1. Have students complete the T-chart graphic organizer.
2. Research the Car Allowance Rebate System, commonly referred to as Cash for Clunkers. How long did it last? How many cars were purchased? How much money did the government spend? What cars were purchased under the program? Prepare a Power Point or other slideshow to report your findings to the class.
3. Draw a comic or political cartoon in which you use reasoning similar to that of Cash for Clunkers supporters to create another government rebate program.
4. Students should read chapter 2 (2 pages) and chapter 3 (6 pages) of *Economics in One Lesson* by Henry Hazlitt. Students should write an essay in which they summarize the chapters and compare the example of the broken window to the Cash for Clunkers program. This book can be found online in PDF format on numerous web sites, including www.fee.org/pdf/books/Economics_in_one_lesson.pdf and www.hacer.org/pdf/Hazlitt00.pdf
5. Research the 2010 earthquake in Haiti. What has been the result? How is Haiti's economy? Is life in Haiti better now that it was before the earthquake?
6. Issues related to unintended consequences can be found in tariffs on sugar and other commodities, alcohol prohibition, bicycle helmet laws for children, and almost any regulation government issues. Select a regulation and develop a list of potential unintended consequences or secondary effects of that law.
7. Create a tri-fold brochure for a government program you develop to help another industry or service. In the brochure, include the benefits that your program offers and explain who it is designed to help. In one section of the brochure, explain the secondary effects or unintended consequences that you envision will result from the program, and explain why they are not that important.
8. Develop a list of questions and interview a local car dealer. Some questions you might want to include: Did you take part in the Cash for Clunkers rebate program? Did the number of cars sold increase? What happened after the program ended? Were there any long-term improvements as a result of the Cash for Clunkers program? Present your findings to the class.

9. In the article “Cash for Clunkers: A New Used Car Trade-in Program,” the author states the program was “widely popular and successful,” “a great deal,” and “a win-win situation for consumers, car manufacturers, the economy, and the environment.” Read the article at <http://www.newcars.com/news/cash-for-clunkers>. Who sponsors the web site? Why would that group praise the program?

10. Research the origin of the term “unintended consequences.”

11. In the Chapter entitled “What Is Seen and What Is Not Seen” in *Selected Essays on Political Economy*, Frederic Bastiat wrote:

In the economic sphere an act, a habit, an institution, a law produces not only one effect, but a series of effects. Of these effects, the first alone is immediate; it appears simultaneously with its cause; it is seen. The other effects emerge only subsequently; they are not seen; we are fortunate if we foresee them. There is only one difference between a bad economist and a good one: the bad economist confines himself to the visible effect; the good economist takes into account both the effect that can be seen and those effects that must be foreseen.

Yet this difference is tremendous; for it almost always happens that when the immediate consequence is favorable, the later consequences are disastrous, and vice versa. Whence it follows that the bad economist pursues a small present good that will be followed by a great evil to come, while the good economist pursues a great good to come, at the risk of a small present evil.

Summarize the selection. According to Bastiat, what’s the difference between a good economist and a bad economist? Why? How might this apply to politicians?

Resources:

For suggestions about preparing effective PowerPoint presentations:

http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html

<http://www.microsoft.com/atwork/skills/presentations.aspx>

Economics in One Lesson, Chapter 1, “The Broken Window”

<http://www.hacer.org/pdf/Hazlitt00.pdf>

An interesting yet brief article about secondary effects:

Beware of the secondary effects: Economic actions often generate indirect as well as direct effects

<http://www.loan-consultant.net/beware-of-the-secondary-effects-economic-actions-often-generate-indirect-as-well-as-direct-effects/>

For more information about Frederic Bastiat:

<http://www.econlib.org/library/Enc/bios/Bastiat.html>

<http://bastiat.org/>

Economic Policy Institute

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

For another example of reductio ad absurdum see Frederic Bastiat’s *Candlemakers’ Petition*, regarding tariffs and absolute and comparative advantage.

Complete text: <http://bastiat.org/en/petition.html>

Condensed version: <http://fee.org/articles/two-classics-by-bastiat/>

Books

Economics in One Lesson by Henry Hazlitt

Selected Essays on Political Economy by Frederic Bastiat

Economic Sophisms by Frederic Bastiat

Name _____ Date _____

Class _____ Period _____ Teacher _____

CASH FOR CLUNKERS

T-CHART

Directions: After reviewing the video, complete the chart below.

Intended Consequences	Unintended Consequences
What were some intentions of this program?	What were some unintended results of this program?
Conclusions:	
What I learned while watching this video:	

THE BROKEN WINDOW

From *Economics in One Lesson*
by Henry Hazlitt

Directions: Read the passage below and then answer the questions that follow.

Let us begin with the simplest illustration possible: let us, emulating Bastiat, choose a broken pane of glass.

A young hoodlum, say, heaves a brick through the window of a baker's shop. The shopkeeper runs out furious, but the boy is gone. A crowd gathers, and begins to stare with quiet satisfaction at the gaping hole in the window and the shattered glass over the bread and pies. After a while the crowd feels the need for philosophic reflection. And several of its members are almost certain to remind each other or the baker that, after all, the misfortune has its bright side. It will make business for some glazier. As they begin to think of this they elaborate upon it. How much does a new plate glass window cost? Fifty dollars? That will be quite a sum. After all, if windows were never broken, what would happen to the glass business? Then, of course, the thing is endless. The glazier will have \$50 more to spend with other merchants, and these in turn will have \$50 more to spend with still other merchants, and so ad infinitum. The smashed window will go on providing money and employment in ever-widening circles. The logical conclusion from all this would be, if the crowd drew it, that the little hoodlum who threw the brick, far from being a public menace, was a public benefactor.

Now let us take another look. The crowd is at least right in its first conclusion. This little act of vandalism will in the first instance mean more business for some glazier. The glazier will be no more unhappy to learn of the incident than an undertaker to learn of a death. But the shopkeeper will be out \$50 that he was planning to spend for a new suit. Because he has had to replace a window, he will have to go without the suit (or some equivalent need or luxury). Instead of having a window and \$50 he now has merely a window. Or, as he was planning to buy the suit that very afternoon, instead of having both a window and a suit he must be content with the window and no suit. If we think of him as a part of the community, the community has lost a new suit that might otherwise have come into being, and is just that much poorer.

The glazier's gain of business, in short, is merely the tailor's loss of business. No new 'employment' has been added. The people in the crowd were thinking only of two parties to the transaction, the baker and the glazier. They had forgotten the potential third party involved, the tailor. They forgot him precisely because he will not now enter the scene. They will see the new window in the next day or two. They will never see the extra suit, precisely because it will never be made. They see only what is immediately visible to the eye.

Questions:

Please be sure your answers to these questions are well-developed and well-explained.

1. Who benefits from the broken window? Who suffers a loss from it? Is the community better off as a result? Why or why not?
2. What does Hazlitt claim is the problem with viewing the broken window as good for the economy?
3. How does this story relate to the Cash for Clunkers program we discussed in class?

MINIMUM WAGE

Segment Length: 4:44 minutes

Lesson Description:

Why would anyone oppose a minimum wage? Don't all workers deserve to be paid fairly? Don't we need someone to protect workers from being taken advantage of? Is there a downside to minimum wage laws? Are there unintended consequences even to the well-intentioned minimum wage? Whom do such laws help? Whom do they hurt? This segment looks at the minimum wage and some unanticipated results.

Concepts & Key Terms:

Unintended Consequences—the unanticipated effects of the actions of people or government. These “secondary effects” of an action are not immediately identifiable but can be recognized over time.

Objectives:

Students will be able to...

- discuss the arguments in favor of and opposed to minimum wage laws.
- assess the intended and unintended consequences of minimum wage laws.
- explain the importance of anticipating unintended consequences.

Preview Activity and Questions:

Should there be a minimum wage law? Why or why not?

If there should be, how much should the minimum wage be? Why that much?

After a few minutes, ask students to answer the preview questions. Generate a list on the board of the varying amounts students suggest. What are their reasons for choosing that amount? Why did they choose differing rates?

Using the 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 following 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 questions:

1. higher
2. experience
3. 26
4. machines
5. choices
6. five
7. model
8. artificially
9. intentions

Minimum Wage Viewing Guide

Name _____ Date _____
Class _____ Period _____ Teacher _____

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

1. Protestors and politicians agree—wages should be _____.
2. Minimum wage jobs are an entry level job to get someone some _____ to do something. You raise that high enough, you cut those people out of the market. Completely.
3. The construction industry used to be a place teens could get a foot in the door and learn the discipline of regular work, but minimum wage left many teens out of jobs. No wonder teen unemployment is _____ percent.
4. Warren Meyer manages public parks. When the minimum wage went up, he replaced workers with _____.
5. These businesses would like to pay their employees as little as possible, but they have to pay more than the minimum, because good workers have _____.
6. Why is it that only _____ percent or less of the American work force earns the minimum wage?
7. If the cost of expanding workers is too much for you to absorb, then you probably don't have the best business _____ going.
8. What could be more cruel than to raise your wage _____ and now you have no wage.
9. Higher unemployment, thanks to the government's good _____.

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

Why might politicians and elected officials support increasing the minimum wage even if it causes a reduction in the number of jobs available?

Discussion and Analysis:

1. What is a “minimum wage”? How is the minimum wage determined? Who knows what the best minimum wage rate is? How do they know?
2. If a minimum wage is all good, why isn't it higher? What could be the harm in a \$10 or \$15 minimum wage?
3. Are there any unintended consequences to setting or raising a minimum wage?
4. If the government reduces the number of jobs and increases the use of machines by instituting a minimum wage, would you expect businesses to do the same? Can you give examples of some jobs that might have been reduced because they priced themselves out of the market?
5. Can you think of any jobs that might be worth \$5 an hour for employers but not \$10 an hour?
6. Can you think of any jobs you'd be willing to do for \$5 an hour but can't because of minimum wage laws?
7. Getting a job, much like purchasing a product, is not a one-way street. There are two participants, the buyer and the seller. Why can't both sides agree on a price without the government interfering?
8. Does minimum wage hurt or help the poor? What would your answer be if you got a raise because the minimum wage went up? What would your answer be if your employer eliminated your job because the minimum wage went up?
9. If businesses want to pay their employees less than they currently do, why don't they just cut their employees wages?
10. If employers really cared about their employees, why wouldn't they double their employees pay just to be nice?
11. What do you think about the claim that minimum wage laws hurt financially struggling families because they tend to reduce the number of low-income jobs?
12. Should people's pay be an economic decision or a political one? Why?
13. Is there any “cost” to a minimum wage? What about the effect on consumers?
14. Elected officials can't make everybody happy. Is that their job? Why might politicians not look deeply at the unintended consequences of a minimum wage?
15. In April 2010, the Organisation for Economic Cooperation and Development (OECD) released a report arguing that countries could alleviate teen unemployment by “lowering the cost of employing low-skilled youth.” Does this have anything to do with minimum wage?

