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Good Intentions Gone Wrong

2013 EDITION Teacher Guide

- English -

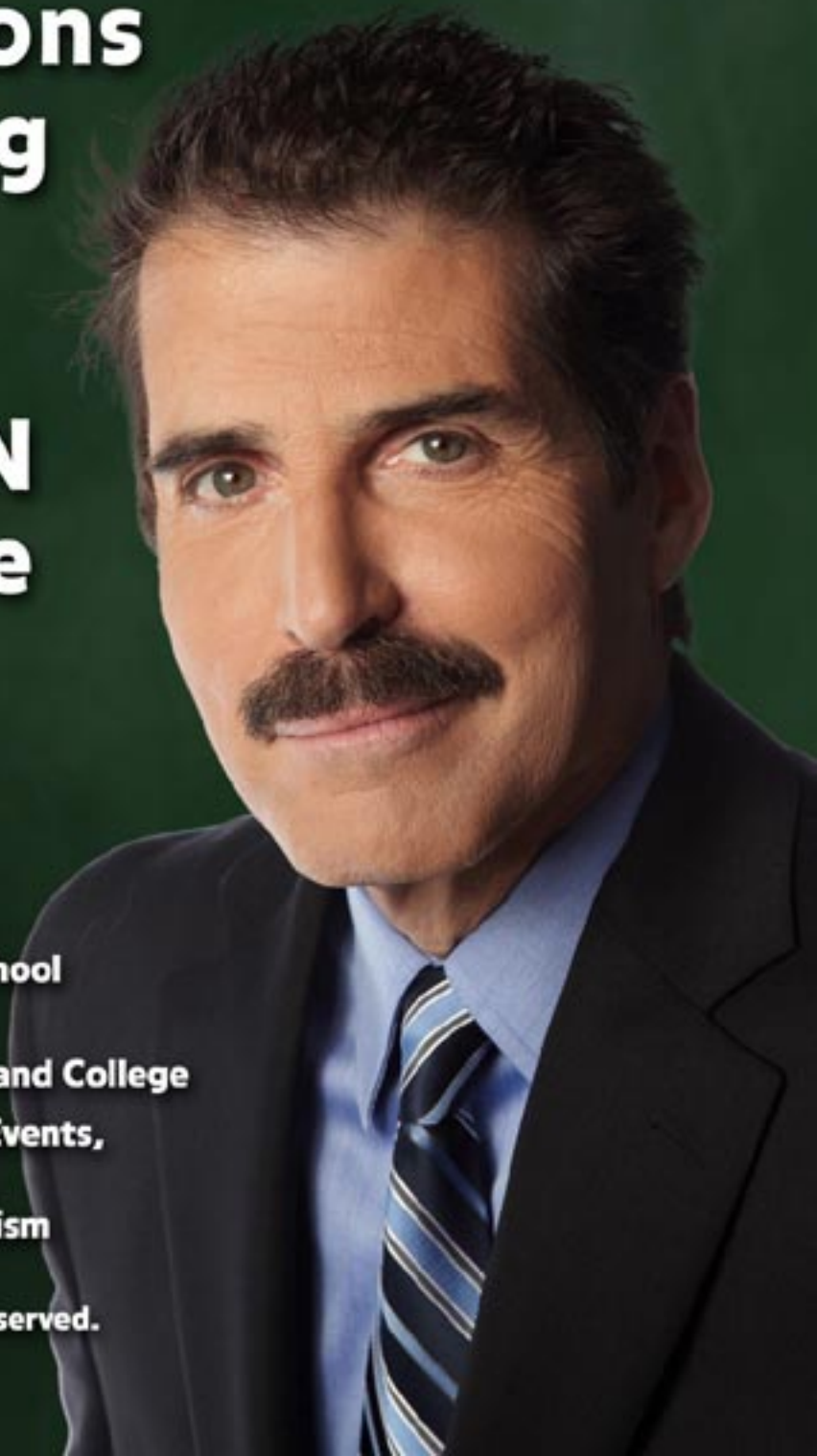
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Queens Vocational & Technical High School

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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LEMONADE STAND: CONSUMER PROTECTION GONE WRONG

Segment Length: 9:48 minutes

Lesson Description:

What's happened to freedom in America? Are there too many laws? Can the average American even know what's legal and what's illegal today? This segment looks at several examples of people unknowingly running afoul of the government, including children selling lemonade and Girl Scout cookies in front of their homes, a lobster importer, and people building a home on their own land.

Vocabulary:

Implacable—(adj.) not able to be appeased; uncompromising and merciless

Obscure—(adj.) little known; not easily determined or distinguished

Overzealous—(adj.) excessively enthusiastic; fanatical or rabid in determination

Concepts & Key Terms:

Conditional use permit—government permission to use one's land in a manner inconsistent with zoning laws.

Wetlands—According to the EPA, the term wetlands means “those areas that are inundated or saturated by surface or groundwater at a frequency and duration sufficient to support, and that under normal circumstances do support, a prevalence of vegetation typically adapted for life in saturated soil conditions. Wetlands generally include swamps, marshes, bogs, and similar areas.”

Zoning laws—The system by which the government regulates the use of both publicly and privately owned land.

Objectives:

Students will be able to...

- discuss some examples of the limits to freedom.
- explain the arguments in favor of and against government regulations.
- compare crimes in which there are victims to crimes in which there are no victims.
- evaluate the results of enacting and enforcing laws that limit people's peaceful actions.

Preview Activity and Questions:

Write the following quote on the board: “*In a free society the state does not administer the affairs of men. It administers justice among men who conduct their own affairs.*” —Walter Lippmann

Ask the students to write the quote in their notebooks. Have them analyze the quote by breaking it down into smaller segments, e.g., “what is a free society?” “what is the state?” and so on. Then, have the students write their explanation of the quote, i.e., what they think the author meant. After a few minutes, show the video, prior to discussing the quote.

Viewing Guide:

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

Answers to Viewing Guide:

1. police
2. criminals
3. tree
4. Bible studies
5. technical, vague
6. broke
7. against

Name _____ Date _____

Class _____ Period _____ Teacher _____

Lemonade Stand: Consumer Protection Gone Wrong Viewing Guide

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

1. For years, kids have set up stands like this. But today, watch out, the _____ may bust you.
2. Lawyer Harvey Silverglate says America's avalanche of new laws...makes _____ of just about all of us.
3. In Scottsdale, Arizona, Dr. Raed Tarazi is accused of breaking the city's Nuisance and Property Maintenance Ordinance. His crime? This _____ in his yard. It's the wrong kind.
4. In California, Stephanie and Chuck Fromm were fined for holding _____ _____ in their home.
5. We know that, you know, you shouldn't murder and you shouldn't steal. Those are intuitive. That's old-fashioned. Now the laws are much more _____ and _____.
6. They can take any law that they think you broke and take you to trial and whether you win or lose, you're going to lose, because by the time you're done fighting it, you're _____.
7. And so our government that's supposed to be by the people, for the people, sometimes, is _____ the people.

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

Look back at the quote your teacher put on the board. Did your interpretation of it relate to the video? How so? If not, how did it differ?

What is your view of what you have seen in the video? _____

Discussion and Analysis:

1. Should the government really stop children from selling lemonade? Girl Scout cookies? Should children have to get permits to sell? Why / Why not?
2. Why do we say “it’s a free country” when sometimes it doesn’t seem so free?
3. Why are there so many laws? Are more laws needed as life gets more complicated? Is there such a thing as too many laws? How much control over our lives should the government have? How do you know?
4. What would be a better definition of “crime”: “breaking the law” or “the violation of someone’s rights”? Why?
5. Are there victims in every crime? Who were the victims of the children selling lemonade? Why would some actions be crimes even if there are no victims?
6. What if children or adults want to sell other items such as homemade baked goods? Sandwiches? Pizza? If the government had no control, what could happen?
7. What is private property? Should people be able to do anything they want with their property? Why / Why not?
8. What are some examples of activities the government should be able to prevent people from doing with their property? What are some examples of activities the government should not be able to prevent people from doing with their property?
9. What might be some reasons the government tells people what kind of trees they can have on their property?
10. What should be the role of government when it comes to people’s private property?
11. Why did Abbie Schoenwetter go to jail for six years?
12. Regulating lemonade and Girl Scout cookies sold by children. Telling property owners what kinds of trees they can have on their property. Requiring governmental permission to have some friends over to discuss the Bible. At what point are there enough laws?

Discuss These Lines from the Video:

1. “There are so many vague laws that everybody arguably could be caught up in it.”
2. “...America’s avalanche of new laws...makes criminals of just about all of us.”
3. “All these people ran afoul of laws they didn’t know existed....and still don’t understand.”
4. “Dr. Raed Tarazi is accused of breaking the City’s Nuisance and Property Maintenance Ordinance. His crime? This tree in his yard. It’s the wrong kind. [I]t turned out this tree wasn’t on the Planning and Development Services Department’s list of approved trees.”
5. “In California, Stephanie and Chuck Fromm were fined for holding Bible studies in their home.”
6. “We know that, you know, you shouldn’t murder and you shouldn’t steal. Those are intuitive. That’s old-fashioned. Now the laws are much more technical and vague.”
7. “They can take any law that they think you broke and take you to trial and whether you win or lose, you’re going to lose, because by the time you’re done fighting it, you’re broke.”
8. “You have no idea what you’re up against. You don’t know the power that is the EPA.”
9. “They have all the time and resources in the world. [Government’s] an implacable foe with unlimited budget, and they wear you down.”
10. “And so our government that’s supposed to be by the people, for the people, sometimes, is against the people.”

Quotes for Discussion:

It will be of little avail to the people that the laws are made by men of their own choice, if the laws be so voluminous that they cannot be read, or so incoherent that they cannot be understood; if they be repealed or revised before they are promulgated, or undergo such incessant changes that no man who knows what the law is today can guess what it will be tomorrow.

—James Madison

At my lemonade stand I used to give the first glass away free and charge five dollars for the second glass. The refill contained the antidote.

—Emo Philips

Since the general civilization of mankind, I believe there are more instances of the abridgment of the freedom of the people by gradual and silent encroachments of those in power than by violent and sudden usurpations.

—James Madison

What Americans need to realize is that it is impossible to increase government power without decreasing individual liberty. Government power, after all, means coercing people into doing some things and into refraining from doing other things. Every law says to the citizen, “You must” or “You shall not.” Thus, liberty is lost incrementally, law by law by law.

—Charley Reese

Some neighborhoods are fabulous and grand, but you never think you could live there. We literally have lemonade stands and children jumping rope. That’s what kind of place this is.

—Mary McKell

Government is not reason, it is not eloquence, it is force; like fire, a troublesome servant and a fearful master. Never for a moment should it be left to irresponsible action.

—George Washington

Activities:

1. Have students complete the Lemonade Stand PMI Chart at the end of this section.
2. Research recent government actions with regard to children’s lemonade stands. How many cases can you find reports about? Has each case been handled similarly?
3. Research Scottsdale, Arizona’s Nuisance and Property Maintenance Ordinance. What kinds of trees and other plants are not allowed? What other regulations are there? Report your findings to the class.
4. Research Stephanie and Chuck Fromm, the people in the video who held Bible studies in their home. What is this case about? Why is there a problem with holding Bible studies in their home? What type of people do they seem like? Has this been resolved or is this still an ongoing case?
5. Research and report on wetlands. What are wetlands? What government agency is responsible for protecting wetlands? Why are wetlands important?
6. Jack and Jill Barron were highlighted in the video for their run-in with the government as they attempted to build a house on their land in Bonner County, Idaho. Research this case and write a report about it.
7. In groups, develop zoning laws for a new town that is being developed. What restrictions will you and your group create and enforce on the property owners in this new development? Why? How much say will you allow the property owners to have over their own property? Why do you think you are using government power properly by enacting such restrictions?
8. Does your town have a list of trees you’re allowed to have on your property? What are the zoning laws where you live? Research your community’s restrictions on home building and additions, and

- other limitations on the use of the property at which you reside. What are some arguments in support of those zoning restrictions? What are some arguments against them?
9. Do you need a permit to sell lemonade in your town? You might want to contact the local government and the local police department to find out. If so, research the process to get a permit to sell lemonade. Obtain the necessary forms. Then present your findings to the class.
 10. Watch the video and read the Heritage Foundation report, “The Worst Thing that Anybody Can Do to You is Take Away Your Freedom,” about Abbie Schoenwetter. Write a persuasive essay about this. Be sure to address the opposing side of the argument in your essay.
(<http://blog.heritage.org/2011/08/08/the-worst-thing-that-anybody-can-do-to-you-is-take-away-your-freedom/>)
 11. Research the Lacey Act, the law under which Abbie Schoenwetter was prosecuted. What is the purpose of the law? When was it passed? In what other recent cases was the law applied?
 12. What is the Federal Register and what is its purpose? Research to find out what it is and how many pages have been added to it in the past few years. What is the reason for its growth? Give some examples of the rules you find while researching the Federal Register.
 13. View the website <http://www.overcriminalized.com>. Read and summarize several of the case studies.
 14. Write a persuasive essay in which you argue for or against children selling lemonade or Girl Scout cookies, government regulation of trees, government assertion of wetland status, or the Lacey Act. Be sure to address the opposing side of the argument in your essay.
 15. Write a letter to the editor of your local newspaper advocating allowing or prohibiting children from selling lemonade in front of their houses. (See link in the Resources section below for a guide on writing letters to the editor.)
 16. In groups, research the arguments for and against zoning laws, and conduct a classroom debate. (See link in Resources section below for a guide to conducting classroom debates.)
 17. Draw a poster about the treatment of any of the people highlighted in the video.
 18. Read *Three Felonies a Day: How the Feds Target the Innocent* by Harvey Silverglate, and either write a book report or present what you’ve learned to the class. (See links in Resources section below for guides to writing book reports.)
 19. Read *The Law* by Frederic Bastiat, and write a book report about it.
(http://bastiat.org/en/the_law.html)
(See links in Resources section below for guides to writing book reports.)

Resources:

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

Guide to writing a letter to the editor:

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

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

How to write a book report:

For students: assistance in writing a book report

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

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

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

Overcriminalized.com reports on the growing trend in America to use criminal law to “solve problems, punish mistakes, and coerce Americans.

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

The Law by Frederic Bastiat

http://bastiat.org/en/the_law.html

Books

One Nation Under Arrest: How Crazy Laws, Rogue Prosecutors, and Activist Judges Threaten Your Liberty
by Paul Rosenzweig and Brian W. Walsh

Three Felonies a Day: How the Feds Target the Innocent by Harvey Silverglate

Name _____ Date _____
 Class _____ Period _____ Teacher _____

Lemonade Stand: Consumer Protection Gone Wrong

PMI Chart

P = Plus: What are some positive effects of regulations?
M = Minus: What are some negative effects of regulations?
I = Interesting: What are some interesting aspects of regulations?

Issue	+ Plusses +	- Minuses -	Interesting
Regulating lemonade and Girl Scout cookie sales			
Regulating plants and trees in people's yards			
Requiring permits for Bible Studies and other activities in homes			
Zoning and wetland regulations			

PROFESSIONAL PANHANDLING: CHARITY GONE WRONG

Segment Length: 8:31 minutes

Lesson Description:

How can we help those in need? And just who is in need? How do we know? Do people who panhandle really need money to survive? Do our attempts to help people *really* help them? This segment looks at panhandling and charitable intentions.

Concepts & Key Terms:

Panhandling—begging from passersby.

Spanging—asking for spare change. (Spange is a contraction of spare change.)

Objectives:

Students will be able to...

- explain how good intentions can have negative consequences.
- discuss some reasons people panhandle.
- explain the arguments in favor of and the arguments against giving money to panhandlers.
- formulate ways that people in need can be truly helped by caring people.

Preview Activity and Questions:

Ask students what they would do if they came upon someone looking homeless and asking for money for food. Would the students give money? What factors would make the students more likely to give the person money? What factors would make the students less likely to give the person money? How would the students feel after they gave? How would they feel if they didn't give? Do the students who would give really know if their money helped?

