

Stossel
IN THE CLASSROOM

**2015
EDITION
Teacher Guide**

- English -

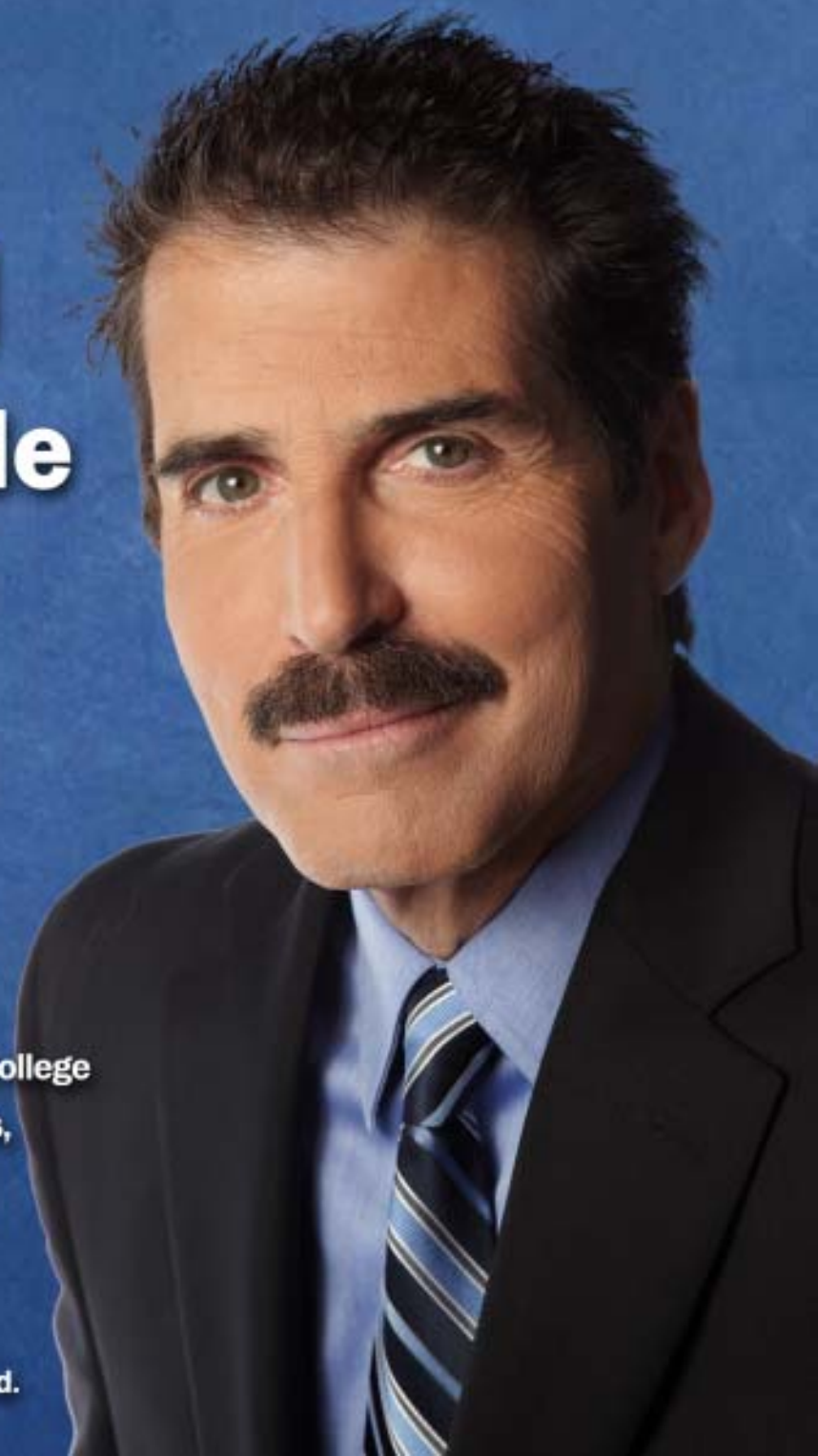
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Grade Levels:
Advanced Middle School, High School, and College

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

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OVERREGULATION: WHEN ARE THERE ENOUGH RULES?

Segment Length: 8:47 minutes

Lesson Description:

Why are there so many rules for us to follow? Why do governments seem to churn out more rules every day? When are there enough rules? Do more laws mean less freedom? This segment looks at some regulations and how they impact people.

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. Free Enterprise is often linked with the term “laissez-faire.”

Overregulate – To burden excessively with rules and regulations.

Objectives:

Students will be able to:

- discuss some regulations and the impact on entrepreneurs.
- explain the arguments for and against government regulations.
- assess the impact of regulations on the creation of jobs.

Preview Activity and Questions:

From is coming up, and you and your friends decide to take a limo. How do you decide which company to hire? What services do you want from the limo company? How will you ascertain that the company you hire is good and will deliver the services you expect? What will you do if there is a problem?

Use Think, Pair, Share to have students answer the preview questions. 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 their explanation of the quote, i.e., what they think the author meant. After a few minutes, show the video, prior to discussing the quote.

Viewing Guide:

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

Answers to Viewing Guide:

1. thousands
2. rabbit
3. America
4. crime spree
5. government
6. incomprehensible

Bonus Features

“Why Can’t Chuck Get His Business Off the Ground?” (a bonus video included on this DVD) might be useful for this lesson. You’ll find suggestions for its use in the Activities section.

Name _____ Date _____

Class _____ Period _____ Teacher _____

Overregulation Viewing Guide

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

1. Our government adds _____ of new pages of law every year.
2. I was signing autographs and taking pictures with children and their parents. Suddenly a badge was thrown into the mix and an inspector saying, "let me see your license." A license for a _____ ?
3. That's why government grows in one direction and it doesn't shrink. _____ was conceived as a sea of liberty with islands of government power. We're now a sea of government power with ever shrinking islands of liberty.
4. If John Rosemond is a criminal for giving advice in his column, then Dear Abby was on a 50 year _____ .
5. At a time when unemployment's high, our _____ attacks people who want to work and stops people from starting businesses.
6. We don't need the federal government printing _____ mathematical formulas and requiring everybody to conform to this sort of bizarre bureaucratic standard... for ice.

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

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

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

Discussion and Analysis:

1. [If you used the Walter Lippmann quote as the preview activity] Ask the students to read their explanation of the quote.
2. Syndicated columnist John Rosemund said that “a certain amount of regulation is good.” How much regulation is good? How do we know when to stop?
3. Why are there so many new regulations every day?
4. People often say that “the government has the right” to do this or that. Do governments have rights, or do they have power? What’s the difference?
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. There have been reports in the news about the government stopping children from selling lemonade. Is this overregulation? How do we know the lemonade is safe? To keep us safe, should the government regulate every product sold? What if the government didn’t regulate so many products, would that mean we aren’t safe? Why / Why not?
7. Representatives from the Animal and Plant Health Inspection Service (APHIS), part of U.S. Department of Agriculture, inspected Marty the Magician’s home 10 times to check on living conditions for the rabbit. What do you think about that?
8. Marty the Magician received a letter that stated: “Dear members of our regulated community....” Did he join any such community? Couldn’t we all receive a letter from some government agency referring to us as a “member of a regulated community”? Aren’t we all regulated in some ways? What agencies could send you such a letter?
9. Why do 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?
10. John Rosemund received a letter from the attorney for the Kentucky Psychology Licensing Board telling him that he was practicing psychology without a license. Did you ever give anyone advice? Did you think you were “practicing psychology”? Do you think this is a good example of overregulation? Why / Why not?
11. Should home improvement contractors be licensed? Does being licensed mean they are good? Does being unlicensed mean they are bad? Is the same true of drivers? Why / Why not?
12. People all over the country are getting in trouble for giving advice without a license. Should people have to get a license? What if the government then decides the advice is bad? Isn’t giving advice free speech? Who should decide if advice is good or bad?
13. Isn’t giving advice and giving tours free speech? Just what speech can the government regulate? What speech should they regulate?
14. The Department of Energy regulates the formula for determining the energy efficiency of a commercial ice maker. Is this really necessary? What if a company calls an inefficient ice maker efficient? Is there any way for consumers to make that determination themselves?
15. What did Jeff Rowes mean when he said: “the market will figure out what is the best icemaker”?
16. Why do we say “it’s a free country” when sometimes it doesn’t seem so free?
17. How much control should the government have over businesses? How do you know?

Discuss These Lines from the Video:

1. This is an agenda of control for its own sake. That's why regulators do what they do.
2. America was conceived as a sea of liberty with islands of government power. We're now a sea of government power with ever shrinking islands of liberty.
3. Hey, you want a Washington, D.C. tour? Just \$10. That's the Capitol behind me. This is the IRS building... oh, I can't tell you that. That's illegal.
4. Well, it is illegal if you talk.
5. Aren't they trying to make sure that people get a proper tour?
6. John Rosemond was told he had to get a license for his advice column.
7. People all over the country are getting in trouble for giving advice without a license.
8. At a time when unemployment's high, our government attacks people who want to work and stops people from starting businesses.
9. Free enterprise is at stake.
10. We don't need the federal government printing incomprehensible mathematical formulas and requiring everybody to conform to this sort of bizarre bureaucratic standard... for ice.

Quotes for Discussion:

The kind of man who demands that government enforce his ideas is always the kind whose ideas are idiotic.

– H.L. Mencken

Laws are made not to be broken. They are made to curb our savagery.

– Toba Beta

Laws, it is said, are for the protection of the people. It's unfortunate that there are no statistics on the number of lives that are clobbered yearly as a result of laws: outmoded laws; laws that found their way onto the books as a result of ignorance, hysteria or political haymaking; antilife laws; biased laws; laws that pretend that reality is fixed and nature is definable; laws that deny people the right to refuse protection. A survey such as that could keep a dozen dull sociologists out of mischief for months.

– Tom Robbins

You see, that's the whole point of being in government. If you don't like something you simply make up a law that makes it illegal.

– Richard Curtis

What is the good of telling a community that it has every liberty except the liberty to make laws? The liberty to make laws is what constitutes a free people.

– G.K. Chesterton

If you have the right to influence the laws that are made in your community, why not take the opportunity to do something good?

– Victoria Stoklasa

Hey, why don't you just limit your laws and regulations to some set of pages? And when you add a page, you have to take one away.

– Larry Page

Laws grind the poor, and rich men rule the law.

– Oliver Goldsmith

Regulations grow at the same rate as weeds.

– Norman Ralph Augustine

The government has the right to change laws and rules and regulations.

– Jamie Dimon

Law intends indeed to do service to human life, but it is not able when men do not choose to accept her services; for it is only in those who are obedient to her that she displays her special virtue.

– Epictetus

The problem is that agencies sometimes lose sight of common sense as they create regulations.

– Fred Thompson

Nations with too many laws, endless regulations, just cannot grow or generate enough jobs. Wake up....

– Ziad K. Abdelnour

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

Freedom, in a political context, means freedom from government coercion. It does not mean freedom from the landlord, or freedom from the employer, or freedom from the laws of nature which do not provide men with automatic prosperity."

– Ayn Rand

Activities:

1. Have students complete the Thinking with Acrostics worksheet (page 13).
2. Look up the First Amendment to the U.S. Constitution. How is it worded? Research how governments justify regulating tour guides and advice columnists. Write a report about it.
3. Write a persuasive essay in which you argue for or against government regulations of tour guides and advice columnists, based on the First Amendment and government justification of such regulations. Be sure to address the opposing side of the argument in your essay.
4. Conduct a classroom debate on the topic of free speech and regulation of tour guides and advice columnists. (See link below for a guide to conducting classroom debates.)
5. Write a serious or humorous song or a poem about overregulation.
6. Would Albert Einstein be able to teach science in your school? Why / Why not? Research the state and local district requirements to be a teacher in your school.
7. Who gets into more car accidents, people who have a driver license or people who don't? Research auto accidents in your state. What percentage of accidents involve unlicensed drivers? Report your findings to the class.
8. Write a persuasive essay in which you argue for or against government regulation of tour guides, home builders, or advice columnists. Be sure to address the opposing side of the argument in your essay.
9. Look at the Animal Welfare Information Center website and report on the information it contains.

<http://awic.nal.usda.gov/>

10. Research the Animal Welfare Act. When was it passed? What was its stated purpose? What are some regulations that are based on the AWA?
11. Watch one of the following videos and write an essay about overregulation:
 - “Tour Guides Win Major Free-Speech Fight: Appellate Court Strikes Down Licensing Requirements for D.C. Guides”
<http://ij.org/dc-tours-release-6-27-14>
 - “Why Can’t Chuck Get His Business Off the Ground?” (video included on this DVD)
<http://www.ij.org/citystudiesvideo>
12. Read one of the books in the Resources section, and write a book report about it. (See the link in the Resources section for help in writing a book report.)
13. Does your town have a list of trees you’re allowed to have on your property? Do you need a permit to sell lemonade in your town? Are you allowed to conduct meetings in your home? Research your community’s restrictions on people’s activities. What are some arguments in favor of those restrictions? What are some arguments against them? Present your findings to the class.
14. What is the Federal Register? What is its purpose? Research to find out what it is and how many pages have been added to it in the past few years. What is the reason for its growth? Give some examples of the rules you find while researching the Federal Register.
15. Draw a poster or produce a slideshow in which you draw a distinction between regulation and overregulation.