Discuss These Lines from the Video:

1. Minimum wage jobs are entry level jobs to get someone some experience to do something. You raise that high enough, you cut those people out of the market. Completely.
2. When California's minimum wage rose to \$8 an hour, he [Merv Christ, who runs The Prime Cut] stopped hiring new people.
3. Most every gas station used to offer free window cleaning. Not anymore.
4. If they were to get rid of the minimum wage, we could easily hire more people.
5. Warren Meyer manages public parks. When the minimum wage went up, he replaced workers with... machines.
6. In fact, unemployment has risen more in states that raised their minimum wage.

7. These businesses would like to pay their employees as little as possible, but they have to pay more than the minimum, because good workers have choices.
8. Some business at the margin says, “I can make money paying people \$6 an hour. I can’t make it paying them \$7.25. I won’t expand.”
9. What could be more cruel than to raise your wage artificially and now you have no wage?

Quotes for Discussion:

I thought in this country, the best social program was a job. Yet minimum wage jobs aren’t paying enough to keep families out of poverty.

—Barbara Mikulski

The vast majority [of minimum wage earners] are high school students or college students, working part-time. So when you talk to businesses with full-time employees, most pay more than minimum wage.

—Allen Douglas

One man’s wage increase is another man’s price increase.

—Harold Wilson

There are people who would like to get rid of minimum wage. But we have to have it, because if we didn’t, some people would not get paid money. They would work all week for two loaves of bread and some Spam.

—Chris Rock

The concept of minimum wage is crazy, if you really stop to think about it. If \$8 an hour seems right, why not \$20 an hour? If it’s coming by order of the government, why stop at any level? Why not just say everyone should get what Gates gets?

—Malcolm Wallop

You get paid more at McDonald’s than you do under the existing minimum wage.

—Norm Coleman

The real minimum wage is zero.

—Thomas Sowell

As a small business, I have to compete with the larger businesses, so in reality I hire very few people for minimum wage anyway.

—Chef Lou Aaron

Mandated hikes in the minimum wage do not cure poverty and they clearly do not create jobs.

—Mike Enzi

When confronted with a clogged drain, most of us will call several plumbers and hire the one who quotes us the lowest price. If all the quotes are too high, most of us will grab some Drano and a wrench, and have at it. Labor markets work the same way.

—Peter Schiff

I do not support raising the minimum wage, and the reason is as follows. When the minimum wage is raised, workers are priced out of the market. That is the economic reality.

—John Sununu

Activities:

1. Have students complete the PMI-chart graphic organizer as an individual or group activity.
2. What is the history of the minimum wage in the United States? Have students research the beginnings of the minimum wage law in the United States.
3. In groups, research the arguments for and against minimum wage laws and conduct a classroom debate. (See link in Resources section below for a guide to conducting classroom debates.)
4. Research arguments in favor or opposed to minimum wage laws and write an essay in which you present and argue your position, citing evidence.
5. Interview several people who work in a minimum wage job. Some questions you might want to ask: Why did they take the job? Do they think they deserve more? Why? Would they feel any differently being given a raise by their boss versus getting an increase in the minimum wage? Would they support an increase in the minimum wage? What if some people would lose their jobs as a result? What if they lost their jobs as a result?
6. View the video: Job-Killing Impact of Minimum Wage Laws (4:25) (See link in Resources section below.)
7. Play the minimum wage simulation activity. (See link in Resources section below.)
8. Read the article, “Hey Dude, Where’s My Job? Minimum Wage Jump Teaches Teens Harsh Lessons,” by Liz Peek, and write a summary of the article. (See link in Resources section below.)
9. Use the Minimum Wage: Supply and Demand Analysis lesson plan. (See link in Resources section below.)
10. Draw a poster advocating or opposing an increase in the minimum wage.
11. Write a letter to the editor of your local newspaper taking a position on the minimum wage. (See link in Resources section below for a sample simulation.)
12. Hold a simulated Congressional hearing on increasing the minimum wage. (See link in Resources section below for a sample simulation.)
13. Write a book report on one of the following books:
Nickel and Dimed, which discusses how difficult life is for low wage earners
Scratch Beginnings, which discusses how, through hard work and careful spending, low wage workers can succeed in America
14. Research the origin of the term “unintended consequences.”

Resources:

Guides to conducting classroom debates:

<http://debate.uvm.edu/default.html>

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

Minimum Wage Simulation Activity

<http://www.freetech4teachers.com/2009/11/life-on-minimum-wage-lesson-in-personal.html>

Congressional Hearing on Minimum Wage simulation

www.congresslink.org/print_lp_congcommsim_miniwage.htm

Guide to writing a letter to the editor:

<http://www.awcnet.org/documents/WriteLettertoEditor.pdf>

Minimum Wage: Supply and Demand Analysis lesson plan

http://www.econedmontana.org/10_minimum_wage.pdf

“Hey Dude, Where’s My Job”

<http://www.thefiscaltimes.com/Columns/2010/08/04/Minimum-Wage-Jump-Teaches-Teens-Harsh-Lessons.aspx>

Economic Policy Institute has resources on the minimum wage

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

Economics in One Lesson, Chapter XVIII, “Minimum Wage Laws”

<http://www.hacer.org/pdf/Hazlitt00.pdf>

Center for Freedom and Prosperity Eco 101 series: Job-Killing Impact of Minimum Wage Laws

<http://www.freedomandprosperity.org/econ101/minwage/minwage.shtml>

For a good explanation of the law of unintended consequences

<http://www.econlib.org/library/Enc/UnintendedConsequences.html>

Books

Economics in One Lesson by Henry Hazlitt

Nickel and Dimed: On (Not) Getting by in America by Barbara Ehrenreich

Scratch Beginnings: Me, \$25, and the Search for the American Dream by Adam Shepard

Class _____ Period _____ Teacher _____

P = Plus: What are some positive effects of minimum wage laws?

M = Minus: What are some negative effects of minimum wage laws?

I = Interesting: What are some interesting aspects of minimum wage laws?

+ Plusses +	– Minuses –	I

Do minimum wage laws do more harm than good?

TITLE IX

Segment Length: 5:01 minutes

Lesson Description:

Are you opposed to sexism? Shouldn't men and women be treated equally? Isn't fairness a virtuous goal? Don't we all believe in fairness? Doesn't Title IX simply prohibit discrimination based on sex? Can good laws have bad results? This segment looks at Title IX and some unintended consequences.

Concepts & Key Terms:

Unintended Consequences—the unanticipated effects of the actions of people or government. These “secondary effects” of an action are not immediately identifiable but can be recognized over time.

Sexism—bias or discrimination based on sex, primarily directed against women

Objectives:

Students will be able to...

- explain the purpose of Title IX.
- assess the intended and unintended consequences of Title IX.
- evaluate Title IX.
- explain the importance of anticipating unintended consequences.

Preview Activity and Questions:

How many teams does this school have for boys? For girls? Which sports are boys' sports? Which sports are girls' sports? Who decided that? Who plays more sports, boys or girls? Why?

Write the preview questions on the board. Use Think, Pair, Share to have students answer the preview questions. Review students' answers.

Using the 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 following 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 questions:

1. housework
2. discrimination
3. civilization
4. college
5. consumer
6. sued
7. champions
8. seventeen
9. fair
10. lessening

Title IX Viewing Guide

Name _____ Date _____
Class _____ Period _____ Teacher _____

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

1. Our culture used to say, we men are the breadwinners, women do _____.
2. President Nixon signed Title IX, which says No person ...shall, on the basis of sex... be subjected to _____.
3. Vice President Biden Vice President Biden says Title IX changed _____.
4. Today, there are more women in _____ than men.
5. Parents demand soccer leagues for their girls, and they get them, because institutions respond to _____ demand.
6. So if 50% of the students are women, 50% of the athletes better be women, or a school may get _____. So schools protect themselves by cutting boys' teams.
7. If you are trying to even out the number of men and women, a team with 60 players is a fat target, even if they're national _____.
8. When Title IX was passed, men's gymnastics had more than 100 Division I teams. Today there are just _____.
9. Men's gymnastics programs can only have a max of 6.3 scholarships, women can have 12. Women do 4 events, men do 6 events. How can any person look at that and say, "yeah that's _____"?
10. "It tries to create equal opportunities for men and women. What it ends up doing is _____ the opportunities for men."

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

Based on what you saw in the video, is Title IX still useful? Why or why not?

Discussion and Analysis:

1. What is Title IX? What is its purpose?
2. What's a "breadwinner"? Why were men expected to be breadwinners? Couldn't women have been breadwinners?
3. What is "housework"? Why was it that women were expected to do housework? Is there anything wrong with doing housework? What's wrong with expecting that women should be the ones to do the housework?
4. Is it necessarily discrimination to have two sports teams for boys and only one sports team for girls? Why or why not?
5. Why don't schools add girls' teams to get to proportionality rather than cut boys' teams? What if there isn't enough interest among girls?
6. One way to ensure more females on college teams might be for the schools to accept only girls who played on teams in high school. Would that be fair?
7. If Title IX were repealed, wouldn't high school and colleges just eliminate girls' teams to save money? Why or why not?
8. Should we just accept that fewer girls than boys might be interested in playing sports? If that is true, should the government do anything to equalize teams?
9. Was Title IX intended to limit participation in sports or expand it? Why are there so many examples of the law limiting participation of males on sports teams?
10. Does Title IX hurt some people? Is it helping anyone to cancel boys' teams while not adding girls' teams? How can this disparity in the number of teams be handled differently?
11. What do you think about the claim that Title IX is unfair to boys because they tend to reduce the number of boys' teams?
12. Should the number of teams a school decides to have be based on demand or a government decision? Why?
13. What if we applied this attempt to equalize to engineering schools or beauty schools, or even to companies?

Discuss These Lines from the Video:

1. We made a significant advance in civilization.
2. Today, there are more women in college than men.
3. Parents demand soccer leagues for their girls, and they get them, because institutions respond to consumer demand.
4. So if 50% of the students are women, 50% of the athletes better be women, or a school may get sued.
5. When Title IX was passed men's gymnastics had more than 100 division 1 teams; today there are just 17.
6. Men's gymnastics programs can only have a max of 6.3 scholarships, women can have 12. Women do four events, men do six events. How can any person look at that and say, "yeah that's fair"?
7. It [Title IX] tries to create equal opportunities for men and women what it ends up doing is lessening the opportunities for men.

Quotes for Discussion:

No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid.

—Title IX

Title IX is rather simple: don't discriminate on the basis of sex.

—Birch Bayh

Title 9 is not just for sports anymore. It's a tool for making schools more hospitable for girls and women, ending sexual harassment, and winning real gender equality across the board in education.

—Verna Williams

...supporters of Title IX... have succeeded in persuading policymakers to require that colleges accommodate a demand for women's athletics opportunities that can't even be shown to exist.

