

# **2014 EDITION Teacher Guide**

**- English -**

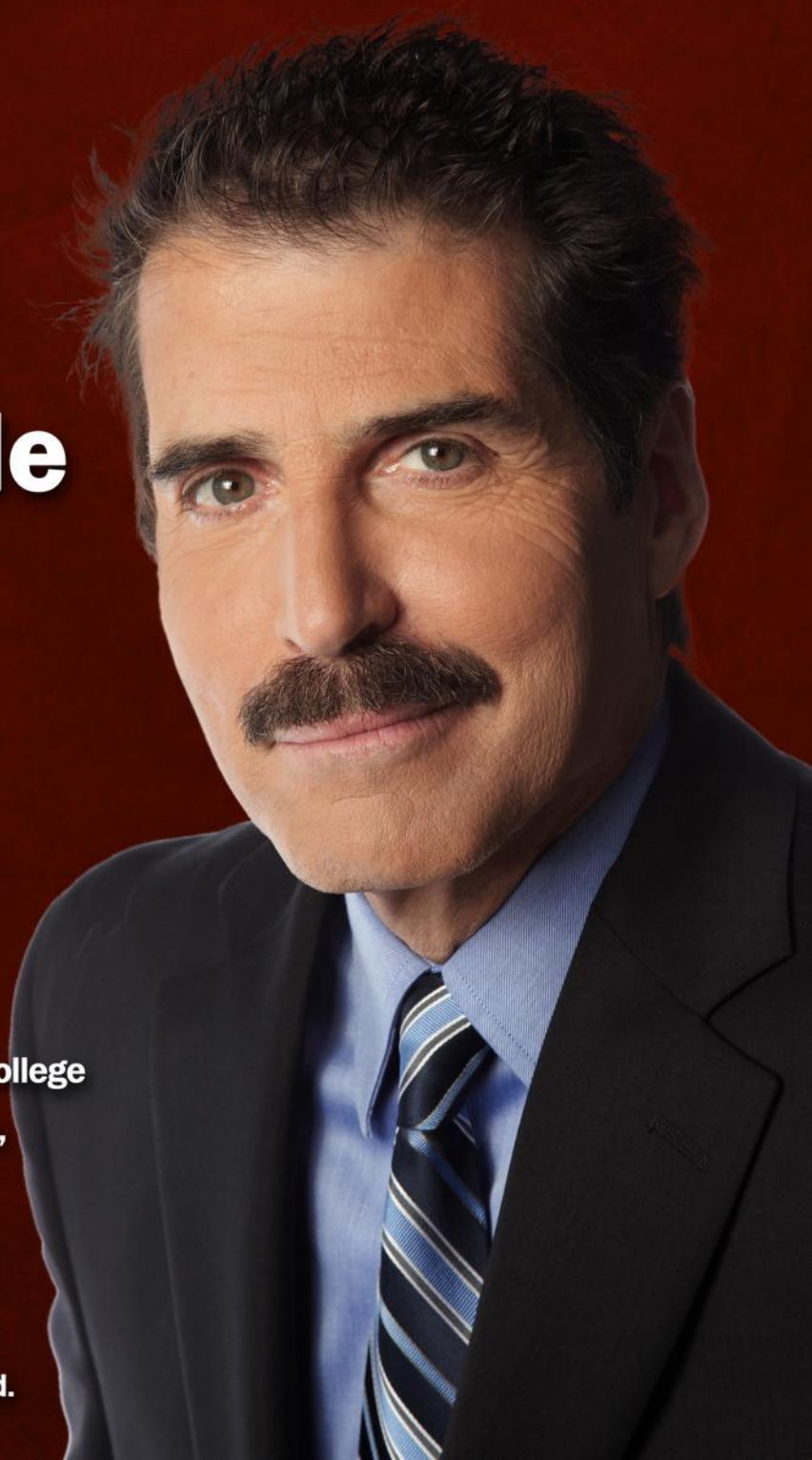
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**Grade Levels:  
Advanced Middle School, High School, and College**

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

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# COLLEGE TUITION & CAMPUS LUXURIES

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**Segment Length: 5:17 minutes**

## **Lesson Description:**

Why have colleges gotten so expensive? Has the money gone to improve education? Has the government forsaken our children? This segment looks at the rising cost of a college education.

## **Vocabulary:**

Conundrum – (noun) a puzzling question or problem

Entice – (verb) lure by offering something desirable

Irony – (noun) intentionally using words to display a contradiction or incongruity between what is expected and what happens

Progressive – (noun) adherent of a political philosophy that looks to the government for solutions to myriad social, economic, and political problems

## **Objectives:**

Students will be able to:

- explain how policies that are enacted with good intentions can have unintended, negative consequences.
- develop arguments for and against spending college funds on luxury recreation centers, expensive dorms, and lobster dinners.
- evaluate the arguments for and against campus luxuries.
- assess the impact of college spending on campus luxuries.

## **Preview Activity and Questions:**

Ask students: Do you plan to go to college? Why or why not? Is cost a factor? Is the earnings potential of a college graduate versus a high school graduate a factor in your decision? How much would you pay for a college degree? What is the product that a college sells?

**OR**

Ask students: If your favorite fast food restaurant added nice couches, TVs, and a pool, would you still go there? What would you expect to happen to the cost of eating there? Why? What if the government helped pay for your food at that eatery? What would you expect to happen to the price? Why?

## **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. Harvard
2. 750
3. federal, state
4. vacation
5. rock walls
6. irony

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

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

## College Tuition & Campus Luxuries Viewing Guide

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

1. A year at \_\_\_\_\_ now costs more than \$50,000.
2. But as government aid grew, so did tuition! Over the past 30 years, inflation was 160 percent. We're upset that health care costs grew more: 400 percent. But college tuition rose \_\_\_\_\_ percent.
3. Today students get an average \$12,000 in \_\_\_\_\_ and \_\_\_\_\_ aid, up from \$7,000 in 1987.
4. Pools and spas and fancy gym facilities and sushi for lunch. Isn't that where you'd like to take your next \_\_\_\_\_ ?
5. More than 600 colleges now have \_\_\_\_\_ .
6. Don't politicians see the \_\_\_\_\_ ?

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

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

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What features would you take into consideration when choosing which college you were going to attend? \_\_\_\_\_

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## Discussion and Analysis:

1. John Stossel suggests that government can't make college affordable for everyone. Why not?
2. Why do colleges charge what they charge? What are some reasons for the differences in tuition costs among colleges?
3. It is said that subsidies distort markets. What is being subsidized in the video? What is the market? How might subsidies distort the market?
4. Tamara Draut of Demos said, "Colleges have been forced to really cut to the bone." What does she mean by "cut to the bone"? If colleges have really had to make cuts, how are they building fancy recreation centers?
5. What kind and how much research do you think went into finding out the colleges that have rock walls?
6. Is there really anything wrong with colleges having rock walls and expensive recreation centers? Why or why not?
7. What effect are subsidies likely to have on demand, or in economics terms, how do subsidies shift the demand curve?
8. What role might students play in the decision by colleges to build expensive recreation centers?
9. In the video, John Stossel said that "One place your money goes is to luxuries that entice students and their money." Why do pools and fancy recreation centers entice students? If the main purpose of going to college is to get an education, why isn't the quality of the education what entices students?
10. When John Stossel says *irony*, he attempts to point out contradictory statements by the president. What are those contradictory statements? Why are they contradictory?
11. Many college leaders say that government aid does not lead to tuition increases. How might their position be self-serving?
12. There are often unintended consequences to government actions. What unintended consequences might come about as a result of government aid to college students?
13. Where does the government get the money it provides to many college students?
14. What is the point of the video? What is John Stossel advocating? What is he not advocating?

## Discuss These Lines from the Video:

1. Today, almost half of college students get federal aid.
2. We've got to make sure that education is affordable and available to everybody who wants to go.
3. People are looking to the government to help them out of this mess. But the government got them into this mess.
4. Colleges know that they can keep increasing the cost, because the government says we will keep paying for it.
5. There's no evidence that college loans or any type of student aid increases tuition at public universities.
6. Today students get an average \$12,000 in federal and state aid, up from \$7,000 in 1987.



7. ... what's important to any red blooded American college student? Spring break. Give our [students] spring break every time they step in to the student recreation complex.
8. We are putting colleges on notice... we can't just keep on subsidizing skyrocketing tuition.

## Quotes for Discussion:

*Students often approached me about state-paid tuition while I was out campaigning. After I explained to them that if the state pays their tuition now, they will pay higher taxes to pay other people's tuition for the rest of their lives, most of them ended up agreeing with me.*

—Jesse Ventura

*It makes no difference how low tuition is if the student has no source of funds to pay that tuition.*

—James E. Rogers

*If we choose to keep those tax breaks for millionaires and billionaires, if we choose to keep a tax break for corporate jet owners, if we choose to keep tax breaks for oil and gas companies that are making hundreds of billions of dollars, then that means we've got to cut some kids off from getting a college scholarship.*

—Barack Obama

*If anything, increases in financial aid in recent years have enabled colleges and universities to blithely raise their tuitions, confident that Federal loan subsidies would help cushion the increase.*

—William Bennett

*Borrowing to pay for college used to be the exception; now it's the rule.*

—Arne Duncan

## Activities:

1. Have students complete the T-chart graphic organizer (page 12).
2. Print and distribute the article "Saddle Me With Debt" by Harry Brodsky, a high school student. First, have students read and summarize the article. Then have them explain his point of view. In the last part of the writing component, students should take a position, either agreeing or disagreeing with Mr. Brodsky's point of view, and support that position using the information from the article. If this assignment is given as a homework, the next day, you can hold a class discussion on the article or divide students into two groups and conduct a classroom debate.  
[http://www.nypost.com/p/opedcolumnists/saddle\\_me\\_with\\_debt\\_R4H5CWL3Xwv2snqwUHWLJ](http://www.nypost.com/p/opedcolumnists/saddle_me_with_debt_R4H5CWL3Xwv2snqwUHWLJ)
3. Use the Internet to research college costs. Select three colleges in your state: a state school, a community college, and a private college. Report on the tuition at those three schools. How different are the schools? Their facilities? Their tuition? Their enrollment? What other features are similar or different?
4. Research federal aid to students attending college? What federal government programs give tuition assistance to college students? How many students receive aid through this program? How much money does the program cost each year? How much money does a typical recipient get?
5. Develop a timeline of federal laws that have been enacted in the past 10 years that were designed to help students go to college.

6. Use the Internet to research ratings on college affordability. Report your findings to the class.
7. Have the students work in groups to conduct a classroom debate over the issue college costs and campus luxuries.
8. Research the Bennett Hypothesis. What is it? What information is used to support that theory? What information is used to refute it?
9. Write a letter to a college president, explaining *your* college selection criteria.
10. In a five-paragraph persuasive essay, argue in favor of or against college luxuries. 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.
11. Read "25 Ways to Reduce the Cost of College." Then, select five to seven proposals you think will work best, and present them to the class. Be sure to explain why you think the proposals you selected will work.  
<http://centerforcollegeaffordability.org/25-ways/full-report>
12. Read "Making College More Expensive: The Unintended Consequences of Federal Tuition Aid" by Gary Wolfram. Summarize the article, and then analyze the argument(s) the writer makes.  
<http://www.cato.org/sites/cato.org/files/pubs/pdf/pa531.pdf>
13. Read "Rich College Presidents, Strapped Students" by Thomas Hedges. Summarize the article, and then analyze the argument(s) the writer makes.  
<http://www.demos.org/blog/rich-college-presidents-strapped-students>
14. Read one of the books in the resources list below, and write a book report about it.
15. Create a political cartoon about the cost of college or the amenities colleges offer students.
16. Create a print, slideshow, or media advertisement to recruit students for your school. While working on this assignment, you will have to determine which features of the school would serve as incentives for potential students. Present your ad to the class, and explain why you selected to focus on the features you included in the ad.

## Resources:

### Guides

Conducting classroom debates:

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

[http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-13.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf)

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

Conducting classroom discussions:

(The best way to hold a class debate is usually to hold a class discussion.)