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://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.educationspace360.com/index.php/teaching-tips-how-to-hold-a-class-debate-21602/>

Preparing effective slideshow presentations:

A fun slideshow with audio:

<https://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=1>

Also helpful:

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

<http://www.microsoft.com/business/en/Content/Pages/article.aspx?cbcid=49>

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

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

Books

The Dilemma of Toxic Substance Regulation: How Overregulation Causes Underregulation
 by John Mendeloff

Is U.S. Business Overregulated? How Government Destroys Our Ability to Compete Globally
by James Sagner

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

License to Work: A National Study Burdens from Occupational Licensing by Dick M. Carpenter II and
Lisa Knepper

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

Over-Regulation of Automobile Insurance: A Lack of Consumer Choice by House of Representatives –
BiblioGov Project

Straitjacket: How Overregulation Stifles Creativity and Innovation in Education by George Goens and
Philip Streifer

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

Videos

How Food Regulations Make Us Less Healthy

<http://www.learnliberty.org/videos/how-food-regulations-make-us-less-healthy/>

IATA CEO Says Overregulation Hurting Airlines

<http://bloomberg.com/video/iata-ceo-says-overregulation-hurting-airlines-Rcec6QIUQSOHwyQKzarsHA.html>

“Tour Guides Win Major Free-Speech Fight: Appellate Court Strikes Down Licensing
Requirements for D.C. Guides”

<http://ij.org/dc-tours-release-6-27-14>

“Why Can’t Chuck Get His Business Off the Ground?” (bonus feature included on this DVD)

<http://www.ij.org/citystudiesvideo>

Organizations

Animal and Plant Health Inspection Service, U.S. Department of Agriculture

<http://www.aphis.usda.gov/>

Animal Welfare Information Center

<http://awic.nal.usda.gov/>

FreedomWorks supports lower taxes, less government, and more freedom. Its web site contains
numerous current national and state political issues.

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

Foundation for Economic Education

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

Institute for Justice

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

Name _____ Date _____

Class _____ Period _____ Teacher _____

Overregulation: When Are There Enough Rules? Thinking with Acrostics

Directions: Think about the advantages and disadvantages of regulations. Then, using the letters provided, write sentences that relate to what you have seen in the video.

R	_____
E	_____
G	_____
U	_____
L	_____
A	_____
T	_____
I	_____
O	_____
N	_____
S	_____

MOVING COMPANIES: WHO CHOOSES WHO MOVES OUR STUFF?

Segment Length: 5:35 minutes

Lesson Description:

Should businesses need permission from other businesses to compete? Should the government help established businesses keep out competition? Is uncontrolled competition too chaotic and disruptive? Do we need the government to control competition? This segment looks at moving companies and the urge to regulate them.

Concepts & Key Terms:

Creative Destruction – An economic term used to describe disruptive forces – processes of transformation – that often accompany entrepreneurship and innovation. Computers replacing typewriters is one example.

Crony Capitalism – A term used to describe the relationship between government and business, particularly when the government (through tax policies or regulation) assists one company or industry.

Rent Seeking – The expenditure of resources on political action to obtain a favorable public policy decision in order to increase one's share of wealth without creating additional wealth.

Objectives:

Students will be able to:

- discuss the arguments for and against licensing of businesses.
- hypothesize the unintended consequences of government licensing of businesses.
- compare the impact of market forces on business behavior to the impact of government regulations on business behavior.

Preview Activity and Questions:

Read this scenario to the class: Your friend Annette has gotten a job offer in another town. She finds a new apartment and packs up her belongings. She looks on Angie's List, selects the highest rated moving company, and hires the company to move her stuff. The day before the scheduled move, Annette discovers that the moving company she hired isn't licensed. She calls you for advice. What should she do? Why?

Use Think, Pair, Share to have students discuss the scenario and Annette's options and give advice to Annette. 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. permission
2. state regulators
3. license
4. prevented
5. free

Bonus Features:

Two of the Bonus videos (“Kronies” and “Why Can’t Chuck Get His Business Off the Ground?”) that are included on this DVD might be useful for this lesson. You’ll find suggestions for their use in the Activities section.

Name _____ Date _____

Class _____ Period _____ Teacher _____

Moving Companies Viewing Guide

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

1. R.J. Bruner of Kentucky assumed he could start a moving company without having to get his competitors' _____ .
2. But R.J. soon learned pleasing customers isn't enough. He got a threatening letter from _____ .
3. What? A business has to prove it's needed to get a _____ ?
4. Kentucky, like half the states, allowed existing companies to protest new competition. Over the past five years, 19 companies were _____ from entering the moving business because competitors said, "the existing transportation service is adequate."
5. Orderly marketplaces are precisely what we don't want. What we want is a _____ marketplace.

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

Why might a business's owners and employees not want another business to compete against them? _____

How might government licensing of businesses allow politicians to favor one business over another? _____

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

Discussion and Analysis:

1. Licensing of businesses allows those businesses to compete against each other. Why should businesses be able to compete against each other? What good can possibly come out of that?
2. Should people just be allowed – without permission – to start a company and compete against existing businesses? Why / Why not?
3. The video shows that moving companies in Kentucky need to be licensed. Should the government be in the position of licensing – *of allowing* – companies to exist? Why / Why not?
4. How can an entrepreneur really prove that his or her business idea will be wanted or needed?
5. If moving companies must be licensed, should other businesses have to be licensed by the government? If so, which ones? Why?
6. Can't people come up with reasons to license any type of business? Does that mean government should license all businesses?
7. Politicians claim that they are merely trying to help consumers. But their critics say that there is a more sinister reason – that politicians are trying to help certain companies. Why would politicians want to help one company over another?
8. How does the licensing of moving companies affect the number of competitors? How might that affect prices the companies charge? Who pays the additional cost?
9. Who gains from limiting the number of moving companies?
10. Who benefits from the licensing requirements instituted by government: established companies or startups that may be innovating and improving products and services?
11. What is the purpose of licensing businesses? Will some problem be solved by licensing moving companies? How do you know?
12. John Stossel said that companies go bankrupt all the time. "It's part of the creative destruction that makes competition work." What is creative destruction? How is destruction good?
13. Timothy Sandefur said that "the bureaucracy [government] can't decide whether there's a public need for a new moving company." Why not? Can't government determine what products and services are wanted or needed?
14. If government can't decide whether there's a need for a product or service, who can? And how? What's the role for producers and consumers?
15. What's the proper role for the government in the business world?
16. R.J. Bruner, owner of Wildcat Moving, said that his company had no complaints filed against it and that it was the top ranked moving company in the state according to Angie's List. Do consumer ratings matter? What's more important, having a government license or a good rating by consumers?
17. Which would you rely on more when picking a moving company, what customers wrote on Angie's List or the fact that a business is licensed by the government?
18. What might be some problems with consumer ratings on the Internet?
19. In the video, Ryan Flota, president of the Kentucky Household Goods Carriers Association and owner of Kentucky Lake Moving and Storage presented this scenario: "Say I'm coming

to pick up your furniture, OK? I tell you it's \$80 an hour. Well, then, when I get to your new house and I say, well, you know, I'm going to charge you \$155 an hour." How does licensing prevent that from happening? What remedies might consumers have if a moving business tries to charge more than an agreed upon price?

20. John Stossel said that over the past five years, 19 companies were prevented from entering the moving business because competitors opposed them. How do we know those new companies wouldn't have been better than the ones that opposed them? How do we know that they wouldn't have been innovators who improved the process of moving? Does it matter? Why / Why not?
21. When Ryan Flota said, "We don't want the scenario of a licensed company going bankrupt," is he looking out for consumers? If government has to help keep a company in business, what does it say about *that* business?
22. Why do companies go bankrupt? Should government use its power to stop that? What might be the unintended consequences of stopping businesses from going bankrupt?
23. In the video, Ryan Flota asked if it would be beneficial to consumers to have 15 moving companies in a town of 20,000 people. Would that be too many moving companies? How would we know? Who decides?
24. Can there be too much supply – too many moving companies? Is he trying to say that supply exceeds demand? What would you expect to happen, in economic terms, if supply exceeded demands?
25. What do the terms "belly up" and "in the driver's seat" mean?

Discuss These Lines from the Video:

1. If you had had to prove then that America needed a new national chain of coffee shops, you couldn't have proven that.
2. Competition sorts this stuff out better.
3. The consumer is in the driver's seat.
4. Over the past five years, 19 companies were prevented from entering the moving business because competitors said "the existing transportation service is adequate."
5. We don't want the scenario of a licensed company going bankrupt.
6. It's part of the creative destruction that makes competition work.
7. The bureaucracy can't decide whether there's a public need for a new moving company. Not even the moving companies know that. They have to try it and find out by an experiment. And these laws prohibit that kind of experiment.
8. Now we have this thing called the Internet, where people can find out if a company has a bad reputation.
9. Entrepreneurs are the wealth creators of our society. They're the engine of innovation and progress and job creation and wealth creation.
10. Orderly marketplaces are precisely what we don't want. What we want is a free marketplace. If we have an orderly marketplace, who's doing the ordering? It should be consumers who do the ordering.

Quotes for Discussion:

Liberty is the right to do what I like; license, the right to do what you like.

– **Bertrand Russell**

It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.

– **Charles Darwin**

By placing discretion in the hands of an official to grant or deny a license, such a statute creates a threat of censorship that by its very existence chills free speech.

– **Harry Blackmun**

The best way to predict the future is to create it.

– **Peter F. Drucker**

Society does not tell a man what to do and what not to do. There is no need to enforce cooperation by special orders or prohibitions. Non-cooperation penalizes itself. Adjustment to the requirements of society's productive effort and the pursuit of the individual's own concerns are not in conflict. Consequently no agency is required to settle such conflicts. The system can work and accomplish its tasks without the interference of an authority issuing special orders and prohibitions and punishing those who do not comply.

– **Ludwig von Mises, *Human Action***

It is not true that the legislator has an absolute power over our persons and our property since they pre-exist him, and his task is to surround them with guarantees. It is not true that the function of the law is to regulate our consciences, our ideas, our wills, our education, our opinions, our work, our trade, our talents, our recreation. Its function is to prevent the rights of one person from interfering with rights of another in any of these matters.

– **Frédéric Bastiat, *The Law* [1850]**

A wise and frugal government... shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government...

– **Thomas Jefferson, First Inaugural Address [March 4, 1801]**

All initiation of force is a violation of someone else's rights, whether initiated by an individual or the state, for the benefit of an individual or group of individuals, even if it's supposed to be for the benefit of another individual or group of individuals.

– **Ron Paul**

Activities:

1. Have students complete the PMI Chart graphic organizer (page 24).
2. In groups, research the arguments for and against licensing moving companies and conduct a classroom debate. (See link in the Resources section for a guide to conducting classroom debates.)
3. The members of the Kentucky Household Goods Carriers Association can be said to be rent-seekers who use the existing regulations to their own advantage. Research the term "rent-seeking" and explain how it applies to this issue. Be sure to include origins of the term and examples to help illustrate the meaning of the term.
4. The video shows that moving companies in Kentucky need to be licensed. What about moving companies in your state? Research licensing requirements for moving companies in your state.

5. Research the lawsuit that Wildcat Moving and Timothy Sandefur brought, and report on it to the class.
6. How would a person go about starting a moving business in your state? Present the process to the class in a slideshow or poster. (See link in the Resources section for a guide to preparing effective slideshows.)
7. Research the Socialist Calculation Debate, a topic referred to when Timothy Sandefur said that the bureaucracy can't decide whether there's a public need for a new moving company. Report on the origins of the debate and how it applies today.
8. Write a tweet, poem, or song about licensing of moving companies.
9. Watch one of the following videos, and write an essay comparing the topic to the licensing of moving companies.
 - a. "Woman With a Car vs. Washington D.C.'s Taxi Cartel"
<http://reason.com/reasontv/2014/05/13/woman-with-a-car-vs-washington-dc-taxi-c>
 - b. "Tour Guides Win Major Free-Speech Fight: Appellate Court Strikes Down Licensing Requirements for D.C. Guides"
<http://ij.org/dc-tours-release-6-27-14>
 - c. "Why Can't Chuck Get His Business Off the Ground?" (in "Bonus Features" on this DVD)
10. Write a persuasive essay about the licensing of moving companies. Be sure to address the opposing side of the argument in your essay.
11. Research Kentucky Household Goods Carrier Association. What does it do? Does your state have a similar association? How does it operate? Report your findings to the class.
12. Research Tim Sandefur and the Pacific Legal Foundation. What do they do? What are some of the cases they have worked on?
13. Research occupational licensing and the jobs that require a government permit or license to work. What percent of Americans now have to have permits or licenses to work? How has that changed in the past fifty years?
14. Research the term "creative destruction" and produce a slideshow with examples that demonstrate the term and how it applies to the economy and our lives.
15. "Crony capitalism" is a term used to describe the relationship between government and rent-seekers. Research the term, give real-life examples to demonstrate, and discuss the unintended consequences of crony capitalism.
16. Read *The Law* by Frédéric Bastiat, and write a book report on it. (See link in the Resources section for help in writing a book report.)
http://bastiat.org/en/the_law.html
17. Read one of the books in the Resources section, and either write a book report or present what you've learned to the class.
18. The Institute for Justice advocates and litigates "on behalf of individuals whose rights have been denied by government." View one of their videos at the link below, and explain how it relates to the video you viewed in class.
<http://www.ij.org/freedomflix/economicliberty>
19. Read one of the articles in the Resources section, and write a summary.
20. Write a persuasive essay in which you argue for or against licensing of businesses such as moving companies. Be sure to address the opposing side of the argument in your essay.