—Neal McCluskey, "What Women Want"

Activities:

1. Have students complete the Title IX reading assignment.
2. Have students review the video segment again and complete the Title IX Fact Check worksheet.
[Each A T/F statement is false; each B and C T/F statement is true.]
3. Why was Title IX first passed? What is the history of equal access to high school or college sports teams? Have students research the beginnings of Title IX legislation.
4. Research Nancy Hogshead-Makar and write a brief biography. When was she in the Olympics? In what Olympic event(s) did she compete? How did she do? What has she been doing since then?
5. In groups, research the arguments for and against Title IX, and conduct a classroom debate. (See link in Resources section below for a guide to conducting classroom debates.)
6. Locate the lyrics to Helen Reddy's song "I am Woman" and using examples from the lyrics, explain the message in the song.
7. Obtain a digital copy of Helen Reddy's song "I am Woman" and create a PowerPoint slide show with pictures relating to women's struggles for equality.
8. How many boys' and girls' sports teams does your school have? What percentage of the school population is male? What percentage is female? Is the distribution of teams equitable? What about the number of girls on sports teams versus the number of boys on sports teams? What if you had to get rid of a team to make the number of male and female players proportionate?
9. Determine whether your school has more boys playing sports than girls. If so, pick a team to eliminate based on Title IX, and interview the team members to find out how they'd feel if their team were eliminated because there weren't enough girls' teams or enough girls playing sports.
10. Research some of the colleges that have cut teams. What were their reasons? Has Title IX enhanced or hurt the participation of their students in sports?
11. Hold a simulated Congressional hearing on Title IX. (See link in Resources section below for a sample simulation.)

Resources:

Guides to conducting classroom debates:

<http://debate.uvm.edu/default.html>

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

National Women's History Project

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

National Association for Girls & Women in Sports has resources available on Title IX

<http://www.aahperd.org/nagws/>

The College Sports Council has numerous articles about problems caused by Title IX

<http://www.savingsports.org/home/>

The Margaret Fund of the National Women's Law Center

<http://www.titleix.info/Default.aspx>

Women's Sports Foundation

<http://womenssportsfoundation.org/>

For a good explanation of the law of unintended consequences

<http://www.econlib.org/library/Enc/UnintendedConsequences.html>

Books

Sporting Behavior: Title IX Thirty Years Later, edited by Rita Simon

Tilting the Playing Field: Schools, Sports, Sex, and Title IX, by Jessica Gavora

Title IX, by Linda Jean Carpenter and R. Vivian Acosta

Title IX

Reading I

“For many, Title IX is synonymous with expanded opportunities in athletics. Before Title IX, women and girls were virtually precluded from taking advantage of most athletic opportunities in schools, but they are now active participants. Women’s and girls’ increased participation and achievement in sports, the stunning advances in each Olympic Games, and the creation of nationally televised professional women’s sports leagues in recent years provide evidence of Title IX’s success. These achievements are the result of years of female athletes’ increased access to quality coaching, sports facilities, competition, and athletic scholarships.

However, Olympic medals and professional sports contracts are not what Title IX is all about. Rather, the quest for equal opportunity in school sports has always been about the educational, physiological, sociological and psychological benefits of sports and physical activity....

Despite the substantial benefits of participation in sports and Title IX protections against sex discrimination in athletics, the playing field is still not level for girls. Girls are twice as likely to be inactive as boys, and girls have nearly 20% fewer opportunities to participate in both high school and college sports than boys. Improved enforcement of Title IX and diligent efforts to advance women and girls in sports are still necessary to achieve truly equal opportunity on the playing fields.”

—National Coalition for Women and Girls in Education
Title IX at 35: Behind the Headlines, page 7, 2008

Reading II

“Why is proportionality so difficult to achieve? The lesser interest of female students is clearly a factor. Another is the large size of football teams, which places schools at an immediate disadvantage. At big-time football schools, teams often have as many as 120 members; no other sport, men’s or women’s, is comparable. In order to equalize the numbers, schools would need three or four more women’s teams than men’s (hence varsity bowling and synchronized swimming).”

—Elizabeth Arens
The Gender Refs, Policy Review No. 86
Hoover Institution, November & December 1997

Reading III

“At issue is not the Title IX statute itself, which simply outlaws discrimination in educational institutions on the basis of gender. The problem is the way in which Title IX has been applied. Feminists have used Title IX as their all-purpose vehicle to advance a radical agenda in our schools, and have imposed this agenda on a willing bureaucracy and the federal courts. As a result, current Title IX enforcement has demeaned the legitimate athletic and academic accomplishments of women and institutionalized discrimination against boys and men in schools.”

—Allison Kasic and Kimberly Schuld
Title IX and Athletics: A Primer, page 1
Independent Women’s Forum
September 2008

Reading IV

“Unfortunately, as long as government is involved, college sports will continue to revolve around political, rather than athletic, contests, and only the most politically skilled will win. Until now, that’s been supporters of Title IX, who have succeeded in persuading policymakers to require that colleges accommodate a demand for women’s athletics opportunities that can’t even be shown to exist. It’s a game Title IX supporters have liked because the referee — the government — has usually been on their side.

But real fairness requires a neutral referee, which political solutions simply can’t provide. Take the government out of the game, however, and colleges and students — not politicians — will decide the winner. In other words, abolish Title IX, and let supply and demand take over the referee job.

In such a system women will almost always control the ball. They can choose the schools that offer what they want — athletic opportunities, artistic outlets, good academics, or anything else — and can run past those that don’t.”

—Neal McCluskey
What Women Want, Inside Higher Ed
The Cato Institute, March 30, 2005

Name _____ Date _____

Class _____ Period _____ Teacher _____

Title IX

Directions: In complete and well-written sentences, answer the questions below.

1. What is the main point the writer is making in each of the readings?

Reading I:

Reading II:

Reading III:

Reading IV:

2. If these readings represent points of view about the same issue, what does it say about the way people look at the news each day?

3. Why might it be important to obtain news from multiple sources, rather than from just one?

4. Which of the four readings do you most agree with? Why?

5. Which of the four readings do you disagree with the most? Why?

6. What is your view of Title IX?

IMMIGRATION

Segment Length: 4:51 minutes

Lesson Description:

Why do people come to America? Isn't America a cesspool of crass commercialism and greedy, materialistic people? What's so great about America that while we criticize it and try to change it, millions of immigrants struggle to come here? This segment looks at the pursuit of happiness in America.

Vocabulary:

Materialism—(noun) emphasis or preoccupation with physical objects, rather than spiritual or intellectual values

Gaudy—(adj.) tastelessly showy; ostentatious

Prurient—(adj.) characterized by excessive or unwholesome sexual thoughts or desires

Crass—(adj.) unrefined, insensitive; not refined

Commercialism—(noun) excessive emphasis on profit or success in business

Hawking—(verb) peddling; offering for sale by calling out

Depraved—(adj.) deviating from what is right or good; corrupt, perverted

Detractors—(noun) people who disparage, criticize, or mock the value of something or someone

Arduous—(adj.) requiring great exertion or hardship

Innovate—(verb) to introduce something new or altered; invent

Objectives:

Students will be able to...

- discuss the differing views of commercialism and materialism in our society.
- explain the reasons immigrants come to America, and the opportunities they have.
- assess the criticisms of and the praises about America.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:

What opportunities do Americans have? What about immigrants to America?

After a few minutes, ask students to answer the preview questions. Generate a list on the board.

Using the 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 following 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 questions:

1. commercialism
2. poverty
3. detractors
4. American
5. opportunity
6. charity
7. script

Immigration Viewing Guide

Name _____ Date _____
Class _____ Period _____ Teacher _____

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

1. Gaudy flashing lights, wasting energy. Appeals to prurient interests. America is a cesspool of crass _____.
2. Materialism is gross, usually for people who have a lot. But for most of the world that is trying to make that transition from _____ to comfort this is a big benefit; a big gain, because it symbolizes a life in which you are liberated from grinding necessity.
3. And whatever America's _____ say, it's just a fact that this is the country people from all over the world want to come to.
4. Millions took long, arduous trips just to reach this foreign land and become _____.
5. Because he lives in America. A country that offers _____ to people who had little before.
6. ...a nation called selfish that in fact gives much more to _____ than any other nation.
7. And great things happen in America because America's a place where we get to write the _____ of our own lives, whatever that may be.

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

One of the best known phrases from the Declaration of Independence is "...Life, Liberty, and the pursuit of Happiness...." What does the term "pursuit of Happiness" mean to you?

Discussion and Analysis:

1. Why do immigrants come to the United States of America?
2. If America is so good that all these immigrants want to be here, why do so many people complain about it?
3. Are commercialism and materialism so bad? Why / Why not?
4. Are Americans all about money?
5. What are some things people don't like about America? Which of those complaints are valid? Which are not?
6. What does it mean to become "American"?
7. What documents often lead people to think about America as great?
8. What are other features about America that also make it a desirable place?
9. Why is this the country people from all over the world want to come to? Why not other countries?
10. In some countries, people are expected to do what their parents did. People are socialized into a particular track, sometimes based on parents or class. How do people in America get to script their own lives? What opportunities do Americans have?

Discuss These Lines from the Video:

1. Gaudy flashing lights, wasting energy. Appeals to prurient interests. America is a cesspool of crass commercialism.
2. Materialism is gross, usually for people who have a lot. But for most of the world that is trying to make that transition from poverty to comfort this is a big benefit, a big gain, because it symbolizes a life in which you are liberated from grinding necessity.
3. And whatever America's detractors say, it's just a fact that this is the country people from all over the world want to come to.
4. Millions took long, arduous trips just to reach this foreign land and become American.
5. We often think about America as great because of the Constitution, the Bill of Rights, and all these documents and ideas.

Quotes for Discussion:

The Constitution only guarantees the American people the right to pursue happiness. You have to catch it yourself.

—Benjamin Franklin

Materialism coarsens and petrifies everything, making everything vulgar, and every truth false.

—Henri Frederic Amiel

The chief duty of governments, in so far as they are coercive, is to restrain those who would interfere with the inalienable rights of the individual, among which are the right to life, the right to liberty, the right to the pursuit of happiness and the right to worship God according to the dictates of one's conscience.

—William Jennings Bryan

It is not in the pursuit of happiness that we find fulfillment, it is in the happiness of pursuit.

—Denis Waitley

Only for the phony is commercialism—the bending of creativity to common utility—a naughty word. To the truly creative, it is a bridge to the great audience, a means of sharing rather than debasing.

—Ernest A. Jones

When any creativity becomes useful, it is sucked into the vortex of commercialism, and when a thing becomes commercial, it becomes the enemy of man.

—Arthur Miller

Materialism is the only form of distraction from true bliss.

—Doug Horton

Purposeless activity may be a phase of death.

—Pearl S. Buck

It is preoccupation with possessions, more than anything else, that prevents us from living freely and nobly.

—Henry David Thoreau

An object in possession seldom retains the same charm that it had in pursuit.

—Pliny the Younger

A great obstacle to happiness is to expect too much happiness.

—Bernard de Fontenelle

There is a lot of bad ism's floating around this world and one of the worst is commercialism.

—Alfred, in *Miracle on 34th Street*

The pursuit of happiness is a most ridiculous phrase: if you pursue happiness you'll never find it.