<http://www.helium.com/items/1157945-teaching-tips-how-to-hold-a-class-debate>

Preparing effective slideshow presentations:

[http://www.ehow.com/how\\_5032561\\_prepare-effective-powerpoint-presentation.html](http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html)

<http://office.microsoft.com/en-us/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

<http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

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

Producing persuasive videos:

<http://ezinearticles.com/?Video-Marketing---Making-a-Persuasive-Video&id=3267249>

## Organizations

The Center for College Affordability and Productivity

<http://centerforcollegeaffordability.org/>

## Articles

“25 Ways to Reduce the Cost of College” published by the Center for College Affordability and Productivity

<http://centerforcollegeaffordability.org/25-ways/full-report>

“Fixing Financial Aid” by Kevin Carey

<http://chronicle.com/article/Fixing-Financial-Aid/137593/>

“Making College More Expensive: The Unintended Consequences of Federal Tuition Aid” by Gary Wolfram, in Policy Analysis

<http://www.cato.org/sites/cato.org/files/pubs/pdf/pa531.pdf>

“Rich College Presidents, Strapped Students” by Thomas Hedges

<http://www.demos.org/blog/rich-college-presidents-strapped-students>

“Saddle Me With Debt” by Harry Brodsky

[http://www.nypost.com/p/opedcolumnists/saddle\\_me\\_with\\_debt\\_R4H5CWLV3Xwv2snqwUHWLJ](http://www.nypost.com/p/opedcolumnists/saddle_me_with_debt_R4H5CWLV3Xwv2snqwUHWLJ)

“Why They Seem to Rise Together: Federal Aid and College Tuition”

[http://mindingthecampus.com/originals/2012/02/why\\_they\\_seem\\_to\\_rise\\_together.html](http://mindingthecampus.com/originals/2012/02/why_they_seem_to_rise_together.html)

## Books

*The Faculty Lounges: And Other Reasons Why You Won't Get the College Education You Pay For*  
by Naomi Schaefer Riley

*Is College Worth It?* by William J. Bennett and David Wilezol

*Scholars, Dollars and Bureaucrats* by Chester Finn

*Why Does College Cost So Much?* by Robert B. Archibald and David H. Feldman

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

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

## College Tuition & Campus Luxuries

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

### T-Chart

Essential Features of a College	Non-Essential Features of a College
What do you see as the purpose of a college education?	
Why is there so much focus on pools, rock walls, and spas?	

What are some arguments in support of government assistance to college students?

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What are some arguments against government assistance to college students?

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# ***PRODUCT LIABILITY LAWSUITS: WHO GETS BURNED?***

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**Segment Length: 6:08 minutes**

## **Lesson Description:**

Are we safer today because of lawsuits? Should companies that produce dangerous products be immune from lawsuits? What exactly *is* a dangerous product? Should manufacturers be sued when something goes wrong? What responsibilities do product users have? This segment looks at one effect of product liability lawsuits.

## **Objectives:**

Students will be able to:

- explain the responsibility of manufacturers to produce safe products.
- develop arguments for and against awarding monetary damages to people injured while using a company's product.
- distinguish between responsible and irresponsible use of products.
- assess the impact of product liability lawsuits on companies.

## **Preview Activity and Questions:**

Ask students: Have you ever gotten injured climbing a fence or riding a bike? Whose fault was it? Did you ever think that you should sue the fence installer or manufacturer, or the bike manufacturer? Why or why not?

**OR**

Use Think, Pair, Share to have students discuss and answer: How much responsibility should manufacturers have when people use their product(s) improperly and are injured? Why?

## **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. high demand
2. community
3. dangerous
4. scientists
5. reasonable
6. jobs
7. products

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

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

## Product Liability Lawsuits Viewing Guide

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

1. Of course, companies disappear all the time. Markets change, new products emerge. But this company made something that's in \_\_\_\_\_. So what happened?
2. The lawyers have designed systems that are good for lawyers and bad for our \_\_\_\_\_.
3. So far the tests show the flame arrestors might make the can more \_\_\_\_\_, because they clog and because static electricity from the metal can start a fire.
4. But the jurors aren't \_\_\_\_\_. And they see this poor victim, they just want to help so they'll award the money.
5. If a company decides to make a product and put it out in the market, they are required to do what's \_\_\_\_\_.
6. You can sue somebody all the way until they're broke and tired and can't provide \_\_\_\_\_ and take care of communities and be an entrepreneur in our society.
7. But it is just a fact that we lose \_\_\_\_\_ because of fear of lawsuits. It's why America has no AIDS vaccine and no Lyme disease vaccine.

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

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

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When are product liability lawsuits appropriate? \_\_\_\_\_

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When are product liability lawsuits inappropriate? \_\_\_\_\_

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## Discussion and Analysis:

1. How many people lost their jobs when Blitz went out of business? Was their product dangerous?
2. John Stossel suggests that lawsuits can be bad. How?
3. What are some reasons companies go out of business?
4. Is it always bad when a company goes out of business? Why or why not? What examples can you give of it not being bad? Can you think of any companies that sold products or services that were still in demand when they went out of business? If so, why did they go out of business?
5. In the video, we saw people pouring gas onto open fires. Is that responsible? Who is to blame when something goes wrong? So why sue the gas can manufacturer?
6. Why is there a motivation to sue a manufacturer even when someone uses a product irresponsibly?
7. Should companies that produce dangerous products be immune from lawsuits? Why or why not?
8. Should every product on the market be guaranteed safe? What products could be considered unsafe? Should a baseball bat manufacturer be sued if a bat it makes is used to intentionally injure a person? Unintentionally?
9. A Blitz employee said the company spent \$2.5 million to win a lawsuit. Should the company have settled the case early by offering a smaller payment to the people suing? What might be the unintended consequence of settling rather than winning?
10. Have you ever seen an advertisement by personal injury lawyers such as the ones shown in the video clip? Do you believe that such advertising encourages people to sue, even if they have not been injured? [79% of people believe they do, according to StatisticBrain.com.]
11. Where is the real problem? Is it the products? The manufacturers? The lawsuits? The lawyers? The people who sue? The juries? Is there really anything that can or should be done, or is the system working fine now?
12. What role might greed play in all of this?
13. Are some lawsuits just another way of trying to hit the lottery? How do we know which are and which aren't?
14. Do product users have any responsibility? If so, what is a product user's responsibility?
15. How do we balance the needs of product users with the needs of product manufacturers?
16. There are often unintended consequences to actions. Think of some ways government might try to solve the problems with product liability lawsuits. What unintended consequences might come about as a result of such government actions?

## Discuss These Lines from the Video:

1. Some people used the gas cans to pour gasoline on fires. Some were burned, some were killed. That's terrible. But is it the gas cans' fault?
2. It's not the lawyers that put Blitz out of business. It's Blitz that put Blitz out of business.
3. It's left for the jury to listen to the evidence, listen to the experts, hear about the research, and make a decision.

4. But the jurors aren't scientists. And they see this poor victim they just want to help, so they'll award the money.
5. If a company decides to make a product and put it out in the market, they are required to do what's reasonable.
6. Lawyers often win money, arguing that there should be more warnings. One result is that even a simple ladder today includes 30 warnings.
7. There are so many warnings now, none of us read them.
8. In our legal system, even when you win, you lose.
9. You can sue somebody all the way until they're broke and tired and can't provide jobs and take care of communities and be an entrepreneur in our society.
10. Americans pay almost \$1,000 per person per year for lawsuits.
11. But it is just a fact that we lose products because of fear of lawsuits. It's why America has no AIDS vaccine and no Lyme disease vaccine.

## Quotes for Discussion:

*Every unfortunate event does not give rise to lawsuit.*

— Judge Mills Lane

*Unfortunately, no matter how frivolous the lawsuit, you still, of course, have to pay people to defend you on it.*

— Kelly Ayotte

*We do have too many lawsuits.*

— John Edwards

*Litigation is the basic legal right which guarantees every corporation its decade in court.*

— David Porter

*Things aren't right. If a burglar breaks into your home and you shoot him, he can sue you. For what, restraint of trade?*

— Bill Maher

*A lawsuit is a fruit tree planted in a lawyer's garden.*

— Italian Proverb

*Personally, I have fond memories of playing on slippery rocks on the banks of a rushing river as a child and hitchhiking in college. To those who say, "But times are different now," I reply that statistically life is much safer now than in the 1950s, with regard to both crime and accidents. What has changed is our attitudes. In those years, a broken leg from falling off a swing or the back of a tractor was just part of childhood – an excuse for gathering autographs. Today that broken leg would be a source of outrage and probably lawsuits. I long for a simpler time when life was taken less seriously.*

— Jonathan Lockwood Huie

*Frivolous lawsuits are booming in this county. The U.S. has more costs of litigation per person than any other industrialized nation in the world, and it is crippling our economy.*

— Jack Kingston

*A lean compromise is better than a fat lawsuit.*

— George Herbert



*Lawsuit abuse is a major contributor to the increased costs of healthcare, goods and services to consumers.*

—Charles W. Pickering

## Activities:

1. Have students complete the PMI chart graphic organizer (page 20).
2. Have students bring in warning labels from home. Have students work in groups to evaluate the labels they have brought in.
3. Have students bring in warning labels from home. Have students read some of the labels they have brought in. Develop categories for the labels, such as clear and concise, confusing, helpful, insufficient, too long, too short, and have students try to classify the labels.
4. Have students bring in from home warning labels that they think are silly. Allow students to present their labels and to select the top three. Submit them to the Center for America's Wacky Warning Labels Contest.  
<http://www.centerforamerica.org/>
5. Print and distribute the quote above by Jonathan Lockwood Huie. Have students read the quote and then explain how they can relate to it. Do they agree with what Mr. Huie said? Students should take a position, either agreeing or disagreeing with Mr. Huie's point of view, and support that position using the information from their own experiences, the video, or their prior knowledge.
6. There are often unintended consequences to actions. Have students work in groups to come up with ways government might try to solve the problems with product liability lawsuits. Then have the students present their ideas. Next, have the groups determine what unintended consequences might come about as a result of government trying to solve the problems.
7. John Stossel said "... we lose products because of fear of lawsuits" as a headline from *The New York Times*, May 19, 1990, appeared on screen: "A Product Dead-Ended By Liability Fears." Find a copy of the article and summarize it. Research the product. Report back to the class.
8. "Fear of lawsuits... It's why America has no AIDS vaccine and no Lyme disease vaccine." Research the specifics of one of the associated headlines that were shown on screen, and write an essay in which you explain the facts behind the claims. [Aids Vaccine Dilemma: Who Pays If There Are Lawsuits?" from *The Washington Post*, November 25, 1988; "Concerns Grow Over Reactions to Lyme Shots" from *The New York Times*, November 21, 2000.]
9. One company highlighted in the video segment as having gone bankrupt was Kodak. Research Kodak and Blitz and why they went bankrupt. How is Kodak's plight different from that of Blitz?
10. Use the Internet to find warning labels that some people might consider silly. Create a slideshow, poster, or video to present them to the class.
11. Research successful product liability lawsuits. Find examples of cases in which the products were used correctly but still caused harm and cases in which products were misused.

12. There have been proposals to discourage lawsuits that are considered frivolous. Research one or more of those proposals. Would those proposals have any impact on product liability lawsuits? Why or why not?
13. Have the students work in groups to create guidelines for product liability lawsuits. What should plaintiffs have to prove?
14. Research the financial implications of product liability and product liability lawsuits.
15. Read “Who Should Pay? The Product Liability Debate” by Claire Andre and Manuel Velasquez. Summarize the article.
16. Research the term *creative destruction* as used by economist Joseph Schumpeter. What is it? How does it work? Is the case presented in the video a case of creative destruction? Why or why not?
17. Read and summarize three to four articles on specific product liability lawsuits from one of the websites listed in the resources section below. Then, compare and contrast the lawsuits in an essay.
18. In a five-paragraph persuasive essay, argue in favor of or against juries awarding money to plaintiffs in product liability lawsuits. Make sure to include your thesis statement in your introduction. You might want to draw a distinction between use and misuse of the products, and cite examples.
19. Create a political cartoon about the lawsuits resulting from misuse of a product.
20. Produce a video in one of the following categories: a lawyer advertising for clients who have been injured while using or misusing a product, a person injured through the use or misuse of a product, an employee at a company that has gone out of business as a result of a product liability lawsuit.