21. Write a letter to the editor of your local newspaper supporting or opposing the licensing of moving companies. (See link in the Resources section for a guide on writing letters to the editor.)
22. Draw a poster or comic strip about the debate over licensing moving companies.
23. In small groups, choose a type of business you'd like to open. Research all the requirements to open your business, such as licenses and permits that you would need to open that business. Present to the class the requirements you found. Discuss how these requirements affect your enthusiasm for starting a business.
24. View the Kronies video (in "Bonus Features" on this DVD), and then view the website (<http://thekronies.com>) in groups of five students. Each student should take a character and explain his role. As a group, answer these questions: What is the point of the video? Who are being criticized by the developers of Kronies? How can this problem be fixed?
25. The terms "belly up" and "in the driver's seat" are idioms. Research some idioms that relate to business and entrepreneurship, and present them to the class in a video, slideshow, or on a poster.

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://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.educationspace360.com/index.php/teaching-tips-how-to-hold-a-class-debate-21602/>

How to write a letter to the editor:

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

How to write a book report:

<http://www.infonlease.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>

Preparing effective slideshow presentations:

A fun slideshow with audio:

<https://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=1>

Also helpful:

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

<http://www.microsoft.com/business/en/Content/Pages/article.aspx?cbcid=49>

Articles

“A Public Convenience And Necessity And Other Conspiracies Against Trade: A Case Study From The Missouri Moving Industry” by Timothy Sandefur

<http://civilrightslawjournal.com/issues/24.159.pdf>

“Congress Threatens To Anchor Private Spaceflight With Extra Costs” by Rand Simberg
A rent-seeking senator doesn’t want competition to shake up NASA jobs.

<http://reason.com/archives/2014/06/13/congress-threatens-to-anchor-private-spa>

“Laws Tie Moving Companies in Red Tape” by Eric Boehm

<http://watchdog.org/71081/licensing-laws-tie-moving-companies-in-red-tape-from-coast-to-coast/>

“Think Twice About Opening a Moving Company in Kentucky” by Patrick Clark

<http://businessweek.com/articles/2013-03-07/think-twice-about-opening-a-moving-company-in-kentucky>

Books

License to Work: A National Study of Burdens from Occupational Licensing by Dick M. Carpenter II and Lisa Knepper

Licensing Occupations: Ensuring Quality or Restricting Competition? by Morris M. Kleiner

The Right to Earn a Living: Economic Freedom and the Law by Timothy Sandefur

Stages of Occupational Regulation: Analysis of Case Studies by Morris M. Kleiner

The Law by Frédéric Bastiat

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

Videos

Kronies website

<http://thekronies.com>

“Tour Guides Win Major Free-Speech Fight: Appellate Court Strikes Down Licensing Requirements for D.C. Guides”

<http://ij.org/dc-tours-release-6-27-14>

“Why Can’t Chuck Get His Business Off the Ground?”

<http://www.ij.org/citystudiesvideo>

“Woman With a Car vs. Washington D.C.’s Taxi Cartel”

<http://reason.com/reasontv/2014/05/13/woman-with-a-car-vs-washington-dc-taxi-c>

Organizations

Institute for Justice

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

Kentucky Household Goods Carriers Association

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

Pacific Legal Foundation

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

Name _____ Date _____
Class _____ Period _____ Teacher _____

Moving Companies: Who Chooses Who Moves Our Stuff? PMI Chart

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

+ Plusses +	- Minuses -	Interesting

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

PROTECTING ENDANGERED SPECIES: A GOOD IDEA GONE WILD?

Segment Length: 5:38 minutes

Lesson Description:

What is the best way to protect endangered species? How can we ensure the survival of species and ensure that people's property rights are not taken away? Should the government attempt to regulate land when the endangered species doesn't even live on that land? What's the solution? This segment looks at one government attempt to save an endangered frog.

Concepts & Key Terms:

Endangered Species – Animal or plant species that exist in numbers so small that they are in danger of becoming extinct, particularly species in jeopardy of extinction as a result of human activity.

Mississippi Gopher Frog (Lithobates sevosus) – A rare species of true frog that is endemic to the southern United States. Its natural habitats are temperate, coastal forests and intermittent freshwater marshes.

Objectives:

Students will be able to:

- identify ways that governments try to protect endangered species.
- discuss the positive and negative effects of efforts to save endangered species.
- hypothesize ways to save endangered species while allowing landowners use of their property.

Preview Activity and Questions:

Distribute the K-W-L Chart (page 32). 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. bureaucrats
2. property
3. preserved
4. landowners
5. crazy

Name _____ Date _____

Class _____ Period _____ Teacher _____

Protecting Endangered Species Viewing Guide

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

1. So The Endangered Species Act seems like a good idea. I want those animals protected; most of us do. But the _____ always take a good idea and run too far with it.
2. He's actually the Mississippi gopher frog. Poitevant calls him "Casper the Ghost," because none of these frogs currently live anywhere near Ed's _____.
3. Do all 400,000 species of beetles need to be _____ ?
4. In other words, _____ who see an endangered species on their land sometimes shoot the thing, and then bury it, and then shut up about it.
5. Telling someone that they can't do something with their own property to protect an animal that doesn't even exist there meets everybody's definition of _____ .

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:

Why should the government try to protect endangered species? _____

How might some government regulations intended to protect endangered species lead to less protection and lower populations of the protected species? _____

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

Discussion and Analysis:

1. What does it mean that some species are endangered? From whom or what do they need protection?
2. Why are some species endangered?
3. Why should we protect endangered species?
4. In what ways do governments usually attempt to protect endangered species?
5. How far should the government go in telling people what they can and can't do with their land?
6. Why does Ed Poitevent call the Mississippi gopher frog "Casper the Frog"?
7. Should the government need to show that an endangered species actually lives on a person's property before it attempts to regulate the use of that land?
8. Bill Snape of the Center for Biological Diversity said that Mr. Poitevent "has five great ponds in his property." Why does that matter? Should it? Does it matter that none of those frogs live on his land? Why / Why not?
9. The representative from the U.S. Fish & Wildlife Service said they are "looking forward in working with willing landowners in Louisiana." From your knowledge and experience, do government agencies usually "work with" people, or do they just tell them what they can and can't do? What examples do you have?
10. What does the term "unintended consequence" mean? What is an unintended consequence of some regulations meant to protect certain endangered species?
11. Bill Snape said that the process to work with the Fish & Wildlife Service is "transparent and fast," but his group first sued the federal government in 2007, claiming it wasn't doing enough to protect the Mississippi gopher frog. The issue is still dragging on. How is this process "fast"?
12. Ed Poitevent owns a lot of land. Why won't he simply designate some of the land for the frogs and build houses on the rest?
13. Should a landowner be forced to change his land to make it habitable for an endangered species?
14. Ed Poitevent's land is a potential home for frogs. It is also a potential home for people. Who has priority? Why?
15. Since "shoot, shovel, and shut up" works against endangered species, how can the rules be changed so that property owners have an incentive to protect the endangered species on their land?
16. How might this issue be resolved?

Discuss These Lines from the Video:

1. So the Endangered Species Act seems like a good idea. I want those animals protected. Most of us do. But the bureaucrats always take a good idea and run too far with it.
2. I looked it up on their website and found out that by their own publication, the frog has not been seen in the state of Louisiana, because our land is not suitable for it.
3. Right now, there are less than 100 of these frogs in the wild. Previously, thousands. They used to be in Louisiana. And this landowner, Mr. Poitevent, has five great ponds in his property.

4. JOHN STOSSEL: The government can just say, ooh, this is a good spot?
BILL SNAPE: Well, technically, yes. But that isn't how I would put it.
5. Do all 400,000 species of beetles need to be preserved?
6. With nearly 9 million species on the planet, how do we decide which ones are important enough to save? Or do we save them all?
7. There is a limit, a line, to how far we're going to go. And I don't pretend to know where that line is. But I sure as heck am going to try to save a species.
8. Landowners who see an endangered species on their land sometimes shoot the thing, and then bury it, and then shut up about it.
9. It's true. To make a new home for these frogs, the government says he'll have to change his land.
10. Remove all the trees, replant new trees, dig ponds that have to be maintained and drained every six months, put the frogs back on, burn the forest every year...
11. Nobody is going to disagree that there isn't a core of legitimate government regulation out there. But on top of that core, which is small, there is a giant mountain of useless, life-crushing, time-wasting, paper-generating regulation.

Quotes for Discussion:

No person shall... be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

– **Fifth Amendment to the U.S. Constitution**

Each species on our planet plays a role in the healthy functioning of natural ecosystems, on which humans depend.

– **William H. Schlesinger**

We can judge the heart of a man by his treatment of animals.

– **Immanuel Kant**

Our economic freedom is founded on individual property rights; government should never be permitted to take those away.

– **Ernest Istook**

The love for all living creatures is the most noble attribute of man.

– **Charles Darwin**

We share this planet with many species. It is our responsibility to protect them, both for their sakes and our own.

– **Pamela A. Matson**

We wonder why we have got the Freemen or the militants. We wonder why we have got unrest in this country. It is because our government, in fact, has got out of hand and out of line, with the Endangered Species Act.

– **Don Young**

The Endangered Species Act is the strongest and most effective tool we have to repair the environmental harm that is causing a species to decline.

– **Norm Dicks**

Protection of private property is a fundamental right protected in a strong democracy.

– **Jim Ryun**

As children, small creatures endlessly fascinate us; as adults, we can protect them so as to inspire future children.

– Les E. Watling

I ask people why they have deer heads on their walls. They always say because it's such a beautiful animal. There you go. I think my mother is attractive, but I have photographs of her.

– Ellen DeGeneres

When it comes to looking after all the species that are already endangered, there's such a lot to do that sometimes it might all seem to be too much, especially when there are so many other important things to worry about. But if we stop trying, the chances are that pretty soon we'll end up with a world where there are no tigers or elephants, or sawfishes or whooping cranes, or albatrosses or ground iguanas. And I think that would be a shame, don't you?

– Martin Jenkins

Many of the Earth's habitats, animals, plants, insects, and even micro-organisms that we know as rare may not be known at all by future generations. We have the capability, and the responsibility. We must act before it is too late.

– The Dalai Lama

Activities:

1. Research endangered species and write a report. Be sure to answer the following questions:
Which animals are currently endangered? In which countries are those animals endangered? How are the governments or other groups within those countries trying to save the endangered animals from extinction?
2. Does it matter if animal or plant species go extinct? Why? Research the reasons for wanting to keep forms of life from becoming extinct.
3. Research one of the endangered species John Stossel referred to in the video: the Mexican gray wolf, humpback whale, sea lion, or Mississippi gopher frog. Create a slideshow about the species and explain why they are endangered, what remedies are being used to protect them, and what non-traditional methods have been suggested that might be more effective.
4. Research the case of Ed Poitevent and the Mississippi gopher frog.
5. In groups, research the methods the government uses to protect endangered species on privately owned land and the arguments for and against those methods. Then conduct a classroom debate.
6. What does it take to put an animal or plant species on the endangered species list? Who creates and updates the list? What species have been added to the list within the past two years? Why?
7. What does it take to remove a species from the endangered species list? Who creates and updates the list? Have any plant and animal species been taken off the list within the past few years? Why?
8. Do you like Mosquitoes? Slugs? Termites? What about bees, hornets, wasps, or yellow jackets? Would it be such a bad thing if they were to disappear from the earth? Research one or more of these, and write a report. Try to find and include reasons for not wanting them to become extinct.
9. In the video, John Stossel asked if all 400,000 species of beetles need to be preserved. Are there really that many species of beetles? Where do they live? What do roles do beetles play in nature?

10. John Stossel points out that conventional ways to protect endangered species don't always work. Read and summarize the article "Endangered Species Listings May Backfire" about the Endangered Species Act in the United States.
<http://news.heartland.org/newspaper-article/2004/01/01/endangered-species-listings-may-backfire>
11. Write a letter to your congressional representative expressing your views on this topic. (See link in the Resources section for guides on writing to elected officials and finding your representative.)
12. Create a tri-fold brochure about an endangered species. Research information about the species and the country or countries in which they live and the ways governments and other groups are trying to save them.
13. In a persuasive essay, present the two sides presented in the video and your view of the issue. Be sure to address the opposing side of the argument in your essay.
14. Read one of the articles in the Resources section below, and write a summary.
15. Write a tweet, poem, or song about endangered species and/or the efforts to save them.
16. Look at the websites (links below) for Conservation International and Property & Environment Research Center. Compare and contrast the two organizations.