—Carrie P. Snow

Activities:

1. After showing the video, have students complete the comparison chart as an individual or group activity.
2. Give students the list of vocabulary words in the beginning of this section of the teacher guide. Have them look up the words and use them in sentences. Create a brief vocabulary quiz.
3. Have students complete the cloze activity for homework.
4. Conduct a classroom debate on the topic: America: Land of Opportunity or Materialistic, Selfish Racists? In groups, research the criticisms and praiseworthy aspects of America, and conduct a classroom debate. (See link in Resources section below for a guide to conducting classroom debates.)
5. Research the term “keeping up with the Joneses.” What does it mean? What is its origin?
6. Research American innovators. What products or services have they created? How have those products or services impacted people's lives?
7. Interview someone who immigrated to America. Some questions you might want to ask: Why did you come to America? How different is life here compared with your country of origin? Why is life different here? When did you immigrate? How do you feel about America now?
8. View the video: “The Missing Tile Syndrome” (4:36) and explain the point of the video. How does it relate to the idea of the pursuit of happiness? (See link in Resources section below.)

9. Write a tweet (140 characters) or a brief letter to the editor about why you are glad or not glad you live in America.
10. Interview and write an article about a neighbor's or a family friend's pursuit of happiness. What does the term mean to him or her? How has that person pursued happiness?
11. Write a song or a poem about materialism, commercialism, or innovation in America.
12. Listen to or read the lyrics to Kid Cudi's "Pursuit of Happiness." Write a brief explanation of the lyrics.
13. Draw a poster about people pursuing their own happiness.
14. Create a political cartoon about a topic discussed in the video. For example, a cartoon about immigrants coming to America while Americans are complaining about it.
15. View "The Missing Tile Syndrome" (See link in Resources section below.) Write an explanation of why some people might criticize America.
16. Read one of the articles listed in the Resources section and write a summary about it or prepare a PowerPoint slide show about it.

Resources:

For suggestions about preparing effective PowerPoint presentations:

http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html

<http://www.microsoft.com/atwork/skills/presentations.aspx>

Guides to conducting classroom debates:

<http://debate.uvm.edu/default.html>

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

"Why America is still a great place to live: thirteen things I love about this country"

<http://www.naturalnews.com/011530.html>

"What's Great About America," an article by Dinesh D'Souza

<http://www.heritage.org/Research/Reports/2006/02/Whats-Great-About-America>

"The Missing Tile Syndrome" a video by Dennis Prager

<http://prageru.com/11.htm>

Famous American Inventors

<http://www.american-inventor.com/>

Guide to writing a letter to the editor:

<http://www.awcnet.org/documents/WriteLettertoEditor.pdf>

Book

What's So Great About America, by Dinesh D'Souza

Name _____ Date _____

Class _____ Period _____ Teacher _____

Immigration Comparison Chart

Directions: Complete the top section. Then, in the boxes below, explain the criticisms as well as the praiseworthy features of America that John Stosse showed in the video. Write your conclusions about the point John Stossel makes in the video.

The video we saw, Pursuit of Happiness, is about... <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>		
AMERICA	Criticisms	Praiseworthy Features
Commercialism / Materialism	Gross:	Innovate:
Race	Racism:	Diversity:
Individuals	Selfish:	Charitable:
Military	Wars:	Rebuild:
Conclusions:		

“...America. A country that offers opportunity to people who had little before. It’s a country with a legacy of racism that now celebrates its diversity A nation called selfish that in fact gives much more to charity than any other nation. A country with a much criticized military that’s unique in history for winning wars and then, instead of conquering, tries to make friends. A land where we are free to speak... start new businesses... and constantly innovate. All that’s great about America. And great things happen in America, because America’s a place where we get to write the script of our own lives, whatever that may be.”

—John Stossel

Name _____ Date _____

Class _____ Period _____ Teacher _____

Immigration Cloze Activity

scripts opportunity American hawking	innovate commercialism immigrants charity	materialism depraved Constitution diversity	decisions detractors express cesspool
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Directions: Fill in the blanks with a word from the box.

Some people say that America is a _____ of _____ and _____. These _____ say that America is not such a great place: gaudy flashing lights wasting energy, appeals to prurient interests. Out on the street, some people were _____ their wares. There was a _____ man pushing his freak show. Some people call this just gross _____ commercialism.

But millions of _____ took long, arduous trips just to reach this foreign land and become American. In America, you can become American.

We often think about America as great because of the _____, the Bill of Rights, and all these documents and ideas. But to many people, America is great because the major _____ of your life are shaped by you. Also, in America, people can _____ themselves, and be whatever they want to be. That's not true in much of the world.

America is a country that offers _____ to people who had little before. It's a country with a legacy of racism that now celebrates its _____. A nation called selfish that in fact gives much more to _____ than any other nation. A country with a much criticized military that's unique in history for winning wars and then, instead of conquering, trying to make friends. A land where we are free to speak, start new businesses, and constantly _____. All that is what's great about America. Great things happen in America because America's a place where we get to write the _____ of our own lives, whatever that may be.

ENTREPRENEURSHIP

Segment Length: 8:54 minutes

Lesson Description:

Why is America so prosperous? Is it our natural resources? Or is it something more? Perhaps it's because America is a good place for entrepreneurs. This segment looks at entrepreneurship in America.

Concepts & Key Terms:

Bourgeoisie—middle class; in Marxist thought, the capitalists, bankers, business owners; the ones who own the means of production. Marx pitted the interests of the bourgeoisie against the interests of the workers, the proletariat. The term bourgeoisie is often used as a pejorative.

Venture capitalists—people who invest money for startup businesses that appear to be high risk investments but that might offer above average returns.

Vocabulary:

Temperament—(noun) character or inclination evidenced by behavior; predisposition.

Resiliency—(noun) ability to easily adjust to or recover from adversity.

Objectives:

Students will be able to...

- explain “entrepreneurship” and its importance in our lives.
- assess the downside of government regulating businesses and inhibiting entrepreneurship.
- evaluate the connection between entrepreneurship and America’s prosperity.

Preview Activity and Questions:

Have students answer the following questions in their notebooks: If you were to start your own successful business, what would it be? Why? What are some reasons you think that business would be successful?

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

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

Using the 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 following 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 questions:

1. business
2. succeed
3. entrepreneurial
4. invent
5. status
6. invest
7. world
8. Hong Kong
9. wine
10. American spirit

Answers to Matching Activity (page 48):

1. R
2. O
3. B
4. S
5. G
6. M
7. J
8. D
9. C
10. P
11. Q
12. H
13. N
14. A
15. T
16. I
17. L
18. E
19. K
20. F

Entrepreneurship Viewing Guide

Name _____ Date _____

Class _____ Period _____ Teacher _____

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

1. America is rich. So why is America rich? One reason is that America is a good place to do _____.
2. But this ability to at least try to _____ is one of the reasons America is rich.
3. He rejects most of the ideas...but the _____ spirit keeps the inventors trying.
4. More than anywhere else, America is a place where people _____ things, and a reason for that is that in America, being in business is respectable.
5. Old Europe gave merchants that nasty name, the bourgeoisie, and merchants were lower in _____ than the clergy, artisans, and soldiers.
6. Americans are also more willing to _____ in new ideas. The vast majority [73%] of venture capitalists are Americans.
7. In Iraq, it takes an average 77 days. You have to get permit after permit. Those are the rules in much of the _____.
8. Bureaucrats are threatening this good part of America. I didn't even try to open a business in my home town, New York City, because New York's bureaucracy is so ferocious that I'd have to spend weeks applying to the buildings department, zoning board, and more. The fastest growing parts of the world, like _____, make entrepreneurship easy.
9. America's relative freedom is a reason that the American _____ business is booming.
10. There's something in the American temperament that says you know, "Gosh, I lost seven times but that's okay." And I think that that's a resiliency of the _____

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

What was one of the messages John Stossel was trying to get across in this video segment?

Discussion and Analysis:

1. What is an entrepreneur? What do entrepreneurs do and why do they do it?
2. Why are so many inventions developed in the United States?
3. What does the term “business-friendly state” mean? Why might entrepreneurs want to pick business-friendly states to start their businesses?
4. How could government regulations make it more difficult for businesses to open and succeed?
5. Some government regulations might lead to the unintended consequences of fewer businesses opening. Are there any times when those might be intended or intentional consequences? If so, why would the government want to limit new businesses?
6. Based on the video and on your own knowledge, who are some successful entrepreneurs who met with failure early in their careers?
7. Why would venture capitalists step in and loan money to a startup business when banks have decided that loaning money to that startup business is too risky?
8. Is being in business respectable in America? Why / Why not? Does it depend on the business? What businesses might not be respectable? Why are they successful?
9. Why would France regulate their successful wine business, by allowing government to decide which grapes can be grown, how they can be pruned, when they can be irrigated, and when the grapes can be picked? Why does government regulate? Do government officials think they can know better than producers and consumers? Do they know better? Why / Why not? Do you think this regulation could account for sales of French wines to drop while sales of American wines have increased?
10. How are jobs created? Is there a connection between businesses starting up and the number of jobs available? Is there a connection between businesses failing and the number of jobs? Should the government try to keep businesses from going broke? If so, how? Does bailing out losing companies help the economy or just make it tougher for successful companies to compete?
11. How does society benefit from entrepreneurship?

Discuss These Lines from the Video:

1. But compared to all the other countries in the history of the world, America is rich.
2. America is a society built on entrepreneurship.
3. The right that is emphasized in the original Constitution is not free speech and it's not the right to practice your religion, it's the right to have patents and copyrights. And I think that helps explain why so many inventions come out of America.
4. I found in England if there's 10 reasons you could do something, there's 20 reasons why you couldn't do it, you shouldn't do it.
5. I picked Delaware because we were told Delaware and Nevada have more business friendly laws.
6. The fastest growing parts of the world, like Hong Kong, make entrepreneurship easy.
7. In France, which built the wine business, government now decides which grapes can be grown, how you may prune them, when you may irrigate, when you can pick grapes.
8. Thomas Edison had more than 1,000 patents. We know about his successes like the light bulb, but few people know that Edison failed much more often. He was fired by the telegraph office, and he lost money on a cement company, and an iron business.
9. There's something in the American temperament that says you know, “Gosh, I lost seven times but that's okay.” And I think that that's a resiliency of the American spirit.

Quotes for Discussion:

Entrepreneurial profit is the expression of the value of what the entrepreneur contributes to production.

—Joseph A. Schumpeter

Freedom of enterprise was from the beginning not altogether a blessing. As the liberty to work or to starve, it spelled toil, insecurity, and fear for the vast majority of the population. If the individual were no longer compelled to prove himself on the market, as a free economic subject, the disappearance of this freedom would be one of the greatest achievements of civilization.

—Herbert Marcuse

The only place where success comes before work is in the dictionary.

—Vidal Sassoon

I did something that challenged the banking world. Conventional banks look for the rich; we look for the absolutely poor. All people are entrepreneurs, but many don't have the opportunity to find that out.

—Muhammad Yunus, Nobel Prize winner who founded Grameen Bank,
which makes small loans to poor Bangladeshis

The important thing is not being afraid to take a chance. Remember, the greatest failure is to not try. Once you find something you love to do, be the best at doing it.