## Resources:

### Guides

Preparing effective slideshow presentations:

[http://www.ehow.com/how\\_5032561\\_prepare-effective-powerpoint-presentation.html](http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html)

<http://office.microsoft.com/en-us/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

<http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

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

Producing persuasive videos:

<http://ezinearticles.com/?Video-Marketing---Making-a-Persuasive-Video&id=3267249>

### Statistics

StatisticBrain.com has some basic information supplied by the Association of Trial Lawyers of America

<http://statisticbrain.com/civil-lawsuit-statistics/>

## **Lawsuit Abuse**

Center for America

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

Faces of Lawsuit Abuse.org

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

Lawsuit Abuse Fortnightly

<http://news.heartland.org/lawsuit-abuse>

Sick of Lawsuits is a non-partisan, grassroots campaign of Citizens Against Lawsuit Abuse

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

## **Articles**

“Who Should Pay? The Product Liability Debate” by Claire Andre and Manuel Velasquez

<http://www.scu.edu/ethics/publications/iie/v4n1/pay.html>

## **Books**

*The Product Liability Mess: How Business can be Rescued from the Politics of State Courts*  
by Richard Neely

*Products Liability in a Nutshell* by David G. Owen

Name \_\_\_\_\_ Date \_\_\_\_\_  
Class \_\_\_\_\_ Period \_\_\_\_\_ Teacher \_\_\_\_\_

## Product Liability Lawsuits PMI Chart

**P = Plus:** What are some positive effects of product liability lawsuits?  
**M = Minus:** What are some negative effects product liability lawsuits?  
**I = Interesting:** What are some interesting aspects of product liability lawsuits?

+ Plusses +	- Minuses -	Interesting

Do product liability lawsuits do more harm than good? Why or why not?

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# ***HIGH SPEED RAIL: BOONDOCKS & BOONDOGGLES***

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**Segment Length: 5:19 minutes**

## **Lesson Description:**

How should we improve mass transportation? Are newer and faster trains the answer? Why do so many people presume it's government's job to improve mass transportation? Is there a place for entrepreneurs and businesses to help? This segment looks at high speed rail projects, private buses, and the history of New York's subways.

## **Vocabulary:**

Boondocks – (noun) generally used to refer to a sparsely populated, out of the way, rustic, rural, or mountainous region

Boondoggle – (noun) a project that is considered a waste of money

Infrastructure – (noun) the fundamental facilities and systems serving a country, city, or area, as transportation and communication systems, power plants, and schools

Subsidies – (noun) money given, often by government, to a business or organization for support

## **Objectives:**

Students will be able to:

- discuss differences between government and private transportation systems.
- evaluate the arguments for and against government transportation systems.
- criticize or defend the building of high speed rail systems.

## **Preview Activity and Questions:**

Use Think, Pair, Share to have students answer the following questions: Are government activities designed to make a profit? What about businesses? Why should government transportation systems lose money and privately owned transportation companies make money?

## **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. trains
2. itself
3. subsidies
4. cars, buses
5. private
6. polio germs

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

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

## High Speed Rail Viewing Guide

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

1. These days, politicians want to spend more on \_\_\_\_\_ .
2. The private money was always a joke because private money will invest in something where they can make a profit. There's no way this project is ever going to pay for \_\_\_\_\_ .
3. Buses don't get the big \_\_\_\_\_ . But they're still much cheaper than trains.
4. Trains run in straight lines... but people move every which way... only \_\_\_\_\_ and \_\_\_\_\_ can change routes to follow them.
5. The original subways in New York were all \_\_\_\_\_ .
6. It's taken so long that the subways cars built for it, which cost a million dollars each, now won't be used because they no longer fit the tracks. And we no longer need the ultraviolet lights they had to kill \_\_\_\_\_ .

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

What was the most interesting part of the video segment you just watched? Why? \_\_\_\_\_

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What reasons were discussed for building a high speed rail line? \_\_\_\_\_

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## Discussion and Analysis:

1. At the beginning of the video segment, John Stossel said that we do need ways of getting places faster. Why?
2. Why are elected officials pushing construction of high speed rail lines?
3. How does building infrastructure create jobs?
4. What is a *boondoggle*? Why does economist Adrian Moore refer to California's high speed rail project as the "boondoggle of boondoggles"? How might Dennis Lytton argue against that claim?
5. What are the boondocks? Why is the high speed rail being built "in the boondocks"? How might this relate to the building of the transcontinental railroad? Is it about destinations or where the line runs?
6. Who benefits from high speed rails? Who pays for it? What's fair?
7. How is building rail lines similar to building roads? How is it different?
8. Why does John Stossel say buses are the mass transit alternative to trains?
9. Why are buses the fastest growing mass transit in America?
10. Why did the customers in the video prefer the bus ride? Can't Amtrak just lower their prices to get more customers? Why or why not?
11. How might the costs associated with running buses be lower than the costs associated with running trains?
12. Private companies run buses that are cheaper to ride than trains. How do they make a profit and government trains don't?
13. What prevents the owners of those buses from charging too much money?
14. What did we learn when John Stossel asked what would have happened if New York had waited for private investors to build the subway?
15. Why do many people, as evidenced in the video, think government built NYC subways?
16. Early in the video, Dennis Lytton said that "Private investors will be a part of the mix," and while no private individuals or groups have invested yet, "there's every reason to believe that they will." But moments later, he said that private investors can't build subways "because it's a public good that they can't profit from." So what roles *can* private investors play?
17. Why should people have to pay for transportation? Why shouldn't taxpayers pay for transportation systems? Doesn't everyone travel?

## Discuss These Lines from the Video:

1. We do need ways of getting places faster, and building infrastructure does create jobs.
2. The private money was always a joke because private money will invest in something where they can make a profit. There's no way this project is ever going to pay for itself.
3. On average, Amtrak's California trains fill just a third of their seats.
4. Buses don't get the big subsidies. But they're still much cheaper than trains.
5. More typically, an Amtrak ticket from New York to D.C. costs about \$150. And a bus ticket, just \$20.

6. Why should taxpayers lose more money on trains?
7. People cite New York subways as a reason why government must provide infrastructure.
8. Private companies did it faster 150 years ago, without this modern equipment, because they had competition... and their own money on the line.

## Quotes for Discussion:

*If we don't seize this future, how will America ever have the opportunity to lead the world in the 21st century?*

**— Joe Biden**

*[R]ailroads, a technology that was the future two centuries ago[.]*

**— George Will**

*There's so much misperception about passenger rail. It's become us against them, and it shouldn't be. We need to make sure people talk to their Congressmen. It works everywhere else in the world.*

**— Chuck Wochele**

*[High Speed Rail] will help accelerate job growth in an economy that is already beginning to grow... .*

**— Barack Obama**

*The Chicago to St. Louis line – there's already an Amtrak line that runs there, and that trip takes three hours and forty-eight minutes. The plan is to spend \$2 billion to upgrade that line to "high speed rail" which will knock that trip down to three hours and eighteen minutes. What a deal!*

**— Adrian Moore**

*This is absolutely bizarre that we continue to subsidize highways beyond the gasoline tax, airlines, and we don't subsidize, we don't want to subsidize a national rail system that has environmental impact.*

**— Joe Biden**

*[High speed rail] will require a whole new track network, because high speed trains can't run on the old rights of way with their less forgiving curve ratios and grades. We would be so much better off simply fixing up and reactivating the normal-speed track system that is sitting out there rusting in the rain – and save our more grandiose visions for a later time.*

**— James Howard Kunstler**

## Activities:

1. Have students complete the "Arguments For and Against" Activity (page 27).
2. Have students complete the graphic organizer (page 28).
3. Research the federal government's efforts to promote high speed rail. What states were offered money to begin building high speed rail? Which states took the offer? How are the projects advancing? Which states rejected the money? Why? Present your findings to the class in a slideshow.
4. Research one of the current high speed rail projects, and write a report about it.
5. What subway was John Stossel referring to when he said it was "supposed to be done in 1938. Then they said 1980. Now they say 2018." Where does it run? What are the reasons it has been delayed? Research this and write a report on your findings.



6. In the video segment, we learned that the early railroads in New York were built by private developers. Research and report on the history of the New York City railroads and the transition from private ownership to government ownership.
7. Read and summarize the article “Rail Debate: Should the Federal Government Invest in High Speed Rail?” by Irvin Dawid.  
<http://www.planetizen.com/node/58588>
8. Research polio. When was polio effectively conquered in the United States? How? Who was involved? Research this disease and write a report. For extra credit, include a timeline and relate it to the subway John Stossel spoke of in the video.
9. Create a timeline of California’s High Speed Rail project. Include on the timeline estimated costs to complete the project. Report your findings either on paper, poster board, or in a slideshow presentation.
10. Research and write a report on the building of the transcontinental railroad.
11. Read chapter two “James J. Hill and the Transcontinental Railroads” in *The Myth of the Robber Barons* by Burton Folsom. In what ways does the chapter reinforce what you learned about the history of railroads in the United States? In what ways does the chapter contradict what you learned? Summarize the chapter, and then write an essay in which you answer the two questions.
12. Amtrak is subsidized by the federal government. How much does Amtrak receive in subsidies? What other facts can you find? What are the arguments in favor of subsidizing Amtrak? What are the arguments against? Report your findings in a written report, poster board, or in a slideshow presentation.
13. Conduct a classroom debate on high speed rails. Materials are available at the National Center for Policy Analysis website.  
<http://debate-central.ncpa.org/debate-central-high-speed-rail-packet/>
14. Research an organization that supports/opposes high speed rails. What are their arguments in favor of/against high speed rails? What do you think of their arguments? Reasonable and straight forward? Exaggerated? Is it more news-like or more of a commercial? What reasons might people have for advocating/opposing high speed rails?

## Resources:

### Guides

Conducting classroom debates:

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

[http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-13.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf)

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

Preparing effective slideshow presentations:

[http://www.ehow.com/how\\_5032561\\_prepare-effective-powerpoint-presentation.html](http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html)

<http://office.microsoft.com/en-us/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

<http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

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

A good explanation of the Think, Pair, Share instructional strategy, with examples:

<http://olc.spsd.sk.ca/DE/pd/instr/strats/think/index.html>

## Organizations

Californians for High Speed Rail

<http://www.ca4hsr.org>

National Center for Policy Analysis

<http://debate-central.ncpa.org/debate-central-high-speed-rail-packet/>

U.S. Department of Transportation – Federal Railroad Administration – High Speed Rail Overview

<http://www.fra.dot.gov/Page/P0060>

U.S. High Speed Rail Association is dedicated to the rapid development of a national, state-of-the-art high speed rail network across America.

<http://www.ushsr.com>

Virginians for High Speed Rail

<http://www.vhsr.com>

## Articles

“California Taxpayers to Subsidize High-Speed Rail – Report”

<http://reuters.com/article/2013/04/11/california-high-speed-rail-idUSL2N0CY2CO20130411>

“California High-Speed Rail: An Updated Due Diligence Report” by Joseph Vranich, Wendell Cox, and Adrian Moore

<http://reason.org/studies/show/california-high-speed-rail-report>

[http://reason.org/files/california\\_high\\_speed\\_rail\\_summary.pdf](http://reason.org/files/california_high_speed_rail_summary.pdf)

[http://reason.org/files/california\\_high\\_speed\\_rail\\_report.pdf](http://reason.org/files/california_high_speed_rail_report.pdf)

“High Speed to Insolvency” by George Will

<http://www.thedailybeast.com/newsweek/2011/02/27/high-speed-to-insolvency.html>

“Rail Debate: Should the Federal Government Invest in High Speed Rail?” by Irvin Dawid

<http://www.planetizen.com/node/58588>

“Study: California High-Speed Rail System Would Lose \$124 Million to \$373 Million a Year”

<http://reason.org/news/show/1013323.html#sthash.VIkft1OK.dpuf>

## Books

*The Myth of the Robber Barons* by Burton Folsom. Chapter 2: James J. Hill and the Transcontinental Railroads.

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

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

## High Speed Rail: Boondocks & Boondoggles

**Directions:** Write an F on the line if the comment favors high speed rails. Write an A on the line if the comment is against high speed rails.

### Arguments For and Against High Speed Rails



1. \_\_\_\_\_ Trains are romantic.
2. \_\_\_\_\_ We do need ways of getting places faster, and building infrastructure does create jobs.
3. \_\_\_\_\_ This thing is like the boondoggle of boondoggles.
4. \_\_\_\_\_ They're starting high speed rail in the middle of the state because that's where you can build it fast.
5. \_\_\_\_\_ There's no way this project is ever going to pay for itself.
6. \_\_\_\_\_ Trains will revolutionize our global transportation infrastructure.
7. \_\_\_\_\_ We need government to invest in infrastructure.
8. \_\_\_\_\_ Why should taxpayers lose more money on trains?
9. \_\_\_\_\_ On average, Amtrak's California trains fill just a third of their seats.
10. \_\_\_\_\_ We envision high speed rail connecting the big end points...
11. \_\_\_\_\_ Buses don't get the big subsidies. But they're still much cheaper than trains.
12. \_\_\_\_\_ Amtrak trains--they're packed.
13. \_\_\_\_\_ Also, today's buses are pleasant. They have extras like Wi-Fi.
14. \_\_\_\_\_ Yet despite the delays, despite the billions lost, government wants more trains.