Viewing Guide:

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

Answers to Viewing Guide:

- | | |
|-------------------|----------------------|
| 1. house | 6. beer |
| 2. \$50 | 7. easy |
| 3. freeloaders | 8. self, destructive |
| 4. begging | 9. responsibility |
| 5. drugs, alcohol | 10. self-esteem |

Name _____ Date _____

Class _____ Period _____ Teacher _____

Professional Panhandling: Charity Gone Wrong Viewing Guide

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

1. She tells this reporter from KUTV she's a thousand miles from home... But then the cameraman quietly followed her... and found she actually lives...just two blocks away. In this _____.
2. Doing the math showed she made more than _____ an hour.
3. But lots of America's beggars aren't needy; they're just _____ who've found a good racket.
4. I offered jobs to a dozen people who said they'd work for food. All 12 said they'd come...but only this man did. He did the work, and we paid him \$20, but he might have made more money _____.
5. Every big city has food kitchens galore. The reason that people are on the streets asking for change is overwhelmingly _____ and _____.
6. I made just as much money with my _____ sign as I did with my cold and homeless sign.
7. I just begged for an hour, but I did well. If I did this for an 8-hour day, I would have made 90 bucks. 23 thou for a year, tax-free. That _____ money is why cities are filled with panhandlers
8. [And the people who give ...] They're doing a very bad thing. They are merely perpetuating somebody's misery. As long as they can stay on the streets getting money for drugs and alcohol, they're going to. And they're enabling a very _____ - _____ lifestyle.
9. One charity I like is the Doe Fund—they helped John Buster put panhandling behind him. Instead of giving handouts, they re-train people to take _____ for their lives.
10. You don't have to wait around for somebody to give you something. You go out there and you make your own money. You know, you get your _____ - _____ back.

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

What argument does John Stossel make in this video?

Discussion and Analysis:

1. Do you feel good when you help others? Is charity admirable? Why / Why not?
2. Have you ever seen someone panhandling? When you see people panhandling, what thoughts come to mind?
3. How do we know that the money we voluntarily give to help others does in fact help them? How can we ascertain that the money we give helps? What can we do to actually help others in need?
4. Is not giving to others a sign of selfishness? What might be some reasons people don't give money to panhandlers?
5. Other than giving money, what might be some ways to help those in need?
6. Have you ever tried to make someone feel bad for you so that you could get something you want? Is what you did any different from panhandling? Why? / Why not?
7. Have you ever thought that giving people money could be bad? Why / Why not? Does giving needy people money just enable their bad lifestyle?
8. What do you think about the young woman standing by the road with a sign saying she was stranded and in need of help? When questioned, she responds that she doesn't make anyone give her money. Is the issue that she makes people give her money? What is the real issue? Is John Stossel wrong for reporting this? Isn't this just the case of a person trying to make a living?
9. There are often unintended consequences to people's actions. What might be some unintended consequences of giving money to panhandlers?
10. Is John Stossel arguing that panhandling should be prohibited by the government? How do you know? What is he arguing?
11. Should people have a right to panhandle? Should people have a right to be left alone while out in public? Where do people's rights begin and end?
12. In the video, almost none of the people holding "will work for food" signs turned up to work. So why do you think they were holding those signs?
13. If there are food kitchens and pantries for needy people, why does it seem that many of the people panhandling are not availing themselves of those services rather than panhandling?
14. Why do young people in San Francisco *spange*? Why don't they get jobs? Do you know anyone who *spanges*? Why do they do it?
15. Why did John Buster stop panhandling? How did stopping change his attitude and his feelings about himself?

Discuss These Lines from the Video:

1. "It's natural to want to help people..."
2. "She tells this reporter from KUTV she's a thousand miles from home.... But then the cameraman quietly followed her...and found she actually lives...just two blocks away. In this house."
3. "But lots of America's beggars aren't needy, they're just freeloaders who've found a good racket."
4. "Why does a human have to work every day if he don't want to?"
5. "I offered jobs to 12 people who said they'd work for food. All 12 said they'd come...But only one man did."
6. "The reason that people are on the streets asking for change is overwhelmingly drugs and alcohol."
7. "Individuals respond to incentives. If that incentive includes giving them money for no work, there'll be more of them doing that."

8. "I just really rely on the generosity of others. And there's some very generous people."
9. "You don't have to wait around for somebody to give you something. You go out there and you make your own money, you know? You get your self-esteem back."
10. "Because happiness comes from productive work, not freeloading."

Quotes for Discussion:

Never stand begging for that which you have the power to earn.

—Miguel de Cervantes

He who will not apply himself to business, eventually discovers that he means to get his bread by cheating, stealing, or begging, or else is wholly void of reason.

—Ischomachus

I went to a record store and asked for "50 Cent." They kicked me out for panhandling.

—Jay London

Activities:

1. Have students complete the Professional Panhandling Graphic Organizer at the end of this section.
2. Research the laws of your state or community to determine the legality of panhandling. Are there any related laws? If so, what does the law specifically say? How has the law been enforced?
3. Research studies or articles about how panhandlers spend the money they get panhandling.
4. Draw a comic or political cartoon about panhandling.
5. Research The Doe Fund and write a brief report about the organization and its programs.
6. In an essay, present the arguments in favor of and against giving money to panhandlers. (You might find that there is more than one argument in favor of it and more than one argument against it.)
7. Write and produce a public service announcement (PSA) about panhandling. Be sure to advocate your position and explain possible results if your position is not implemented. The PSA may be presented as a video (TV spot), audio (radio spot), slideshow presentation, or on a storyboard. The PSA may be a group or individual project. (See link in Resources section below for a guide to producing effective PSAs.)
8. Develop a list of questions and interview a panhandler. Some questions you might want to include: Why are you panhandling? Have you tried other ways of obtaining financial support? Is there a reason you do not currently work? What types of work would you do? How much money do you take in on an average day? What do you do with the money you get from panhandling? (Students should be in pairs while interviewing, and should not antagonize or forcefully challenge panhandlers.)
9. Draw a poster advocating or opposing giving money to panhandlers.
10. Write a diary or journal entry as either a person who panhandled for the first time today or as a person who earlier in the day gave money to a person panhandling. How did you feel about the experience? What was the reaction? What were the alternatives, that is, could you have done something else?
11. Think about how you and your fellow students could create a program to help panhandlers. Present your program to the class, and allow your classmates to suggest improvements to your proposal.

Resources:

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

How to conduct a good interview:

http://www.ehow.com/how_4577240_conduct-newspaper-interview.html

<http://www.nychsj.com/resources/Techniques+of+Interviewing+-+OK.pdf>

<http://www.youtube.com/watch?v=4eOynrl2eTM> (5:08)

An interesting slideshow with audio that explains how to produce a PSA:

<http://www.wiredsafety.org/wiredlearning/psa/index.htm>

The Doe Fund—The Doe Fund’s mission is to develop and implement...programs and innovative business ventures...to help homeless and formerly incarcerated individuals achieve permanent self-sufficiency.

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

“The Professional Panhandling Plague” by Steven Malanga, *City Journal*

http://www.city-journal.org/2008/18_3_panhandling.html

City Journal

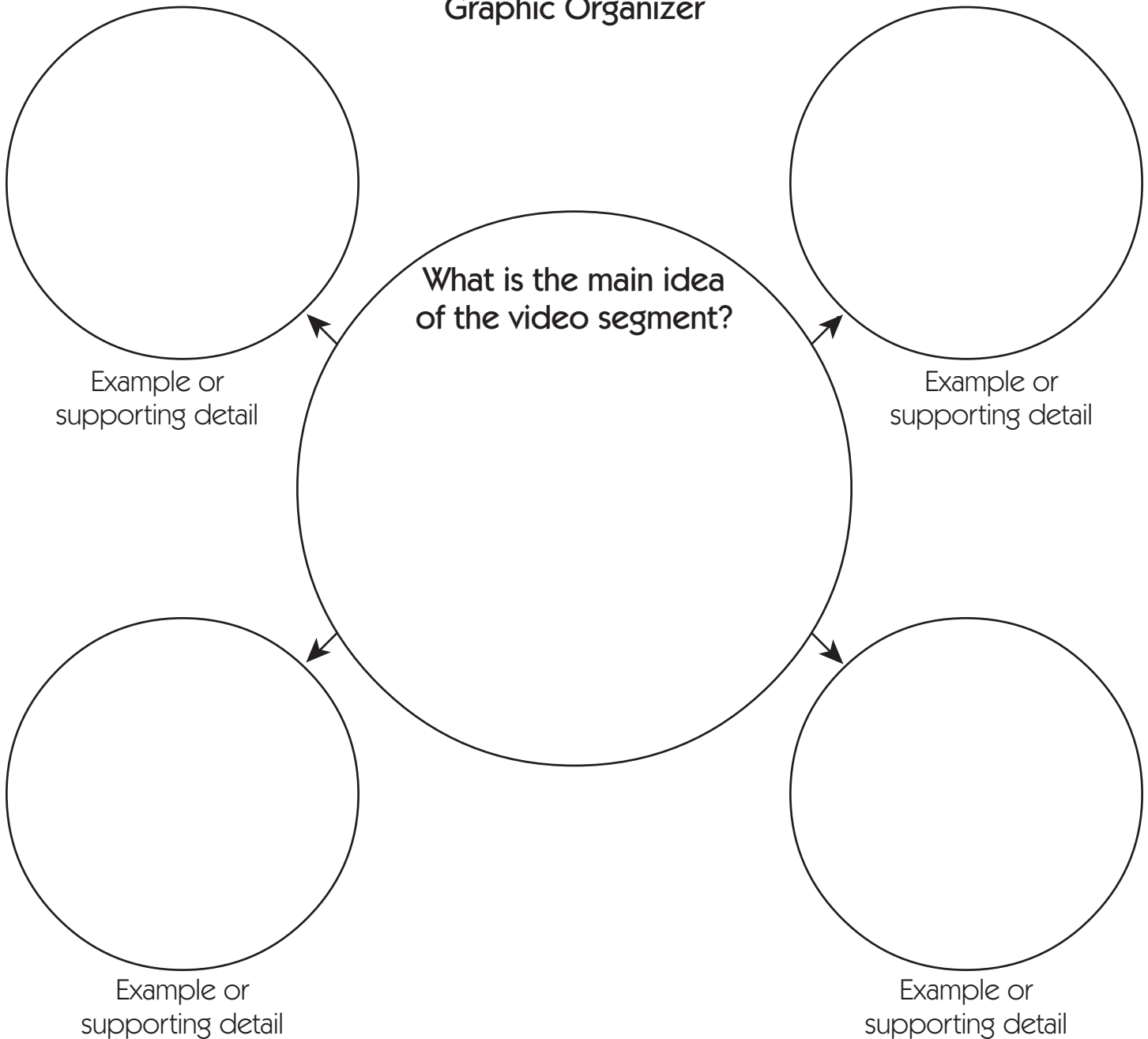
<http://city-journal.org/>

Name _____ Date _____

Class _____ Period _____ Teacher _____

Professional Panhandling: Charity Gone Wrong

Graphic Organizer



What I knew or thought I knew before watching this video:

What I learned from this video:

FOOD POLICE: REGULATION GONE WRONG

Segment Length: 4:32 minutes

Lesson Description:

Should people be allowed to eat whatever they want? Even if it's bad for them? What are the limits on freedom? What are the limits on government power? This segment looks at some regulations on food and asks the question: Is it the role of government to protect me from myself?

Concepts & Key Terms:

Pasteurization—the process of heating food such as milk to a temperature below boiling and then immediately cooling it. This process reduces the number of pathogens (germs). In milk, pasteurization has been shown to eliminate 90% of harmful bacteria.

CDC—Centers for Disease Control and Prevention, a federal agency that works to protect public health and safety.

Objectives:

Students will be able to...

- discuss some examples of the limits to freedom.
- explain the arguments in favor of and against consuming raw milk.
- compare crimes in which there are victims to crimes in which there are no victims.
- evaluate the differences between government protecting us from others and government protecting us from ourselves.

Preview Activity and Questions:

Distribute the Food Police: Regulation Gone Wrong graphic organizer. Ask students to complete Part A prior to watching the video. After 5 minutes, query the students, asking them to explain their answers.

OR

Ask the students what rules there are about serving or selling candy or other unhealthy food in school. Ask them why those rules exist? Is it the school's job to protect you? Why? What about when you graduate; are you on your own to make the decisions for yourself? Are there any state, city, or town regulations that affect what you can eat?

Viewing Guide:

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

Answers to Viewing Guide:

- | | | | |
|-------------|-------------|-------------|------------|
| 1. milk | 3. bacteria | 5. invasion | 7. illegal |
| 2. criminal | 4. eat | 6. milk | 8. choice |

Name _____ Date _____

Class _____ Period _____ Teacher _____

Food Police: Regulation Gone Wrong Viewing Guide

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

1. Their crime was selling _____ that hadn't been pasteurized
2. These people come and invade, ripped my house apart. They took me down to the county jail, booked me, photographed me like a _____.
3. Unpasteurized means the milk hasn't been heated to kill the _____ like salmonella that can give you stomach aches or kill you.
4. ...this is America. How are you going to tell me what I should and shouldn't _____?
5. When a government gets between my lips and my throat, I call that an _____ of privacy.
6. Most states ban the sale of raw _____, just as they ban unlicensed lemonade stands.
7. Every day I look over my shoulder. Okay, what are they going to find _____ tomorrow?
8. Basic food freedom of _____ should be as important as the freedom to worship, speak, or own a gun.

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

Thinking back on your initial answers on the Food Police: Regulation Gone Wrong Chart, was there anything in this video that was surprising? If yes, what? If no, why not?

What is your view of what you saw in the video? _____

Discussion and Analysis:

1. Should people be drinking raw milk? Why / Why not?
2. Should the government stop people from drinking raw milk? Why / Why not? If government should stop them, is that because it's government's job to protect people from their own bad decisions—from themselves?
3. What about banning Happy Meals? Is that government's job? Aren't most people who eat Happy Meals little children? Shouldn't their parents decide? Do all parents make good decisions about feeding their children? How do you know?
4. What might be some reasons the government tells people what kind of food they can and can't consume?
5. What other laws and regulations limit our behavior in an attempt to protect us from ourselves? How much control over our lives should the government have? How do you know?
6. Should cigarettes be banned? What about alcohol? Why / Why not?
7. John Stossel said the woman who claimed that raw milk is pure, healthy, and makes her feel good was "ridiculous." Then he added, "But don't free people have a right to be ridiculous?" Do they? If we are really a free country, don't we have a right to do ridiculous things, providing we don't harm other people?
8. When asked why he wanted to drink raw milk, Joel Salatin answered, "Because I want to." Is that a good reason? Does he need a good reason? Should he have to justify why he wants to drink raw milk?
9. Joel Salatin said that more people have drowned in pools than have gotten sick from raw milk. Does he have a point? Should pools be banned? How about cars? Bicycles? What else could the government ban that is bad for us?
10. Farmer Sharon Palmer said that she was taken down to the county jail, booked, and photographed like a criminal. She was charged with six felonies. Isn't she a criminal? Why / Why not?
11. Stossel: The CDC says hundreds of people have gotten sick from raw milk.
Salatin: More than that have drowned in backyard swimming pools. I think we should fill in all the backyard swimming pools and outlaw them.
What do you think of Joel Salatin's point about swimming pools?
12. Are there victims in every crime? Who were the victims of Rawesome Foods and Sharon Palmer? Why would some actions be crimes even if there are no victims?
13. If you were an elected official, what if anything would you do about the consumption of unhealthy food?

Discuss These Lines from the Video:

1. "Some towns banned Happy Meals. One banned all new fast food restaurants. My town's mayor wants to limit the salt I can eat."
2. "It seemed like they thought we had cocaine in the papayas or something."
3. "Palmer and Rawesome's owners were charged with six felonies. They could go to jail."
4. "...this is America. How are you going to tell me what I should and shouldn't eat?"
5. "The CDC says because people don't wash chicken properly, bacteria in it causes lots of illness and many deaths. But we don't ban chicken."
6. "When a government gets between my lips and my throat, I call that an invasion of privacy."

7. “Life is risky. You can die from it. I mean, ultimately—ultimately, you and I should be able to choose our risk.”
8. “I think eating Cocoa Puffs and eating Twinkies and drinking Mountain Dew is risky. But I’m not asking for a government to tell you that you can’t do it.”
9. “Every day I look over my shoulder. Okay, what are they going to find illegal tomorrow?”
10. “Basic food freedom of choice should be as important as the freedom to worship, speak, or own a gun.”

Quotes for Discussion:

All milk sold for human consumption should be pasteurized.

—American Medical Association

Government exists to protect us from each other. Where government has gone beyond its limits is in deciding to protect us from ourselves.

—Ronald Reagan

Unpasteurized milk is the number one food safety problem in the nation.

—Rob Tauxe, a deputy director at the Centers for Disease Control and Prevention

Since the general civilization of mankind, I believe there are more instances of the abridgment of the freedom of the people by gradual and silent encroachments of those in power than by violent and sudden usurpations.

—James Madison

Raw milk is inherently dangerous. It should not be consumed by anyone, at any time, for any reason.