—Debbi Fields, founder of Mrs. Fields Cookies

Every worthwhile accomplishment, big or little, has its stages of drudgery and triumph; a beginning, a struggle and a victory.

—Mahatma Gandhi, political and spiritual leader

When you reach an obstacle, turn it into an opportunity. You have the choice. You can overcome and be a winner; or you can allow it to overcome you and be a loser. The choice is yours and yours alone. Refuse to throw in the towel. Go that extra mile that failures refuse to travel. It is far better to be exhausted from success than to be rested from failure.

—Mary Kay Ash, founder of Mary Kay Cosmetics

The entrepreneur in us sees opportunities everywhere we look, but many people see only problems everywhere they look. The entrepreneur in us is more concerned with discriminating between opportunities than he or she is with failing to see the opportunities.

—Michael Gerber, author, entrepreneur

The critical ingredient is getting off your butt and doing something. It's as simple as that. A lot of people have ideas, but there are few who decide to do something about them now. Not tomorrow. Not next week. But today. The true entrepreneur is a doer, not a dreamer.

—Nolan Bushnell, founder of Atari and Chuck E. Cheese's

I never perfected an invention that I did not think about in terms of the service it might give others.... I find out what the world needs, then I proceed to invent.

—Thomas Edison

I had to make my own living and my own opportunity! But I made it! Don't sit down and wait for the opportunities to come. Get up and make them!

—Madam C.J. Walker, creator of a popular line of
African-American hair care products and America's first black female millionaire

Entrepreneurs are risk takers, willing to roll the dice with their money or reputation on the line in support of an idea or enterprise. They willingly assume responsibility for the success or failure of a venture and are answerable for all its facets.

—Victor Kiam, best known for his

"I liked it so much, I bought the company" ads for Remington electric shavers

Success to me is not about money or status or fame, it's about finding a livelihood that brings me joy and self-sufficiency and a sense of contributing to the world.

—Anita Roddick, founder of The Body Shop

Innovation distinguishes between a leader and a follower.

—Steve Jobs, co-founder of Apple

Activities:

1. Have students complete the Entrepreneurs matching activity handout.
2. Produce a collage, video, or slideshow of businesses in your neighborhood. How many jobs have those businesses created? What are some other benefits of those businesses?
3. What entrepreneur do you admire? Why? Present to the class the entrepreneur you have chosen and the product or service this entrepreneur developed or improved.
4. Who are the richest entrepreneurs in America? How did they get that rich? Research and report on a number of America's top entrepreneurs.
5. Research the number of businesses started annually and the number that fail. What are the statistics? How do they reflect Dinesh D'Souza's and John Stossel's point about American temperament and the resiliency of the American spirit?
6. What does it take to start a business in your state and your community? Are there different requirements for different types of businesses? Investigate and present to the class state and local government requirements for starting businesses.
7. Research the terms "robber barons" and "captains of industry." What do the terms represent? Select from among John Jacob Astor, Andrew Carnegie, Henry Morrison Flagler, Henry Clay Frick, Andrew W. Mellon, J. P. Morgan, John D. Rockefeller, Charles M. Schwab, or Cornelius Vanderbilt. Research one of these people often considered to be robber barons. Was he a robber baron or captain of industry? Why? Did he actually "rob"? What did he do to be labeled as a robber baron?
8. How successful are infomercials? Why are there so many of them on TV these days? Have any of the products advertised really made it big?
9. Research A.J. Khubani, president of Telebrands. How many products has he helped inventors bring to market? What were the products? Were there any unsuccessful products? How does his company work? Could he be considered a modern day Thomas Edison? Why / Why not?
10. Thomas Edison founded the Edison Electric Illuminating Company of New York. That company is now known as the Consolidated Edison Company, or Con Edison, for short. Research the history of Con Edison.
11. Henry Ford and Oprah Winfrey were, at their respective periods in time, two of the wealthiest Americans. How did they get that way? What services did they provide to people? Are they more similar than they are different? Why / Why not?
12. Muhammad Yunus founded Grameen Bank. Research the Nobel Prize winning economist, the reason he won the Nobel Prize, and the success of his concept of microlending.
13. Research microlending and develop a project in which the class participates in microlending.
14. It is said that entrepreneurs change the world. Select and research an entrepreneur. Describe how he or she changed the world.
15. Research the philanthropic endeavors of entrepreneurs and their charitable foundations. Other than their products and services, how have they improved the lives of people through their philanthropy?

16. Research and write a brief biography about an entrepreneur.
17. Create a tri-fold brochure about an entrepreneur or inventor. In the brochure, include biological information, a photograph, educational background, and a significant contribution this entrepreneur made.
18. Develop a list of questions and interview a local small business owner. Some questions you might want to include: What did you do before you became an entrepreneur? What did you need to do to make your business a success? Did you ever feel as if your efforts weren't worth the effort? Would you recommend starting a business? What is some advice you would give to someone who wanted to start a business? Present your findings to the class.
19. Write a song or a poem about entrepreneurs and their contributions to our lives.
20. Using one of the books listed in the Resources section below, *The Myth of the Robber Barons*, by Burton Folsom, *Empire Builders*, by Burton Folsom, or *Family Pride*, by Thomas Goldwasser, explain how the one of the entrepreneurs created and maintained his or her business, despite the competition.
21. Write a book report on *What's So Great About America*, by Dinesh D'Souza.
22. Read and summarize the article, "Micro-Lending Program Started in Developing World now Carrying Thousands of Poor People in the U.S."

Resources:

How to write a biography:

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

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

How to write a book report:

For students: assistance in writing a book report

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

For teachers: assistance in teaching students how to write book reports

<http://www.webenglishteacher.com/bookreports.html>

Consortium for Entrepreneurship Education has over a dozen classroom activities:

http://www.entre-ed.org/_teach/activits.htm

The Ultimate Resource: Pennies a Day

A free video from izzit.org in which Muhammad Yunus explains the benefits of microlending:

<http://www.izzit.org/products/index.php?video=pennies>

Microlending Opportunities:

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

<http://www.womenstrust.org/our-programs/microlending>

"Micro-Lending Program Started in Developing World now Carrying Thousands of Poor People in the U.S."

[http://www.alternet.org/economy/149026/micro-](http://www.alternet.org/economy/149026/micro-lending_program_started_in_developing_world_now_carrying_thousands_of_poor_people_in_the_u.s._)

[lending_program_started_in_developing_world_now_carrying_thousands_of_poor_people_in_the_u.s._](http://www.alternet.org/economy/149026/micro-lending_program_started_in_developing_world_now_carrying_thousands_of_poor_people_in_the_u.s._)

Entrepreneurship.org was formed as a free, online international resource designed to help build entrepreneurial economies:

<http://www.entrepreneurship.org/en/About.aspx>

Savor the Success, a business network for women entrepreneurs:

<http://www.savorthesuccess.com>

Lists of Entrepreneurs

Famous entrepreneurs:

<http://cecteachers.dpsk12.org/stories/storyReader%2475>

The top 20 entrepreneurs of the last 100 years:

<http://www.focus.com/fyi/other/top-entrepreneurs-last-100-years/>

Books

What's So Great About America, by Dinesh D'Souza

The Myth of the Robber Barons, by Burton Folsom

Empire Builders: How Michigan Entrepreneurs Helped Make America Great, by Burton Folsom

Family Pride: Profiles of Five of Americas Best-Run Family Businesses, by Thomas Goldwasser

Name _____
Class _____

Date _____
Teacher _____

Entrepreneurs - Matching Activity

Directions: Match the entrepreneurs in the left column with their accomplishments in the right column. Answers on page 41.

- | | |
|-------------------------------|--|
| _____ 1. Benjamin Franklin | A. Began baking chocolate chip cookies, established a dessert franchise with over 600 U.S. stores. |
| _____ 2. Oprah Winfrey | B. Founded a dance theatre to educate and bring African-American cultural expression to the world. |
| _____ 3. Alvin Ailey | C. High school dropout, sold milkshake machines, turned McDonald's into the top fast food business. |
| _____ 4. Thomas Edison | D. Women's fashion innovator, whose signature fragrance, begun in 1923, is still a top seller. |
| _____ 5. Madame C.J. Walker | E. Earned a journalism degree and an MBA; distributed Tiger running shoes; co-founded Nike. |
| _____ 6. Bill Gates | F. Has bachelor's and master's degrees; Founded BET; first African-American billionaire. |
| _____ 7. Andrew Carnegie | G. Built a beauty products business and became the first self-made African-American millionaire. |
| _____ 8. Coco Chanel | H. Revolutionized the petroleum industry; created Standard Oil; greatly reduced costs to consumers. |
| _____ 9. Ray Kroc | I. Graduated with degrees in computer science and electrical engineering, founded Amazon.com. |
| _____ 10. Estee Lauder | J. Avid reader as a boy; became the largest producer of American steel; established many libraries. |
| _____ 11. Henry Ford | K. Founded The Body Shop, which has over 2,500 stores selling natural beauty products. |
| _____ 12. John D. Rockefeller | L. Wrote the original computer code for and then founded what became the auction website eBay. |
| _____ 13. Michael Dell | M. Scored 1590 out of 1600 on the SATs; created the world's best-known software company. |
| _____ 14. Debbi Fields | N. Sold newspaper subscriptions in HS, college dropout, produces and sells PCs directly to customers. |
| _____ 15. Sam Walton | O. Talk show host, magazine publisher, first African-American woman to become a billionaire. |
| _____ 16. Jeff Bezos | P. Began selling skin creams created by an uncle, now has a 45% share of the cosmetics market. |
| _____ 17. Pierre Omidyar | Q. Used the assembly line to produce autos, his goal was to produce the lowest-priced quality car. |
| _____ 18. Phil Knight | R. Developed the lightning rod, bifocal glasses, and an improved wood stove that bears his name. |
| _____ 19. Anita Roddick | S. Invented the phonograph and motion picture camera, and patented the incandescent lamp. |
| _____ 20. Robert L. Johnson | T. Worked for JC Penny as a trainee; opened first store 7/2/62; now over 8,500 stores in 15 countries. |

FREE SPEECH

Segment Length: 7:08 minutes

Lesson Description:

Should people be allowed to offend each other? Criticize each other's views, religion, even race? Should the government protect us from offensive speech, or protect offensive speakers? How important is free speech in a free society? How unique is freedom of speech in the world? This segment looks at free speech in America and some other countries.

Concepts & Key Terms:

Censorship—the suppression of ideas by government or others with authority.

Code Pink—is, in their own words, “a women-initiated grassroots peace and social justice movement working to end the wars in Iraq and Afghanistan, stop new wars, and redirect our resources into healthcare, education, green jobs and other life-affirming activities.”

Hate Crime—a crime in which the perpetrator targets the victim specifically because of his or her sex, race, ethnicity, nationality, sexual orientation, age, disability, social status, or political affiliation.

Objectives:

Students will be able to...