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

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

## High Speed Rail: Boondocks & Boondoggles

**Directions:** List some advantages and disadvantages of the following modes of transportation.

### Airplanes

Advantages:

Disadvantages:

### Buses

Advantages:

Disadvantages:

### Cars

Advantages

Disadvantages

### Trains

Advantages

Disadvantages

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# THE FRACKING DEBATE

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**Segment Length:** 5:50 minutes

**Lesson Description:**

What is fracking? What does it do? How does it affect us? Should we celebrate it because it might reduce our oil consumption or condemn it because it might put our drinking water at risk? Who should we believe when some people tell us fracking is bad and others tell us it's good? This segment looks at the debate over fracking.

**Vocabulary:**

Zealot – (noun) extremist, a fanatic, a person with excessive enthusiasm

**Objectives:**

Students will be able to:

- explain what fracking is.
- list several arguments for and against fracking.
- discuss the debate over fracking.
- summarize and evaluate the arguments for and against fracking.

**Preview Activity and Questions:**

Distribute the K-W-L Chart (page 35). Have students complete the first two columns to the best of their ability. Have them fill in the last column after viewing the video.

**Viewing Guide:**

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

**Answers to Viewing Guide**

1. Mother Earth
2. chemicals
3. light
4. lying
5. fire
6. fracking process
7. wind, solar, geothermal
8. Energy

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

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

## The Fracking Debate Viewing Guide

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

1. Fracking feels wrong. It feels like you're pumping stuff into \_\_\_\_\_ .  
But it's an amazing story.
2. They worry about frackers shoving these dangerous \_\_\_\_\_ into the ground.
3. So much gas in his water, he could \_\_\_\_\_ it.
4. All the people from the companies say, oh, this isn't our problem. This was there in the first place. But they're \_\_\_\_\_ .
5. There are many places in America where no fracking is done but water still catches \_\_\_\_\_ .
6. Even [President] Obama's recent EPA director says, "In no case have we made a definitive determination that the \_\_\_\_\_ has caused chemicals to enter ground water."
7. Renewable energy would be best: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
8. \_\_\_\_\_ matters. We take it for granted. We really shouldn't.

**Now, take a few moments to reflect on the video and complete the K-W-L chart by yourself or with a partner. When you have finished, answer the questions below:**

What argument does John Stossel make in this video?

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Do you agree or disagree? Why?

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## Discussion and Analysis:

1. John Stossel begins the video by saying that our drinking water is in danger because oil companies frack. What is fracking?
2. Why do opponents of fracking claim it is dangerous? What do they cite as some of the problems with fracking?
3. What do supporters say are benefits of fracking?
4. Did anyone see the movie *Promised Land*? How did you like it? Did it scare you a bit? Was that the purpose?
5. What does John Stossel demonstrate about water that catches fire?
6. In the video, did any supporters of fracking address the concern about waste water being contaminated from the chemicals that are pumped into the ground? Does that impact your views on fracking? If so, how? If not, why not?
7. President Obama has been at the forefront of environmental concerns, such as concerns about global warming. Yet his EPA director said that they have not made “a definitive determination that the fracking process has caused chemicals to enter ground water.” Considering the president’s concern for the environment, why would his administration not oppose fracking?
8. Is any energy really risk-free? What types of energy are there? What are the risks involved in those types of energy?
9. John Stossel says that without energy, “We’re living in the Dark Ages.” What do you think about that? What has made our lives different from those who lived in the Dark Ages? Are our lives better or worse? What about our standard of living? Life expectancy? What have been some of the major factors creating the changes from the Dark Ages to modern times?
10. Is Phelim McAleer right when he says we take energy for granted? Why or why not?
11. How should the issue of fracking be resolved?

## Discuss These Lines from the Video:

1. The controversy is over chemicals being injected into the earth to break up rock and release natural gas.
2. America now has much more and, therefore, cheaper natural gas. This means families pay less to heat their homes.
3. Fracking feels wrong. It feels like you’re pumping stuff into Mother Earth. But it’s an amazing story.
4. They worry about frackers shoving these dangerous chemicals into the ground.
5. So much gas in his water, he could light it.
6. All the people from the companies say, “Oh, this isn’t our problem. This was there in the first place.” But they’re lying.
7. There are many places in America where no fracking is done. But water still catches fire.
8. In no case have we made a definitive determination that the fracking process has caused chemicals to enter ground water.
9. Oil, natural gas, fuel is dirty. But otherwise, we’re living in the Dark Ages.
10. Energy matters. We take it for granted. We really shouldn’t.

## Activities:

1. Have students complete the K-W-L chart that they began prior to watching the video.
2. What's the formal name for fracking? What does it mean? Describe the fracking process. Report your findings in a report, slideshow, or on a poster board.
3. In groups, research the arguments for or against fracking, and conduct a classroom debate.
4. Read and summarize "A Fracking Good Story" by Bjorn Lomborg.  
<http://www.project-syndicate.org/commentary/a-fracking-good-story-by-bj-rn-lomborg>
5. Interview friends, parents, and science teachers about fracking. Have they heard of it? What are their opinions on this topic? What percentage of people you interview knows what fracking is? Of those who do, what percentage supports fracking? What percentage opposes it?
6. What are the chemicals used in fracking? From where do they come? What are the concerns about each of the chemicals?
7. Read and summarize this article: "For his next escape, Matt Damon's troubled anti-frack film," by Phelim McAleer, published in the New York Post on September 25, 2012.  
[http://www.nypost.com/p/news/opinion/opedcolumnists/for\\_his\\_next\\_escape\\_x46uFSOnrAaCey67ZzZV0I](http://www.nypost.com/p/news/opinion/opedcolumnists/for_his_next_escape_x46uFSOnrAaCey67ZzZV0I)
8. Read and summarize this article: "Frack Fluid Spill in Dimock Contaminates Stream, Killing Fish" by Abrahm Lustgarten, published in *ProPublica* on September 21, 2009.  
<http://propublica.org/article/frack-fluid-spill-in-dimock-contaminates-stream-killing-fish-921>
9. Watch the documentaries *Gasland* and *FrackNation*. Create a T-Chart to list the major points in each documentary. Do they discuss different issues? Are some of the issues the same but with different views? Do both provide evidence? Which is more believable? Report your findings to the class.
10. In an essay, present both sides of the fracking debate. Use statistics and other facts to form an opinion on which side of the debate has more credibility. Explain why you give more weight to the evidence presented on one side versus the other.
11. One of the people in the video said, "Wells have been ruined and people are sick and cows—livestock is dying." Research to find the evidence for that statement. Present your findings to the class.
12. Write and produce a public service announcement (PSA) in which you support or oppose fracking. Be sure to advocate strongly for the side you take, using evidence to support your position. The PSA may be presented as a video (TV spot), audio (radio spot), slideshow presentation, or on a storyboard. The PSA may be a group or individual project.
13. Research what organizations support fracking and which organizations oppose fracking. Present your findings in a list on poster board or a typed list. Be sure to document your sources.
14. Research whether fracking is legal or has been banned in your state. Write a letter to an elected state representative, expressing your views on fracking and asking for the representative's view. Who are your state representatives? Be sure to explain why you are writing, and support your position with facts.
15. Read and summarize one of the articles from PopularMechanics.com that are listed in the resources section below.
16. Create a slideshow presentation of the pros and cons of fracking.



## Resources:

### Guides

A good explanation of K-W-L, with a sample chart, and a chart for downloading:

<http://www.readingquest.org/strat/kwl.html>

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

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

Conducting classroom debates:

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

[http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-13.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf)

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

Conducting classroom discussions:

(The best way to hold a class debate is usually to hold a class discussion.)

<http://www.helium.com/items/1157945-teaching-tips-how-to-hold-a-class-debate>

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>

Preparing effective slideshow presentations:

[http://www.ehow.com/how\\_5032561\\_prepare-effective-powerpoint-presentation.html](http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html)

<http://office.microsoft.com/en-us/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

<http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

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

Producing persuasive videos:

<http://ezinearticles.com/?Video-Marketing—Making-a-Persuasive-Video&id=3267249>

### Articles

“A Fracking Good Story” by Bjorn Lomborg

<http://www.project-syndicate.org/commentary/a-fracking-good-story-by-bj-rn-lomborg>

“For his next escape, Matt Damon’s troubled anti-frack film” by Phelim McAleer

[http://www.nypost.com/p/news/opinion/opedcolumnists/for\\_his\\_next\\_escape\\_x46uFSONrAaCey67ZzV0I](http://www.nypost.com/p/news/opinion/opedcolumnists/for_his_next_escape_x46uFSONrAaCey67ZzV0I)

“Frack Fluid Spill in Dimock Contaminates Stream, Killing Fish” by Abrahm Lustgarten

<http://propublica.org/article/frack-fluid-spill-in-dimock-contaminates-stream-killing-fish-921>

“Is Fracking Safe? The Top 10 Controversial Claims About Natural Gas Drilling” by Seamus McGraw, in PopularMechanics.com

<http://popularmechanics.com/science/coal-oil-gas/top-10-myths-about-natural-gas-drilling-6386593>

“Pennsylvania Fracking Accident: What Went Wrong” by Seamus McGraw, in PopularMechanics.com

<http://popularmechanics.com/science/energy/coal-oil-gas/pennsylvania-fracking-accident-what-went-wrong-5598621>

“The Hard Facts About Fracking” by Elizabeth Svoboda in PopularMechanics.com

<http://www.popularmechanics.com/science/energy/coal-oil-gas/the-hard-facts-about-fracking>

“Unconventional Energy: The Good, the Bad, and the Unknown” by Sarah Fecht in

PopularMechanics.com

<http://popularmechanics.com/coal-oil-gas/unconventional-energy-the-good-the-bad-and-the-unknown-15448028>

## **Competing views on fracking:**

### **Anti-Fracking**

Artists Against Fracking

<http://artistsagainstfracking.com>

Dangers of Fracking

<http://dangersoffracking.com>

Food and Water Watch

<http://www.foodandwaterwatch.org>

Riverkeeper: New York’s Clean Water advocate

<http://www.Riverkeeper.org>

### **Pro-Fracking**

American Council on Science and Health

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

American Enterprise Institute

<http://www.AEI.org>

Institute for Energy Research

<http://www.instituteforenergyresearch.org>

The Heartland Institute

<http://www.heartland.org>

Name \_\_\_\_\_ Date \_\_\_\_\_  
Class \_\_\_\_\_ Period \_\_\_\_\_ Teacher \_\_\_\_\_

## **The Fracking Debate**

### **K-W-L Chart**

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

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

What is one argument in favor of fracking?

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What is one argument against fracking?

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# FOOD NANNIES: WHO DECIDES WHAT YOU EAT?

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**Segment Length: 6:29 minutes**

## **Lesson Description:**

Why are there so many obese Americans? What should be done about it? Who's responsible? The government? Businesses? Us? This segment looks at proposals to curb obesity.

## **Concepts & Key Terms:**

*Chattering class* – a perceived social class of activists who espouse views that often involve a more active role for government

## **Objectives:**

Students will be able to:

- discuss proposals to limit the sale or consumption of unhealthful food.
- explain the arguments for and against government regulations on food.
- evaluate the enactment of laws that limit people's food choices.

## **Preview Activity and Questions:**

Have students fill out the Chart (page 44).

What is the role of government? Should government ever prohibit people from eating unhealthful food? If so, when and why?

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

## **OR**

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 what they think Lippmann 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. force
2. benefit
3. evidence
4. fat tax
5. subjective
6. banning
7. life

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

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

## Food Nannies Viewing Guide

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

1. If Michelle Obama wants to inspire us by exercising on the White House lawn, that's great, but government "doing its part" usually means \_\_\_\_\_ .
2. What we find is those labels really don't change behavior at all. So what you're doing is asking companies to undertake a cost that has essentially no \_\_\_\_\_ to the consumer.
3. Too much salt is bad for some people – people with hypertension or some other problems – but there's no \_\_\_\_\_ that it's harmful to most of us.
4. The \_\_\_\_\_ passed the Danish Parliament overwhelmingly, but Danes just switched to cheaper food, that was just as unhealthy, or crossed the border to shop into neighboring countries. Within one year, Denmark repealed its fat tax.
5. Taste is \_\_\_\_\_. So it's good that people have choices.
6. Where do you get off saying you're giving us more choice? You're \_\_\_\_\_ things. You're giving us less choice.
7. I think what I'm trying to do is to help you to have a better \_\_\_\_\_ .