—John Sheehan, FDA official

What Americans need to realize is that it is impossible to increase government power without decreasing individual liberty. Government power, after all, means coercing people into doing some things and into refraining from doing other things. Every law says to the citizen, ‘You must’ or ‘You shall not.’ Thus, liberty is lost incrementally, law by law by law.

—Charley Reese

If you pass a law that makes it easier to buy raw milk, you certainly will have more instances of illnesses and deaths. That’s inevitable. I think after a few dead kids, people will lose their enthusiasm for raw milk. We know that raw milk is a high-risk product....

—Bill Keene, senior epidemiologist, Oregon Division of Public Health

What more is necessary to make us a happy and a prosperous people? Still one thing more, fellow citizens—a wise and frugal Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits....

—Thomas Jefferson

Government is not reason, it is not eloquence, it is force; like fire, a troublesome servant and a fearful master. Never for a moment should it be left to irresponsible action.

—George Washington

Activities:

1. Have students complete the Food Police Conclusion Chart at the end of this section.
2. Research Rawesome Foods. What types of products do they sell? Why do people shop there?
3. Research recent government action with regard to the selling of raw milk. How many cases can you find reports about? Has each case been handled similarly? Write a report on your findings.

4. Pasteurization is named for Louis Pasteur. Who was Louis Pasteur? What did he do? What is he known for? How did his discoveries impact our lives? Research Louis Pasteur and report on him to the class.
5. Read Joel Salatin's book, *Everything I Want To Do Is Illegal*, and write a book report about it. (See links in Resources section below for guides to writing book reports.)
6. Go to the CDC's website and research the problems the government agency says could arise from consuming raw milk and cheese. Report your findings to the class.
7. Joel Salatin said that more people have drowned in pools than have gotten sick from raw milk, yet pools haven't been banned. What are some other ways people have died in activities that could have—but haven't been—banned? Research this and prepare a slideshow to report your findings to the class.
8. You are running for president. At a press conference, you are asked if the United States government should stop people from selling or buying raw milk. Act out this scenario in class. Be willing to take questions from your classmates.
9. Have there been any attempts in the past two years to change laws regarding the production, sale, or consumption of raw milk? Research this topic and write a report on it.
10. You have been appointed to a state panel on healthy food. In your panel, discuss the appropriateness of developing a healthy food policy for your state. If you decide to create such a policy, explain what the policy and the penalties will be. What, if any, restrictions will you and your group create? Why? How will you enforce your policies? Why do you think you are using government power properly by enacting such restrictions?
11. Write a public service announcement (PSA) about raw milk. Be sure to advocate a position and explain possible ramifications if your position is not followed. The PSA may be presented as a video (TV spot), audio (radio spot), slideshow presentation, or on a storyboard. The PSA may be a group or individual project. (See link in Resources section below for a guide to producing effective PSAs.)
12. Does your state have any laws about unpasteurized milk? What are those laws? Research your state's regulations on raw milk, and write a letter to the editor taking a position advocating your position on banning the drinking of raw milk. (See link in the Resources section below for a guide on writing letters to the editor.)
13. Read and summarize the article "Rawesome Raid: Federal Agents Arrest Owner, Dump Food." (http://www.huffingtonpost.com/2011/08/03/rawesome-raid-_n_917540.html)
14. View the website <http://www.overcriminalized.com>. Read and summarize several of the case studies.
15. Write a persuasive essay in which you argue for or against outlawing the sale of raw, unpasteurized milk. Be sure to address the opposing side of the argument in your essay.
16. Investigate the arguments in favor of and against drinking raw milk, and write a report.
17. New York City's Mayor Bloomberg has called for enacting limits on salt, soda sizes, and has led the move to ban trans fats, among other health-conscious efforts. Research the mayor's positions on healthy food, and write a report.
18. In groups, research the arguments for and against banning raw milk, and conduct a classroom debate. (See link in Resources section below for a guide to conducting classroom debates.)
19. Draw a poster about raw milk.

Resources:

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

Guide to writing a letter to the editor:

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

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

ProCon.org has information that will allow students to prepare for a classroom debate on the topic of the benefits of raw vs. pasteurized milk.

<http://milk.procon.org/view.answers.php?questionID=000806>

How to write a book report:

For students: assistance in writing a book report

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

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

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

An interesting slideshow with audio that explains how to produce a PSA:

<http://www.wiredsafety.org/wiredlearning/psa/index.htm>

Food Renegade

<http://www.foodrenegade.com/your-choice-of-food-fundamental-right/>

“Rawesome Raid: Federal Agents Arrest Owner, Dump Food”

http://www.huffingtonpost.com/2011/08/03/rawesome-raid-_n_917540.html

Why New York’s (and Other Jurisdictions’) Food Regulations Do Not Violate Freedom of Choice: The False Notion That Our Tastes Are of Our Own Making

<http://writ.news.findlaw.com/buchanan/20100520.html>

Overcriminalized.com

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

Raw Milk Facts

<http://www.raw-milk-facts.com/>

Book

Everything I Want To Do Is Illegal by Joel Salatin

Name _____ Date _____

Class _____ Period _____ Teacher _____

Food Police: Regulation Gone Wrong

Conclusion Chart

Directions: Fill in the chart below before watching the video. Based on what you know and what you have heard, list foods that are unhealthy. You do not have to fill in every row. Based on what you know about the role of government and on your own opinions, briefly explain what, if anything, you should do about unhealthy food and what, if anything, the government should do.

Column A	Column B	Column C
Food that is unhealthy for me:	What if anything should I do about it?	What if anything should the government do about it?

What conclusions can be drawn about your views, based on your answers in columns B and C?

JOB CREATION GONE WRONG

Segment Length: 6:02 minutes

Lesson Description:

Who creates jobs? And who creates jobs the best? Can the government help, or do government attempts to create jobs lead to inefficiencies and waste? Do government regulations help or hinder job creation? This segment looks at job creation and the role of government.

Concepts & Key Terms:

Agritourism—relates to any agriculturally-based activity on a farm or ranch to entertain or educate visitors.

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

ISDN line (Integrated Service Digital Network)—considered the original high-speed Internet service, utilizing a phone line. ISDN was the step between dial-up and DSL/cable. During the 1990s, ISDN was revolutionary: no longer would people have to miss calls while using the Internet, or shut down the Internet to make a call.

Objectives:

Students will be able to...

- explain how good intentions by government can have negative consequences.
- explain the basis for job creation in the private sector and in government.
- discuss arguments in favor of and arguments against government attempts to spur job creation.
- assess the various views of government attempts to create jobs.

Preview Activity and Questions:

Use Think, Pair, Share to have students answer the following questions:

- How are jobs created?
- Why are jobs created?

After a few minutes, query the students, asking them to explain their answers.

Viewing Guide:

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

Answers to Viewing Guide:

- | | |
|-------------------------|--------------|
| 1. market | 6. kitchen |
| 2. Spend | 7. deterring |
| 3. effective, efficient | 8. helping |
| 4. patriotic | |
| 5. intrusive | |

Name _____ Date _____

Class _____ Period _____ Teacher _____

Job Creation Gone Wrong Viewing Guide

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

1. The public sector and the private sector must be working together in order for the _____ to work properly.
2. If government can create these 2 million jobs, why not 5 million jobs, 10 million jobs? Why are you so cheap? _____ more.
3. Government's just not very _____ and very _____ at using money.
4. I'll tell you this, to me the most _____ thing you can do as an American is be filthy, filthy rich.
5. But Cuban says it would be hard for him to start his businesses today, because government's gotten so much more _____.
6. We missed an entire harvest because we couldn't get the _____ certified in time.
7. Without the government _____ the growth of this business, we could hire 10 more, easy.
8. But big government doesn't get out of the way....it keeps _____ us.

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

What argument does John Stossel make in this video? _____

What is the other side of the argument? _____

Discussion and Analysis:

1. Who creates jobs? Why?
2. What role can government play in creating jobs?
3. Are jobs created simply to employ people, or is there more to it? Does it matter if there is a need?
4. In the video, John Stossel said that politicians can't create jobs. He's being figurative. They can create jobs. What does he really mean?
5. When John Stossel said that "Government doesn't have any money of its own. It has to take money from the private sector," what point is he trying to make?
6. Are government jobs as good for the economy as private sector jobs? Why / Why not?
7. If government can simply create jobs, why is there any unemployment at all? Is there more to this?
8. Representative Keith Ellison pointed out that numerous government properties—schools, parks, and bridges—are in need of repairs. Who's supposed to fix these? Where should the money come from to pay for repairs?
9. What about supporting businesses? Should the government try to support businesses? Do you think government can choose businesses to help based on the potential for success or would the decisions end up being political? How does that differ from support from a bank or venture capitalist?
10. Who is Mark Cuban? How many jobs did he say he created? Was his goal to create jobs? What was his goal?
11. What do you think Mark Cuban's goal of being able to listen to basketball games over the Internet led to? Did his effort to do this impact your life? How?
12. Why does Mark Cuban say it's patriotic to be "filthy rich"?
13. According to Mark Cuban, why would it be hard for him to start his businesses today?
14. What does Ed Land do for a living? What were his complaints?
15. Do you think government regulations do more to create jobs or to inhibit them? Why?
16. Why does government regulate? What do you think are some good government regulations? What might be some bad government regulations? What's the difference? How can even good regulations lead to fewer private sector jobs?
17. What emotion was Ed Land expressing when he said, "I'm tired of them telling us what to do, and how to live, and how to do business, how to can a product. And I ask them permission for everything I do in life. You want to control everything? Then you come out here and run the damn thing." Why does he seem so frustrated?
18. There are often unintended consequences to actions. How might that apply to government regulations? How might that apply to government attempts to create jobs?

Discuss These Lines from the Video:

1. "The politicians in there [the U.S. Capitol] claim they create jobs...but no, they can't!"
2. "John, nobody can doubt that we have schools that are crumbling, that our parks need more attention. My own city of Minneapolis, we saw a bridge fall into the Mississippi River..."
3. "But government doesn't have any money of its own. It has to take money from the private sector to give to these projects."
4. "If government can create these 2 million jobs, why not 5 million jobs, 10 million jobs? Why are you so cheap? Spend more."

5. “Losing is contagious. You know, we had a survival attitude as opposed to a let’s win attitude, and that’s what I had to change.”
6. “Government’s just not very effective and very efficient at using money.”
7. “A lot of these things now, there’s so much paperwork and regulation, so many things that you have to sign up for that you have a better chance of getting in trouble than you do of being successful.”
8. “They [government] make it hard because they want safety and fairness and think their rules provide that.”
9. “I’m tired of them telling us what to do, and how to live, and how to do business, how to can a product. And I ask them permission for everything I do in life. You want to control everything? Then you come out here and run the damn thing.”
10. “We missed an entire harvest because we couldn’t get the kitchen certified in time.”
11. “That time and money he spends obeying government could have gone to create jobs.”
12. “Get out of our way and leave us alone, and we can create all the jobs.”
13. “But big government doesn’t get out of the way....it keeps *helping* us.”

Quotes for Discussion:

If all we want are jobs, we can create any number—for example, have people dig holes and then fill them up again, or perform other useless tasks. Work is sometimes its own reward. Mostly, however, it is the price we pay to get the things we want. Our real objective is not just jobs but productive jobs—jobs that will mean more goods and services to consume.

—Milton Friedman

It [unemployment insurance] injects demand into the economy. It creates jobs faster than almost any other initiative you can name.

—Nancy Pelosi

Whatever you tax, you get less of.

—Alan Greenspan

As a country, our politicians are spending taxpayer money, our money, as if there is no limit to how big a deficit they can run. Left to their own devices, politicians will do what they always do, spend more money. That is the culture in our government today.

—Mark Cuban

Not only our future economic soundness but the very soundness of our democratic institutions depends on the determination of our government to give employment to idle men.

—Franklin D. Roosevelt

I vote for the candidate who I think will do the least.

—Mark Cuban

Either you believe in markets or you believe in government.

—Lawrence Kudlow

No country can squander itself to prosperity on the ruin of its taxpayers.

—Herbert Hoover

True individual freedom cannot exist without economic security and independence. People who are hungry and out of a job are the stuff of which dictatorships are made.

—Franklin D. Roosevelt

One of the great mistakes is to judge policies and programs by their intentions rather than their results.

—Milton Friedman

Small and mid-sized companies in this country historically have been responsible for creating the overwhelming majority of new jobs in the private sector. One of the most-common misconceptions about our private enterprise system is that large companies, such as the Fortune 500, are integral to the process of job creation in this country. The truth is quite the opposite.

—Michael Milken

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

—Thomas Sowell

Innovation has nothing to do with how many R&D dollars you have. When Apple came up with the Mac, IBM was spending at least 100 times more on R&D. It's not about money. It's about the people you have, how you're led, and how much you get it.

—Steve Jobs

Activities:

1. Have students complete the Job Creation Word Search at the end of this section.
2. Conduct a classroom debate on government and its role in creating jobs. One side could argue that government should have an active role in fostering job creation, and the other side could argue that government should have minimal involvement with the economy so as not to interfere with the creation of jobs. (See link in Resource section below for a guide to conducting classroom debates.)
3. Research Mark Cuban and write a biography of him. (See link in Resources section below for a guide to writing a biography.)
4. Steve Jobs said that, “Innovation has nothing to do with how many R&D dollars you have. When Apple came up with the Mac, IBM was spending at least 100 times more on R&D. It's not about money. It's about the people you have, how you're led, and how much you get it.” How does that relate to government efforts to create jobs by giving subsidies to businesses? Write an essay in which you relate Steve Jobs' quote to government attempts to help businesses.
5. Write a letter to the president, expressing your view on the issue of government attempts to create jobs. Be sure to explain why you are writing and support your position. (See link in Resources section below for a guide to writing to the president.)
6. Write a job creation rap.
7. Mark Cuban has said he votes for the candidate he thinks, “will do the least.” Why would he say that? What are his political views? Research and write a report about Mark Cuban's political beliefs and the philosophical foundation of those beliefs.
8. Read and summarize the article about job creation, “The Myth Of The Small-Business Job Engine” by Yuval Rosenberg. (http://articles.businessinsider.com/2011-08-29/markets/30041043_1_job-creation-net-new-jobs-job-growth)
9. Read the article “Job Creation? Look to Entrepreneurs” by Amy M. Wilkinson. What is Amy Wilkinson's argument? What is she critical of? How does she say jobs are created? For what reasons? (<http://www.cnn.com/2009/OPINION12/04/wilkinson.jobs.smallbusiness.government/index.html>)
10. Interview the owner or manager of a local business. Some questions you might want to include might be: When do they decide to hire additional employees? Why do they hire them? Are they

trying to be nice? Have they ever had to reduce the number of their employees? Why? (See link in Resources section below for a guide to conducting interviews.)

11. George McGovern was a senator from South Dakota and the Democrat presidential candidate in 1972. He remained in the Senate until 1981. During his years in government, he supported many government regulations, programs, and policies. Then, in 1988, he purchased the Stratford Inn, in Connecticut. That experience changed his views of government. Read and summarize his story, “What I Know Now: Nibbled to Death.” (<http://www.inc.com/magazine/19931201/3809.html>)
12. Draw a comic or political cartoon about government regulations or attempts to create jobs.
13. Read one of the three articles listed in the Resources section and write a summary about the article you chose, or prepare a slideshow demonstrating the author’s major points. Be sure to include supporting data.
14. Research Solyndra, a company that made solar panels and received more than \$500 million in government loans. How did that work out? How is this an example of the problem with government trying to help businesses? Why might government not be good at choosing successful businesses? What might have been an alternative to taking that money out of the private sector to give to Solyndra? Write a report on this or produce a slideshow and present it to the class.
15. Think about how you might create jobs. What purpose do you have to hire others? Alone or with a partner, develop a business plan that explains what product or services you plan to produce or provide, who your customers will be, from whom, if anyone, you will get the money to start your business, and why those people will invest in your business. Then, present your business plan to the class. Allow 5 to 10 minutes for questions at the end of your presentation, and allow your classmates to suggest improvements to your plan. (See link in Resources section below for a guide to writing a business plan.)