- Compare and contrast freedom of speech in the United States and in Canada.
- Discuss the pros and cons of free speech.
- Explain the importance of free speech in a democratic society.

Preview Activity and Questions:

Should the law allow people to hurt each others' feelings?

Use Think, Pair, Share to have students answer the preview question. After a few minutes, poll the students. Then, ask the students to explain their answers. Did any students bring up the First Amendment or freedom of speech?

Using the 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 following 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 questions:

- | | |
|--------------------------|--------------------|
| 1. Constitution | 7. government |
| 2. tolerance | 8. criticize |
| 3. Canada | 9. First Amendment |
| 4. criminal prosecution | |
| 5. reasonable compromise | |
| 6. feelings | |

Name _____ Date _____
Class _____ Period _____ Teacher _____

Free Speech Viewing Guide

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

1. One more thing that's great about America is that Americans are free to speak. We can say just about anything. It says so right here in the _____.
2. The author of "What's So Great About America" argues that it is good that America has a high degree of _____ for sarcasm, abuse, blasphemy, criticism.
3. It's against the law in _____ to publish anything quote, "likely to expose a person to hatred or contempt." Likely to.
4. What was far more concerning to me was that the university's vice president wrote Ann Coulter a letter, in advance, threatening her with _____ if she gave her speech.
5. We sort of have an asterisk next to our freedom of speech in our constitution. There's no asterisk on the First Amendment in the States, but in Canada all of our freedoms are subject to _____.
6. If the news could hurt someone's _____ and that's against the law, nothing's safe.
7. When Chinese students criticized the powerful, the _____ killed hundreds of them.
8. In Venezuela, the government shuts down TV stations that _____.
9. The _____ allows citizen journalism, and all sorts of citizen speech.

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

A. What does freedom of speech mean to you?

B. Should there be limits? If so what should those limits be?

A. _____

B. _____

Discussion and Analysis:

1. Why is freedom of speech important in a democracy? How is it important in political debate?
2. Isn't free speech just a recipe for hurting others' feelings?
3. Is hate speech free speech?
4. If we didn't allow people to be offensive-to make offensive comments-who would get to decide what's offensive?
5. Can we get all people to agree about what's offensive speech and what isn't?
6. If we can ban offensive speech, can't some people claim that ideas they disagree with are offensive just to stop others from expressing their views?
7. Should there be exceptions to free speech when it comes to other's religions or ethnicities? For what other categories should there be exceptions to free speech? Physical appearance? Accents? Hair length? Where does it stop?
8. Isn't it good to be kind to one another? So what's wrong with a law that requires that?
9. Should Ann Coulter have been allowed to speak even if she was going to be offensive? Why / why not?
10. What about songs with offensive lyrics? Should they be banned? Who gets to decide what lyrics are offensive and which ones aren't?
11. Is there any contradiction in the Alberta's Human Rights Commission allowing Ezra Levant to video record the hearing while questioning him for publishing the offensive cartoons?
12. Why would the Canadian government try to stop the publishing of offensive cartoons of Mohammed but not oppose a banner offending Christians?
13. Should people be jailed for claiming that the holocaust didn't happen? What should be done to people who say such things?
14. If we stop news agencies from reporting on offensive topics, what will happen to freedom of the press?

Discuss These Lines from the Video:

1. Let people have it out, if you will.
2. It's against the law in Canada to publish anything quote, "likely to expose a person to hatred or contempt," likely to. That's a maybe future tense thing, you haven't even done anything wrong, you just might in the future. Might do what? Expose someone to feelings? That's such a goofy law. Anyone can be convicted.
3. A crowd of 2,000 folks crushed against the door. Their Facebook page talked about throwing things, hurting her, getting arrested. But that's just mob violence.
4. These censorship provisions can become political weapons to censor certain sides of the argument.
5. I was just showing the truth, these cartoons were published in Denmark, it caused some riots; 240 people were killed in the riots. That's the news. If the news could hurt someone's feelings and that's against the law, nothing's safe.
6. A couple of comedians in Toronto hired an airplane to tow a banner across Toronto saying "Jesus Sucks." [One Canadian] filed a complaint with the Human Rights Commission calling that hate speech. It was thrown out.

Quotes for Discussion:

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

—Mike Godwin

There is no categorical ‘harassment exception’ to the First Amendment’s free speech clause. There is of course no question that non-expressive, physically harassing conduct is entirely outside the ambit of the free speech clause. But there is also no question that the free speech clause protects a wide variety of speech that listeners may consider deeply offensive, including statements that impugn another’s race or national origin or that denigrate religious beliefs.

—Samuel Alito

We can never be sure that the opinion we are endeavoring to stifle is a false opinion; and if we were sure, stifling it would be an evil still.

—John Stuart Mill, *On Liberty*, 1859

The only valid censorship of ideas is the right of people not to listen.

—Tommy Smothers

Censorship reflects society’s lack of confidence in itself. It is a hallmark of an authoritarian regime.

—Potter Stewart

Think for yourselves and let others enjoy the privilege to do so, too.

—Voltaire

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

—Nancie J. Carmody

The test of democracy is freedom of criticism.

—David Ben-Gurion

If all mankind minus one were of one opinion, mankind would be no more justified in silencing that one person than he, if he had the power, would be justified in silencing mankind.

—John Stuart Mill, *On Liberty*, 1859

We are not afraid to entrust the American people with unpleasant facts, foreign ideas, alien philosophies, and competitive values. For a nation that is afraid to let its people judge the truth and falsehood in an open market is a nation that is afraid of its people.

—John F. Kennedy

The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree.

—Justice Oliver Wendell Holmes, Jr., in *Schenck v. United States*, 1919

A function of free speech under our system of government is to invite dispute. It may indeed best serve its high purpose when it induces a condition of unrest, creates dissatisfaction with conditions as they are, or even stirs people to anger.

—Justice William O. Douglas, in *Terminiello v. City of Chicago*, 1949

It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.

—Justice Abe Fortas, in *Tinker v. Des Moines*, 1969

What this country needs is more free speech worth listening to.

—Hansell B. Duckett

Restriction of free thought and free speech is the most dangerous of all subversions. It is the one un-American act that could most easily defeat us.

—William O. Douglas

It is a paradox that every dictator has climbed to power on the ladder of free speech. Immediately on attaining power each dictator has suppressed all free speech except his own.

—Herbert Hoover

Fear of serious injury alone cannot justify oppression of free speech and assembly. Men feared witches and burnt women. It is the function of speech to free men from the bondage of irrational fears.

—Louis D. Brandeis

Free speech is intended to protect the controversial and even outrageous word; and not just comforting platitudes too mundane to need protection.

—Colin Powell

Activities:

1. After showing the video and discussing it in class, have students complete the Pros & Cons graphic organizer as an individual or group activity, or for homework.
2. Read the First Amendment. Then, research the reasons it was included in the Constitution. Is it still relevant today?
3. View Ezra Levant's YouTube video, "What was your intent?" And write an essay supporting or opposing his position before the Alberta Human Rights commissioner.
4. Conduct a classroom debate on the topic: Free Speech or Offensive Talk? In groups, research the arguments for or against free speech, and conduct a classroom debate. (See link in Resources section below for a guide to conducting classroom debates.)
5. Research the Tiananmen Square protests of 1989. Create a PowerPoint presentation that explains the protests and the resulting massacre.
6. Research the government of Venezuela. What kind of government does it have? What freedoms do the Venezuelan people have? How does Venezuela deal with people who oppose or criticize its government?
7. Research and report on CODEPINK. What is the organization's purpose? Are all its activities and comments in accordance with its stated goals? Is there anything contradictory about a representative of a "life-affirming" organization telling someone that "The only comfort I take is that you're going to rot in hell"?
8. What European countries have laws against denying the Holocaust? Why do those laws exist? Is that the best way to oppose offensive speech? How might the Holocaust deniers be discredited rather than jailed?
9. Write a dialog between an American who supports free speech and a person from another country that does not have as much free speech.
10. Write a song or a poem about free speech.
11. Draw a poster about people exercising their free speech or about people trying to limit offensive speech, or both.
12. Create a political cartoon about free speech or attempts to limit free speech.
13. Research the Supreme Court case, *Schenck v. United States*. What were the issues in the case? How was the case decided? Why? What was significant about the timing of the case?

14. Research the issues in the Westboro Baptist Church case, *Snyder v. Phelps*. Summarize the issues and report on the Supreme Court's decision. What was the basis for the Court's decision?
15. Many colleges have enacted speech codes on their campuses. FIRE, Foundation for Individual Rights in Education, was established to defend and sustain individual rights at America's colleges and universities. Research one or more of the colleges that has speech codes. What are the rules the college has enacted? What is the rationale for the speech code? Does this speech code violate the First Amendment? Should colleges be exempt from free speech? Why / why not? (See link in Resources section below for FIRE's website.)
16. Read the article "The U.S. is alone among western democracies in protecting 'hate speech.' Chalk it up to a healthy fear of government censorship." (See link in Resources section below.) Summarize the article. How does the article connect to the video clip. What additional information does the article provide? Should the U.S. protect "hate speech"? Why / why not?

Resources:

For suggestions about preparing effective PowerPoint presentations:

http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html

<http://www.microsoft.com/atwork/skills/presentations.aspx>

Guides to conducting classroom debates:

<http://debate.uvm.edu/default.html>

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

Ezra Levant's YouTube video: What was your intent?

<http://www.youtube.com/watch?v=3iMNM1tef7g>

First Amendment Coalition

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

<http://www.firstamendmentcoalition.org/tag/offensive-speech/>

Foundation for Individual Rights in Education

<http://thefire.org/>

"The U.S. is alone among western democracies in protecting 'hate speech.' Chalk it up to a healthy fear of government censorship."

<http://www.firstamendmentcoalition.org/index.php?s=offensive+speech>

Books

Shakedown, by Ezra Levant

What's So Great About America, by Dinesh D'Souza

Name _____ Date _____

Class _____ Period _____ Teacher _____

FREE SPEECH

Pros & Cons Table

Directions: After reviewing the video and discussing it in class, complete the chart below.

CHOICE	PROS	CONS
To maximize free speech by allowing offensive speech		
To minimize hurt feelings by prohibiting offensive speech		

Which of the choices above is more important? In a brief paragraph, explain why.

NATIVE AMERICANS

Segment Length: 8:31 minutes

Lesson Description:

Shouldn't the government help Native Americans? Isn't that the least they can do after taking their land? Government help does help, right? This segment looks at the plight of Native Americans.

Concepts & Key Terms:

Federal Recognition—the acknowledgement by the U.S. government that a tribe has a right to govern itself. Recognized tribes may form their own governments and enforce their own laws. The limitations on their self-government are the same as if they were states.

Unintended Consequences—the unanticipated effects of the actions of people or government. These “secondary effects” of an action are not immediately identifiable but can be recognized over time.

Vocabulary:

Sovereign—(adj.) independent of outside authority.

Objectives:

Students will be able to...

- explain the plight of many Native Americans.
- discuss the government's attempts to help Native Americans.
- assess the advantages and disadvantages of direct aid to American Indian tribes.