**Now, read the quotation, reflect on the video you just watched, and answer the questions below:**

*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

How does the quotation relate to the video? \_\_\_\_\_

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

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## Discussion and Analysis:

1. What are some efforts government officials have taken to try to improve our diets?
2. Why does government care what we eat?
3. Why is it hard for people to change their eating habits, even when it's in their best interests?
4. If we don't eat healthfully, if we don't do what's in our best interest, should the government force us to?
5. Are there any limits to what the government can make us do? What are those limits? What limits did the founding fathers have in mind when they wrote the Constitution?
6. What do you think about banning certain sized drink cups?
7. Do you pay attention to calorie counts? Do postings with calorie counts affect your decisions when ordering fast food?
8. Why does it seem some people always think they know better than we do and think it's their place to force us to do what they say is best?
9. How effective was the fat tax in Denmark? What happened to it? Why?
10. Going to movies is worse for most people than jogging. Should government promote jogging and punish people who go to movies by taxing them more for ticket purchases?
11. Should candy be taxed more to get people to stop eating it? How much tax is the right amount? If candy is really bad for us, why doesn't the government just ban it?
12. If we tax fast food, should we tax all fast food or just the unhealthful fast food? Who will be making those decisions?
13. What should be done about egg yolks? Salt? Sugar? Fried food? Why should *anything* be done?
14. Do you accept the argument that because government pays for some people's healthcare that it should be able to tell those people what to eat? Why or why not? What alternatives are there?
15. Why do we say "it's a free country" when sometimes it doesn't seem so free?
16. How much control over our lives should the government have? How do you know?
17. Representative Ortiz said he is "providing good, healthy advice for the best public health of our country." Is he really providing *advice*?
18. Representative Ortiz said he is trying to give people an alternative, an option. Is he? What is he really doing?
19. Why does John Stossel call Representative Ortiz a bully? Isn't he just trying to help?

## Discuss These Lines from the Video:

1. If Michelle Obama wants to inspire us by exercising on the White House lawn, that's great, but government "doing its part" usually means force.
2. This has nothing to do with banning your ability to buy as many sugary drinks as you want, simply the size of the cup that can be used.
3. Too much salt is bad for some people – people with hypertension or some other problems – but there's no evidence that it's harmful to most of us.

4. So because you shouldn't have salt, I can't have salt?
5. Basically you go to the supermarket and buy food that has a certain level of fat, they charge you extra.
6. Other great ideas from the food police are taxes on candy or fast food.
7. Where do you get off saying you're giving us more choice? You're banning things. You're giving us less choice.
8. I'm trying to ban stuff that is not good for the consumer.
9. What business is it of yours what I put in my own body? Isn't that part of freedom?
10. I think what I'm trying to do is to help you to have a better life.

## Quotes for Discussion:

*One should eat to live, not live to eat.*

— Moliere

*To eat is a necessity, but to eat intelligently is an art.*

— Francois de La Rochefoucauld

*Did you ever see the customers in health-food stores? They are pale, skinny people who look half dead. In a steak house, you see robust, ruddy people. They're dying, of course, but they look terrific.*

— Bill Cosby

*Preach not to others what they should eat, but eat as becomes you, and be silent.*

— Epictetus

*The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not.*

— Mark Twain

*Just imagine, how much easier our lives would be if we were born with a "user guide or owner's manual" which could tell us what to eat and how to live healthy.*

— Erika M. Szabo

*Unfortunately, everything the experts tell us about diet is aimed at the whole population, and we are not all the same.*

— The Scientist magazine

*Subdue your appetites, my dears, and you've conquered human nature.*

— Charles Dickens

*What you eat is like how you pray: Your Own Business. Not to be forced on others. Worship at Burger King or Chez Panisse, depending on your tastes, wallet and personal needs. Just don't make me go there.*

— Sheila Himmel

*Eating is always a decision, nobody forces your hand to pick up food and put it into your mouth.*

— Albert Ellis, Michael Abrams, and Lidia Dengelegi

*What some call health, if purchased by perpetual anxiety about diet, isn't much better than tedious disease.*

— George Dennison Prentice



*Today, more than 95% of all chronic disease is caused by food choice, toxic food ingredients, nutritional deficiencies and lack of physical exercise.*

**—Mike Adams**

*Those who think they have no time for healthy eating will sooner or later have to find time for illness.*

**—Edward Stanley**

*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**

*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 T-Chart (page 45).
2. Research recent government actions or proposals to regulate unhealthful food. How many cases can you find reports about? Prepare a slideshow or poster board to report your findings.
3. Does your state or city regulate food it deems unhealthful? What regulations, if any exist or have been recently proposed? Report your findings to the class.
4. Is obesity a disease? Conduct a classroom debate with information provided by ProCon.org. (See link below for a guide to conducting classroom debates.)
5. Survey the students in your school about government regulations on food. (See link below for a guide to conducting surveys.)
6. In groups, research the arguments for and against regulations on food, and conduct a classroom debate. (See link below for a guide to conducting classroom debates.)
7. Write and produce a public service announcement (PSA) about unhealthful food. You may, for example, urge people to eat better, urge the government to act or not act, or encourage parents to teach their children good eating habits. Be sure to advocate strongly in support of your position. 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 below for a guide to creating public service announcements.)
8. Read and summarize the article "Bad Food? Tax It, and Subsidize Vegetables" by Mark Bittman in *The New York Times*.  
<http://www.nytimes.com/2011/07/24/opinion/sunday/24bittman.html>
9. Read and summarize "Meddling in Other People's Diets Is 'Fun' and 'Inspiring'" by Jacob Sullum at Reason.com  
<http://reason.com/blog/2011/07/25/meddling-in-other-peoples-diet>

10. Read the articles “Bad Food? Tax It, and Subsidize Vegetables” by Mark Bittman and “Meddling in Other People’s Diets Is ‘Fun’ and ‘Inspiring’” by Jacob Sullum. Compare the two in an essay or presentation to the class.  
<http://www.nytimes.com/2011/07/24/opinion/sunday/24bittman.html>  
<http://reason.com/blog/2011/07/25/meddling-in-other-peoples-diet>
11. Write a persuasive essay in which you argue for or against government regulation of unhealthful food. Be sure to address the opposing side of the argument in your essay.
12. Write a letter to the editor of your local newspaper supporting or opposing regulations on food. (See link in the resources section below for a guide on writing letters to the editor.)
13. Research and write a biography about New York State Assembly member Felix Ortiz. What is his educational background? What did he do before getting elected to the Assembly? What laws has he proposed or supported? (See link in the resources section below for a guide on writing a biography.)
14. Write a letter to New York State Assembly member Felix Ortiz or to your own state legislator expressing your views on this topic. (See link in the resources section below for a guide on writing to elected officials.)
15. Draw a poster about the importance of eating nutritious food.
16. Read *The Food Police: A Well-Fed Manifesto About the Politics of Your Plate* by Jason Lusk. Write a book report or present what you’ve learned to the class.

## Resources:

### Guides

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

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

Guide to writing a letter to the editor:

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

Guides to conducting classroom debates:

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

[http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-13.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf)

How to conduct a survey:

[http://www.ehow.com/how\\_7393779\\_conduct-survey-school-project.html](http://www.ehow.com/how_7393779_conduct-survey-school-project.html)

<http://www.mathsisfun.com/data/survey-conducting.html>

How to write a biography:

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

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

How to write a book report (assistance for students):

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

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>

Preparing effective slideshow presentations:

[http://www.ehow.com/how\\_5032561\\_prepare-effective-powerpoint-presentation.html](http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html)

<http://office.microsoft.com/en-us/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

<http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

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

## Organizations

The Center for Consumer Freedom is a nonprofit organization devoted to promoting personal responsibility and protecting consumer choices. Their website includes statistics, up-to-date information about proposed laws, and political cartoons.

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

An Epidemic of Obesity Myths: Because lifestyle, not diet, is the main cause of obesity

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

## Articles

“Bad Food? Tax It, and Subsidize Vegetables” by Mark Bittman in the *New York Times*

[http://www.nytimes.com/2011/07/24/opinion/sunday/24bittman.html?\\_r=3&hpw=&pagewanted=all&](http://www.nytimes.com/2011/07/24/opinion/sunday/24bittman.html?_r=3&hpw=&pagewanted=all&)

“Meddling in Other People’s Diets Is ‘Fun’ and ‘Inspiring’” by Jacob Sullum at Reason.com

<http://reason.com/blog/2011/07/25/meddling-in-other-peoples-diet>

“Is Obesity a Disease?” According to ProCon.org, the debate over whether or not obesity is a disease grows as obesity rates and the cost of treating obesity-related conditions increase in the United States.

<http://obesity.procon.org/>

## Books

*The Food Nanny: The 10 Food Rules to Prevent a Fat Future for Your Kids* by Anna Burns

*The Food Police: A Well-Fed Manifesto About the Politics of Your Plate* by Jason Lusk

*Food Rules: An Eater’s Manual* by Michael Pollan

Date \_\_\_\_\_

Teacher \_\_\_\_\_

## Food Nannies: Who Decides What You Eat?

**Directions:** Fill in the chart below before watching the video. Based on what you know and what you have heard, list foods that are unhealthful. 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 unhealthful 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:		

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

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

## Food Nannies: Who Decides What You Eat?

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

### T-Chart

Don't Interfere in People's Food Choices	Prohibit People From Eating Unhealthful Food
<b>Arguments:</b>          	<b>Arguments:</b>          
<b>Which is the strongest argument from the two boxes above?</b>          	
<b>Which position are you more likely to support? Why?</b>          	

When might it be acceptable to regulate what people eat? Explain.

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When might it not be acceptable to regulate what people eat? Explain.

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# ENTREPRENEURS: DOING GOOD BY DOING WELL

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**Segment Length:** 8:37 minutes

## **Lesson Description:**

What good do entrepreneurs do? Is it creating jobs? Is it the charity they do with the money they've made? Do successful entrepreneurs have an obligation to "give back"? This segment attempts to answer those very questions.

## **Vocabulary:**

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

Philanthropy – demonstrated concern for others through the donation of resources or time

## **Concepts & Key Terms:**

*Economies of scale* – Reduction in cost per unit produced, resulting from increased production and efficiency

## **Objectives:**

Students will be able to:

- discuss some of the positive effects of entrepreneurship in our lives.
- distinguish between the intended benefits of charity and the unintended benefits of entrepreneurship
- evaluate the claim that entrepreneurs do more good by creating goods and services than through their charitable deeds.

## **Preview Activity and Questions:**

How can we help people? Name some well-known people who have helped others. What do we mean by "help"? What are some different ways to help?

Use Think, Pair, Share to have students answer the preview questions. After a few minutes, poll the students. Then, ask the students 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. pay for it
2. trade
3. creation, building
4. injustice
5. evil
6. Whale oil
7. Environmental Science

## Answers to Cloze Activity:

Do entrepreneurs and business tycoons do more good by reinvesting in their businesses because that creates jobs and wealth?

According to Yaron Brook of the Ayn Rand Institute, entrepreneurs do far more good for the world by focusing on their business, producing goods and services, and creating jobs. Mr. Brook says that our lives are improved because entrepreneurs provide something we want—and we willingly trade for it. Bill Gates, for example, has improved hundreds of millions of lives around the world by providing products we want and employing workers. But he doesn't get much credit for that. Instead, Bill Gates has gone from being perceived as a greedy business person to a good guy because of his charitable giving. Mr. Brook also pointed to Warren Buffett, who has created a lot of wealth for investors and himself because he is a phenomenal investor. Mr. Buffett should get all the congratulations for a job well done whether he gives a dime of it to charity or not. Another entrepreneur, John D. Rockefeller, is often referred to as a robber baron because of how wealthy he became. But Rockefeller, like Gates, improved millions of people's lives, and his work with oil and kerosene may even have saved the whales from being hunted to extinction.