Resources:

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

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

How to write a biography:

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

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

How to conduct a good interview:

http://www.ehow.com/how_4577240_conduct-newspaper-interview.html

<http://www.nychsj.com/resources/Techniques+of+Interviewing+-+OK.pdf>

<http://www.youtube.com/watch?v=4eOynrl2eTM> (5:08)

How to develop a business plan:

<http://app1.sba.gov/training/sbabp/bptemplate.pdf>

How to write a letter to your elected representative:

<http://www.whitehouse.gov/contact/write-or-call#write>

- “Job creation? Look to Entrepreneurs” by Amy M. Wilkinson
http://articles.cnn.com/2009-12-04/opinion/wilkinson.jobs.smallbusiness.government_1_new-jobs-start-ups-job-creation?_s=PM:OPINION
- “The Myth Of The Small-Business Job Engine” by Yuval Rosenberg.
http://articles.businessinsider.com/2011-08-29/markets/30041043_1_job-creation-net-new-jobs-job-growth
- “Creating Jobs vs. Creating Wealth” by Dwight R. Lee
<http://www.thefreemanonline.org/columns/creating-jobs-vs-creating-wealth/>
- “Lending a hand: Policymakers can help create jobs, up to a point”
<http://www.economist.com/node/21528430>
- “What I Know Now: Nibbled to Death” by George McGovern
<http://www.inc.com/magazine/19931201/3809.html>
- “Why Government Jobs Programs Destroy Jobs” by Thomas J. DiLorenzo
<http://www.thefreemanonline.org/columns/why-government-jobs-programs-destroy-jobs/>

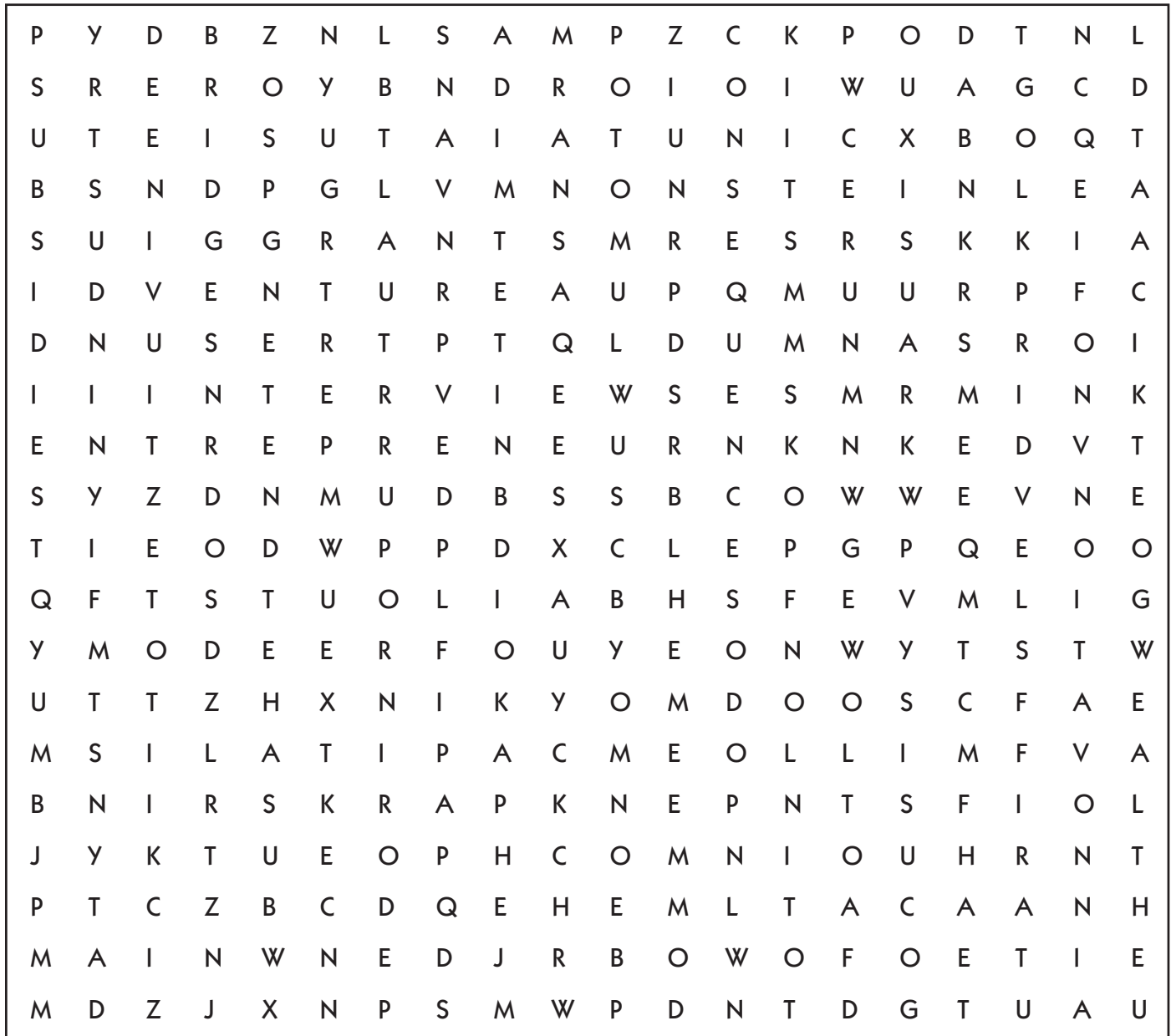
Name _____ Date _____

Class _____ Period _____ Teacher _____

Job Creation Gone Wrong

Word Search

Directions: Locate and circle the 31 words listed below the puzzle. Words appear horizontally, vertically, diagonally, backwards, and forwards.



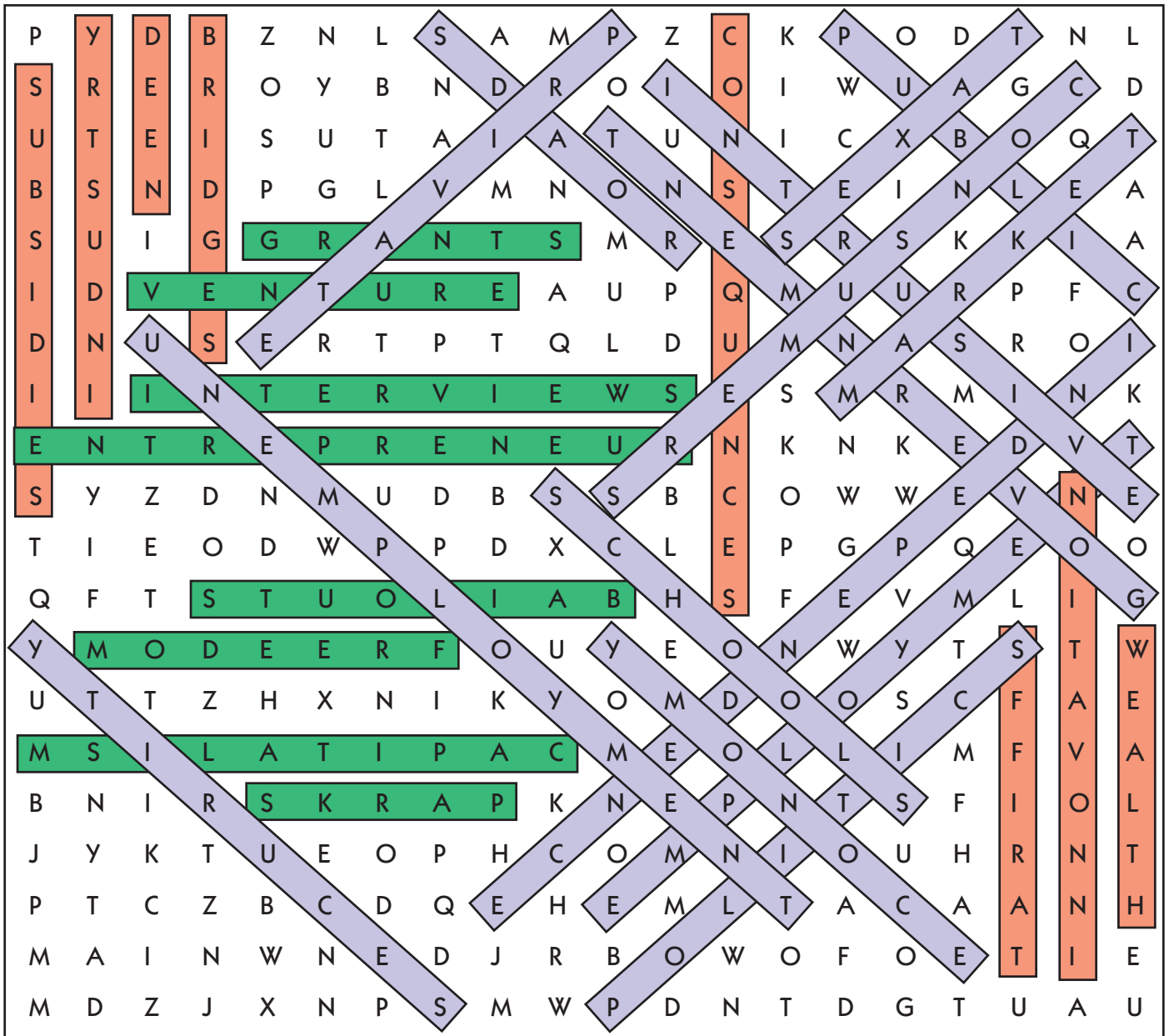
BAILOUTS
BRIDGES
CAPITALISM
CONSEQUENCES
CONSUMERS
ECONOMY
EMPLOYMENT
ENTREPRENEUR

FREEDOM
GOVERNMENT
GRANTS
INDEPENDENCE
INDUSTRY
INNOVATION
INTERVIEWS
INTRUSIVE

MARKET
NEED
PARKS
POLITICS
PRIVATE
PUBLIC
ROADS
SCHOOLS

SECURITY
SUBSIDIES
TARIFFS
TAXES
UNEMPLOYMENT
VENTURE
WEALTH

Answers to Word Search:



BAILOUTS
BRIDGES
CAPITALISM
CONSEQUENCES
CONSUMERS
ECONOMY
EMPLOYMENT
ENTREPRENEUR

FREEDOM
GOVERNMENT
GRANTS
INDEPENDENCE
INDUSTRY
INNOVATION
INTERVIEWS
INTRUSIVE

MARKET
NEED
PARKS
POLITICS
PRIVATE
PUBLIC
ROADS
SCHOOLS

SECURITY
SUBSIDIES
TARIFFS
TAXES
UNEMPLOYMENT
VENTURE
WEALTH

INNOVATION: PRIVATE VS. PUBLIC

Segment Length: 6:39 minutes

Lesson Description:

Can politics and politicians solve *all* our problems? Is government more effective than private enterprise? Can't we count on the entrepreneurial spirit to innovate and to develop solutions to the problems we face? This segment looks at several entrepreneurial endeavors, including energy efficient cars, space travel, and new methods of cleaning up oil spills.

Vocabulary:

Boondoggle—(noun) program, especially a government program, that is generally considered to be of no real value—a waste of time and money.

Objectives:

Students will be able to...

- discuss some differences between government and private enterprise attempts at innovation.
- discuss some ways entrepreneurs are trying to innovate and solve some problems we face.
- explain why government attempts to solve problems might actually hamper innovation.
- assess the impact of competition on problem-solving.

Preview Activity and Questions:

Ask students to fold a sheet of paper down the middle. On the left side, have them write down various products and services they use. On the right side, they should write who they believe created the product or service, either the private sector or the government. Who do the students think created the products and services they use? After about five minutes, have the students take turns giving their answers. Were they right? Do the students realize that most products and services are developed by entrepreneurs?

OR

Give students this scenario: Because of the growing population in our community, our fresh water supply is running low. What should we do? Use Think, Pair, Share to have students discuss and answer. After about five minutes, review students' answers. Did many of the responses involve rationing or limiting how much people can use? Were there any responses that involved innovative ways to produce more water to meet the demand? As a transition question, ask the students: If limiting what people can use is the answer to shortages, how might that interfere with or slow down innovation?

Viewing Guide:

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

Answers to Viewing Guide:

1. money
2. fraction
3. private sector
4. innovation
5. tomorrow
6. hundred
7. pick
8. doubled
9. succeed

Answers to Innovation Terms Crossword Puzzle:

Across

3. Inspiration
4. Brainstorm
7. Value
9. Future
13. Marketable
17. Motivation
18. Planning

Down

1. Creativity
2. Incentive
5. Development
6. Leadership
8. Ingenuity
10. Communication
11. Analysis
12. Technology
14. Research
15. Concept
16. Vision

Name _____ Date _____

Class _____ Period _____ Teacher _____

Innovation: Private vs. Public Viewing Guide

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

1. Over the years politicians have promised us energy independence, world peace, an end to poverty. If we just give them more _____, they will solve those problems.
2. Government science is clumsy. By contrast, for a _____ of the cost, a private group called the X-Prize does better.
3. You know, all innovation comes out of the _____; it comes out of entrepreneurs.
4. We're programmed to believe that if it's for real high-tech, futuristic _____, it's got to come from the government.
5. I like the idea of government taking my dollars, my tax dollars, and investing in the technologies of _____.
6. While government spent billions, X-Prize offered a \$10 million prize for a car that gets a _____ miles per gallon.
7. We don't _____ the winner in advance like the government does in research. The research funding agency says, "You're a good researcher. Here's money."
8. The top 10 teams went head-to-head at the world's largest oil spill cleanup facility in New Jersey. And seven of the 10 teams _____ the pre-existing standards that had been used to clean up oil for the last—the last 20 years.
9. Just because government can't, that doesn't mean we can't. We can! Individuals _____ while government fails.

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

Why might the political process be less effective in solving problems and innovating than private enterprise?

Discussion and Analysis:

1. Why does John Stossel say that politicians can't do what private individuals can?
2. Why do people try to create new products and services?
3. What is an entrepreneur? What is the role of competition in bringing about progress?
4. John Stossel said that people "are programmed to believe that if it's for real high-tech, futuristic innovation, it's got to come from the government." Is that true? Why do you think others might believe this? Did you believe that before seeing the video? Why / Why not?
5. X-Prize founder Peter Diamandis said that the government pays researchers to research solutions. The X-Prize Foundation pays those who produce successful innovations. Why might the different approaches get different results?
6. What are some products that have been improved during your lifetime? Who paid for those improvements? What were the incentives to improve those products?
7. Do you think space travel will be cheap enough in your lifetime for the average American to afford, or will it be something that only the wealthy will be able to afford? What would make it possible for average people to be able to afford space travel?
8. What are the differences between government and private entrepreneurs investing in problem-solving ventures? Whose money is being spent?
9. It has been said that entrepreneurs are problem solvers for humanity. What does that mean?
10. Politicians say they want to improve our lives. Businesses try to make a profit. Regardless of their intentions, who does more to improve our lives, government or private enterprise? Why? Do their intentions matter? Why / Why not?
11. What examples can you give of government or private enterprise improving our lives? Is there any difference between government actions, which usually are instituted by force, and business actions, in which we have a choice? Explain.

Discuss These Lines from the Video:

1. "Over the years politicians have promised us energy independence, world peace, an end to poverty. If we just give them more money, they will solve those problems."
2. "Offer a prize and they will come."
3. "A company that plans to run a tour bus in space. Already Tom Hanks, Ashton Kutcher, Katy Perry, and Brangelina bought tickets. The fare is \$200,000 now, but Branson says some day it will be as cheap as normal airfare."
4. "...all innovation comes out of the private sector, it comes out of entrepreneurs."
5. "I like the idea of government taking my dollars, my tax dollars, and investing in the technologies of tomorrow."
6. "But the competition will bring the best ideas to the top."
7. "We don't pick the winner in advance like the government does in research. The research funding agency says, 'You're a good researcher. Here's money.' We...say, I don't know which of you...[is] the best one, but the one who achieves this, we'll pay you. We only pay for success."
8. "Just because government can't, that doesn't mean we can't. We can!"

Quotes for Discussion:

The greatest advances of civilization, whether in architecture or painting, in science and literature, in industry or agriculture, have never come from centralized government.

—Milton Friedman

The way we're really going to grow the economy is to invest in people, to invest in innovation, to have the federal government put money in the kind of research that will create the new high-technology, biotechnology industries that will create the millions of new jobs.

—Joe Lieberman

When men are easy in their circumstances, they are naturally enemies to innovations.

—Joseph Addison

The march of invention has clothed mankind with powers of which a century ago the boldest imagination could not have dreamt.

—Henry George

We have to get government out of the job of picking winners and losers. That's what they've been doing the last year and a half, getting in the way of businesses that are trying to reinvest to get our economy back on its feet.

—Kristi Noem

We may have to force people to get together in terms of picking a particular type of technology and starting to build to that technology, as opposed to everybody exercising their right to buy their own system, you know, at will.

—Michael Chertoff

Great innovation should not be forced on slender majorities.

—Thomas Jefferson

Problem solving is the purpose of any business enterprise.

—Peter F. Drucker

The government solution to a problem is usually as bad as the problem.

—Milton Friedman

To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.