Resources:

Guides

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

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

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

<http://www.readingquest.org/strat/kwl.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://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.educationspace360.com/index.php/teaching-tips-how-to-hold-a-class-debate-21602/>

How to find out who represents you in the U.S. Congress:

<http://www.house.gov/representatives/find/>

How to write a letter to your elected representative:

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

Preparing effective slideshow presentations:

A fun slideshow with audio:

<https://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=1>

Also helpful:

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

<http://www.microsoft.com/business/en/Content/Pages/article.aspx?cbcid=49>

Information

Earth's Endangered Creatures: A comprehensive list, as well as listed by region:

http://earthsendangered.com/index_s.asp

Endangered Species Consultation Handbook:

http://www.fws.gov/endangered/esa-library/pdf/esa_section7_handbook.pdf

Fish & Wildlife Service video responding to a Fox and Friends broadcast about the Mississippi gopher frog:

<http://www.youtube.com/watch?v=HSN74a9i0Dk>

Articles

“Endangered Species Listing May Backfire”

<http://news.heartland.org/newspaper-article/2004/01/01/endangered-species-listings-may-backfire>

“Mississippi gopher frog could hop into St. Tammany” by Christine Harvey

http://www.nola.com/politics/index.ssf/2011/11/mississippi_gopher_frog_could.html

Organizations

Center for Biological Diversity

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

Conservation International

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

Institute for Justice

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

Property & Environment Research Center:

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

Name _____ Date _____
Class _____ Period _____ Teacher _____

Protecting Endangered Species: A Good Idea Gone Wild? K-W-L Chart

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

K	W	L
What I think I know about endangered species and how to protect them:	What I want to know about endangered species and how to protect them:	What I've learned about endangered species and how to protect them:

What is one positive result of protecting endangered species?

What is one negative result of protecting endangered species?

TOUGH TO GET A LYFT: REGULATING YOUR RIDE?

Segment Length: 5:42 minutes

Lesson Description:

Should people be allowed to compete against existing cab companies? Should passengers get to choose who drives them? What about the safety of passengers? Should the government protect people by regulating cab and other car services? What other reasons would the government have to regulate cab and car services? This segment looks at the current controversy over regulation of innovative car services.

Concepts & Key Terms:

Creative Destruction – An economic term used to describe disruptive forces – processes of transformation – that often accompany entrepreneurship and innovation. Computers replacing typewriters is one example.

Crony Capitalism – A term used to describe the relationship between government and business, particularly when the government (through tax policies or regulation) assists one company or industry.

Protectionism – Usually used to describe government action that restricts trade to protect existing domestic businesses from foreign competition. It is often argued that such actions are more for political reasons than they are for economic value.

Rent Seeking – The expenditure of resources on political action to obtain a favorable public policy decision in order to increase one's share of wealth without creating additional wealth.

Objectives:

Students will be able to:

- explain the arguments for and against regulating cabs and other car services.
- hypothesize reasons elected officials would want government to regulate businesses.
- determine and evaluate the effects of regulating cab and car services on existing companies, innovative app-based car services, and their customers.

Preview Activity:

Technology often changes the way people live. What examples do you have that demonstrate that?

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

Viewing Guide:

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

Answers to Viewing Guide:

1. ordinary
2. passenger
3. rating
4. apps
5. competition
6. protect

Bonus Features:

“Kronies” and “Why Can’t Chuck Get His Business Off the Ground?” (two of the bonus videos included on this DVD) might be useful for this lesson. You’ll find suggestions for their use in the Activities section.

Name _____ Date _____

Class _____ Period _____ Teacher _____

Tough To Get a Lyft Viewing Guide

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

1. Thousands of people already do that, thanks to new cell phone technology that lets _____ car owners offer rides to people.
2. No cash changed hands – payment is by credit card only. And the price is up to the _____. If he didn't like me, he can tell his app to pay me less. Of course, then he'll have a tougher time getting the next Lyft ride.
3. But the real reassurance comes from passengers and drivers _____ each other.
4. Cabbies lined up their cabs, then let them sit in protest of car sharing _____ used in the city.
5. We're not trying to ban the _____. What we'd like is to be competing with companies that follow the rules.
6. Most of the rules that exist in the transportation industry are designed to _____ existing transportation companies from competition.

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

How are new transportation companies being innovative? _____

If you drove a cab for an existing cab company, how would you feel about these new car services? _____

What should be the role of government in all of this? _____

Discussion and Analysis:

1. Technology often changes the way people live. What examples can you give to demonstrate that?
2. Should anyone be able to drive others for a fee? Why / Why not?
3. Lyft and other app-based car services depend a lot on ratings – for drivers as well as passengers. Does that matter? Why / Why not?
4. Traditional cab and car services don't have rating systems, but people still use them. Why?
5. How is it possible that the price of a ride is up to the consumer?
6. In the video, Bill Rouse, who runs a large cab company in Los Angeles, said that he wasn't trying to ban the competition but that he'd like to compete with companies that follow the rules. Should all cab and car services have to follow the same rules? Why can't the government eliminate rules that interfere with competition rather than enact more rules or force innovative companies to conform to existing rules?
7. Why would the government in Nashville mandate that all car services other than existing cab companies, which were limited by the government, charge a minimum of \$45 per ride?
8. Ali Bokhari started Metro Livery. His company was a success until the \$45 minimum fee caused his clients to go back to using cabs. What do you think was the purpose of that \$45 minimum?
9. In 2010, Nashville, Tennessee, required car services to employ dispatchers – people to receive requests for rides and to dispatch a car to customers. Why would Nashville do that just as phone apps were becoming popular? Who is hurt by that requirement? Who is helped?
10. Why is there so much focus on regulation? Isn't competition good? Do governments, by trying to level the playing field, inhibit innovation? How so?
11. Is it in the best interest of passengers to regulate car services? Why / Why not?
12. Who benefits from limits on business innovations?
13. John Stossel said that services such as Lyft have become too popular for regulators to strangle. What does he mean?
14. Why would politicians support limits on competition? Why would they try to protect existing businesses? What does it mean to be politically connected?
15. Innovations often disrupt existing businesses. For instance, ATMs led to a reduction in bank teller jobs. This is called "creative destruction." What examples of creative destruction can you think of? Is creative destruction good? Why / Why not?

Discuss These Lines from the Video:

1. What if I could make some money driving my own car and help you, too? Wouldn't that be great?
2. And the price is up to the passenger. If he didn't like me, he can tell his app to pay me less. Of course, then he'll have a tougher time getting the next Lyft ride.
3. But the real reassurance comes from passengers and drivers rating each other.
4. New ideas like Lyft make established industry players angry.
5. We have to pay big money for licenses, we have to get fingerprinted, we have to have commercial insurance. Pink mustache [Lyft] has nothing. Sidecar has nothing.

6. We're not trying to ban the competition. What we'd like is to be competing with companies that follow the rules.
7. Today, however, D.C. tolerates services like Lyft. They became too popular for regulators to strangle.
8. There's no evidence that regulated cabs are safer.
9. Most of the rules that exist in the transportation industry are designed to protect existing transportation companies from competition.

Activities:

1. Have students complete the PMI Chart graphic organizer (page 41).
2. Research Taxicab, Limousine, and Paratransit Association. What does it do? Who does it represent? In whose interests does it operate? Report your findings to the class.
3. Research GoGreenRide, Lyft, Sidecar, Uber, or another app-based car service. When did the company begin? Why? What is innovative about the company? How successful is the company? Why? What are some roadblocks or impediments to that company's success?
4. In groups, research the arguments for and against regulations that limit app-based car services, and conduct a classroom debate. (See link in the Resources section for a guide to conducting classroom debates.)
5. One organization, Institute for Justice, refers to this situation as 21st century technology with 19th century regulations. Research the term ridesharing on the Institute for Justice website (<http://www.ij.org>) and present some of the cases in a slideshow to the class.
6. What cities and towns have tried to limit innovative car services? In what ways? Research the topic and produce a list.
7. Write a tweet, poem, or song about innovations in car services.
8. Read "Nashville's Anti-Competitive 'Black-Car' Regulations: A local jury approves a piece of Music City corporate welfare" by Mark W. Frankena, and write a summary of it.
<http://object.cato.org/sites/cato.org/files/serials/files/regulation/2013/6/regulation-v36n2-3.pdf>
9. What cities and other municipalities have minimum pricing for cabs and/or car services? Research and report your findings to the class.
10. Watch one of the videos listed in the Resources section, and write an essay about the video.
11. How did cabs develop in the United States? Research and write a report on the history of cabs in the U.S.
12. Research app-based car services in your community or in a neighboring city. Has the local government passed any new regulations in response to their development? If so, what are they? Are there any minimum fees set? If so, why? Report your findings to the class.
13. The Institute for Justice advocates and litigates "on behalf of individuals whose rights have been denied by government." View one of their videos and explain how it relates to the video you viewed in class.
<http://www.ij.org/freedomflix/economicliberty>
14. Read *The Law* by Frédéric Bastiat, and write a book report on it.
http://bastiat.org/en/the_law.html
15. Find and summarize a current newspaper or magazine article about one of the app-based car services.

16. Write a persuasive essay in which you argue for or against opposing regulation of app-based car services. Be sure to address the opposing side of the argument in your essay.
17. Write a letter to the editor of your local newspaper supporting or opposing regulation of app-based car services. (See link in the Resources section for a guide on writing letters to the editor.)
18. “Crony capitalism” is a term used to describe the relationship between government and rent-seekers. Research the term, give real-life examples, discuss the unintended consequences of crony capitalism, and explain how the term might relate to this issue.
19. Traditional cab companies can be said to be rent-seekers who use the existing regulations to their own advantage. Research the term “rent-seeking,” and explain how it applies to this issue.
20. Develop your own innovative car service. How will it operate? What will be innovative about your service? Write an essay explaining your company, or prepare a slideshow to show the class.
21. In small groups, choose a type of business you’d like to open. Research all the requirements to open your business, such as licenses and permits that you would need. Present to the class the requirements you found. Discuss how these requirements affect your enthusiasm for starting a business.
22. View the Kronies video included on this DVD, and then visit the Kronies website (<http://thekronies.com>) in groups of five students. Each student should take a character and explain his role. As a group, answer these questions: What is the point of the video? Who are being criticized by the developers of Kronies? How can this problem be fixed? How does the video relate to the regulation of app-based car services?
23. Draw a poster about the ongoing fight over app-based car services.
24. Research the term “creative destruction,” and produce a slideshow with examples that demonstrate the term and how it applies to the economy and our lives.
25. View the video “Why Chuck Can’t Get His Business Off the Ground,” which is included in the Bonus Features on this DVD. Then discuss how this video relates to the issue of overregulation. Use specific examples from the John Stossel video shown in class, or use examples you find in newspapers, magazines, or on the Internet, to relate it to the regulation of app-based car services.

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://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.educationspace360.com/index.php/teaching-tips-how-to-hold-a-class-debate-21602/>

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:

For students: assistance in writing a book report:

<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>

Preparing effective slideshow presentations:

A fun slideshow with audio:

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=1>

Also helpful:

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

<http://www.microsoft.com/business/en/Content/Pages/article.aspx?cbcid=49>

Articles

“Creative Destruction” by W. Michael Cox and Richard Alm

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

“Nashville’s Anti-Competitive ‘Black-Car’ Regulations: A local jury approves a piece of Music City corporate welfare” by Mark W. Frankena

<http://object.cato.org/sites/cato.org/files/serials/files/regulation/2013/6/regulation-v36n2-3.pdf>

“Twenty Dying Technologies: Here Today, Obsolete Tomorrow” by Joel Stonington

http://images.businessweek.com/ss/10/10/1021_dying_tech/

Books

The Law by Frédéric Bastiat

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

Videos

“The Paradox of Progress,” DVD available from izzit.org

Uber Wars: How D.C. Tried to Kill a Great New Ride Technology

<http://reason.com/reasontv/2013/10/22/the-uber-wars-how-dc-tried-to-smother-a>

Woman With a Car vs. Washington D.C.’s Taxi Cartel

<http://reason.com/reasontv/2014/05/13/woman-with-a-car-vs-washington-dc-taxi-c>

Organizations

Institute for Justice
<http://www.ij.org>

Lyft
<https://www.lyft.com/>

Taxicab, Limousine, and Paratransit Association
<http://www.tlpa.org>

Name _____ Date _____

Class _____ Period _____ Teacher _____

Tough To Get a Lyft: Regulating Your Ride? PMI Chart

P = Plus: What do supporters say are some positive effects of regulating app-based car services?

M = Minus: What do opponents say are some negative effects of regulating app-based car services?

I = Interesting: What are some interesting aspects of regulating app-based car services?

+ Pluses +	- Minuses -	Interesting

After viewing the video and discussing app-based car services in class, what do you think about this topic?

WAR ON WOMEN: FACT OR FABLE?

Segment Length: 5:37 minutes

Lesson Description:

Do women make less than men? Do employers discriminate against women by paying them less? This lesson focuses on the controversy surrounding the wage gap between men and women.

Concepts & Key Terms:

Sexism – Bias or discrimination based on sex, primarily directed against women.

Objectives:

Students will be able to:

- explain the wage gap and possible reasons for it.
- evaluate the validity of the arguments over the wage gap.
- hypothesize reasons for the disparate numbers used in the debate.

Preview Activity and Questions:

In 2012, average male annual earnings were \$49,398, while women's earnings were \$37,791 – or nearly 77 cents on the dollar. Why?