Entrepreneurs do a lot of good. But what's really praiseworthy, according to Yaron Brook, is that they have made money developing goods and services that make our lives easier and better, not the money they give whales.

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

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

## Entrepreneurs Viewing Guide

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

1. How did they become a billionaire? They became a billionaire by creating a product or great service that benefits everybody. And we know it benefits us because we \_\_\_\_\_ .
2. Another \_\_\_\_\_ , right? You pay your employees, you get something in return. But the employee is better off, and you are better off.
3. Charity is fine, but not the source of virtue. The source of virtue is the \_\_\_\_\_ and the \_\_\_\_\_ .
4. It's the guilt businessmen feel that I think is an enormous \_\_\_\_\_. It's wrong for businessmen to feel guilty about their success—about the wealth creation—and feel like they need to give back as if they took something away from anybody.
5. Rockefeller, he had an oil monopoly. He got so rich, what an \_\_\_\_\_ guy.
6. This is the guy who gave us light. The life of an American, before Rockefeller established a so-called monopoly, consisted of daylight and then you went to sleep because there was nothing to do at night. \_\_\_\_\_ , which was what we used for lighting, was so expensive most Americans couldn't afford it.
7. Well, your kids won't hear in \_\_\_\_\_ class that Rockefeller saved the whales.

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

What was the main point Yaron Brook was making in this video segment? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think about the point Yaron Brook was making? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Discussion and Analysis:

1. Do wealthy people have responsibilities toward others? If so, what responsibilities do they have? Do they have more responsibilities than less wealthy people?
2. Do entrepreneurs who do not give to charity help anyone at all? If so, who? How?
3. Is giving away money better than creating jobs? Why or why not? Does one do more good than the other? Is there a better way to help the poor than by creating jobs?
4. Has Bill Gates really improved people's lives? If so, how?
5. At one point, John Stossel says that creating jobs is charity that keeps on giving. Is it really charity? What did he mean?
6. Why do business people create jobs? What might be their motive or goal? Does their motive or goal matter?
7. Generally, how did wealthy people get rich?
8. Yaron Brook said that Bill Gates gets moral credit not for creating jobs but for being charitable. Is he right? Why does it seem that most people fail to recognize how much good inventions, products, or services actually do?
9. Does it matter whether they were trying to help people or trying to make money? Do motives matter more than what people actually do?
10. Which has provided more benefits to you: charity from entrepreneurs or the goods and services they produce?
11. In the process of entrepreneurs accumulating wealth, what benefits might society get?
12. Yaron Brook said he hates the term "give back." Why? Do you agree with him? Why or why not?
13. Is the creation, building, and accumulation an important feature of the American Dream? Why or why not?
14. When you work hard and succeed, do you feel proud? Do you feel guilty? Why? How does that relate to entrepreneurs?
15. Have you ever heard the term "robber baron"? Who have you heard called robber barons? Who did they rob? How?
16. What do you think about the idea that an entrepreneur could save a species by developing a substitute product? Aren't we usually told that endangered animals are saved by government putting them on endangered species lists?
17. Do people consider Rockefeller a robber baron because he really robbed someone or because he was a tough competitor who succeeded? Should we look negatively on such people? Why or why not?
18. Are wealthy people morally required to give away their money? Why or why not? Should they be legally required to?

## Discuss These Lines from the Video:

1. It made me wonder if business tycoons maybe do more for the world reinvesting in their businesses. Because they're good at business and that creates jobs and wealth for everyone.
2. That's why we trade. We're getting more of a value than what we're giving up. So our lives are better off.

3. And when you start thinking about the multiplier effect here, \$50 billion for Bill Gates? I mean, that's nothing. You know, that's nothing as compared to the value he has added to the world. That is much greater than the value he'll ever add in any kind of charitable activity.
4. Well first, it's his [Bill Gates] money. So he can do whatever he wants with it, and he has a right to do whatever he wants with it.
5. And my complaint is not that he's doing the charity. It's that we as a society value, not the creation, not the building, not the accumulation of wealth – which is what America is really about – what we value is the charity.
6. [Warren Buffett,] he's a phenomenal investor. And he should be investing. He's creating real wealth. He's creating wealth for himself, for his shareholders. He should get all the congratulations for a job well done whether he gives a dime of it to charity or not.
7. It's wrong for businessmen to feel guilty about their success – about the wealth creation – and feel like they need to give back as if they took something away from anybody.
8. Think of the benefit to humanity – the benefit people got, individual Americans got – from Rockefeller's monopoly. And yet, he's portrayed as this evil monster.
9. He [Rockefeller] clearly saved the whales. The whaling industry was destroyed by kerosene.
10. Well, your kids won't hear in Environmental Science class that Rockefeller saved the whales.

### Quotes for Discussion:

*In faith and hope the world will disagree, but all mankind's concern is charity.*

– Alexander the Great

*Charity is injurious unless it helps the recipient to become independent of it.*

– John D. Rockefeller

*The life of a man consists not in seeing visions and in dreaming dreams, but in active charity and in willing service.*

– Henry Wadsworth Longfellow

*Every good act is charity. A man's true wealth hereafter is the good that he does in this world to his fellows.*

– Moliere

*Charity sees the need, not the cause.*

– German Proverb

*A man receiving charity always hates his benefactor – it is a fixed characteristic of human nature.*

– George Orwell

*I have always held firmly to the thought that each one of us can do a little to bring some portion of misery to an end.*

– Albert Schweitzer

*Charity degrades those who receive it and hardens those who dispense it.*

– George Sand

*Capital punishment is as fundamentally wrong as a cure for crime as charity is wrong as a cure for poverty.*

**—Henry Ford**

*I cannot undertake to lay my finger on that article of the Constitution which granted a right to Congress of expending, on objects of benevolence, the money of their constituents.*

**—James Madison**

## **Activities:**

1. Have students complete the cloze activity (page 53) either in class or for homework.
2. Research how much money Americans donate to charities each year. Which Americans are the most charitable? What else can you find out about donations to charities?
3. What entrepreneur do you admire? Why? Research that entrepreneur to see if you can determine what charitable giving he or she does. Present your findings to the class.
4. Research Warren Buffett or Ted Turner. How did he get his start? How did he become so rich? What are his philanthropic endeavors? Write a report or create a detailed timeline to show what you have found.
5. How many jobs have entrepreneurs created? Research and write an essay on the creation of jobs in the private sector in the past year. Be sure to include statistics and other facts.
6. Research Andrew Carnegie, Henry Ford, Andrew Mellon, or John D. Rockefeller. How did they make their money? How did they affect people's lives through their businesses? What foundations did they create? What were the goals? How is that money affecting people's lives today?
7. The Rockefeller Foundation has assets of over \$3 billion and distributes hundreds of millions of dollars each year in grants for various projects. Research the Rockefeller Foundation. What are some of the projects they are funding? How much has it distributed since its founding?
8. Yaron Brook said that entrepreneurs should be credited for their business achievement, their effort, their work, and their struggle. Do you agree? Why or why not? Write a persuasive essay addressing this.
9. Read the article "Giving USA: Charitable Donations Grew in 2012, but Slowly, Like the Economy" and present the pertinent information in an essay, poster board, slideshow, or video.  
<http://philanthropy.iupui.edu/news/article/giving-usa-2013>
10. Read the article "Making Money, Not Giving It Away, is a Virtue" by Andrew Bernstein and write an essay about his thesis and your opinion of it.  
<http://www.aynrand.org/site/News2?id=5312>
11. It is said that entrepreneurs change the world. Select and research an entrepreneur. Describe how he or she changed the world.
12. Research the philanthropic endeavors of entrepreneurs and their charitable foundations. How have they improved the lives of people through their philanthropy?
13. Select one of the top hundred grant-making foundations and report on what it does and how it came to be funded.

14. Research and report on Ayn Rand. What was her philosophy? What did she write? What were her views on charity?
15. Create a tri-fold brochure about an entrepreneur. In the brochure, include biological information, a photograph, educational background, and a significant contribution this entrepreneur made.
16. Write a poem about entrepreneurs and their contributions to our lives – either through their goods and services, their philanthropy, or both.
17. Read and summarize “Refining Oil for the Poor Man,” chapter five of *The Myth of the Robber Barons* by Burton Folsom.
18. Write a book report on *The Myth of the Robber Barons* by Burton Folsom.

## Resources:

### Guides

How to write a book report (assistance for students):

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

### Organizations

Foundation Center – a leading source of information about philanthropy worldwide

<http://foundationcenter.org/>

Ayn Rand Institute – a nonprofit organization that works to introduce young people to Ayn Rand’s novels, to support scholarship and research based on her ideas, and to promote the principles of reason, rational self-interest, individual rights, and laissez-faire capitalism to the widest possible audience

<http://www.aynrand.org>

### Articles

“Giving USA: Charitable Donations Grew in 2012, but Slowly, Like the Economy”

<http://philanthropy.iupui.edu/news/article/giving-usa-2013>

“Making Money, Not Giving It Away, is a Virtue” by Andrew Bernstein

<http://www.aynrand.org/site/News2?id=5312>

### Books

*The Myth of the Robber Barons* by Burton Folsom

*Philanthropy in America: A History* by Oliver Zunz

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Teacher \_\_\_\_\_

## Entrepreneurs: Doing Good by Doing Well

### Cloze Activity

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

good	lives	easier	referred
kerosene	phenomenal	improved	goods
greedy	jobs	charity	credit
services	reinvesting	whales	away

Do entrepreneurs and business tycoons do more good by \_\_\_\_\_ in their businesses because that creates jobs and wealth?

According to Yaron Brook of the Ayn Rand Institute, entrepreneurs do far more good for the world by focusing on their business, producing \_\_\_\_\_ and \_\_\_\_\_, and creating \_\_\_\_\_. Mr. Brook says that our lives are \_\_\_\_\_ because entrepreneurs provide something we want—and we willingly trade for it. Bill Gates, for example, has improved hundreds of millions of \_\_\_\_\_ around the world by providing products we want and employing workers. But he doesn't get much \_\_\_\_\_ for that. Instead, Bill Gates has gone from being perceived as a \_\_\_\_\_ business person to a good guy because of his charitable giving. Mr. Brook also pointed to Warren Buffett, who has created a lot of wealth for investors and himself because he is a \_\_\_\_\_ investor. Mr. Buffett should get all the congratulations for a job well done whether he gives a dime of it to \_\_\_\_\_ or not. Another entrepreneur, John D. Rockefeller, is often \_\_\_\_\_ to as a robber baron because of how wealthy he became. But Rockefeller, like Gates, improved millions of people's lives, and his work with oil and \_\_\_\_\_ may even have saved the \_\_\_\_\_ from being hunted to extinction.

Entrepreneurs do a lot of \_\_\_\_\_. But what's really praiseworthy, according to Yaron Brook, is that they have made money developing goods and services that make our lives \_\_\_\_\_ and better, not the money they give \_\_\_\_\_.

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# ***THE PSYCHOLOGY BEHIND POLITICAL CAMPAIGNS***

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**Segment Length: 4:25 minutes**

## **Lesson Description:**

Why do we favor one candidate over another? Is it because we look at the issues and choose our candidate accordingly? Or is it because we look at the candidates? And how do candidates and their campaigns react to the way we choose? This segment looks at voters, political races, and the psychology behind the campaigns that get candidates elected.

## **Vocabulary:**

Clan – (noun) group of people united by common traits, characteristics, aims, or interests

Cynical – (adj.) generally distrustful of human nature or the motives, goodness, or sincerity of others

Superficiality – (noun) being near the surface or being concerned with or comprehending only what is apparent or obvious; shallow; not deep

## **Objectives:**

Students will be able to:

- explain why people don't seem to know much about candidates and elected representatives.
- discuss the importance of emotion and appearance in campaign advertisements.
- hypothesize ways to judge competency of candidates.

## **Preview Activity and Questions:**

What are some reasons people choose one candidate over another candidate?

Use Think, Pair, Share to have students answer the preview question. After a few minutes, poll the students. Ask the students 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. House
2. stupid
3. political party
4. decisions
5. guarantee
6. baby
7. superficiality

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

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

## The Psychology Behind Political Campaigns Viewing Guide

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

1. I went to Times Square and showed people posters of important politicians. Most people didn't know Speaker of the \_\_\_\_\_, John Boehner.
2. It's not that people are \_\_\_\_\_, but most Americans spend more time thinking about other things.
3. Jonathan Hight's research, based on surveys of thousands of people, concluded that most of us choose our \_\_\_\_\_ less on facts and more on which politicians seem to be like members of our clan.
4. People make instantaneous \_\_\_\_\_ based on looks? Looks, voice, posture.
5. If you look at a candidate for president, he's got a bunch of people arrayed behind him. I'll \_\_\_\_\_ you that half will be men, half will be women.
6. People have to be cynical about \_\_\_\_\_ kissing.
7. So much \_\_\_\_\_.