—Albert Einstein

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

—Leon Kass

Activities:

1. Have students complete the Innovation Terms Crossword Puzzle at the end of this section.
2. Read John Stossel's book, *No They Can't: Why Governments Fail But Individuals Succeed*, and write a book report about it.
3. John Stossel referred to Solyndra as a failure and a boondoggle. Research Solyndra. How was it a failure and a boondoggle?
4. Research and report on CAT scan technology. How was it developed? What does it do? How has it improved medical care? What improvements have been made to CAT scan technology since it was first developed? Your report can be in the form of a poster board, slideshow, or a written report.

5. Research the X-Prize Foundation. What competitions has the foundation held? Why have they conducted these competitions? Why have people competed? What have been the results? What competitions are being held now and are being planned for the future?
6. Read and summarize “Humanity’s Greatest Achievement” by Johan Norberg.
(<http://www.venezie.org/authors/norberg/Humanity-Greatest-Achievement.pdf>)
7. Research and report on Richard Branson’s Virgin Galactic.
8. Write an essay about Virgin Galactic and private space exploration. Would you take a trip to outer space? Why / Why not?
9. Research the Wendy Schmidt Oil Cleanup X Challenge. Who is Wendy Schmidt? Why did she sponsor the competition? What were the results of the competition?
10. Design your own X-Prize competition. What problem do you see that needs to be solved? How will your competition lead to a solution or innovation?

Resources:

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

How to write a book report:

For students: assistance in writing a book report

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

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

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

“Humanity’s Greatest Achievement” by Johan Norberg.

<http://www.venezie.org/authors/norberg/Humanity-Greatest-Achievement.pdf>

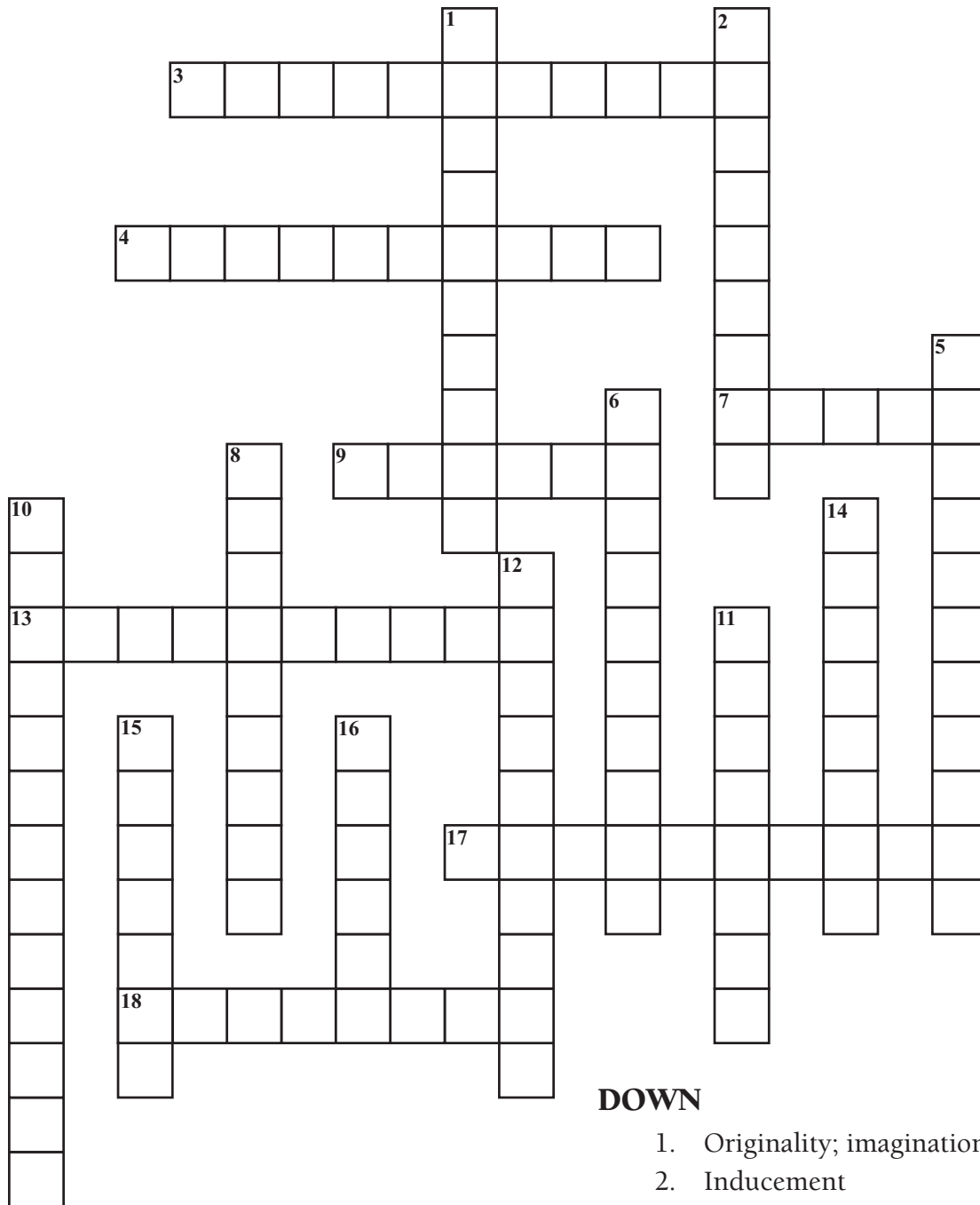
Wendy Schmidt Oil Cleanup X Challenge

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

X-Prize Foundation

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

Innovation Terms Crossword Puzzle



ACROSS

- 3. Stimulus to act
- 4. Suggesting ideas in groups
- 7. Having worth to another
- 9. Antonym of past
- 13. Sellable
- 17. Encouragement, incentive
- 18. Devising; designing

DOWN

- 1. Originality; imagination
- 2. Inducement
- 5. Advancement; significant event
- 6. Stewardship; ability to motivate
- 8. Inventiveness; resourcefulness
- 10. Interchange of ideas; discourse
- 11. Study components; examination
- 12. Mechanization; automation
- 14. Investigate; look into further
- 15. A big idea; hypothesis
- 16. Ability to see or look ahead

COLLABORATION LEADS TO INNOVATION

Segment Length: 9:13 minutes

Lesson Description:

Why has life changed so much over the past few centuries, after remaining relatively the same for hundreds of thousands of years? Why does it seem that changes occur faster now than in the past? How have our lives been affected by innovation? What does the future hold? This segment looks at the reasons for and results of collaboration and innovation.

Vocabulary:

Complacent—(adj.) pleased with the situation one is in, usually without awareness of some potential harm or danger.

Gastroenterologist—(noun) specialist who deals with the digestive system and related problems.

Homo erectus—(noun) ancestors of Homo sapiens, used stone tools, lived 500,000 to 1.8 million years ago.

Salmonella—(noun) bacterial infection that affects the intestinal tract. Typically, humans become infected through contaminated water or food.

Objectives:

Students will be able to...

- discuss some examples of innovation and collaboration.
- discuss how collaboration might change projections about the future.
- relate the impact of collaboration on innovation.
- explain how collaboration can help lead to innovation.
- explain possible negative results from well-intentioned laws that could hamper innovation.

Preview Activity and Questions:

Ask students to write about what they envision for the next 10 years. Will life get better or worse overall? Then ask why they feel that way. Are students generally optimistic or pessimistic? What reasons do they have for their answers?

OR

Use a Four-Corner Strategy with each corner of the classroom representing one of these views: Much Better, Slightly Better, Slightly Worse, Much Worse. Have students select a corner as an answer to the question: How do you envision the next 10 years? Will life get better or worse overall? Are students generally optimistic or pessimistic? What reasons do they have for selecting the corners they moved to? After students go to their respective corners, allow them time to try to convince each other why they are right and to change corners if they are persuaded to do so.

Viewing Guide:

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

Answers to Viewing Guide:

1. exchange, trade
2. living standards
3. each other
4. intelligence, communicate
5. invisible hand
6. bleak
7. pessimists
8. achieve

Answers to Cloze Activity:

Matt Ridley says that life gets better because ideas spread through exchange and trade. Ideas are then combined with other ideas, and new ideas or innovations are developed. Ridley says that the recombining of ideas is what we're doing all the time, and that the more we trade and exchange, the better life gets.

Ridley says that living standards have increased, average income (adjusted for inflation) has tripled, life spans are thirty percent longer, and child mortality is two-thirds lower.

The author of the book, *The **Rational** Optimist*, says that these improvements come about through the free exchange of ideas. He pointed out that while no one person knows how to make a pencil, pencils are still made, because people collaborate. The same is true, he said, of the computer mouse.

As a result of the spreading and improving of ideas, our lives are better. Ridley says that many people today live better than King Louis XIV did less than 300 years ago. He's dismayed that when he was young, grown-ups told students that life was bleak, that there would be shortages of raw materials and energy sources. But they were wrong. The world we live in is great, he says, but that, with collaboration and innovation, we can achieve far more.

Name _____ Date _____

Class _____ Period _____ Teacher _____

Collaboration Leads to Innovation Viewing Guide

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

1. Ideas spread through _____ and _____ .
2. I mean our _____ have shot up in my lifetime.
3. ...that's the beauty of the system we've created, is that we work for _____ all the time.
4. So it's not individual _____ that counts in how well a society works. It's how well people _____ and exchange ideas with each other.
5. I have air conditioning and flush toilets and lots of things he didn't have, all because of the _____ .
6. I mean when I was a student in the 1970s, the grown-ups told me that the future of the world was _____ .
7. I think it's the _____ who are the complacent ones these days, because they're the ones saying, you know, this is as good as it can get; we can't make it any better.
8. I actually think this world is great, but it's a veil of tears compared with what we could _____ .

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

In a discussion with another person, have you ever come up with an idea for a product, service, or an improvement to an existing product or service? If so, what was it? How did the discussion between you and another person lead to the idea?

Name a product or service that has been developed in the past hundred years that has improved people's lives. How do you think the product was developed? Were there any existing products on which it was based?

Discussion and Analysis:

1. What do they mean when they say, “ideas having sex”? How do ideas “having sex” lead to innovation?
2. Why is it that the Acheulean hand axe didn't change for a half-million years and the computer mouse is frequently improved?
3. What did Matt Ridley mean when he said nobody knows how to make a computer mouse? Why doesn't any one person need to know how to make a computer mouse?
4. How does the point about not knowing how to make a computer mouse or even a pencil relate to innovation and collaboration?
5. What benefits of collaborating have you seen? What are the results of people working together? Does it matter if people work together voluntarily or are forced to? Why / Why not?
6. Are there differences between people working together and people agreeing with each other? How might disagreements lead to innovation?
7. What are some products that were developed based on other products that existed at that time?
8. In the video, Matt Ridley said, “You can combine two ideas and come up with the worst idea. But then nobody picks it up. Nobody takes it on. If you come up with a better idea, it spreads.” Is that always true? Is it always true in business? Collaboration in business never results in a bad idea for a product or service? Is it always true in government? Collaboration in government never results in a bad government program? Do you have any examples that might demonstrate bad products, services, or government programs?
9. Have living standards improved over time? How is your life better or worse than your parents' lives? How were your parents' lives better or worse than their parents' lives? What have been the reasons for the changes?
10. Matt Ridley said that, as he was growing up, people were pessimistic about the future, yet there were all these improvements. Why do you think so many people tend to be pessimistic about the future?
11. Are you optimistic or pessimistic about the future? Why?

Discuss These Lines from the Video:

1. “Ideas spread through exchange and—and trade. And when they meet, they can mate and you can produce combinations of different ideas. I think a good example is a camera pill, which takes a picture of your insides on the way through. It came out—it came about from a conversation between a gastroenterologist and a guided missile designer.”
2. “You know, the average income of the average person, corrected for inflation, is three times what it was when I was born. And life span is thirty percent longer and child mortality is two thirds lower. That's because we keep improving each other's living standards.”
3. “No one person knows how to make a computer mouse...”
4. “I have air conditioning and flush toilets and lots of things he [King Louis XIV] didn't have, all because of the invisible hand.”
5. “If you...time traveled back to the 1960s, ...you still couldn't buy a really good latte; you couldn't have wheels on your suitcases; you couldn't get a mobile phone signal.”
6. “When I was a student in the 1970s, the grown-ups told me that the future of the world was bleak, that the oil was running out, that the population explosion was unstoppable.... The scientific experts in 1972 wrote...the world would run out of oil by 1992, natural gas by '94, aluminum would be all gone by 2003 and so on.”

7. “Nobody said anything optimistic to me about how these resources might not run out, they might become more abundant because of human ingenuity.”
8. “We’ve got healthier, happier, cleaner, kinder, cleverer, more peaceful, and, indeed, more equal, if you look at the picture globally over that time.”
9. “I think it’s the pessimists who are the complacent ones these days, because they’re the ones saying, you know, this is as good as it can get; we can’t make it any better.”

Quotes for Discussion:

It is the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.

—Charles Darwin

When all think alike, then no one is thinking.

—Walter Lippmann

Capital isn’t so important in business. Experience isn’t so important. You can get both these things. What is important is ideas. If you have ideas, you have the main asset you need, and there isn’t any limit to what you can do with your business and your life.

—Harvey Firestone

Alone we can do so little; together we can do so much.

—Helen Keller

If two men on the same job agree all the time, then one is useless. If they disagree all the time, both are useless.

—Darryl F. Zanuck

When Alexander the Great visited Diogenes and asked whether he could do anything for the famed teacher, Diogenes replied: “Only stand out of my light.” Perhaps some day we shall know how to heighten creativity. Until then, one of the best things we can do for creative men and women is to stand out of their light.

—John W. Gardner

Many ideas grow better when transplanted into another mind than the one where they sprang up.

—Oliver Wendell Holmes

If I have seen further it is by standing on the shoulders of giants.

—Isaac Newton

If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.

—George Bernard Shaw

I never did anything alone. Whatever was accomplished in this country was accomplished collectively.

—Golda Meir

No matter what accomplishments you make, somebody helped you.

—Althea Gibson

The strength of the team is each individual member. The strength of each member is the team.

—Phil Jackson

Coming together is a beginning, staying together is progress, and working together is success.

—Henry Ford

The best way to have a good idea is to have a lot of ideas.

—Dr. Linus Pauling

Discovery consists of seeing what everybody has seen and thinking what nobody has thought.

—Albert von Szent-Gyorgy

To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.

—Albert Einstein

Activities:

1. Have students complete the Collaboration Leads to Innovation Flow Chart at the end of this section.
2. Have students complete the Collaboration Leads to Innovation Cloze Activity at the end of this section.
3. Read Matt Ridley's book, *The Rational Optimist*, and write a book report about it.
4. Watch Matt Ridley's TED talk, and write an essay in which you agree or disagree with him. Be sure to support your position with examples.
(http://www.ted.com/talks/matt_ridley_when_ideas_have_sex.html)
5. The metaphor of the invisible hand that John Stossel spoke of was conceived by Adam Smith. Research the origin and meaning of the invisible hand. Why did Adam Smith think it was an important concept? How does it apply today?
6. "Sex" in the video segment is used as a metaphor. What is a metaphor? What are some other metaphors people use regularly? Produce a slideshow or poster board that lists and/or explains various common metaphors.
7. Read one of the many articles found by doing an Internet search on "ideas having sex." Then write a summary of the article.
8. Read the article, "Ideas Having Sex: How to Allow Your Ideas to Mate with Other Ideas" by Michael Michalko, in *Psychology Today*. Summarize the article.
9. Research the civilization(s) that used the Acheulean hand axe. Who used the hand ax? Where did they live? What was life like for them?
10. Read Paul Ehrlich's book, *The Population Bomb*, and write a book report about it.
11. Read Paul Ehrlich's book, *The Population Bomb*, and present to the class his warnings and predictions. Discuss or demonstrate, through a slideshow or poster board, the accuracy of his warnings and predictions.
12. Develop a list of questions, and interview a local entrepreneur. Some questions you might want to include: Why did you open your business or create your product or service? Have you been innovative in any way in your business? Have you gotten any ideas from others, or have you developed any of your products or services after collaborating with anyone else?
13. Read "I, Pencil" by Leonard Read. What are the lessons you can get from the story? How does the story relate to Matt Ridley's arguments? Write an essay that explains your answers.
14. Draw a school-appropriate poster demonstrating Matt Ridley's concept of ideas having sex. Showing links between past products and current products might help demonstrate this.
15. Throughout history, there have been those with a pessimistic view of the future. Robert Malthus, for example, wrote about the negative effects of population increases. In the 1970s, we were warned about the impending global cooling. Research and write about Malthus, global cooling, or any other topic that relates to a pessimistic view of the future.