Write the preview sentence and question on the board. Use Think, Pair, Share to have students discuss and answer the question. Review students' 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. government
2. higher wage
3. likely
4. eight
5. college majors
6. enlist

Cloze Answers

1. war
2. wage
3. comparison
4. difference

5. education
6. majors
7. statistics
8. lives/careers
9. careers/lives
10. graduated
11. interruptions
12. believe

Name _____ Date _____

Class _____ Period _____ Teacher _____

War On Women Viewing Guide

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

1. Everyone seems to agree: It's a crime that women earn less than men, and _____ must do something.
2. And as it turns out, men work longer hours than women. And so they tend to chalk up a _____ .
3. Women were far more _____ to take time out of the workforce, to have career pauses, and to work shorter hours.
4. At the top, in 147 of 150 of the biggest U.S. cities, full-time salaries of young women are _____ percent higher than men.
5. The high-pay _____ are petroleum engineering, mathematics, computer science, aerospace, mechanical engineering, mining, mineral engineering. These are 90 percent male, 87 percent male, 67 percent male....
6. [W]e didn't need government to, you know, to _____ young women to go to college. They made that choice themselves. And as I've mentioned, and they're now outnumbering men in college.

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

What is the "wage gap"? _____

What is the thesis that John Stossel and Amy Holmes present in this video? _____

Discussion and Analysis:

1. What is this “war on women”? Who is waging it? Why?
2. Is the wage gap a conspiracy created by men to penalize women?
3. Do differences between what women as a group earn and what men as a group earn indicate that there is discrimination against women?
4. Is the wage gap a result of unfair labor practices or choices men and women make?
5. If the federal Department of Labor says after controlling for occupation, experience, other choices, women earn 95 percent as much as men do, why do many politicians still use 77 percent?
6. Is this issue about a man and a woman having the same education, doing the same job for the same number of years but being paid different amounts? According to the video, what are some of the differences?
7. Amy Holmes said that women “were far more likely to take time out of the workforce, to have career pauses....” Why might that be?
8. Do you think women are discouraged from studying and seeking employment in higher-paying fields such as science, technology, engineering, and math?
9. Why do women traditionally have different work histories than men?
10. Are women penalized for choosing to have children? Should they be?
11. Why doesn’t the government just pass a law saying women and men must get paid the same? Would that work? Why / Why not?
12. John Stossel pointed out that college majors for high-paying careers were overwhelmingly males and that majors for low-paying careers were overwhelmingly women. Why should that matter?
13. Who determines how much different careers pay? Why might an engineer be paid more than an elementary school teacher? Is that fair?
14. Why do more women get bachelor’s degrees? In what ways might this affect the wage gap?
15. Do you think the careers men and women choose are related to the toys they played with as children, such as girls playing with dolls and boys playing with trucks and Legos?
16. Should parents buy their children toys that relate to a good career rather than toys the children want or that the parents think they want?
17. Should we just accept that fewer girls than boys might be interested in being engineers, police officers, firefighters, or construction workers?
18. Why do women traditionally choose different careers than men?
19. Should the government declare that a job is a job and mandate equal pay? What might be an unintended consequence if that were to happen?
20. According to the video, men are four times more likely to ask for a raise than women are. Why?
21. What reasons might there be for men being eight times more likely to negotiate their salary than women?
22. When we look at people as members of groups, we can see differences among those groups. Do differences necessarily mean that there is unfairness or discrimination?

23. Do you think women have the same opportunity as men to pursue high-paying careers? Why / Why not?
24. Why do you think there are differing views on the wage gap?
25. Is the wage gap something the government should do something about? If so, what should it do? If not, why not?
26. What is the difference between equality of opportunity and equality of outcome? Is it possible to have equality of outcome in a free society? Why / Why not? Given the choice between freedom and equality, which would you choose? Why?

Discuss These Lines from the Video:

1. Everyone seems to agree: It's a crime that women earn less than men, and government must do something.
2. My understanding is that we men tend to work not just longer hours, be more willing to move for a job, be willing to go to unsafe places. I assume you women are smarter, that we have less balanced lives. We're willing to give everything up for ambition at work.
3. Men are four times as likely to ask for a raise than women.
4. In 147 of 150 of the biggest U.S. cities, full-time salaries of young women are eight percent higher than men.
5. Nearly 60 percent of all bachelors [degrees] now are awarded to women.
6. ...if you're concerned about the gender gap, you would be kicking women out of college to get more men in.
7. But when you get to college... you get to pick your own major.

Quotes for Discussion:

The gender gap in pay would be considerably reduced and might vanish altogether if firms did not have an incentive to disproportionately reward individuals who labored long hours and worked particular hours....

– Caludia Goldin

Equal pay isn't just a women's issue; when women get equal pay, their family incomes rise and the whole family benefits.

– Mike Honda

If you were on a sinking ship and yelled, "Women and children first!" how much feminist opposition do you think you'd get? Women want to fight men for equal pay, but how often do they fight a man for the check? And any man who questions a woman's physical capabilities gets branded a sexist – but who do they call when there's a spider to be killed? Convenient feminism – crackpot theory or dangerous lunacy?

– Bill Maher

All the evidence shows very clearly that if you are a member of a trade union you are likely to get better pay, more equal pay, better health and safety, more chance to get training, more chance to have conditions of work that help if you have caring responsibilities... the list goes on!

– Frances O'Grady

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

– Aristotle

Join the union, girls, and together say equal pay for equal work.

– Susan B. Anthony

Activities:

1. Have students complete the Cloze Activity (page 51) either in class or for homework.
2. Look up the study by Reach Advisors that shows that in 147 out of 150 of the biggest cities in the United States, the median full-time salaries of young women are 8% higher than those of the guys in their peer group. Report the findings in a slideshow presentation.
3. Research the Equal Pay Act of 1963. What was its goal? Did the law do what was intended? Why / Why not? What are some criticisms of the law?
4. Research the Ledbetter v. Goodyear Tire & Rubber Company case and Supreme Court decision of 2007, and the Lilly Ledbetter Fair Pay Act of 2009, and either write a report or present your findings to the class.
5. John Stossel's guest in this segment was Amy Holmes. Research Amy Holmes and write a biography of her. (See the Resources section for a guide on writing biographies.)
6. Read the following two articles and write an essay comparing them:
"Why the Gender Pay Gap Persists – and How to Really End It" by Sheelah Kolhatkar
<http://businessweek.com/articles/2014-03-04/the-gender-pay-gap-persists-on-long-inflexible-work-hours>
"The Gender Pay Gap Is a Myth" by Steve Tobak
<http://www.foxbusiness.com/business-leaders/2013/05/03/gender-pay-gap-is-myth/>
7. Read the following article and summarize the information in a presentation to the class:
"Is the gender pay gap real?" by Stacy Johnson
<http://money.msn.com/family-money/article.aspx?post=4ab01ba4-f9d2-4602-a9e4-085efb54eed2>
8. Research the terms "comparable worth" and "glass ceiling." Explain how they are used.
9. Read the following report, and summarize the researchers' findings: "The Future of Inequality: The Other Reason Education Matters So Much" by Harvard professors Claudia Goldin and Lawrence Katz.
http://dash.harvard.edu/bitstream/handle/1/4341691/GoldenKatz_EdIneq.pdf
10. Do women get less pay for equal work or is it unequal work? Research the topic and review the available data to determine if there is substantial evidence that women earn significantly lower pay than men for work on jobs that require equal skill, effort, responsibility, and working conditions. Present your findings to the class in a slideshow.
11. Read one of the books in the Resources section, and write a book report about it. (See link in Resources section for a guide to writing book reports.)
12. Conduct a classroom debate on the wage gap and reasons for it. (See link in the Resources section for a guide to conducting classroom debates.)
13. Hold a simulated Congressional hearing on the wage gap and proposals to end it. (See link in Resources section for a sample simulation.)

Resources:

Guides

Guides to 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://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.education-space360.com/index.php/teaching-tips-how-to-hold-a-class-debate-21602/>

Conducting a Congressional simulation in the classroom:

From The California Three Rs Project:

http://stosselintheclassroom.org/pdf/Simulated_Congressional_Hearing_in_Classroom.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:

For students: assistance in writing a book report:

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

Preparing effective slideshow presentations:

A fun slideshow with audio:

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=1>

Also helpful:

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

<http://www.microsoft.com/business/en/Content/Pages/article.aspx?cbcid=49>

Articles

“Bridging the pay gap between genders” by Jenny C. McCune

http://www.bankrate.com/brm/news/career/Nov06_gender_gap_a1.asp

“How to Attack the Gender Wage Gap? Speak Up” by Jessica Bennett

<http://www.nytimes.com/2012/12/16/business/to-solve-the-gender-wage-gap-learn-to-speak-up.html>

“The Gender Pay Gap Is a Myth” by Steve Tobak

<http://www.foxbusiness.com/business-leaders/2013/05/03/gender-pay-gap-is-myth/>

“Is the gender pay gap real?” by Stacy Johnson

<http://money.msn.com/family-money/article.aspx?post=4ab01ba4-f9d2-4602-a9e4-085efb54eed2>

“The Gender Wage Gap Lie” by Hanna Rosin

http://www.slate.com/articles/double_x/doublex/2013/08/gender_pay_gap_the_familiar_line_that_women_make_77_cents_to_every_man_s.html

“Wage Gap Myth Exposed – By Feminists” by Christina Hoff Sommers

http://www.huffingtonpost.com/christina-hoff-sommers/wage-gap_b_2073804.html

- “Why the Gender Pay Gap Persists – and How to Really End It” by Sheelah Kolhatkar
<http://businessweek.com/articles/2014-03-04/the-gender-pay-gap-persists-on-long-inflexible-work-hours>
- “Women, and the Unequal Pay Myth” by Diana Furchtgott-Roth
http://www.realclearmarkets.com/articles/2013/06/18/women_and_the_unequal_pay_myth_100407.html
- “Workplace Salaries: At Last, Women on Top” by Belinda Luscombe
<http://content.time.com/time/business/article/0,8599,2015274,00.html>
- “Yes, Virginia, there is a gender wage gap” by Bryce Covert
<http://www.cbsnews.com/news/yes-virginia-there-is-a-gender-wage-gap/>

Books

- Assault and Flattery* by Katie Pavlich
- The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools* by Thomas A. Diprete and Claudia Buchmann
- The Wage Gap (Current Controversies)* by Noel Merino
- Women Don't Ask: Negotiation and the Gender Divide* by Linda Babcock and Sara Laschever

Documents

- The Equal Pay Act of 1963:
<http://www.eeoc.gov/laws/statutes/epa.cfm>
- National Committee on Pay Equity: Provides a profile on the gender wage gap.
<http://www.pay-equity.org/PDFs/occupation2000.pdf>

Slideshow

- “The Simple Truth about the Gender Pay Gap” by Christi Corbett
<http://www.aauw.org/resource/the-simple-truth-ppt/>

Videos

- “Straight Talk About The Wage Gap” by Independent Women’s Forum
<http://www.youtube.com/watch?v=mH4lb88DMeo&feature=youtu.be>

Organizations

- American Association of University Women
<http://www.aauw.org/>
- Independent Women’s Forum
<http://www.iwf.org/>
- The Institute for Women’s Policy Research
<http://iwpr.org/>

Name _____ Date _____

Class _____ Period _____ Teacher _____

War on Women: Fact or Fable?

Cloze Activity

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

statistics	lives	difference	majors
graduated	comparison	interruptions	wage
careers	education	war	believe

We're told there is a _____ on women. One such example of this is the _____ gap between men and women. Some studies have found that women make 77 cents for each dollar a man makes. But is that an appropriate _____? It seems to suggest that men and women doing the same job for the same number of hours get paid different amounts.

But that's not so. There are several factors that affect the _____ in average income. Women tend to have jobs in which they work 35 hours a week. Men tend to work 40 hours a week. Another factor is _____. Men and women tend to choose different college _____ because they tend to choose different careers.

The _____ show that when comparing pay for men and women doing the same job, women earn 91 cents for each dollar a man makes.

So there is a wage gap. But is it discrimination or a result of choices men and women make about their _____ and their _____?

Claudia Golden and Lawrence Katz found that with MBAs who _____ from the University of Chicago, a very small initial pay gap widened 10-15 years later to 40 percent. That difference, they found, partly results from career _____ that women have, such as to start a family.

The wage gap, then, isn't the discrimination people are led to _____. It results from many factors, including career choices, child-care decisions, and the number of hours men and women choose to work.

This Cloze Activity is based in part on "The Gender Wage Gap Lie" by Hanna Rosin
http://www.slate.com/articles/double_x/doublex/2013/08/gender_pay_gap_the_familiar_line_that_women_make_77_cents_to_every_man_s.html

INTERNSHIP REGULATION: ARE UNPAID INTERNS EXPLOITED?

Segment Length: 5:59 minutes

Lesson Description:

Should interns get paid? Should minimum wage laws apply? Shouldn't the education and training an intern gets be considered? Are there any unintended consequences of mandating that interns be paid? This segment looks at internships in America.

Vocabulary:

Impede – (verb) To slow, prevent, or obstruct someone from doing something or some action from occurring.

Objectives:

Students will be able to:

- explain the benefits of internships.
- discuss the arguments for and against mandating the paying of interns.
- distinguish between the intended benefits of mandating interns be paid and the unintended consequences of mandating that interns be paid.
- evaluate the arguments for and against mandating interns be paid.
- assess the impact of mandating interns be paid.