**Now, read the quotation, reflect on the video, and answer the questions below:**

It is said that a woman called out to Adlai Stevenson during his 1956 presidential campaign: "Senator, you have the vote of every thinking person!" Stevenson called back, "That's not enough, madam, we need a majority!"

What did Adlai Stevenson mean? \_\_\_\_\_

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How does the quotation relate to the video? \_\_\_\_\_

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What reasons have you had to prefer one candidate over another in an election? \_\_\_\_\_

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## Discussion and Analysis:

1. Should everyone vote? Even if they don't know what's going on?
2. Who are your U. S. senators?
3. Who is Speaker of the House? What *House*? How does one get to be Speaker of the House?
4. Why might some people suggest that if you aren't an informed voter, then you shouldn't vote?
5. Why do people recognize celebrities more readily than elected representatives?
6. Is our ignorance about politics the reason campaigns are simplistic and appeal to emotion, or are simplistic campaigns and appeals to emotion the reason we are ignorant about politics?
7. Leonard Mlodinow said that people determine competence by gut instinct. What is gut instinct? And what really was the gut instinct in the study he discussed?
8. Aren't there any rational ways to determine competency?
9. Can you envision a candidate you think is competent but would not support? Why would you not support a candidate you thought was competent? Are elections always based on the perceived competence of candidates?
10. Have you ever seen a campaign rally or commercial with people cheering for a candidate? Did you ever think that it was staged – that the supporters were in the camera shot because of their sex, color, or ethnicity?
11. Why are appearances so important? What if we hired teachers based on their looks? Police officers? Army officers? Auto mechanics? If looks aren't more important than competency, why are people basing their gut feeling of competence on looks?
12. Are you going to vote when you are old enough? How will you decide for whom to vote?

## Discuss These Lines from the Video:

1. I don't want everyone to vote, because some people don't know much.
2. It's not that people are stupid, but most Americans spend more time thinking about other things.
3. Americans spend much more time thinking about food, money, sex. Politics is way down the list.
4. A professor at Princeton... gathered pairs of photos of candidates from dozens of congressional and gubernatorial elections. And he showed them to the people briefly and said, just pick who looks more competent. Seventy percent of the time, the more competent-looking person won the election.
5. People make instantaneous decisions based on looks? Looks, voice, posture.
6. I'm always worried they're going to pick up a baby and drop it.

## Quotes for Discussion:

*In the heat of our campaigns, we have all become accustomed to a little anger and exaggeration. Yet, on the whole, our political process has served us well.*

**— Edmund S. Muskie**



*I do not believe that any political campaign justifies the declaration of a moratorium on ordinary common sense.*

**– Dwight David Eisenhower**

*Normally, anything done in the name of “the kids” strikes me as either slightly sentimental or faintly sinister – that redolence of moral blackmail that adheres to certain charitable appeals and certain kinds of politician. (Not for nothing is baby-kissing the synonym for public insincerity.)*

**– Christopher Hitchens**

*You campaign in poetry. You govern in prose.*

**– Mario Cuomo**

*I have tried to talk about the issues in this campaign... and this has sometimes been a lonely road, because I never meet anybody coming the other way.*

**– Adlai E. Stevenson**

*Every great political campaign rewrites the rules; devising a new way to win is what gives campaigns a comparative advantage against their foes.*

**– John Podhoretz**

*The campaign commercials don’t tell you anything.*

**– David A. Siegel**

*The hardest thing about any political campaign is how to win without proving that you are unworthy of winning.*

**– Adlai E. Stevenson**

*A campaign is about defining who you are – your vision and your opponent’s vision.*

**– Donna Brazile**

*Elections are won by men and women chiefly because most people vote against somebody rather than for somebody.*

**– Franklin P. Adams**

## **Activities:**

1. Have students complete the graphic organizer (page 60).
2. Produce a serious or humorous campaign commercial in support of a real or fictional candidate, based on what you’ve seen in the video. You should remember your goal as you produce the commercial. The commercial may be presented as a video (TV spot), audio (radio spot), slideshow, or on a storyboard. The commercial may be a group or individual project.
3. Put together pictures of candidates who ran against each other in various local and state races. Then, survey other students to see who they think “looks more competent.” Report your findings to the class.
4. Bob Beckel, who was interviewed in this video segment, has worked on numerous presidential campaigns. Research and write a biography about him or produce a detailed timeline of his life.
5. Survey students in your school about which (if any) political party they think they will support when they are old enough to vote. Ask why they selected that party, or, if they did not pick a party, ask why not. Record their answers and report back to the class, drawing conclusions about their reasons (issues-oriented, emotional/gut instinct, etc.)

6. There were some references to conservatives and liberals in the video. What are they? Research the terms. What do they say about themselves? What do they say about each other? What are the differences between what they say about themselves and what the others say about them? Why do you think there are different perceptions?
7. Write a song or a poem about the reasons we vote the way we do.
8. Locate an ad from the last presidential or gubernatorial election. Show it to the class, explaining how the candidate tried to appeal to voters and how it did or did not relate to the video segment you watched in class.
9. Watch and write an essay about the TED Talk by Jonathan Haidt, "The moral roots of liberals and conservatives."  
[http://www.ted.com/talks/jonathan\\_haidt\\_on\\_the\\_moral\\_mind.html](http://www.ted.com/talks/jonathan_haidt_on_the_moral_mind.html)
10. Research the Nixon-Kennedy debates held in 1960. Why are they so famous? How did the debates help change the election? How does that relate to the video segment you watched in class?
11. Take the American Civic Literacy quiz. How did you do? What questions did you get wrong? How did your results compare with others who took the test (see Report Card and Major Findings).  
<http://www.americancivilliteracy.org/resources/quiz.aspx>
12. Read and write a book report on one of these books: *The Myth of the Rational Voter: Why Democracies Choose Bad Policies* by Bryan Caplan, *The Righteous Mind: Why Good People Are Divided by Politics and Religion* by Jonathan Haidt, or *Subliminal: How Your Unconscious Mind Rules Your Behavior* by Leonard Mlodinow.

## Resources:

### Guides

How to produce a political commercial for TV:

[http://www.ehow.com/how\\_6935951\\_do-make-political-tv-commercial\\_.html](http://www.ehow.com/how_6935951_do-make-political-tv-commercial_.html)

How to produce a political commercial for radio:

<http://ezinearticles.com/?Writing-Political-Radio-Scripts&id=78330>

How to write a biography:

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

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

How to write a book report (assistance for students):

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

Preparing effective slideshow presentations:

[http://www.ehow.com/how\\_5032561\\_prepare-effective-powerpoint-presentation.html](http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html)

<http://office.microsoft.com/en-us/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

<http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

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

Producing persuasive videos:

<http://ezinearticles.com/?Video-Marketing—Making-a-Persuasive-Video&id=3267249>

## Organizations

American Civic Literacy Program, sponsored by the Intercollegiate Studies Institute, has an online Civic Literacy Knowledge quiz and exam, as well as a study of the connection between civic knowledge and civic engagement.

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

Project Vote Smart says it provides voters access to abundant, accurate, and relevant information.

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

TED Talk: Jonathan Haidt: The moral roots of liberals and conservatives

[http://www.ted.com/talks/jonathan\\_haidt\\_on\\_the\\_moral\\_mind.html](http://www.ted.com/talks/jonathan_haidt_on_the_moral_mind.html)

## Books:

*The Righteous Mind: Why Good People Are Divided by Politics and Religion* by Jonathan Haidt

*The Myth of the Rational Voter: Why Democracies Choose Bad Policies* by Bryan Caplan

*Subliminal: How Your Unconscious Mind Rules Your Behavior* by Leonard Mlodinow

Name \_\_\_\_\_

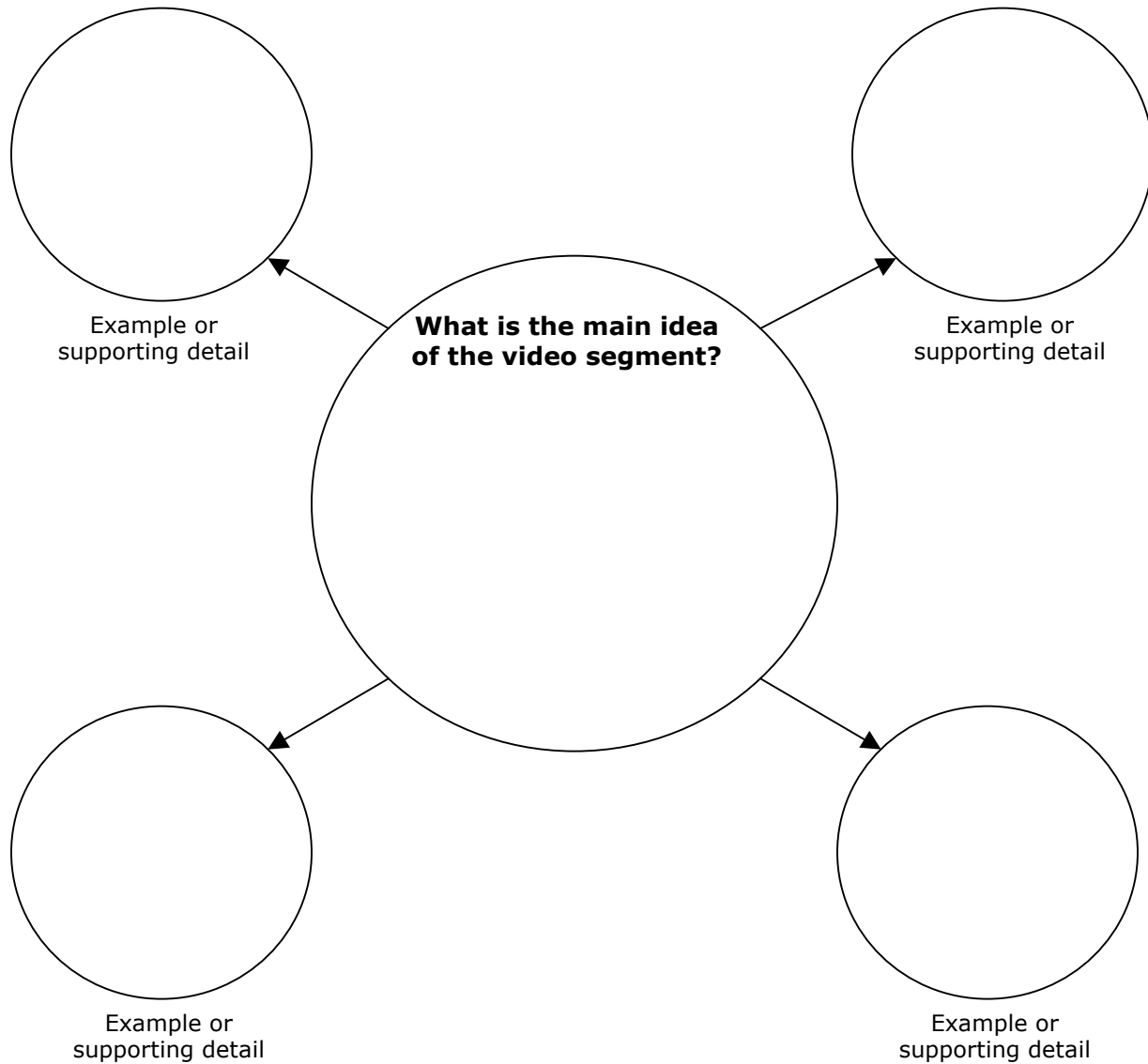
Date \_\_\_\_\_

Class \_\_\_\_\_

Period \_\_\_\_\_

Teacher \_\_\_\_\_

## **The Psychology Behind Political Campaigns**



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

What I learned from this video:

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# TAXI LICENSING: ARE WE BEING TAKEN FOR A RIDE?

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**Segment Length: 4:13 minutes**

## **Lesson Description:**

Should people need government permission to work? Do unregulated businesses cause chaos? Should taxicabs be approved by government and their owners required to purchase medallions? This segment looks at both sides of the taxi regulation issue.