Preview Activity and Questions:

What are some ways we can hurt people? Are there any ways we can hurt them even though we are trying to help? How can we help them in the short term, but hurt them in the long term?

Use Think, Pair, Share to have students answer the preview questions. Review students' answers. Did they differentiate good intentions and bad results?

Using the 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 following 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 questions:

- | | |
|------------------|-----------------|
| 1. Indian tribes | 6. handouts |
| 2. handouts | 7. rewarded |
| 3. government | 8. title, deeds |
| 4. dependent | 9. poorest |
| 5. power lines | 10. dependent |

Native Americans Viewing Guide

Name _____ Date _____
Class _____ Period _____ Teacher _____

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

1. Our government has made _____ wards of our state.
2. Indians have the highest poverty rate, and lowest life expectancy, of any group in America. So the Sioux told us, they need more _____.
3. It's odd in that no group has been more helped by _____ than the American Indians, and no group does worse.
4. If you want to become _____ on the government, and sell your soul for 80 million, I understand that.
5. The Scott brothers built a company that now employs 16 people putting up _____. They didn't get any government help.
6. They do well, because they've divorced themselves from these government _____. They've done well.
7. We don't mind getting our hands dirty, and getting the job done, because we know that if we do, we will be _____ for that.
8. No individual on the reservation owns the land. So they can't do anything with it. They can't develop it. Let's look at my tribe. We have _____ and _____ to our land. That's the secret.
9. American Indians own more land than any group in America, and you are still the _____ group, how can that be?
10. It is true that subsidies also go to farmers and ranchers and big companies... but... just like the gifts given these people, subsidies keep you _____. The handouts certainly haven't helped America's Indians.

Discussion and Analysis:

1. Why does John Stossel believe that helping Native Americans actually hurts them?
2. Why does the government do so much for the Native Americans?
3. Why might Native Americans have the highest poverty rate in America? Why might they have the lowest life expectancy?
4. Why do some Indian tribes seem to succeed while others exist in dire poverty?
5. Doesn't giving people money help them? What might be some unintended consequences of giving people money? How might that apply to Native American tribes?
6. Is there a way that the government can repay the Native Americans for the land it took and then leave them free to be on their own?
7. Would Native Americans be better off if the government stopped caring so much by giving them money? Why or why not?

Discuss These Lines from the Video:

1. Our government has made Indian tribes wards of our state. Government manages their land, provides their health care, their schools, gives them food stamps, pays for housing, child care, even burial assistance.
2. There is a stunning poverty here. Only one in four has a job. There is a scarcity of phones, not even any banks...
3. Because white people stole the Indians' land hundreds of years ago, the government signed treaties and that's why Washington sends billions of dollars to Indians every year.
4. Everybody thinks the government owes them something.
5. It's odd in that no group has been more helped by government than the American Indians, and no group does worse.
6. We don't mind getting our hands dirty, and getting the job done, because we know that if we do, we will be rewarded for that.
7. What helped the Lumbees, said Ben, was knowing that they had to become entrepreneurs and support themselves. On the reservations, they haven't trained to be capitalists. They've been trained to be communists.
8. Tribal governments, and the Bureau of Indian Affairs, manage most Indian land in America. Indians often compete to serve on tribal councils, because then they can give out the government's money.
9. American Indians own more land than any group in America, and you are still the poorest group, how can that be?
10. We are a starved people in a rich nation.

Quotes for Discussion:

Our land is everything to us... I will tell you one of the things we remember on our land. We remember that our grandfathers paid for it—with their lives.

—John Wooden Leg, Cheyenne

I don't want to talk about the environment and the American Indian viewpoint; I hate the word Native American. It's a government term, which was created in the year 1970 in the Department of the Interior, a generic term that describes all the prisoners of the United States of America.

—Russell Means, Oglala Sioux activist

So Indian policy has become institutionalized and the result has been that American people have become more dependent on government and that the American people have become more dependent on corporations.

—Russell Means

Hitler's concept of concentration camps as well as the practicality of genocide owed much, so he claimed, to his studies of English and United States history. He admired the camps for Boer prisoners in South Africa and for the Indians in the wild west; and often praised to his inner circle the efficiency of America's extermination—by starvation and uneven combat—of the red savages who could not be tamed by captivity.

—from *Adolph Hitler*, by John Toland, p. 202

I do not wish to be shut up in a corral. All agency Indians I have seen are worthless. They are neither red warriors nor white farmers. They are neither wolf nor dog.

—Sitting Bull

If the white man wants to live in peace with the Indian, he can live in peace.... Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The Earth is the mother of all people, and all people should have equal rights upon it.... Let me be a free man, free to travel, free to stop, free to work, free to trade...where I choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself, and I will obey every law, or submit to the penalty.

—Chief Joseph, Nez Perce

Old or young, healthy as a horse or a person with a disability that hasn't kept you down, man or woman, Native American, native born, immigrant, straight or gay — whatever; the test ought to be: I believe in the Constitution, the Bill of Rights, and the Declaration of Independence. I believe in religious liberty. I believe in freedom of speech. I believe in working hard and playing by the rules. I'm showing up for work tomorrow. I'm building that bridge to the 21st century. That ought to be the test.

—Bill Clinton

So I'd much rather get across the concept of freedom. It's what's important to Indian children. The only way you can be free is to know is that you are worthwhile as a distinct human being. Otherwise you become what the colonizers have designed, and that is a lemming. Get in line, punch all the right keys, and die.

—Russell Means

Activities:

1. Have students complete the cloze activity in class or for homework.
2. Look up the word "sovereign." What does it mean? What does it mean if an Indian tribe is a sovereign nation? How does it apply to Native American Indian tribes in the United States?
3. Why do some Indian tribes seem to succeed while others exist in dire poverty? Research this topic.
4. Conduct a classroom debate on the topic of government assistance to Native American tribes.
5. Produce a collage, video, or slide show of Native Americans. What have been their achievements?
6. Research federal recognition. What are the benefits? What are the drawbacks? How do unintended consequences come into play?
7. What was the Dawes Act? What was its purpose? What did it do? How did it work? Did it help Native Americans? Is it considered a success or a failure?
8. What was the Indian Citizenship Act of 1924? What was its purpose? How was it supposed to help Native Americans? What did it do?

9. Research and write a biography about a Native American.
10. Running Strong for American Indian Youth was founded by Eugene Krizek and Billy Mills. What is the goal of the organization? What do they do? How do they help? Research Running Strong for American Indian Youth and report back to the class.
11. Who was Jim Thorpe? In which sports did he participate? What were his athletic achievements?
12. Why are casinos in many states owned and operated by American Indian tribes? What laws exist that allow them exclusive rights to open casinos?
13. What has been the social and economic impact of Native American casinos?
14. Are there any benefits that come with being a Native American? What are they? What is the reason for that?
15. Research an Indian civilization of the past. Where was it? What was life like for the Indians who lived there? What led to the demise of the civilization? Create a PowerPoint slide show presentation.
16. Hold a simulated Congressional hearing on government assistance to Native Americans.
17. Alcohol dependence by Native Americans is a well-known problem. But how much of a problem is it? And why? Research the causes and effects of alcohol dependency by Native Americans.

Resources:

Running Strong for American Indian Youth

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

How to write a biography:

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

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

How to Run Classroom Debates

Classroom Debates—A One Page Tutorial

<http://olc.spsd.sk.ca/DE/PD/instr/strats/debates/tutorial.pdf>

Teacher's Guide to Introducing Debate in the Classroom

http://www.csdf-fcde.ca/english/resources/NLSDU_Teachers_Guide_to_Debate.pdf

Education World's More Resources for Classroom Debates

http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml

American Indians Cultural Network

<http://www.american-indians.net/today.htm>

For a good explanation of the law of unintended consequences

<http://www.econlib.org/library/Enc/UnintendedConsequences.html>

For suggestions about preparing effective PowerPoint presentations:

http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html

<http://www.microsoft.com/atwork/skills/presentations.aspx>

Books

The Economic Dependency Trap: Breaking Free to Self-Reliance, by Calvin Helin

Dances with Dependency: Out of Poverty through Self-Reliance, by Calvin Helin

Name _____ Date _____

Class _____ Period _____ Teacher _____

Native American Cloze Activity

homes expectancy American programs	survive Indians rewarded helpless	businesses poverty land worse	poorest food power entrepreneurs
---	--	--	---

Directions: Fill in the blanks with a word from the box.

No group's been helped more by the government than _____. Government manages their _____, provides their health care, their schools, gives them _____ stamps, pays for housing, child care, even burial assistance.

Indians have the highest _____ rate, and lowest life _____, of any group in America. It's odd in that no group has been more helped by government than the American Indians, and no group does _____.

The Scott brothers built a company that now employs 16 people putting up _____ lines. They didn't get any government help. "We had to fend for ourselves. We had to do what we needed to do to _____. We don't mind getting our hands dirty and getting the job done, because we know that if we do, we will be _____ for that." What helped the Lumbees, said Ben, was knowing that they had to become _____ and support themselves. They also own their own land. Tribal governments, and the Bureau of Indian Affairs, manage most Indian land in America. Because the government owns most Indian property, individuals rarely build nice _____ or _____.

American Indians own more land than any group in America, and they are still the _____ group. Maybe that is because they weren't relying on government rules, and Indian trusts, and all that lawyering that teaches Indians to be _____.

There is no Bureau of Irish Affairs, or Latino Affairs. Why is there a Bureau of Indian Affairs? And despite all those government programs, Indians are still poor and die young. Maybe these _____ are why the Indians are poor.

LIVE FREE OR DIE

Segment Length: 4:12 minutes

Lesson Description:

Is our government on an unsustainable spending spree? Does it regulate too much? And does anyone really even care? This segment looks at government debt, spending, and regulation, and advancing the cause of liberty.

Concepts & Key Terms:

Entitlement—a guarantee by law of the right to access a benefit; refers to a belief that one deserves a benefit.

Baby Boomer—a person born in the post-World War II baby boom, usually considered 1946-1964.

Tea Party—a loose affiliation of organizations that generally support reduced government spending, lower taxes, reducing the national debt, fewer government regulations, and applying constitutional principles as they were originally intended.

Head in the sand—refuse to think about an unpleasant situation; ignore or hide from danger. [This action is incorrectly attributed to ostriches.]

Vocabulary:

Draconian—(noun) severe or cruel; extremely harsh.

Objectives:

Students will be able to...

- identify the Tea Party and Free State Movement.
- discuss the concerns many Americans have about the ever-growing size of government.
- explain why many Americans believe that America is a great place to live.

Preview Activity and Questions:

What was the Boston Tea Party? What were some reasons the American Revolution was fought? What are some complaints that Americans have today about the government?

Use Think, Pair, Share to have students answer the preview questions. Review students' answers. Did they draw any parallels between the events of 230+ years ago and today?