Preview Activity and Questions:

Distribute copies of the Preview Activity (page 61) to the students. After about 10 minutes, review the quotes and ask several of the students to read their answers to the class.

Viewing Guide:

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

Answers to Viewing Guide:

1. learn
2. unethical
3. wealthy
4. mobility

Name _____ Date _____

Class _____ Period _____ Teacher _____

Internship Regulation Viewing Guide

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

1. I've had hundreds of employees whom I paid \$0. They were interns. They worked for a summer in order to _____ something about journalism. Some went on to careers at newspapers and TV stations.
2. Recently, some interns sued their employers, their former employers. Charlie Rose, not long ago, forked over a quarter of a million dollars after an intern sued, saying her mom, an employment lawyer, explained her unpaid internship was _____ .
3. Well, what you're really looking at when you talk about unpaid internships is a system where people whose families are _____ and can afford to have their children work for no money over the summer...
4. These internships allow _____. They allow people to come up who might not be so qualified, who might not be so educated, to come up and have the opportunity to learn, which is what I did in my internship...

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

How might this issue of unpaid internships affect you? _____

What if anything should be done about unpaid internships? _____

Discussion and Analysis:

1. Why do students do internships? What are some of the benefits of an internship?
2. Would you do an internship? Why / Why not? Would your decision be based on whether or not you were getting paid? Why / Why not?
3. Should students be allowed to do internships for free? Why / Why not?
4. What are some of the arguments in favor of requiring interns to be paid?
5. What are some of the arguments against requiring interns to be paid?
6. What reasons might a company have to want interns to work there?
7. John Stossel said that internships are win-win. What did he mean?
8. What might be the unintended consequences of requiring companies to pay interns?
9. Raphael Pope-Sussman said that unpaid internships are anti-meritocratic. What did he mean?
10. Is it true that only wealthy students can afford to do an unpaid internship?
11. Do all students who do internships get “a leg up”? Do you think everyone who gets an internship does well in that internship?
12. John Stossel and Raphael Pope-Sussman argued about America being a democracy and about “tyranny of the majority.” How did that argument apply to this issue?
13. Raphael Pope-Sussman claimed that “America is a liberal democracy, which means we have certain rights to protect minority groups.” Assuming his wording is accurate, wouldn't internships help minority groups? Why / Why not?
14. If you were a business owner and had to pay interns, would you still use interns at your company? Would you be more selective about whom you chose if you had to pay that person? Would you be less willing to take a chance on someone with little or no experience if you had to pay that person?
15. Why does it always seem that people complain about what others do, and they think that they should use the government to stop it?
16. Zoelle Mallenbaum said she got a lot of valuable experience from her internship. Is that the point? Or is it about *who* gets that experience?
17. Taking into consideration the positives and negatives presented in this video segment about unpaid internships, what if anything should be done about them?

Discuss These Lines from the Video:

1. I say it [minimum wage] should be \$0 an hour. The minimum should be whatever a worker wants to accept.
2. I've had hundreds of employees whom I paid \$0. They were interns. They worked for a summer in order to learn something about journalism.
3. ...so lots of schools had deals with employers where we got to try people out and students got experience. Win-win.
4. But then came the Obama administration. His bureaucrats said unpaid internships are legal only if an employer gets no immediate advantage from the intern. It's actually even better if they may be impeded.

5. So if the rich can benefit more, it should be outlawed altogether?
6. What I got [in my internship] was priceless.
7. Most people aren't like us. Most people don't come from a family that can afford to have their kid do an unpaid internship. We have had all of the advantages in life.
8. These internships allow mobility. They allow people to come up who might not be so qualified, who might not be so educated, to come up and have the opportunity to learn...

Quotes for Discussion:

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

– Milton Friedman

Employers have the opportunity to evaluate potential new hires and determine if the candidate is a good fit for the organization. At the same time, interns can use the experience to make great contacts, challenge their thinking outside of the classroom and evaluate a company.

– JillXan Donnelly

I'm not saying all internships are bad but, unfortunately, a lot of them are just rip-offs. Especially in big "cool" companies where there are plenty of eager aspirants waiting for the chance to take your position. You get on an unpaid internship thinking of the experience you would receive and how it would help you land a good job in the future. Instead you end up doing chores that have no learning value like picking up coffee and other stuff that the company would otherwise have to pay someone for.

– Pablo Stanley

Interns bring in new energy to the team. They can look at status quo situation and give recommendations on how to improve the existing system. Not only do they help with special projects but they also bring in fresh perspectives and cutting edge technology and systems into the job.

– Kelly Reyelt

I had a lot of bad jobs but the one big internship I had is I interned for SNL when I was 21 years old and that was the joke. You intern there and you think man, I'm going to be with the writers and the great comedians. Then you're getting everybody sandwiches and then the doors close and then all the great creatives are doing the work.

– Jake Johnson

There is no substitute really for learning about the world of work and being in the world of work. You can do that through internships. You can do it through summer job experiences or even from volunteer jobs in your local community. Strive early to get some kind of practical work experience.

– Alexis Herman

Graduates who haven't received full-time job offers are looking for other things like part-time employment. Some are willing to do unpaid internships to get their foot in the door of a company that may convert them to a full-time hire when things change.

– Camille Luckenbaugh

"Unpaid internships are worse than slavery," Gabby said. I looked at her, unsure of what she meant. "They make us work ridiculous hours, for free, and they make us do things an employee would do. It's a scam, and worse, they make you feel like they're doing YOU a favor."

– Teresa Lo

All of us – employers, parents, schools, government agencies, and interns themselves – are complicit in the devaluing of work, the exacerbation of social inequality, and the disillusionment of young people in the workplace that are emerging as a result of the intern boom. Informal, barely studied, and little regulated, internships demand our scrutiny. We need a view of the entire sprawling system and its history, a glimpse of its curious blend of privilege and exploitation; we need to hear from interns themselves, and also from those who proffer internships, the people who sell them, the few who work to improve them, and the many who are unable to access them at all. Only then can we consider ethical, legal alternatives to a system that is broken, a practice that is often poisonous.

– Ross Perlin

One must learn by doing the thing, for though you think you know it, you have no certainty until you try.

– Aristotle

Be so good they can't ignore you.

– Steve Martin

Activities:

1. Have students complete the Graphic Organizer (page 62).
2. Develop a list of questions, and interview someone who has done an unpaid internship. Some questions you might want to include: Why did you do the internship? What did you expect to get from it? What did you really get from it? Would you recommend it to others? Why / Why not?
3. John Stossel used the term “tyranny of the majority.” What does the term mean? How does it relate to democracy? Write an essay explaining the terms and relating them to examples in history.
4. In groups, research the arguments for and against unpaid internships, and conduct a classroom debate. (See link in the Resources section for a guide to conducting classroom debates.)
5. Research the reasons *Vogue* and *Vanity Fair* ended their internship programs, and write a report about your findings.
6. Research and write a biography about Jolene Kent or Charlie Rose, two of the media personalities mentioned in the video shown in class.
7. Write a tweet, poem, or song about internships.
8. Write a persuasive essay about unpaid internships and the attempts to stop them. Be sure to address the opposing side of the argument in your essay.
9. Does your state have laws about unpaid internships? Research the laws in your state regarding unpaid internships, and report your findings to the class.
10. Research the details of the Charlie Rose internship lawsuit, and write a report about the case.
11. Read the articles in *The New York Times* opinion page search about unpaid internships, and write an essay or present a slideshow about the two sides of the debate.
<http://www.nytimes.com/roomfordebate/2012/02/04/do-unpaid-internships-exploit-college-students>
12. Read and summarize one of the articles in *The New York Times* opinion page search about unpaid internships.
<http://www.nytimes.com/roomfordebate/2012/02/04/do-unpaid-internships-exploit-college-students>

13. Read and summarize one of the articles in *The New York Times* about internships.
<http://query.nytimes.com/search/sitesearch/?vertical=business/#/internships/>
14. Read and summarize one of the articles in the Resources section.
15. Hold a simulated congressional hearing on the attempt to ban unpaid internships. (See link in Resources section for a sample simulation.)
16. Write a letter to your congressional representative expressing your views on this topic. (See link in the Resources section for guides on writing to elected officials and finding your representative.)
17. Draw a poster or comic strip about internships.
18. Watch the movie *The Internship*, and write an essay relating the unpaid internship debate to the movie.
19. In small groups, discuss the pros and cons of unpaid internships, and develop a list of the two best arguments for and against them.
20. Look at the comic “Internships” by Pablo Stanley. What point he making? Does this relate to the debate about unpaid internships? Why / Why not?
<http://www.stanleycolors.com/2013/12/internships/>
21. Read and write a book report about one of the books in the Resources section.
22. Research the rate at which paid and unpaid interns receive job offers as a result of their internships.
23. Using an Internet search engine, search on the term “unpaid internships” or “debate over unpaid internships.” Select one article about unpaid internships, and summarize it in one paragraph. Then, in a second paragraph, discuss your views on the article you just read.
24. Research the laws regarding internships in foreign countries. Do interns in other countries get paid? What are some similarities and/or differences in the rules regarding internships in other countries? What might be the reason for the different rules? Research by searching for internship descriptions at both U.S. and foreign companies, or interview people who have interned in the United States and abroad. Create and present to the class your own graphic organizer, in which you compare and contrast internships in the United States and internships in other countries.

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 a Congressional simulation in the classroom

From The California Three Rs Project:

http://stosselinthe classroom.org/pdf/Simulated_Congressional_Hearing_in_Classroom.pdf

How to write a biography:

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

<http://homeworktips.about.com/od/biography/a/bio.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://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.educationspace360.com/index.php/teaching-tips-how-to-hold-a-class-debate-21602/>

How to find out who represents you in the U.S. Congress:

<http://www.house.gov/representatives/find/>

How to write a letter to your elected representative:

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

How to write a book report:

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

Preparing effective slideshow presentations:

A fun slideshow with audio:

<https://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=1>

Also helpful:

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

<http://www.microsoft.com/business/en/Content/Pages/article.aspx?cbcid=49>

Articles

“12 Successful People Who Started As Interns” by Judith Aquino

<http://www.businessinsider.com/12-famous-people-who-paid-their-dues-as-interns-2011-6?op=1>

“The Debate Over Unpaid College Internships by Dr. Phil Gardner, Lead Research Advisor

<http://www.ceri.msu.edu/wp-content/uploads/2010/01/Intern-Bridge-Unpaid-College-Internship-Report-FINAL.pdf>

“Former Intern Sues Hearst Over Unpaid Work and Hopes to Create a Class Action” by Steven Greenhouse

<http://mediadecoder.blogs.nytimes.com/2012/02/01/former-intern-sues-hearst-over-unpaid-work-and-hopes-to-create-a-class-action/>

The New York Times search on internships:

<http://query.nytimes.com/search/sitesearch/?vertical=business/#!/internships/>

The New York Times opinion page search:

<http://www.nytimes.com/roomfordebate/2012/02/04/do-unpaid-internships-exploit-college-students>

“To Benefit or Not to Benefit: Mutually Induced Consideration As a Test for the Legality of Unpaid Internships” by Craig Durrant

<http://www.pennlawreview.com/print/162-U-Pa-L-Rev-169.pdf>

Comics

“Internships” by Pablo Stanley

<http://www.stanleycolors.com/2013/12/internships/>

Books

All Work, No Pay: Finding an Internship, Building Your Resume, Making Connections, and Gaining Job Experience by Lauren Berger

I Can't Believe We Had To Die Just To Make This Pointless Book: Funny Cartoons about Life, Death, and Unpaid Internships... by Jacob Samuel

Unpaid Internships: Are You Breaking the Law? by Dreama Lee and Justin Lee

Videos

The Internship (2013 movie)

Name _____ Date _____

Class _____ Period _____ Teacher _____

Internship Regulations: Are Unpaid Interns Exploited? **Preview Activity**

Directions: Read each quote and then answer the questions that follow.

Quote #1

Employers have the opportunity to evaluate potential new hires and determine if the candidate is a good fit for the organization. At the same time, interns can use the experience to make great contacts, challenge their thinking outside of the classroom and evaluate a company. —JillXan Donnelly

1. What is JillXan Donnelly's view of internships? _____

2. According to JillXan Donnelly, who benefits from internships? How? _____

Quote #2

I'm not saying all internships are bad but, unfortunately, a lot of them are just rip-offs. Especially in big 'cool' companies where there are plenty of eager aspirants waiting for the chance to take your position. You get on an unpaid internship thinking of the experience you would receive and how it would help you land a good job in the future. Instead you end up doing chores that have no learning value like picking up coffee and other stuff that the company would otherwise have to pay someone for.