## **Vocabulary:**

Lobbyist – (noun) person paid to attempt to influence government officials, usually legislators or regulators, on a decision or to encourage support or opposition of a proposed regulation or law on behalf of an individual or group

## **Concepts & Key Terms:**

*Free Enterprise* – an economic system in which the provision of products and services is generally arranged by buyers and sellers without interference by government, *laissez-faire*

## **Objectives:**

Students will be able to:

- explain the arguments for and against taxi medallions.
- hypothesize the reasons an elected official would support a proposed law.
- determine and evaluate the effects of a medallion requirement for taxis.
- assess the impact of a medallion requirement for taxis.

## **Preview Activity and Questions:**

Read this scenario to the class: Your parents own a small store that they opened five years ago.

The store is making money, but there are a lot of stores, and competition is tough. The local government is proposing to reduce the number of stores in your community. Your parents have to decide whether or not to support the proposal. At dinner one night, they ask you what you see as the advantages and disadvantages of the proposal, and whether or not you think they should support the proposed law.

Use Think, Pair, Share to have students discuss the scenario, list advantages and disadvantages, and recommend to their parents a position on the proposal. After a few minutes, have the students briefly discuss their answers.

## **Viewing Guide:**

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

## **Answers to Viewing Guide:**

1. legal
2. licensing
3. lobbyist
4. newcomers
5. entrepreneur

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

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

## Taxi Licensing Viewing Guide

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

1. Politicians here, and in most cities, now require every aspiring taxi driver to buy one of these medallions. No medallion, you're not \_\_\_\_\_. But these medallions now cost a million dollars.
2. No, the purpose of the \_\_\_\_\_ is to keep outsiders out so the "ins" can charge us higher prices.
3. But now, this \_\_\_\_\_ wants to end that freedom.
4. Still, at least in Washington, the open entry rules allow \_\_\_\_\_ to enter the business.
5. Passing new laws adds to the power of politicians, but it makes it much harder to be an \_\_\_\_\_.

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

Why were so many taxi drivers protesting the proposed medallion bill? \_\_\_\_\_

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Why would a cab company owner pay a lobbyist to push to reduce the number of cabs allowed? \_\_\_\_\_

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

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## Discussion and Analysis:

1. Why shouldn't people be able to paint the word "taxi" on their car and be in business for themselves?
2. In the video, John Stossel says the taxi drivers protesting "like being allowed to work." Should they be *allowed* to work? Should anyone be *allowed* to work? And if taxi drivers must have a permit to work, who else should?
3. Walter Williams said that licensing is to keep outsiders out so the "ins" can charge us higher prices. Who are the outsiders? Who are the "ins"? If he's right, why would politicians want to help increase prices?
4. Is the licensing of cabs in the best interest of passengers? Why or why not?
5. Who benefits from the requirement that taxi owners purchase medallions: big taxi companies or the little guy who drives his own cab?
6. What problem will be solved by instituting a medallion system in Washington, D.C.?
7. John Stossel said that the medallions could create a safe and orderly market. Was he being serious or facetious? Were there any claims that taxis were unsafe? And what is meant by "orderly market"?
8. According to DC\_Taxi.org, a medallion system would set a cap on the number, type of ownership, and operation of taxicabs in Washington, D.C. Who gains from limiting the number of taxis?
9. "Bottom line," says DC\_Taxi.org, if the proposed medallion bill passes, "taxi business would be big corporate business and the individual owner system in DC would vanish." Why would politicians want to do this?
10. Washington D.C. Councilman Michael Brown said "We love it," when John Stossel said that "Washington has been sort of an open place for taxis, being able to become a taxi driver." So why would the councilman propose a law to end that?
11. The councilman said, "When folks have some ideas about different legislation, our job is to implement it." Is that really his job? Why would he propose a law he thought would change something he likes about his city? What's he getting out of that? Is it wrong to question his motives?
12. The lobbyist, John Ray, said that there were too many taxicabs. Can there be too much supply? Is he trying to say that supply exceeds demand? What would you expect to happen, in economic terms, if supply exceeds demand?
13. The lobbyist said that "newcomers should be squeezed out." Why does he feel that way? Is it that he really doesn't care about their livelihoods, or does he have other priorities?
14. When the lady at the end said, "They're going to run me out of business," to whom was she referring? Who are *they*?
15. It's been said that requiring medallions would force taxi drivers to become the equivalent of modern day sharecroppers. How? Is that a fair analogy? Why or why not?
16. If there are so many negatives to having medallions, why do so many other cities require them?



## Discuss These Lines from the Video:

1. It was once easy to start a business here.
2. Politicians here, and in most cities, now require every aspiring taxi driver to buy one of these “medallions.” No medallion, you’re not legal. But these medallions now cost a million dollars.
3. [The medallions are] so expensive that only big companies can afford them. So now these drivers are not entrepreneurs; they’re employees.
4. It’s the last bastion of free entrepreneur system in the industry in America.
5. It [licensing] restricts entry. And the purpose of these licenses is to keep outsiders out.
6. We want to professionalize our taxicab system.
7. Poor folks rarely pay lobbyists, and if he gets his regulation, poor people won’t become taxi entrepreneurs.

## Activities:

1. Have students complete the PMI chart graphic organizer (page 68).
2. Research Jerry Schaeffer. Why is he known as the taxi king? Why is he supporting the medallion bill? Write a report or create a detailed timeline to show what you have found.
3. Research and write a biography about John Ray, the lobbyist featured in the video, or Walter Williams, the economist who started out as a taxi driver.
4. In groups, research the arguments for and against medallion requirements, and conduct a classroom debate. (See link in the resources section below for a guide to conducting classroom debates.)
5. Research which cities have medallion systems for their taxis. What’s the going rate for a medallion in each of those cities? Are there any complaints about the way the system works?
6. Write a tweet, poem, or song about taxi medallions.
7. Watch the video “DC Taxi Heist” and write a summary about it.  
<http://reason.com/reasontv/2011/07/07/dc-medallion>
8. Watch the video “DC Taxi Heist” and write a persuasive essay about it. Be sure to address the opposing side of the argument in your essay.  
<http://reason.com/reasontv/2011/07/07/dc-medallion>
9. How did taxis develop in the United States? What has been the history of taxis in your community? Research and report on the history of taxis either in your community or in a neighboring city.
10. Research taxis in your community. Does your local government require taxi medallions? Are taxi owners required to have government permission to operate a taxi? Is the number of cabs limited? Does the government set the fare? Report your findings to the class.
11. Research the jobs that one must have a government permit or license to work. What percentage of Americans now have to have permits or licenses to work? How has that changed in the past fifty years?
12. Read one of the articles in the resources section and write a summary.

13. Write a letter to Washington, D.C., City Council member Michael Brown, expressing your views on this topic or asking him about the medallion bill he has proposed. Be certain you are not asking a question you can easily find the answer to. (See link in the resources section below for a guide on writing to elected officials.)
14. Write a persuasive essay in which you argue for or against taxi medallions. Be sure to address the opposing side of the argument in your essay.
15. Write a letter to the editor of your local newspaper supporting or opposing taxi medallions. (See link in the resources section below for a guide on writing letters to the editor.)
16. Draw a poster about the ongoing fight over medallions for taxis in Washington, D.C.
17. Read either *Taxi! Cabs and Capitalism in New York City* by Biju Mathew, or *The State Against Blacks* by Walter E. Williams. Write a book report or present what you've learned to the class.
18. In small groups, choose a type of business you'd like to open. Research all the requirements, such as licenses and permits, needed to open your business. Present the results of your research to the class. Discuss how these requirements affect your enthusiasm for starting a business.

## Resources:

### Guides

A good explanation of the Think, Pair, Share instructional strategy, with examples:

<http://olc.spsd.sk.ca/DE/pd/instr/strats/think/index.html>

Conducting classroom debates:

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

[http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-13.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf)

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

Conducting classroom discussions:

(The best way to hold a class debate is usually to hold a class discussion.)

<http://www.helium.com/items/1157945-teaching-tips-how-to-hold-a-class-debate>

How to write a letter to the editor:

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

How to write a biography:

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

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

How to write a book report (assistance for students):

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

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>

Preparing effective slideshow presentations:

[http://www.ehow.com/how\\_5032561\\_prepare-effective-powerpoint-presentation.html](http://www.ehow.com/how_5032561_prepare-effective-powerpoint-presentation.html)

<http://office.microsoft.com/en-us/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

<http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx>

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

## Organizations

D.C. Professional TaxiCab Drivers Association

<http://dcptda.org/>

The Fight Back—created to provide greater visibility for issues that are not being covered adequately by the mainstream media in Washington, D.C., Maryland, and Virginia

<http://thefightback.org/2011/03/medallions-may-be-a-trojan-horse-for-d-c-taxicab-industry/>

Small Business Association of DC Taxicab Drivers | Facebook

<https://www.facebook.com/pages/Small-Business-Association-of-DC-Taxicab-Drivers/148832725230703>

## Articles

“A cab medallion system in D.C.? The neighborhoods will pay the price” by Sam Staley

[http://articles.washingtonpost.com/2011-04-01/opinions/35208608\\_1\\_medallion-owners-taxi-driver-cab-companies](http://articles.washingtonpost.com/2011-04-01/opinions/35208608_1_medallion-owners-taxi-driver-cab-companies)

“DC, Just Say No to Taxi Medallions. Taxi medallions, those shiny indicators of licensed cabs, limit competition for taxi drivers, but does that mean they’re in cabbies’ best interests?” by Donald Marron

<http://www.csmonitor.com/Business/Donald-Marron/2010/1110/DC-just-say-no-to-taxi-medallions>

“DC Pushes New Taxi Medallion Bill; Will Enrich Cab Barons, Screw Everyone Else” by Jim Epstein

<http://reason.com/blog/2011/12/22/the-medallion-bill-is-back-dc-taxi-chief>

“D.C. taxis need a medallion system” by Harry Thomas

<http://www.bizjournals.com/washington/print-edition/2011/04/15/dc-taxis-need-a-medallion-system.html>

“Taken for a Ride—The taxi medallion system in New York and other cities raises fares, impoverishes drivers, and hurts passengers. So why can’t we get rid of it?” by Jeff Horwitz and Chris Cumming

[http://www.slate.com/articles/business/moneybox/2012/06/taxi\\_medallions\\_how\\_new\\_york\\_s\\_terrible\\_taxi\\_system\\_makes\\_fares\\_higher\\_and\\_drivers\\_poorer\\_.html](http://www.slate.com/articles/business/moneybox/2012/06/taxi_medallions_how_new_york_s_terrible_taxi_system_makes_fares_higher_and_drivers_poorer_.html)

“Taxicab Confessions,” posted by Alan Suderman

<http://www.washingtoncitypaper.com/blogs/looselips/2011/05/25/taxicab-confessions/>

## Books

*Taxi! Cabs and Capitalism in New York City* by Biju Mathew

*The State Against Blacks* by Walter E. Williams (includes a section on taxi licensing in New York City)

Name \_\_\_\_\_ Date \_\_\_\_\_  
Class \_\_\_\_\_ Period \_\_\_\_\_ Teacher \_\_\_\_\_

**Taxi Licensing: Are We Being Taken for a Ride?**  
**PMI Chart**

**P = Plus:** What do supporters say are some positive effects of taxi licensing?  
**M = Minus:** What do opponents say are some negative effects of taxi licensing?  
**I = Interesting:** What are some interesting aspects of taxi licensing.

+ Pluses +	- Minuses -	Interesting

After viewing the video and discussing taxi licensing in class, what do you think about this topic?

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# ADDITIONAL RESOURCES

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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 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 and student resources, including links to some economics activities and comics.

<http://www.commonseconomics.com>

Education World® posts 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](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/>

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](http://www.free.ed.gov/subjects.cfm?subject_id=178)

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

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

High School Economics Topics, with definitions and articles

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

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

<http://www.learner.org>

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

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

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

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

The Fraser Institute's Economic Freedom of the World Project

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

Gapminder 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>

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 to be included in our additional resources section may submit their suggestions by email to [custsvc@stosselintheclassroom.org](mailto:custsvc@stosselintheclassroom.org), subject line: "resource\_to\_add." Or if you have any feedback to share on how you and/or your students enjoyed this DVD, which videos you especially liked, which lessons worked best with your students, or how you created your own lessons, etc., please send your comments to: [custsvc@stosselintheclassroom.org](mailto:custsvc@stosselintheclassroom.org) with subject line: "teacher\_idea\_to\_share"

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