Using the 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 following 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 questions:

1. unsustainable
2. bankrupt
3. Tea Party
4. ranting
5. persuasion
6. world
7. Patrick Henry
8. choice

Live Free or Die Viewing Guide

Name _____ Date _____
Class _____ Period _____ Teacher _____

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

1. America's on a(n) _____ course.
2. Some congressmen even say: "Oh, Social Security isn't _____. We don't have to cut anything."
3. But there's also a lot of good news. There is the _____. I've not seen that level of passion about government being too big ever in my career.
4. Also, for the first time in my memory, a few elected officials are _____ about some of the less important complaints.
5. Try to convince us through _____, but don't threaten to put us in jail or put us out of business if we don't accept your way of thinking.
6. It's good that we can laugh about these things, because America-at least compared to most of the _____ -is relatively free and a great place to live.
7. New Hampshire's motto comes from _____, who said, "Give me liberty or give me death."
8. It's good to live in a country where people who care about freedom can talk about moving to New Hampshire or cutting government and the _____ is not liberty or death. So let's celebrate that.

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

What was one of the messages John Stossel was trying to get across in this video segment?

Discussion and Analysis:

1. What is a budget deficit? What is the national debt? Why might budget deficits and the national debt be something to worry about?
2. To whom is John Stossel speaking when he says: “Stop spending our money”?
3. Why do some people want the government to reduce spending?
4. The government borrows nearly 50 cents for every dollar it spends. What are the ramifications of that?
5. What is the modern Tea Party movement? Why do you think they fashioned their name after the Boston Tea Party?
6. How is the modern Tea Party movement different from the Boston Tea Party?
7. It is estimated that the federal government will spend 3.8 trillion dollars in fiscal 2012. What percentage of the budget would a \$100 billion cut be? Does that seem big?
8. What was the issue with the toilets? Why would a United States senator question the Energy Department’s deputy assistant secretary for energy efficiency about toilets?
9. What kind of light bulbs do we have in classrooms? What types of bulbs do you have in your homes? What do you know about the government banning incandescent bulbs? What do you think about that?
10. If the government can mandate toilets that save water, and light bulbs that save electricity, is there anything the government can’t do if it claims its reasons are good for the environment?
11. What is the Free State Project? What is its goal? What would be a reason to get people to move to a particular state?
12. What happened at Tiananmen Square? How does the event connect to the quote, “Give me liberty or give me death”?

Discuss These Lines from the Video:

1. And they don’t cut much of anything because some in Congress whine that any proposed cut would be devastating, draconian.
2. You busybodies always want to do something to tell us how we can live our lives better.
3. Try to convince us through persuasion, but don’t threaten to put us in jail or put us out of business if we don’t accept your way of thinking.
4. America—at least compared to most of the world—is relatively free and a great place to live.
5. It’s good to live in a country where people who care about freedom can talk about moving to New Hampshire or cutting government and the choice is not liberty or death.

Quotes for Discussion:

A national debt, if it is not excessive, will be to us a national blessing.

—Alexander Hamilton

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

—Thomas Jefferson

Blessed are the young for they shall inherit the national debt.

—Herbert Hoover

At least 90 million Americans either depend directly on government handouts or jobs, and each private worker must support not only himself and his family, but also carry a government worker on his shoulders.

—Tom Bethel

The budget should be balanced, the Treasury should be refilled, public debt should be reduced, the arrogance of officialdom should be tempered and controlled, and the assistance to foreign lands should be curtailed lest Rome become bankrupt. People must again learn to work, instead of living on public assistance.

—Marcus Tullius Cicero

Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? Forbid it, Al-mighty God. I know not what course others may take, but as for me, give me liberty or give me death!

—Patrick Henry

That 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

No government ever voluntarily reduces itself in size. Government programs, once launched, never disappear. Actually, a government bureau is the nearest thing to eternal life we'll ever see on this earth!

—Ronald Reagan

Government is not reason; it is not eloquent; it is force. Like fire, it is a dangerous servant and a fearful master.

—George Washington

The danger is not that a particular class is unfit to govern. Every class is unfit to govern.

—Lord Acton

There is danger from all men. The only maxim of a free government ought to be to trust no man living with power to endanger the public liberty.

—John Adams

Three groups spend other people's money: children, thieves, politicians. All three need supervision.

—Richard Armey

Once the government becomes the supplier of people's needs, there is no limit to the needs that will be claimed as a basic right.

—Lawrence Auster

Can any of you seriously say the Bill of Rights could get through Congress today? It wouldn't even get out of committee.

—F. Lee Bailey

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

Activities:

1. Research the national debt. How much is it? How fast is it growing? What does it all mean?
2. How much money did the federal government spend last year? On what? Present your findings to the class in a slide show.

3. Produce a collage, video, or slideshow of people enjoying life in America. Try to show people celebrating their freedom by having fun or doing something that interests them.
4. Have students read Davy Crockett's story, "Not Yours to Give" and complete the graphic organizer. "Not Yours to Give" is a well-told story of Congressman Crockett's awakening as to just whose money Congress spends. Why did Congressman Davy Crockett change his views after speaking with his constituent, Horatio Bunce? (See link in Resources section below.)
5. What is the Tea Party? Why did it begin? What are its goals? Why does John Stossel say the existence of the Tea Party is "good news"?
6. Research the Free State Project. What is the project all about? Why New Hampshire? How many people have signed up? How many have moved already?
7. Research and write a brief biography about Patrick Henry or Thomas Paine.
8. Contact your congressional representative's district office. What earmarks are designated for your congressional district? How much money is spent on each? Find out what the government and the taxpayers get for the money.
9. In December 2007, the United States Congress passed a bill signed into law by President Bush that banned the sale of incandescent light bulbs over the course of 7 years. Research this topic and arguments for and against such legislative action. What are the alternatives? Are there any negative or unintended consequences?
10. What was the 1989 Tiananmen Square protest? Who was involved? What were they doing? Why? What were the results? Research the incident and report on it. Could this happen in the United States? Why / Why not?
11. 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.
12. 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 or why not?
13. Write a letter to Senator Rand Paul about his discussion with the Energy Department's deputy assistant secretary for energy efficiency. Do you agree with him or disagree? Why?
14. Write a letter to your congressional representative, asking about his or her views on the federal spending, the national debt, or government regulations on toilets and light bulbs.
15. Write a song or a poem about freedom in America and what it means to you.
16. What is the Porcupine Freedom Festival? When is it held? How many people attend? Research this festival and write a brief newspaper article about the event.
17. Write a book report on one of the books listed in the Resources section below (*Leave Us Alone*, by Grover Norquist, or *Bourbon for Breakfast*, by Jeffrey Tucker).

Resources:

How to write a biography:

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

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

How to write a letter to your congressional representative

<http://usgovinfo.about.com/od/uscongress/a/letterscongress.htm>

http://www.ehow.com/how_5137002_write-letter-congressman.html

<http://hubpages.com/hub/write-congress>

How to write a book report

For students: assistance in writing a book report

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

For teachers: assistance in teaching students how to write book reports

<http://www.webenglishteacher.com/bookreports.html>

U.S. Debt Clock, displaying the up-to-the minute national debt, spending, revenue, and more

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

New Hampshire Free State Project

<http://freestateproject.org/>

“Not Yours to Give,” by Davy Crockett

<http://www.fee.org/library/not-yours-to-give-2/>

FreedomWorks supports lower taxes, less government, more freedom. The website contains numerous current national and state political issues

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

Foundation for Economic Education

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

Books

Leave Us Alone: Getting the Government's Hands Off Our Money, Our Guns, Our Lives, by Grover Norquist

Bourbon for Breakfast: Living Outside the Statist Quo, by Jeffrey Tucker

Name _____ Date _____
Class _____ Period _____ Teacher _____

Not Yours To Give

Directions: Read Davy Crockett's "Not Yours To Give." Then complete the worksheet below, referring back to the story as necessary. This story can be found at:

<http://www.fee.org/library/not-yours-to-give-2/>

Who were the participants?	Where did the event occur?	Where did the event occur?
What was the event?		
What happened during the event?		
Key Statements:	Resolution: How did it end?	
	What is the lesson of the story?	

ADDITIONAL RESOURCES

The Center for Civic Education posts the national standards for civics and government, as well as programs for teachers and students, such as “We the People: The Citizen and the Constitution”
<http://www.civiced.org/index.php?page=stds>

Common Sense Economics website includes instructor resources, student resources, including links to some economics activities and comics
<http://www.commonseconomics.com>

EconomicsAmerica(r) offers a list and description of each national voluntary standard in economics. Online lessons for each standard and all concepts are offered.
<http://www.ncee.net/ea/standards/>

High School Economics Topics, with definitions and articles
<http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html>

Education World(r) posts various links to national standards in social studies, U.S. history, and civics. The site offers various activities that integrate current events into the study of these subjects.
http://www.education-world.com/standards/national/soc_sci/index.shtml

Federal Resources for Educational Excellences provides links to teaching and learning resources in U.S. history and government, created by various federal government agencies. All resources are electronic or available to teachers at no cost.
http://www.free.ed.gov/subjects.cfm?subject_id=178

Smithsonian Education offers various resources linked to U.S. history, culture and other subjects.
<http://www.smithsonianeducation.org/educators/index.html>

Produced by Annenberg Media, Learner.org provides free professional development and teacher resources in many subjects.
<http://www.learner.org>

A simple guide to Bloom’s taxonomy
<http://www.techweb.org/eddevel/edtech/blooms.html>

Discovery Education provides lesson plans and resources in many subject areas.
<http://school.discoveryeducation.com/>

For rubrics, graphic organizers, and portfolio ideas
<http://school.discoveryeducation.com/schrockguide/assess.html>

The Library of Economics and Liberty offers resources for students, teachers, researchers, and aficionados of economic thought.
<http://www.econlib.org/>

The Fraser Institute’s Economic Freedom of the World Project
<http://www.freetheworld.com/>

Gapminder is a non-profit venture promoting sustainable global development...by increased use and understanding of statistics and other information about social, economic and environmental development at local, national and global levels. Videos, charts, visually friendly
<http://www.gapminder.org>

National Council on Economic Education—EconomicsAmerica(r) includes economics lessons that relate directly to state standards

<http://www.ncee.net/ea/index.php>

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

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

A global organization working to fight corruption

<http://www.transparency.org>

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

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

Free educational resources for everyone, from the Verizon Foundation

<http://thinkfinity.org/>

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

<http://www.izzit.org>

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

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

For a wealth of resources for K-12 science educators, and standards-based Internet experiences for students

<http://www.sciencenetlinks.com>

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

<http://www.webenglishteacher.com>

How to create a wiki—video

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

How to create a wiki—slide show

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

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

<http://zunal.com/>

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

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

Teachers who would like to recommend websites as additional resources for future inclusion by Stossel in the Classroom may submit their suggestions by email to custsvc@stosselintheclassroom.org, subject: "Resource to Add." Or if you have any feedback to share on how you and/or your students enjoyed this DVD, what videos you especially liked, which lessons worked best with your students, or how you created your own, etc., please send your comments to custsvc@stosselintheclassroom.org, subject: 2012 DVD Feedback.

And visit us on the web for streaming video and other teacher resource at

<http://stosselintheclassroom.org/>