Resources:

How to write a book report:

For students: assistance in writing a book report

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

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

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

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

How to conduct a good interview:

http://www.ehow.com/how_4577240_conduct-newspaper-interview.html

<http://www.nychsj.com/resources/Techniques+of+Interviewing+-+OK.pdf>

<http://www.youtube.com/watch?v=4eOynrl2eTM> (5:08)

Matt Ridley's Website

<http://www.rationaloptimist.com>

Matt Ridley's TED talk, "When Ideas Have Sex"

http://www.ted.com/talks/matt_ridley_when_ideas_have_sex.html

Reason video with Matt Ridley

<http://reason.com/blog/2012/04/06/ideas-having-sex-a-conversation-with-joh>

I, Pencil: My Family Tree as told to Leonard E. Read. Complete the online essay.

<http://www.econlib.org/library/essays/rdpncl1.html>

Psychology Today—"Ideas Having Sex: How to Allow Your Ideas to Mate with Other Ideas" by Michael Michalko

<http://www.psychologytoday.com/blog/creative-thinking/201112/ideas-having-sex>

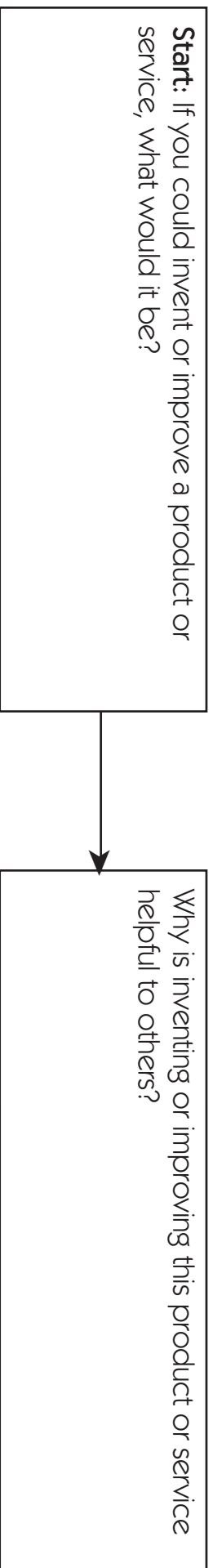
OnInnovation—Committed to helping create the finest generation of problem-solvers and creative thinkers this country has ever seen. Website has lessons and videos.

<http://www.oninnovation.com/education.aspx>

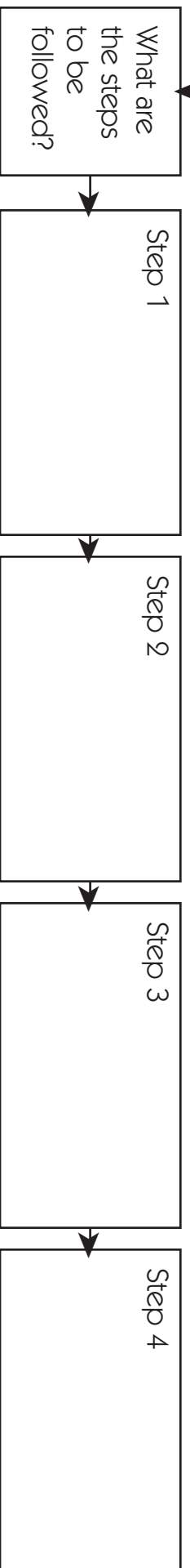
Name _____ Date _____
Class _____ Period _____ Teacher _____

Collaboration Leads to Innovation

Directions: Use the flow chart below to layout your plans for inventing or improving a product or service.



What will people need to do in order to invent or improve this product or service? Will you need to work with other people? If so, who? Why will you need to work with others?



End: What will be the result of this innovation, and how will collaboration have helped you accomplish the innovation?

Name _____ Date _____

Class _____ Period _____ Teacher _____

Collaboration Leads to Innovation

Cloze Activity

Directions: Fill in the blanks with words from the box:

wrong	free	achieve	mortality
better	mouse	living	recombining
spans	innovations	ideas	materials
grown-ups	<i>Rational</i>	collaborate	bleak

Matt Ridley says that life gets better because _____ spread through exchange and trade. Ideas are then combined with other ideas, and new ideas or _____ are developed. Ridley says that the _____ of ideas is what we're doing all the time, and that the more we trade and exchange, the _____ life gets.

Ridley says that _____ standards have increased, average income (adjusted for inflation) has tripled, life _____ are thirty percent longer, and child _____ is two-thirds lower.

The author of the book, *The _____ Optimist*, says that these improvements come about through the _____ exchange of ideas. He pointed out that while no one person knows how to make a pencil, pencils are still made, because people _____. The same is true, he said, of the computer _____.

As a result of the spreading and improving of ideas, our lives are better. Ridley says that many people today live better than King Louis XIV did less than 300 years ago. He's dismayed that when he was young, _____ told students that life was _____, that there would be shortages of raw _____ and energy sources. But they were _____. The world we live in is great, he says, but that, with collaboration and innovation, we can _____ far more.

MYSTERY OF HAPPINESS: IS HAPPINESS RELATIVE?

Segment Length: 8:27 minutes

Lesson Description:

What makes people happy? Are we happiest when we're doing well, or when we're doing better than others? On what do we base our happiness? This segment looks at the relativity of happiness.

Concepts & Key Terms:

Hedonic Treadmill—tendency of people to return to a relatively stable level of happiness despite major positive or negative events or life changes.

Objectives:

Students will be able to...

- discuss the idea that happiness is relative.
- explain the concept of the hedonic treadmill as it relates to the relativity of happiness.
- evaluate the impact of emotions on decision-making.

Preview Activity and Questions:

Ask students what would make them happier: outscoring all other students in the class with an 80 on a test, or scoring a 90 while most of the class scored higher. What are their reasons for their answers?

OR

Print out quotes from the Quotes for Discussion section. Put students in pairs, and distribute one quote per pair. Have students analyze and interpret the quotes. After about five minutes, review the students' analyses and interpretations. As a transition question, ask the students: Is happiness an absolute, i.e., not dependent on external conditions, or is it relative to what others have or do?

Viewing Guide:

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

Answers to Viewing Guide:

1. compare
2. miserable
3. reference
4. functional
5. perspective
6. running
7. happy

Name _____ Date _____

Class _____ Period _____ Teacher _____

Mystery of Happiness: Is Happiness Relative? Viewing Guide

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

1. Happiness is relative in many—in many ways. First of all, we _____ our own happiness to our own past self.
2. If you surround yourself by lots of people who are _____, you actually will be relatively happier.
3. But all of a sudden when I left [the] hospital, presumably a great achievement, I encountered a very different frame of _____ around me.
4. So I got used to lots of things. I can't use my hands very well for _____ things. I get used to it. I have some other challenges, I get used to it.
5. So when bad things happen to me right now, I think I put them in a much better _____, thinking these are just small bumps in the road, no reason to take them too seriously, because I have this big contrast of how miserable life could really be.
6. And we call this the hedonic treadmill, because we keep on trying to look for happiness, but we end up _____ in place.
7. It kind of feels bad to choose a lower paying job, even if you know it will make you _____.

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

What makes you happy? _____

Do you think there is any validity to Dan Ariely's thesis that happiness is relative, that it is measured by past experiences and by what others have as well? Why / Why not?

Discussion and Analysis:

1. Think about the video in terms of yourself. Do you have any examples of happiness being relative, for example, of your being happier because you had more of something than someone else?
2. What was the point in the beginning of the video of the orange circles that were the same size but looked as though they were different sizes? How does that relate to happiness?
3. How is your happiness affected by your past? By others around you?
4. How is happiness based on comparing and contrasting?
5. What is the “hedonic treadmill” Dan Ariely spoke of?
6. If happiness were absolute, it would not be based on what others had or did, but only on yourself. Is that possible? Why / Why not?
7. How did Dan Ariely use his experiences as an example about the relativity of happiness?
8. Dan Ariely said that “the bad side is that we get used to happy things. The good side is we get used to bad things.” Why is it bad that we get used to what makes us happy and good that we get used to what makes us unhappy?
9. Why is it that lottery winners, according to John Stossel and Dan Ariely, don’t stay as happy as they first were when they won the lottery? How does this demonstrate the hedonic treadmill and the relativity of happiness?
10. Would you prefer to make \$62,000 a year in an organization that everybody makes below you, or to make \$64,000 a year in an organization that you’re the lowest paid employee? Why?
11. How do people’s emotions influence their thinking? Are emotions necessarily logical or rational?
12. How do some types of spending money affect people’s happiness?
13. Is there a way, once we understand this concept of relative happiness, that we can make better decisions? If so, how? If not, why not?
14. The Declaration of Independence includes three basic rights that we have as humans: the rights to life, liberty, and the pursuit of happiness. Why do we have a right to *pursue* happiness, but not a right to *be* happy? What’s the difference?

Discuss These Lines from the Video:

1. “I have this incredible, painful, difficult memory of life in [the] hospital. So when I look at every day now of my life, I say, how much better is this than this other misery I suffered?”
2. “So when bad things happen to me right now, I think I put them in a much better perspective, thinking these are just small bumps in the road, no reason to take them too seriously, because I have this big contrast of how miserable life could really be.”
3. “When you look at your life and you say, what would happen if my life improved? I got a new car, a new apartment, I won the lottery. We say, my goodness, I’d be really happy. And, indeed, people are happy. But this happiness is shorter-lived than they think it would be.”
4. “And after a while, there’s [an] adaptation process...and [your happiness] goes down. But you go back in your memory and you say, last time I bought a car, I was so happy. I’m not happy now. Let me renovate my kitchen. So people do this. They get this increase in spending to get happiness. They get a little bit of happiness, it goes down. They do it again and again and again.”
5. “And we call this the hedonic treadmill, because we keep on trying to look for happiness, but we end up running in place. But like all kinds of other things, this has the good side and the bad side. The bad side is that we get used to happy things. The good side is we get used to bad things.”

6. “So ask yourself, what would you prefer, to make \$62,000 a year in an organization that everybody makes below you, or to make \$64,000 a year in an organization that you’re the lowest paid employee?”
7. “...being the highest [paid], most valuable employee would feel good every day and being the lowest [paid in] comparison to everybody else...would just drive you crazy day to day.”

Quotes for Discussion:

No man is happy but by comparison.

—Thomas Shadwell

Most folks are about as happy as they make their minds up to be.

—Abraham Lincoln

The reason people find it so hard to be happy is that they always see the past better than it was, the present worse than it is, and the future less resolved than it will be.

—Marcel Pagnol

It isn't what you have, or who you are, or where you are, or what you are doing that makes you happy or unhappy. It is what you think about.

—Dale Carnegie

We tend to forget that happiness doesn't come as a result of getting something we don't have, but rather of recognizing and appreciating what we do have.

—Frederick Keonig

Doing what you like is freedom. Liking what you do is happiness.

—Frank Tyger

Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.

—Viktor E. Frankl

Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.

—Herman Cain

Happiness is not the absence of problems but the ability to deal with them.

—H. Jackson Brown Jr.

Much unhappiness results from our inability to remember the nice things that happen to us.

—W. N. Rieger

Happiness is that state of consciousness which proceeds from the achievement of one's values.

—Ayn Rand

Only one thing has to change for us to know happiness in our lives: where we focus our attention.

—Greg Anderson

Happiness is an attitude. We either make ourselves miserable, or happy and strong. The amount of work is the same.

—Francesca Reigler

Some cause happiness wherever they go; others whenever they go.

—Oscar Wilde

Nothing can bring you happiness but yourself.

—Ralph Waldo Emerson

It is not easy to find happiness in ourselves, and it is not possible to find it elsewhere.

—Agnes Repplier

Activities:

1. Have students complete the Mystery of Happiness Expectations Chart at the end of this section.
2. Dan Ariely is a behavioral economist at Duke University. What does a “behavioral economist” do? Research and report on this profession.
3. Reflect on and describe in writing an event or a time when you were happy. On what was that happiness based? Was it relative or absolute? How do you know?
4. What did the founders mean when they wrote in the Declaration of Independence that all men had an inalienable right to the pursuit of happiness? Research this and write a report or give an oral report to the class.
5. Draw a comic strip or poster board demonstrating Dan Ariely’s relative happiness concept.
6. Conduct a classroom debate between students who believe that happiness is absolute and those who believe it is relative. (See link in Resources section below for a guide to conducting classroom debates.)
7. Dan Ariely said that when he was 18, he was burned on about 70% of his body. Research what happened to him and how he got past it to become a behavioral economist and a professor at MIT.
8. Watch Dan Ariely’s TED talk, titled “Are we in control of our own decisions,” and write an essay explaining his thesis.
(http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html)
9. Conduct a fishbowl discussion in class. (See links in Resources section below for guides to conducting fishbowl discussions.)
10. Take pictures and present a slideshow of people when they are happy. Include with the photos a sentence or two explaining the reason the subjects are happy. (Yes, you’ll have to ask.) As you present the slideshow, ask classmates to determine if the subjects’ happiness is relative or absolute.
11. Write a play or skit about happiness.

Resources:

How to write a book report:

For students: assistance in writing a book report

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

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

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

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

Dan Ariely’s TED talk

http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html

How to conduct a fishbowl discussion:

<http://itcilo.wordpress.com/2009/02/16/facilitate-a-fishbowl-discussion/>

<http://www.edchange.org/multicultural/activities/fishbowl.html>

<http://ctl.utexas.edu/teaching-resources/teach-your-course/facilitate-with-intention/fishbowl-discussion/>

Books

In Pursuit of Happiness by Charles Murray

Predictably Irrational: The Hidden Forces That Shape Our Decisions by Dan Ariely

Name _____ Date _____
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Mystery of Happiness: Is Happiness Relative?

Directions: complete the chart below, based on your memory and on your expectations for the future.

Age	What made you happy / or what you expect will make you happy?	Why?
10		
15		
20		
25		
30		
65		
75		

How do your answers relate or not relate to the thesis of the video segment: that happiness is relative? (You may continue your answer on back of this sheet.) _____

INCOME DISPARITY: SHOULD EQUALITY BE THE GOAL?

Segment Length: 6:24 minutes

Lesson Description:

What is the problem with some people having more money than others? Would it be better if everyone had the same? What if we could make sure everyone earned the same amount of money as everyone else? What would happen then? This segment looks at income disparity in America.

Concepts & Key Terms:

Buffet Rule—Named after Warren Buffett, who argued that rich people should not pay lower tax rates than less-affluent Americans. Many of those wealthy people earn money through investments and pay capital gains tax rates on their earnings, rather than the higher income tax rates. The Buffett Rule would ensure that everyone earning a million dollars or more a year would pay an effective tax rate of at least 30%.

Capitalism—often used synonymously with “free enterprise” and “laissez-faire”—an economic system in which the provision of products and services is generally arranged by buyers and sellers without interference by government.

Objectives:

Students will be able to...

- explain the debate over income disparity.
- discuss some reasons that Americans accept disparity in people’s incomes.
- theorize the outcome of government attempts to equalize incomes.
- Evaluate the pros and cons of income disparity within the country.

Preview Activity and Questions:

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

Viewing Guide:

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

Answers to Viewing Guide:

- | | |
|---------------|------------|
| 1. government | 5. cheated |
| 2. Roman | 6. poverty |
| 3. investor | 7. taught |
| 4. kings | 8. money |

Name _____ Date _____

Class _____ Period _____ Teacher _____

Income Disparity: Should Equality Be the Goal? Viewing Guide

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

1. ...a poll found six in 10 Americans say _____ should reduce the gap between the wealthy and the less well off.
2. Investment firms, banking, speculators, everyone like this gets accused of shuffling money around, yet we've been around since the _____ Empire and apparently there's an economic reason for this.
3. If the _____ bets right, those companies grow. If he bets wrong, he loses his own money.
4. Even poor people in America have access to cars, air conditioning, flush toilets, things that _____ didn't have about a century ago.
5. I think you're a crazy person if you think the vast majority of the well-off in this country have _____ to get their money.
6. But if you're very poor in this country, you can get trapped into a cycle of _____.
7. We've _____ dependence and we've not rewarded the—the attempt to get off dependence.
8. In America, we tend not to use the word "need" about what other people are allowed to do with their _____.