—Pablo Stanley

1. What is Pablo Stanley's view of internships? _____

2. According to Pablo Stanley, who benefits from internships? How? _____

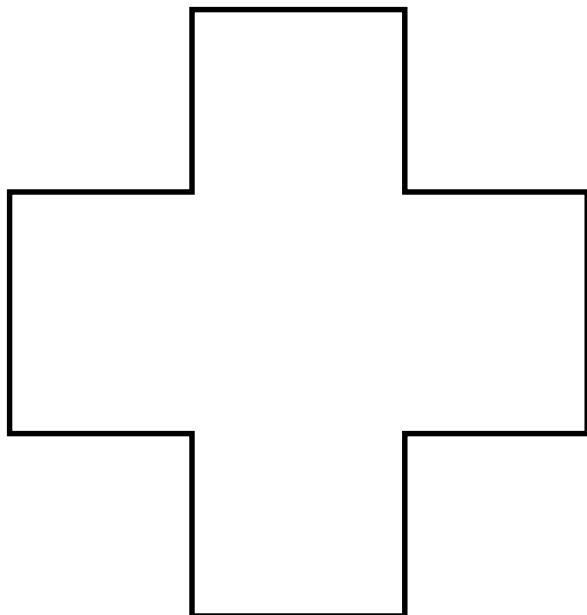
Name _____ Date _____

Class _____ Period _____ Teacher _____

Internship Regulations: Are Unpaid Interns Exploited? **PMO Graphic Organizer**

Directions: In the shapes below, write arguments in favor of and against unpaid internships and your opinion.

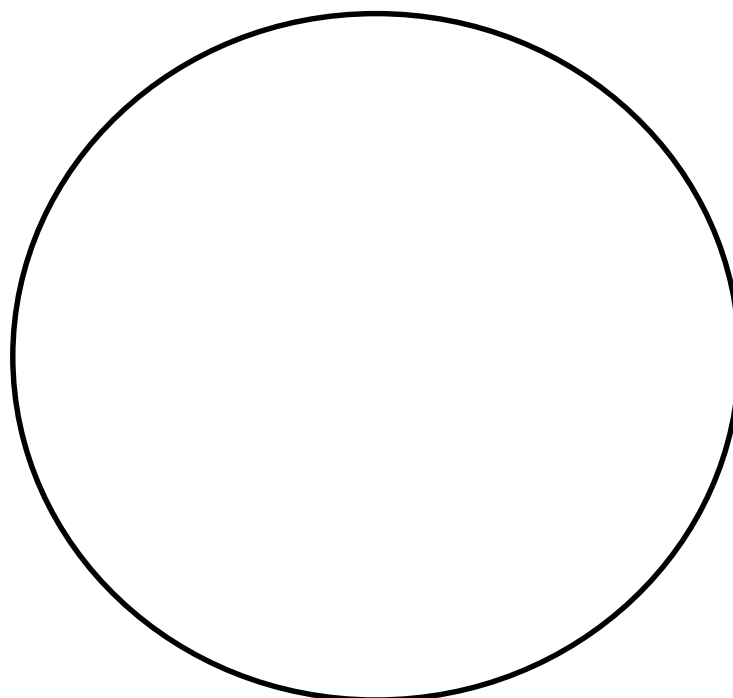
**Arguments in favor of
unpaid internships:**



**Arguments against
unpaid internships:**



What I think about unpaid internships:



REPUTATION OR REGULATION: WHICH PROVIDES BETTER CONSUMER PROTECTION?

Segment Length: 5:05 minutes

Lesson Description:

What's the best way to choose a product or service? Has the availability of feedback on the Internet diminished or eliminated government's role in regulating business? Do markets regulate businesses better than government regulation does? This segment looks at consumer protection through reputation and regulation.

Concepts & Key Terms:

Free Market – An economic system in which the provision of products and services is generally arranged by buyers and sellers without interference by government. A free market is also referred to as “free enterprise” and “laissez-faire.”

Red Tape – An idiom used to refer to excessive bureaucratic regulation.

Objectives:

Students will be able to:

- discuss some examples of consumer protection regulation.
- explain unintended consequences of consumer protection regulations.
- evaluate the differences between government regulation and licensing and Internet feedback.

Preview Activity and Questions:

You and a partner decide to open a bakery. One of your goals, of course, is to make money. Your partner tells you he knows where to purchase old ingredients that are “cheaper than fresh ingredients and taste almost as good.” You have to decide to go along with this or not. What do you decide to do about his idea? Why?

Use Think, Pair, Share to have students discuss and answer the question. After a couple of minutes, query the students, asking them to explain their answers.

Viewing Guide:

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

Answers to Viewing Guide:

1. future
2. regulators
3. rules

4. consumer protection
5. entrepreneurs

Bonus Features

“Why Can’t Chuck Get His Business Off the Ground?” (a bonus video included on this DVD) might be useful for this lesson. You’ll find suggestions for its use in the Activities section.

Name _____ Date _____

Class _____ Period _____ Teacher _____

Reputation or Regulation? Viewing Guide

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

1. The conceit of these people. The politicians claim more laws are the answer. But this cripples our _____. Don't they see the damage the regulation causes?
2. But what was weird is that I soon saw as far as protecting consumers, these government _____ made almost no difference.
3. But the _____ don't matter. Cheaters still cheat.
4. Feedback on the Web offers much more _____ than government does.
5. We need some government protection – prosecution of big scams and repeat offenders. But most government consumer protection regulation is bureaucratic and useless, even harmful, because it stops _____ from trying new things.

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

What are some differences between government licensing and Internet feedback? _____

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

Discussion and Analysis:

1. "Back in the day," people would try to get a recommendation from a friend when hiring a contractor or other service provider. Why?
2. John Stossel said: "Consumers don't have the time or resources to investigate everything." Do they need to? How did Internet ratings change that?
3. Have you ever heard of Angie's List? If so, what does it do?
4. Have you ever bought any products through Amazon or eBay? Do you submit feedback after receiving your product in the mail? Have you ever looked at other people's product ratings before purchasing something? Why / Why not?
5. Why do companies – third-party rating services and product and service providers – provide opportunities for customer feedback?
6. Would you feel better purchasing a product or service because the product or service provider is licensed or because other consumers have given good ratings to the product or service provider? Why?
7. Do you think the Internet now provides a better way to hire reputable businesses? Why / Why not?
8. If you ran a company, how would you feel about customer feedback being put on the Internet? Would you run your business any differently if the Internet didn't exist? Why / Why not?
9. At the beginning of the video, there was a clip of a person saying "The government has a right to regulate." Is that true? Can it regulate anything it wants to? Are there any limits on what it can regulate?
10. Does government have rights or does it have power? What's the difference? And where does government power come from?
11. John Stossel said that "if you're shallow, if you don't think very hard, it's natural to assume a law, government force, is the way to solve problems." Why does he say "if you don't think very hard"? Is that another way of saying people should "think outside the box"?
12. Have people become too quick to look to the government for answers? Should we always look to the government? Why / Why not?
13. John Stossel was a consumer reporter for many years, bringing many shady businesses to public attention. Yet he said that "Google, all by itself, offers much more consumer protection than I provided in 20 years of consumer reporting." What is his point?
14. How might government regulation and licensing stop entrepreneurs from developing new products and services?
15. There are many governmental consumer protection agencies. They exist on the federal, state, and local levels, and employ tens of thousands of workers. Do we really need all these people doing what regular citizens now can do on the Internet? Could we shrink the size of government and reduce taxes so that people would keep more of their own money?

Discuss These Lines from the Video:

1. The government has a right to regulate.
2. But the rules don't matter. The cheaters still cheat.

3. Consumers don't have the time or resources to investigate everything.
4. And so they strangle us with more red tape and accomplish nothing.
5. Competition in the free market protects consumers much better than government ever will.
6. Feedback on the Web offers much more consumer protection than government does.
7. Room renting sites, like Roomorama, allow strangers to rent to other strangers safely, all because of reputations we established on the Web.
8. We need some government protection... but most government consumer protection regulation is bureaucratic and useless, even harmful, because it stops entrepreneurs from trying new things.

Quotes for Discussion:

Trust but verify.

– Ronald Reagan

Getting information off the Internet is like taking a drink from a fire hydrant.

– Mitchell Kapor

The internet could be a very positive step towards education, organization and participation in a meaningful society.

– Noam Chomsky

As a research tool, the internet is invaluable.

– Noam Chomsky

I have one major problem with the Internet: It's full of liars.

– John Lydon

It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you'll do things differently.

– Warren Buffett

Don't consider your reputation and you may do anything you like.

– Chinese Proverb

Right now, with social networks and other tools on the Internet, all of these 500 million people have a way to say what they're thinking and have their voice be heard.

– Mark Zuckerberg

Laws, it is said, are for the protection of the people. It's unfortunate that there are no statistics on the number of lives that are clobbered yearly as a result of laws: outmoded laws; laws that found their way onto the books as a result of ignorance, hysteria or political haymaking; antilife laws; biased laws; laws that pretend that reality is fixed and nature is definable; laws that deny people the right to refuse protection. A survey such as that could keep a dozen dull sociologists out of mischief for months.

– Tom Robbins

The problem is that agencies sometimes lose sight of common sense as they create regulations.

– Fred Thompson

Nations with too many laws, endless regulations, just cannot grow or generate enough jobs. Wake up....

– Ziad K. Abdelnour

Activities:

1. Have students work in pairs to complete the Graphic Organizer (page 71).
2. Research some of the business rating services that are available. How do customers rate businesses? How do consumers find reputable businesses? How is the ratings website funded? Report your findings in an essay or slideshow. (See link in Resources section for a guide to preparing effective slideshows.)
3. Conduct a classroom debate on the topic of Consumer Protection: Regulation vs Reputation. (See link in Resources section for a guide to conducting classroom debates.)
4. Research the Consumer Product Safety Commission. What is its mission? What does it do? What are some product issues it has dealt with recently? Report back to the class in a slideshow presentation.
5. Review some of the consumer feedback on the Internet. Present some positive and negative feedback to the class on a poster board, in an audio presentation, or in a slideshow.
6. What is Roomorama? What is Lyft? What does it do, and how does it work? Research Roomorama or Lyft, and present your findings to the class.
7. New York City has a grading system for restaurants. How does it work? On what is it based? Would you be more interested in eating in a restaurant the city rated an A or in a restaurant with lots of positive customer ratings? Research the city restaurant rating system, and be sure to answer the accompanying questions.
8. You are running for president. At a press conference, you are asked if the United States government should license all businesses to protect consumers. How do you answer this question? Act out this scenario in class. Be willing to take questions from your classmates.
9. Write a persuasive essay in which you argue for or against government regulation of businesses such as app-based car services, tour guides, home builders, or advice columnists. Be sure to address the opposing side of the argument in your essay.
10. Does your state have a consumer protection agency? Research that agency, and report on the scope of regulations they have issued, the number of people who work for that agency, the agency's annual budget, and compliments and criticisms of that agency.
11. You have been appointed to a state panel on helping people not get ripped off by home contractors. In your panel, develop and discuss various options that you think would be helpful. Will you create a voluntary system or a mandatory system? What, if any, restrictions will you and your group suggest? Why? How will you enforce your policies? Why do you think you are using government power properly by enacting such restrictions?
12. In a group, develop a rating system that will help consumers make the best choice possible with information that could be available from other consumers. Be sure to include how you will obtain this information and how you will share it.
13. Draw a T-chart poster with words associated with licensing and regulations on one side and words associated with reputation and feedback on the other.
14. At the end of the video clip, John Stossel said that government consumer protection regulation can be bureaucratic and useless, and "harmful because it stops entrepreneurs from trying new things." Watch the video "Why Can't Chuck Get His Business Off the Ground?" (a bonus feature included on this DVD) and explain how it relates to John Stossel's quote.

15. Read one of the books in the Resources section, and write a book report about it. (See the link in the Resources section for help in writing a book report.)