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

What is the thesis that John Stossel and Cliff Asness make in this video? _____

What are their reasons for taking that position? _____

Discussion and Analysis:

1. Why do some people have more money than others? Why do some people make more money than others? How are salaries incentives?
2. Do rich people deserve all the money they have? Why / Why not? Who should decide how much people are allowed to earn and keep?
3. If we begin, today, with everyone having the same amount of money, would it stay that way? Why / Why not? How could we ensure that it did stay that way?
4. What would happen to our economy if all workers in the country had to be paid the same? Why?
5. In the video, John Stossel says that income inequality is a by-product of freedom. What does he mean?
6. What is the difference between equality of opportunity and equality of outcome? Is it possible to have equality of outcome in a free society? Why / Why not? Given the choice between freedom and equality, which would you choose? Why?
7. Is it a problem that some people make millions and others make just enough to survive? Why / Why not?
8. If you were to look up wealth and income inequality, you'd see the term "unequal distribution of financial assets." Who's doing the distributing? Why are the assets being "distributed" that way?
9. Why does John Stossel say that the protestors in the beginning of the video are "anti-capitalist"?
10. What is the role of prices? How do they "get money to the right parts of the economy at the right price"? How did the wrong prices lead to the tech bubble and the real estate bubble? Is Cliff Asness claiming that the free market doesn't make mistakes or just that the free market—millions of individuals betting their own money on investments and production—gets prices far more accurate than the government telling you what prices should be? Why is that?
11. Cliff Asness said that Americans have always been willing to accept even large amounts of inequality, as long as there were three things present: One is that those at the top didn't cheat. Two is growth. Inequality in a system where there are outsized rewards has led to more prosperity for everyone. Three is mobility. Everyone has a shot at being well off. Does that describe America? Why / Why not?
12. How is it possible for poor people in this country to get trapped into a cycle of poverty"? Why would giving up benefits to get a job not necessarily be a good deal? What policies would the government need to change to encourage people to break the cycle of poverty?
13. Cliff Asness says that a tax rate of 50%—half one's income—is not theft, but that a tax rate of more than 70% is "approaching theft." How much of their earnings should the government take from people? At what rate, if any, do taxes become theft?
14. Do you pay taxes? Which ones? What types of taxation are there?

Discuss These Lines from the Video:

1. "The anti-capitalist protesters are furious that some of you have much more money than others."
2. "A lot of a modern economy depends on prices being right. We've seen what happens when prices are wrong. We've seen the tech bubble. We've seen the real estate bubble. But free economies with people spending their own money and betting their own money on things get prices far more accurate than if the government is sitting there and telling you what prices should be or if nobody is doing it."
3. "If the investor bets right, those companies grow. If he bets wrong, he loses his own money."

4. “When you’re free, some people will do much better than others.”
5. “...the marginal tax rate on work, when you’re on government assistance, is very high. Meaning to give up government benefits and go try to get a job is not always a very good deal in the system we’ve set up.”
6. “Saying taxes are theft, as some—as some on—on our side do, is too extreme.”

Quotes for Discussion:

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

—Plutarch

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

—Friedrich August Hayek

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

—Henry George

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

—Pope Leo XIII

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

—Adam Smith

It is a wise man who said that there is no greater inequality than the equal treatment of unequals.

—Felix Frankfurter

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

—Theodore Roosevelt

The form of law which I propose would be as follows: In a state which is desirous of being saved from the greatest of all plagues—not faction, but rather distraction—there should exist among the citizens neither extreme poverty nor, again, excessive wealth, for both are productive of great evil. . . . Now the legislator should determine what is to be the limit of poverty or of wealth.

—Plato

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

—Thomas Jefferson

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

—Will Durant

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

—Aristotle

Behind every great fortune is a crime.

—Honoré de Balzac

Activities:

1. Have students complete the Income & Wealth Inequality PMI Chart at the end of this section.
2. Research Cliff Asness and write a biography of him. (See link in Resources section below for a guide to writing a biography.)
3. Cliff Asness is referred to as a “quantitative financial theorist.” What does it take to become a quantitative financial theorist? What does a quantitative financial theorist do? Research and report on that occupation.
4. Cliff Asness referred to Tyler Cowen, an economist who has written about consumption equality. Read and summarize one of Tyler Cowen’s online articles on consumption equality.
5. John Stossel said that Cliff Asness got “filthy rich.” What does that term mean? What is the origin of the term? Research the term and report back to the class.
6. Research and report on AQR Capital Management, founded by Cliff Asness. What does the company do? How successful is it? What types of jobs do people who work there have?
7. The Occupy Wall Street movement was in large part a protest against income and wealth disparity. Research OWS and write a report about OWS, or report back to the class through a slideshow presentation.
8. Conduct a classroom debate on the issue of income and wealth disparity in the United States. (See link in Resources section below for a guide to conducting classroom debates.)
9. Read and summarize “Rising Share of Americans See Conflict Between Rich and Poor” by Rich Morin of the Pew Research Center (<http://www.pewsocialtrends.org/2012/01/11/rising-share-of-americans-see-conflict-between-rich-and-poor/>)
10. Read and summarize “Price Signals as Guides for Resource Allocation” (<http://livingeconomics.org/article.asp?docId=232>)
11. Show the class Quizlet’s Prices as Signals flash cards. (<http://quizlet.com/subject/prices-as-signals/>)
12. Read and summarize “Canute’s Courtiers Were Wrong” by Sheldon Richman in *The Freeman* (<http://www.thefreemanonline.org/columns/canutes-courtiers-were-wrong/>)

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

How to write a biography:

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

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

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

“Canutes Courtiers Were Wrong” by Sheldon Richman, in *The Freeman*

<http://www.thefreemanonline.org/columns/canutes-courtiers-were-wrong/>

“Rising Share of Americans See Conflict Between Rich and Poor” by Rich Morin of the Pew Research Center

<http://www.pewsocialtrends.org/2012/01/11/rising-share-of-americans-see-conflict-between-rich-and-poor/>)

“Price Signals as Guides for Resource Allocation”

<http://livingeconomics.org/article.asp?docId=232>

Quizlet provides Prices as Signals flash cards and study tools.

<http://quizlet.com/subject/prices-as-signals/>

Name _____ Date _____

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Income & Wealth Inequality PMI Chart

P = Plus: What are some positive effects of income and wealth inequality?

M = Minus: What are some negative effects of income and wealth inequality?

I = Interesting: What are some interesting aspects of income and wealth inequality?

+ Plusses +	- Minuses -	Interesting

Is income inequality unfair? Why / Why not?

POLICE ACCOUNTABILITY: PRIVACY LAWS GONE WRONG

Segment Length: 8:20 minutes

Lesson Description:

What's the difference between secrecy and privacy? Should public servants have a right to privacy while at work? If people are allowed to video record public officials, will that affect the way those officials do their jobs? If so, will the effects be positive or negative? This segment looks at the debate over video recording of police.

Concepts & Key Terms:

Eavesdropping—listening secretly to others' private conversations.

Transparency—the openness of a relationship. In this case, transparency between government and the public is demonstrated by the ease with which we can track what our government is doing, thus making it more responsible or accountable.

Tyranny—oppressive government with unrestrained power.

Video surveillance—observing a person through the use of video cameras, either hidden or out in the open.

Wiretapping—a form of electronic surveillance in which phone calls of a person are listened to through the use of a phone tap or a wired connection to the telephone or telephone system.

Objectives:

Students will be able to...

- explain how laws that are enacted with good intentions can have negative consequences.
- explain the arguments in favor of and against video surveillance of police officers in the performance of their duties.
- discuss some examples of the results of citizens video recording police officers.
- explain possible negative results from well-intentioned laws.
- theorize when it might be necessary for the government to prevent video recording of government employees and government officials.

Preview Activity and Questions:

Ask students if they should be allowed to video record their teachers in the classroom. Then ask if teachers should be allowed to video record students. How do they respond? Are they consistent in their answers? What reasons do they have for their answers?

OR

Tell students that school administrators have decided to install video cameras in the classrooms, to protect students and teachers in case of emergencies. Ask the students for their views. What if the cameras were intended to make sure the students are behaving? What if the cameras were intended to make sure the teachers are doing their job? When would cameras in the classroom be acceptable? When wouldn't they?

Viewing Guide:

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

Answers to Viewing Guide:

1. video record
2. privacy
3. arrested
4. shielded
5. accountable
6. pockets

Name _____ Date _____

Class _____ Period _____ Teacher _____

Police Accountability: Privacy Laws Gone Wrong Viewing Guide

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

1. Police officers have unusual power. They can arrest you, shoot you. I think it would be important to be allowed to have a _____ .
2. And the claim is that police officers have a right to _____ while they're on the job, you know, in public....
3. Well, in this case, Tony Graber didn't get _____ until he posted that video on YouTube.
4. Here's what he said: "those of us who are public officials and are entrusted with the power of the state should not expect our actions to be _____ from public observation."
5. I mean, this is revolutionary in terms of holding government officials _____ , not just police officers.
6. Until now, until everybody had these cameras in their _____ , the police narrative was the official narrative.

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

Videos, like essays, make arguments that are supported by evidence.

What argument does John Stossel make in this video?

Do you agree or disagree? Why?

Discussion and Analysis:

1. Do we have privacy while we're out in public? Is privacy in public a contradiction? Where should we expect to have privacy? Where should we not expect to have privacy?
2. Do we have a right to monitor our government? If so, how can we? Should we trust government officials to tell us how we may monitor their activities?
3. Should any government workers have the right to privacy while doing their jobs? If so, just how much privacy should they have? Why?
4. What about police officers? Should people be allowed to video record police officers at work? Will video recording affect how they do their jobs? How is the video recording of police officers likely to affect them?
5. What do you think about the scene in New York City with the police officer and the bicyclist? What really happened there? What might have happened to the bicyclist had the incident not been recorded? What happened as a result of its being recorded?
6. How is it that it is legal for police to use dashboard-mounted cameras to video record traffic stops, but it might not be legal for citizens to record the same stop at the same time? Can government officials have rights regular citizens don't have?
7. Compare and contrast the video recording of police officers and posting the video on YouTube with TV shows such as *Cops*. What are the similarities? What are the differences?
8. There are often unintended consequences to government actions. What unintended consequences might occur if states ban video recording of police officers? What about banning video recording of other government officials?
9. Can you think of any examples in which it wouldn't be a good idea to video record police officers on the job? Can you think of examples when video recording elected and appointed government officials wouldn't be a good idea?
10. Should the government have anything to hide from citizens? If so, what should government be allowed to hide, and why?
11. What is tyranny? What is transparency? How do they work against each other?
12. What are our First Amendment rights? Does the First Amendment apply to the issues in this video?
13. The First Amendment guarantees a free press. But in this day of blogging and YouTube, who gets to decide who is a journalist and who isn't? Aren't we all, in a way, journalists?
14. Based on the definition of "eavesdropping" [see Concepts & Key Terms], does it seem appropriate that anti-eavesdropping laws are cited to prohibit video recording of police officers or government officials? What about "wiretapping"?

Discuss These Lines from the Video:

1. "Police officers have unusual power. They can arrest you, shoot you. I think it would be important to be allowed to have a video record."
2. "You may not go to jail for these charges. But they're going to take your camera. They're going to arrest you. You know, you're going to be handcuffed. You're going to put in the back of a squad car."
3. "Those of us who are public officials and are entrusted with the power of the state should not expect our actions to be shielded from public observation."
4. "This [technology] is revolutionary in terms of holding government officials accountable, not just police officers."

5. “Transparency is, I think, half the battle.”
6. “This little thing [cell phone with a camera] is a weapon against tyranny.”
7. “Until everybody had these cameras in their pockets, the police narrative was the official narrative. “

Quotes for Discussion:

Quis custodiet ipsos custodes? [often translated as “Who will guard the guards themselves?” or “Who watches the watchmen?”]

—Juvenal

If you want a vision of the future, imagine a boot stamping on a human face—forever.

—George Orwell

The very word ‘secrecy’ is repugnant in a free and open society; and we are as a people inherently and historically opposed to secret societies, to secret oaths, and to secret proceedings.

—John F. Kennedy

The best weapon of a dictatorship is secrecy, but the best weapon of a democracy should be the weapon of openness.

—Niels Bohr

As a social good, I think privacy is greatly overrated because privacy basically means concealment. People conceal things in order to fool other people about them. They want to appear healthier than they are, smarter, more honest and so forth.

—Richard Posner

I don’t think when people sign up for a life of doing something they love to do they should have to sign up for a complete loss of privacy. I understand a little loss of privacy coming with the job.

—Sarah Chalke

If the right to privacy means anything, it is the right of the individual, married or single, to be free from unwarranted governmental intrusion.

—William J. Brennan

I’m not against the police; I’m just afraid of them.

—Alfred Hitchcock

The purpose of government is to protect the secrecy and the privacy of all individuals, not the secrecy of government.

—Ron Paul

Secrecy, once accepted, becomes an addiction.

—Edward Teller

Activities:

1. Have students complete the Police Accountability T-chart at the end of this section.
2. Research the laws of your state to determine if recording police officers in the performance of their duties is illegal. If so, what does the law specifically say? How has the law been enforced? If not, have there been any arrests regardless? What have been the official explanations for those arrests? Prepare a slideshow to report your findings to the class.
3. Research a case in which a citizen was arrested for video recording police officers. What was being recorded? By whom? In what state? What happened to the person arrested? How does this story end?

4. Write a letter to an elected state representative, expressing your view on the issue of video recording police officers and asking for the representative's view. Who are your state representatives? Be sure to explain why you are writing, and support your position.
5. One of the most famous cases that involved video recording of police officers is the Rodney King case. Research and report on the case.
6. Draw a comic or political cartoon about the video recording of police officers.
7. Research the Fraternal Order of Police. What is its primary purpose? Whom does it represent? Why might the organization oppose video recording police officers?
8. In an essay, present the arguments in favor of video recording police officers (or of government officials) and the arguments against it. (You might find that there is more than one argument in favor of it and more than one argument against it.)
9. Write and produce a public service announcement (PSA) about respect. You can call for citizens to respect police officers, for police officers to respect citizens, or for citizens and police officers to respect each other. Be sure to advocate your position and explain possible results if your position is not implemented. The PSA may be presented as a video (TV spot), audio (radio spot), slideshow presentation, or on a storyboard. The PSA may be a group or individual project. (See link in Resources section below for a guide to producing effective PSAs.)
10. Develop a list of questions and interview a local police officer. Some questions you might want to include: How do you feel about people video recording police officers in the performance of their duties? Why do you feel that way? Has anyone video recorded you or any of your colleagues? What has been the reaction? Do you think the recording of police officers can help them? Hurt them?
11. Draw a poster advocating or opposing video recording police officers in the performance of their duties.
12. Write a diary or journal entry as a police officer who was video recorded during an arrest. How did you feel about the recording? How do you envision the outcome of the video? How will it hurt or help you? If you find it posted on YouTube, will you be proud of it, or will you be embarrassed? Why? What advice would you give to other police officers if this happens to them?
13. Research the topic of government secrets. Are there times when the government should be allowed to keep its actions secret? When? Why? Report on this to the class, and encourage other students to voice their opinions.

Resources:

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

How to conduct a good interview:

http://www.ehow.com/how_4577240_conduct-newspaper-interview.html

<http://www.nychsj.com/resources/Techniques+of+Interviewing+-+OK.pdf>

<http://www.youtube.com/watch?v=4eOynrI2eTM> (5:08)

An interesting slideshow with audio that explains how to produce a PSA:

<http://www.wiredsafety.org/wiredlearning/psa/index.htm>

How to write a letter to your elected representative

<http://www.dosomething.org/actnow/actionguide/write-a-letter-to-elected-official>

<http://voices.yahoo.com/how-write-letter-elected-official-1436673.html>

Reason Magazine

“Another Marylander Arrested for Recording the Police” by Radley Balko

<http://reason.com/archives/2010/06/21/another-marylander-arrested-fo>

“The War on Cameras” by Radley Balko

<http://reason.com/archives/2010/12/07/the-war-on-cameras/singlepage>

Flex Your Rights—Flex is an educational non-profit organization established to educate the public public about how basic Bill of Rights protections apply during encounters with law enforcement. The organization has numerous articles and Know Your Rights DVDs, including “10 Rules for Dealing with Police” and “Busted: The Citizen’s Guide to Surviving Police Encounters.”

<http://flexyourrights.org/>

Reporters Committee for Freedom of the Press

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

They Can’t Turn the Lights Off Now—a 4-minute cartoon about citizens’ rights to photograph, hosted by Ben Franklin

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

Name _____ Date _____

Class _____ Period _____ Teacher _____

Police Accountability: Privacy Laws Gone Wrong

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

T-Chart

To Allow Video Recording of Police	To Prohibit Video Recording of Police
Arguments:	Arguments:
Which is the strongest argument from the two boxes above?	
Which position are you more likely to support? Why?	

Is it always acceptable or always unacceptable to video record people in government?

When might it be acceptable to video record public officials and public employees in the performance of their duties? Explain.

When might it not be acceptable to video record public officials and public employees in the performance of their duties? Explain.

CENSORSHIP AT COLLEGE: POLITENESS GONE WRONG

Segment Length: 8:48 minutes

Lesson Description:

Is college really a bastion of free speech, a marketplace of ideas, where views can be discussed in an atmosphere of openness? Are some cultural, economic, and political views more acceptable on campus than others? Who decides? Should only one side of a debate be allowed on campus, because some students might be bothered by the other side? This segment looks at the debate over limiting free speech on college campuses.

Objectives:

Students will be able to...

- explain how rules that are enacted with good intentions can have negative consequences.
- discuss the pros and cons of free speech.
- explain the importance of free speech in a democratic society.
- evaluate the choices between having free speech and feeling comfortable.
- assess potential consequences—intended and unintended—of prohibiting speech that some people find offensive.

Preview Activity and Questions:

Do students have free speech? When should you have free speech? When shouldn't you? Should people be allowed to be offensive? If so, why? What is to be gained? And what is meant by "offensive"? If people shouldn't be allowed to be offensive, who decides what's offensive? And to whom?

OR

Should the law prohibit people from hurting others' feelings? Why / Why not?

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

Viewing Guide:

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

Answers to Viewing Guide:

- | | |
|--------------------------|--------------------------|
| 1. unconstitutional | 5. conservative, liberal |
| 2. boyfriend, girlfriend | 6. sissy |
| 3. sexual harassment | 7. court |
| 4. veto | |

Name _____ Date _____

Class _____ Period _____ Teacher _____

Censorship at College: Politeness Gone Wrong Viewing Guide

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

1. Sixty-seven percent of the 390 colleges that we rate have what we would call laughably _____ speech codes.
2. UCONN banned inappropriate laughter. And at West Virginia University, students were told not to use the terms _____ or _____ .
3. Some of them have gone away, but a lot of times they get hidden in _____ policies and things like that.
4. What it is, it's basically a way of enforcing a heckler's _____ .
5. Now FIRE is about free speech, so it really shouldn't matter if you're _____ or _____. Free speech is free speech.
6. People don't recognize that you can get in trouble for the most ridiculous things at some of the most prestigious schools in the country. I mean, we've been dealing over the past year with Yale. Students were prevented from having a tee shirt that featured an F Scott Fitzgerald quote, because it had the word _____ in it.
7. When it does go to court, the schools always lose defending speech codes. The problem is, who wants to be the guy who spends their college career in _____ so they can say what you can say anywhere else in the country.

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

What are your initial reactions to the video segment you just watched? _____

Discussion and Analysis:

1. When you think about college, do you envision speech codes?
2. What does John Stossel mean when he suggests that colleges should have a climate of open inquiry?
3. Should all laws be objective, based on fact, or can some be based on the opinions of others? For example, should government be allowed to ban words that some people find offensive?
4. What is sexual harassment? Should sexual harassment be illegal? What are some examples of sexual harassment? Can you think of any examples where people might interpret a statement or act as sexual harassment when it isn't? Who decides what is sexual harassment and what isn't?
5. If the colleges used the term "hate speech codes," would people be more likely to support them? Would you? Does the term "hate speech" seem clear? Is it possible that hate speech can be interpreted differently and be used to prohibit expressing unpopular opinions that might not be hate-based? Can you give an example?
6. Do people have a right to feel comfortable? Can you find that in the Constitution? Does the desire to feel comfortable override people's right to free speech?
7. Ward Connerly's views were offensive to some of the people in the audience, so they shouted him down. How does that action reflect intolerance? Should people be tolerant of all views or should some views never be tolerated? If some views should never be tolerated, who should decide which views are tolerated and which are not?
8. If shouting down opposing views is acceptable, how will that affect discussion and debate of important cultural, economic, or political issues?
9. If offensive speech is prohibited, how will we criticize our elected officials, our government? How would people be able to run for office, if some of their ideas can be deemed "offensive" and thus prohibited?
10. Since the First Amendment prevents government from inhibiting our right to speak out, is there a difference between private colleges enacting speech codes, and public—government—colleges enacting speech codes? Based on the Constitution, should there be? Why or why not?
11. Some universities have instituted "free speech zones" by setting aside a small portion of their campus for students to exercise their free speech. And sometimes, in order to use it, students need a permit. Is that right? Can public colleges limit people's free speech to certain areas? Is this un-American? Why / Why not?
12. Compare and contrast speech codes in private colleges to speech codes in public colleges. What are the similarities? What are the differences?
13. There are often unintended consequences to government actions. What unintended consequences might occur if colleges or governments prohibit speech that is deemed offensive or hurtful?
14. In the "old days," children were taught the nursery rhyme: "Sticks and stones may break my bones, but names will never hurt me." What does that mean? Is it true? How has society changed? Are people less tolerant of others today?
15. What would you say about a college that banned racial, ethnic, or sexuality-related jokes?
16. Would you punish a male student who said, while in class, "Women just aren't as good in this field as men"? What about a student who claimed that "homosexuality was a disease"?
17. What are our First Amendment rights? Does the First Amendment apply to the issues in this video?
18. "Sunlight is said to be the best of disinfectants," wrote U.S. Supreme Court Justice Louis Brandeis. How could that quote apply to the issue of speech codes on college campuses?

Discuss These Lines from the Video:

1. “Welcome to the great marketplace of ideas. The American University. Here, freedom of expression, honest discussion, and academic inquiry reign supreme. And the future leaders of our world meet as equals in a forum of open debate. At least that was the idea.”
2. “[By enacting speech codes,] they’re trying to create a nice climate for learning.”
3. “Are you going to have a serious talk? Or are you going have politeness?”
4. “UCONN banned inappropriate laughter. And at West Virginia University, students were told not to use the terms boyfriend or girlfriend. The school says those words are too gender specific. Instead, lover and partner are preferred.”
5. “... if you’re a college freshman and you’re worried about your grades, you’re worried about...what your professors think of you, you’re not going to do anything that’s going to get you in trouble with the school.”
6. “...schools are actually trying to charge groups security fees.... But what ends up happening is that these fees are really intended to keep the speakers off campus in the first place.”
7. “[These security fees are] basically a way of enforcing a heckler’s veto”
8. “...it really shouldn’t matter if you’re conservative or liberal. Free speech is free speech. But what you’ve found is the tone comes from one direction.”

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.

—Justice Samuel Alito

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

[The] First Amendment does not recognize exceptions for bigotry, racism, and religious intolerance or matters some deem trivial, vulgar, or profane.

—United States District Court for the Eastern District of Virginia.

Scholarship cannot flourish in an atmosphere of suspicion and distrust. Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die...

—United States District Court for the District of New Hampshire.

Free speech is for everyone. If we let officials suppress an unpopular religious view based on hurt feelings or because someone might be offended, free speech becomes meaningless.

—Glenn Katon, ACLU of Florida

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

—Tommy Smothers

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

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

That which cannot be formulated into an objective law, cannot be made the subject of legislation—not in a free country, not if we are to have “a government of laws and not of men. An undefinable law is not a law, but merely a license for some men to rule others.

—Ayn Rand, “Vast Quicksands” in *The Objectivist Newsletter*

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

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

If we don't believe in freedom of expression for people we despise, we don't believe in it at all.

—Noam Chomsky

An objective law protects a country's freedom; only a non-objective law can give a statist the chance he seeks: a chance to impose his arbitrary will—his policies, his decisions, his interpretations, his enforcement, his punishment or favor—on disarmed, defenseless victims. He does not have to exercise his power too frequently nor too openly; he merely has to have it and let his victims know that he has it; fear will do the rest.

—Ayn Rand, “Antitrust: The Rule of Unreason,” *The Voice of Reason*

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. Have students complete the Censorship at College Flow Chart at the end of this section.
2. Research college speech codes, hate speech codes, or sexual harassment policies. Select one college, and report on the codes that college has put in place. Are the codes or policies easy to understand? Are they objective, i.e., based on fact, or are they subjective, i.e., based on opinion? Is the code or policy easily understandable, or is it confusing? If you were a student at that college, how would you explain the code or policy to a freshman?
3. Research a case in which a student was brought up on college disciplinary charges for something the student said or did. What were the charges? What did the student do that was deemed to be wrong? What was the college? Did any advocacy groups support the student? What happened to the student? How does this story end?

4. Have the students work in groups to conduct a classroom debate over the issue of campus speech codes. (See link in Resources section below for a guide to conducting classroom debates.)
5. Write a letter to a college president, explaining whether you'd be more likely or less likely to attend that college if it had speech codes.
6. Write a story in which, 100 years from now, people are not allowed to offend anyone. What will life be like? Who will make the decisions about what's offensive and what isn't? Think about today's language, advertisements, political campaigns, jokes, etc. How will they be changed as offensive speech is eliminated? Will people live in fear of saying the wrong thing and being punished? Or will individuals adapt to these regulations on speech?
7. In a five-paragraph persuasive essay, argue in favor of or against college speech codes. Make sure to include your thesis statement in your introduction, and in one of your body paragraphs, explore the opposition's argument and the reasons you think they are wrong.
8. The heckler's veto has been used to stop public speakers. How is this appropriate or inappropriate behavior? Is there any similarity between bullying and the hecklers who try to stop people they disagree with from speaking?
9. Ward Connerly, who is heckled in this Stossel segment, is founder of the American Civil Rights Institute. Why is he heckled on some college campuses? What positions does he take? Research Ward Connerly and his organization.
10. David Horowitz was one of the founders of the radical New Left in the 1960s. Now, he's a conservative who frequently speaks on college campuses and is often subjected to the "heckler's veto." Research David Horowitz, and write a biography of him.
11. Just because we might be allowed to be offensive does not mean we should be. Draw a poster advocating—but not mandating—inoffensive speech. Be sure to clearly specify what inoffensive speech is and why people should try to be inoffensive in their communications with others.
12. Create a political cartoon about the debate over speech codes on college campuses.
13. 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 have 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?
(<http://thefire.org>)
14. Draw a poster about people exercising their free speech and/or about people trying to limit offensive speech.
15. Read the First Amendment. Then, research the reasons it was included in the Constitution. Is it still relevant today? Does it apply to all college campuses? To some? Why / Why not?

Resources:

For suggestions about preparing effective slideshow presentations:

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

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

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=12>

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

How to write a biography:

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

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

Articles

“College Students Can’t Say ‘Sissies’ Anymore? Yale Goes for Old-Timey Censorship Against F. Scott Fitzgerald Quote”

http://www.huffingtonpost.com/greg-lukianoff/font-size5college-student_b_399372.html

“Let Them Talk: Why civil liberties pose no threat to civil rights” by Henry Louis Gates, Jr.

Video

Indoctrinate U directed by Evan Coyne Maloney

http://www.thempi.org/mpi_films.html

Books

Fighting Words: The Politics of Hate Speech by Laurence R. Marcus

FIRE’s Guide to Free Speech on Campus by Harvey A. Silverglate, David A. French, and Greg Lukianoff

This book focuses on the threat to freedom of expression posed by the imposition of speech codes, under various misleading names, on campuses across the nation.

<http://thefire.org/article14610.html>

Speaking of Race, Speaking of Sex: Hate Speech, Civil Rights and Civil Liberties edited by Henry Louis Gates, Jr.

Hate Speech: The History of an American Controversy by Samuel Walker

Hate Speech On Campus: Cases, Case Studies, and Commentary by Milton Heumann & Thomas W. Church

It’s OK to Leave the Plantation: The New Underground Railroad by C. Mason Weaver

Words That Wound: Critical Race Theory, Assaultive Speech and the First Amendment by Mari J. Matsuda, Charles R. Lawrence III, Richard Delgado and Kimberly Williams Crenshaw

Organizations

Alliance Defense Fund

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

Campus Reform

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

Foundation for Individual Rights in Education

<http://thefire.org/>

First Amendment Center

<http://www.firstamendmentcenter.org>

National Coalition Against Censorship

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

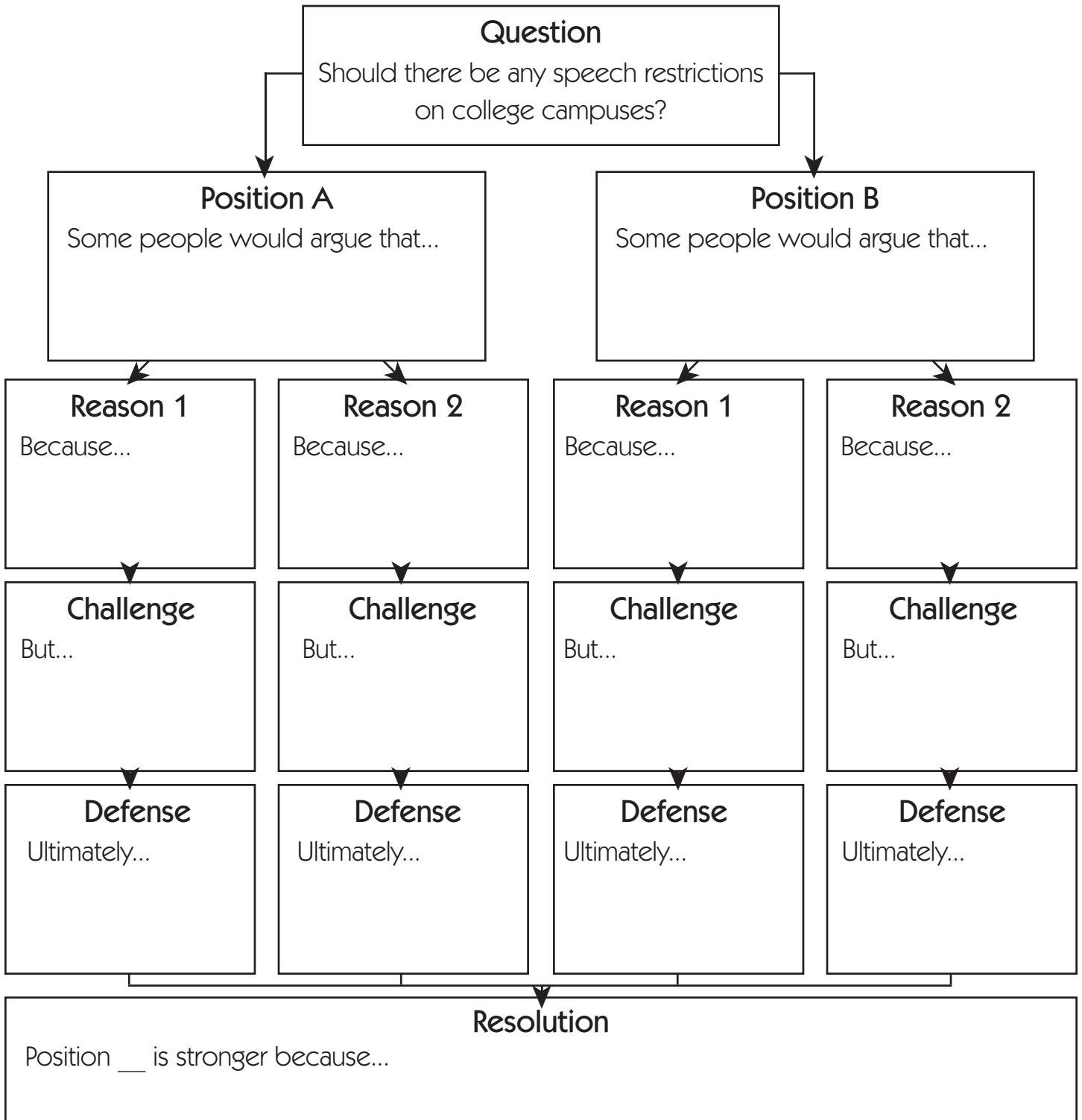
Student Press Law Center

<http://www.splc.org/knowyourrights/legalresearch.asp?id=78>

Censorship at College: Politeness Gone Wrong

Directions: Use the flow chart below to layout the arguments for and against speech codes on college campuses and to challenge and defend those arguments.

—Adapted from Lesson Lynx: An open educational resource



ADDITIONAL RESOURCES

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, as well as standards-based Internet experiences for students

<http://www.sciencenetlinks.com>

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>

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

<http://www.webenglishteacher.com>

How to create a wiki—video

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

How to create a wiki—slide show

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

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

<http://zunal.com/>

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

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

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

<http://www.commonseconomics.com>

Education World® 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

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

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

High School Economics Topics, with definitions and articles

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

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® 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/>

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, which videos you especially liked, which lessons worked best with your students, or how you created your own lessons, etc., please send your comments, subject: "2012 DVD Feedback," to: custsvc@stosselintheclassroom.org.

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<http://stosselintheclassroom.org/>