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://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.educationspace360.com/index.php/teaching-tips-how-to-hold-a-class-debate-21602/>

Preparing effective slideshow presentations:

A fun slideshow with audio:

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=1>

Also helpful:

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

<http://www.microsoft.com/business/en/Content/Pages/article.aspx?cbcid=49>

How to create an audio file

<http://www.wikihow.com/Make-Audio-File-on-Computer>

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

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

Books

The Dilemma of Toxic Substance Regulation: How Overregulation Causes Underregulation
by John Mendeloff

Give Me a Break by John Stossel

Is U.S. Business Overregulated? How Government Destroys Our Ability to Compete Globally
by James Sagner

License to Work: A National Study Burdens from Occupational Licensing by Dick M. Carpenter II and Lisa Knepper

Over-Regulation of Automobile Insurance: A Lack of Consumer Choice by House of Representatives – BiblioGov Project

Straitjacket: How Overregulation Stifles Creativity and Innovation in Education by George Goens and Philip Streifer

Videos

How Food Regulations Make Us Less Healthy

<http://www.learnliberty.org/videos/how-food-regulations-make-us-less-healthy/>

IATA CEO Says Overregulation Hurting Airlines

<http://bloomberg.com/video/iata-ceo-says-overregulation-hurting-airlines-Rcec6QIUQSOhwyQKzarsHA.html>

“Why Can’t Chuck Get His Business Off the Ground?” (bonus feature included on this DVD)

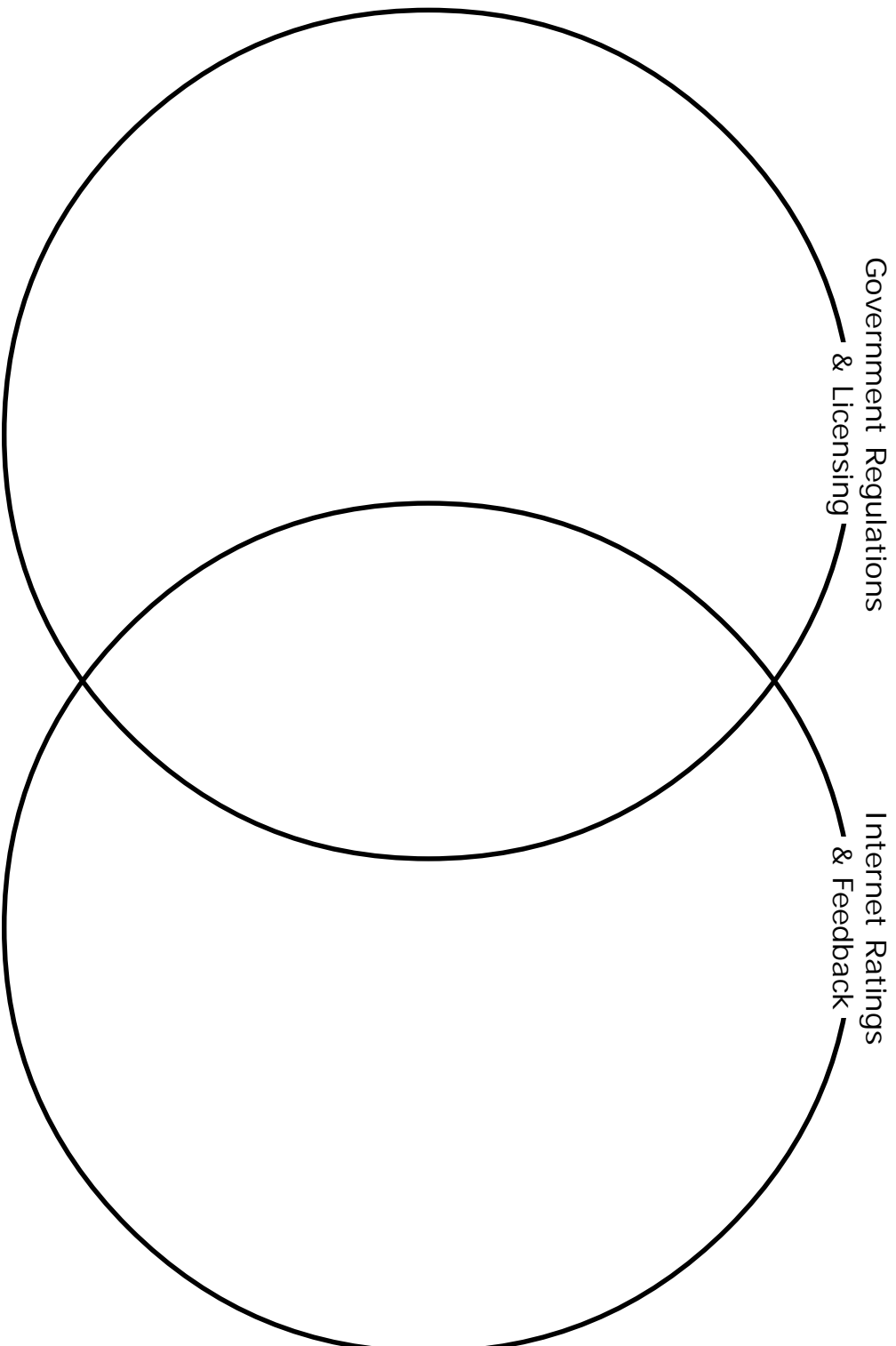
<http://www.ij.org/citystudiesvideo>

Nombre _____ Fecha _____

Class _____ Curso _____ Profesor _____

Reputation or Regulation: Which Provides Better Consumer Protection? Graphic Organizer

Directions: Work in pairs to fill in the graphic organizer after watching the video. Based on what you know and what you saw in the video, list features: 1) of government regulations and licensing of product and service providers and 2) of Internet ratings and feedback. Be sure to write common features where the circles overlap.



ELECTRONIC SURVEILLANCE: WHAT'S HAPPENING TO OUR PRIVACY?

Segment Length: 5:51 minutes

Lesson Description:

Are there any limits on the government's ability to protect its citizens? Should there be? What is the proper balance between our country's security and our own privacy? This segment looks at the controversy surrounding the NSA.

Concepts & Key Terms:

Data Mining – Computer analysis of large amounts of collected data to determine relationships that have not previously been discovered.

Fourth Amendment – The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

NSA (National Security Agency) – The NSA says its mission is to prevent foreign adversaries from gaining access to sensitive or classified national security information, to collect, process, and disseminate intelligence information from foreign signals for intelligence and counter-intelligence purposes, and to support military operations. Its goal is to work with other government agencies to defeat terrorists and their organizations at home and abroad, consistent with U.S. laws and the protection of privacy and civil liberties.

Objectives:

Students will be able to:

- discuss the formidable challenge of protecting America from terrorists.
- explain the arguments for and against the government tracking all Americans' phone calls.
- explain the controversy surrounding the NSA and data mining.
- relate Fourth Amendment protections to the NSA and its goals.
- evaluate the arguments for and against the government's tracking of Americans phone calls.

Preview Activity and Questions:

Ask students who Edward Snowden is and why he has been in the news. Then ask if they know what the NSA is. Ask for their views. How do they respond? Are they consistent in their answers? What reasons do they have for their answers?

OR

Distribute copies of one of the two worksheets (pages 82 and 83) to the class. Have students answer the questions. After showing the video, have students complete the worksheet.

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. phone call
2. forbids
3. abuse
4. FBI
5. microphone

Name _____ Date _____

Class _____ Period _____ Teacher _____

Electronic Surveillance Viewing Guide

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

1. Edward Snowden's law-breaking revealed that the NSA keeps a record of most every _____ Americans make.
2. The Fourth Amendment _____ unreasonable searches and seizures.
3. Any time there's access to something like this, there's the potential for _____ .
4. Russia warned America about them. And the _____ interviewed them. But then, they didn't keep an eye on them.
5. When you're on your cell phone, they know where you are. They can turn on the _____ at any given moment, even though you've turned your phone off. They can still operate the microphone to listen to what's going on around your phone.

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

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

What argument does John Stossel make in this video? _____

Do you agree or disagree? Why? _____

Discussion and Analysis:

1. What is privacy? Should we have any privacy? Why / Why not?
2. Is privacy something we're allowed to have by government, or is it something of ours the government should protect?
3. Should there be any limits on privacy? If so, what should those limits be? Who should decide what those limits are? On what basis should our privacy be limited?
4. In the video, Representative Ted Poe was shown saying, "get a specific warrant based on probable cause or stay out of our lives." Who or what was he talking about? Was his statement radical? On what does he base his statement?
5. Senator Rand Paul said that what people do on their cell phones is none of "their" business. To whom was he referring? Why?
6. What is the Fourth Amendment? What was its purpose? How does the Fourth Amendment connect to this video?
7. How does the Fourth Amendment protect us, and from whom?
8. Should the government be able to track all our phone calls even though we're not suspects and it has no warrant to do so? Why / Why not?
9. With the government tracking our calls, doesn't that make us all suspects?
10. When General Clapper testified at a Senate hearing, he was asked if the NSA collected any type of data on millions of Americans, he said, "No, sir." But when he was asked again, he said, "Not wittingly." What does that mean? Does the NSA collect data on millions of Americans, or doesn't it?
11. Representative Peter King said General Clapper did not lie about the NSA collecting data on hundreds of millions of Americans. The congressman then said it was a classified, secret program. Was he implying that denying the existence of a classified program to keep it secret is not a lie?
12. General Clapper was asked a yes/no question, yet Representative King said that if the General "had time to prepare... he could have given a better answer." What could have been a better answer to that question?
13. Should the government have anything to hide from citizens? If so, what should it be allowed to hide and why?
14. Do we have a right to know what our government is doing? What if some of that information can be used by terrorists to evade government surveillance? What assurances do we have that the government will only use the data it collects to monitor and capture terrorists?
15. Kurt Knutsson said that your computer and cell phone camera could be turned on remotely without you knowing. Were you aware of that?
16. John Stossel asked Representative King if he ever worries about America becoming a police state. What did he mean by "police state"? Should we be worried about that? Why / Why not?
17. Do you think the United States is coming closer to being a police state? Why / Why not?

Discuss These Lines from the Video:

1. Edward Snowden's law breaking revealed that the NSA keeps a record of most every phone call Americans make.
2. What you do on your cell phone is none of their damn business.
3. I think there is a Fourth Amendment protection to your records.
4. I've got a news flash for you: sometimes the government doesn't tell the truth.
5. Any time there's access to something like this, there's the potential for abuse.
6. There's no reason not to get a warrant.
7. We take our eye off the prize by spending so much time mining information from innocent individuals, and we spend less time, then, targeting other activities.
8. When you're on your cell phone, they know where you are. They can turn on the microphone at any given moment, even though you've turned your phone off. They can still operate the microphone to listen to what's going on around your phone.

Quotes for Discussion:

General

Quis custodiet ipsos custodes?

— Juvenal

[This saying is often translated as "Who will guard the guards themselves?" or "Who watches the watchmen?"]

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

— John F. Kennedy

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

— Niels Bohr

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

— Richard Posner

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

— William J. Brennan

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

— Ron Paul

Secrecy, once accepted, becomes an addiction.

— Edward Teller

NSA

The NSA routinely lies in response to congressional inquiries about the scope of surveillance in America.

—Edward Snowden

The president should stop apologizing, stop being defensive. The reality is the NSA has saved thousands of lives not just in the United States but in France, Germany and throughout Europe.

—Peter King

They need to review this secret world. We have an incredibly powerful government that gets on automatic pilot.

—Bob Woodward

That intelligence capability is enormously important to the United States, to our conduct of foreign policy, to defense matters, [to] economic matters. And I am a strong supporter of it.

—Dick Cheney

We've got the NSA getting logs of every call you make. The IRS is weaponized like Richard Nixon could only have dreamed of.

—Louie Gohmert

The NSA is the only branch of the government that actually listens to people.

—Ziad K. Abdelnour

What we revealed is that this spying system is devoted not to terrorists, but is directed to innocent people around the world. None of this has anything to do with terrorism. Is [German Chancellor] Angela Merkel a terrorist?

—Glenn Greenwald

Under observation, we act less free, which means we effectively are less free.

—Edward Snowden

Activities:

1. Have students complete the Preview Activity or K-W-L worksheet (pages 82 and 83) if begun prior to showing the video.
2. Research the NSA through government websites. What is its mission? Prepare a slideshow to report your findings to the class. (See link in the Resources section for a guide to creating effective slideshows.)
3. Research and write a biography on Edward Snowden. (See link in the Resources section for a guide to writing a biography).
4. Research Edward Snowden. Who is he? What did he do that made him so well-known? Is he a hero or traitor? Write a persuasive essay about Edward Snowden and his leaking of classified information. Be sure to address the opposing side of the argument in your essay.
5. Have there been any court cases on NSA data mining? If so, what have been the results? Research this and report your findings to the class.
6. Research and write a biography on the Boston Marathon bombers. Be sure to include where they grew up and went to school, what life was like for them, and why they did what they did. (See link in the Resources section for a guide to writing a biography).
7. In the video, we learned that the Russian government had warned the United States about the Boston Marathon bombers and that the FBI had interviewed them. Research this, and

either write an essay about it or present your findings to the class in a slideshow. (See link in the Resources section for a guide to creating effective slideshows.)

8. Write a letter to your elected congressional representative, expressing your view on the issue of electronic surveillance of Americans by the NSA and asking for your representative's view. Be sure to explain why you are writing, and support your position. (See links in the Resources section to find your congressional representative and for a guide to writing to your elected representative.)
9. In groups, research the arguments for and against the NSA's electronic surveillance of Americans' cell phone records and conduct a classroom debate. (See link in the Resources section for a guide to conducting classroom debates.)
10. Edward Snowden revealed that the NSA was not just conducting electronic surveillance of Americans but also of other countries' leaders. Research this and report back to the class. Be sure to include the reactions of the other countries' leaders and how the U.S. government handled the release of the news of its electronic surveillance of those leaders.
11. Draw a comic or political cartoon about the NSA's electronic surveillance of Americans.
12. In an essay, present the arguments for and against the NSA's electronic surveillance. (You might find more than one argument in favor of it and more than one argument against it.)
13. Conduct a survey among the students in your school about the NSA's electronic surveillance of Americans' cell phone records. You might survey the students to see find out if they are aware of it or what their opinion is about it. (See link in Resources section for a guide to conducting surveys.)
14. Write and produce a public service announcement (PSA) about the NSA. You can call for citizens to support the NSA, for the electronic surveillance of Americans by NSA to be halted, or for some other position you choose. Be sure to advocate your position and explain possible results if your position is not implemented. The PSA may be presented as a video (TV spot), audio (radio spot), slideshow presentation, or on a storyboard. The PSA may be a group or individual project. (See link in Resources section for a guide to producing effective PSAs.)
15. Read and summarize one of the articles listed in the Resources section.
16. Draw a poster advocating or opposing the NSA's electronic surveillance of Americans' cell phone records.
17. Imagine America 10 years from now. Is it a land of freedom? A police state? Something else? Write a diary or journal entry as a regular citizen going about your day. Are you monitored electronically? In what ways? If so, what reasons does the government give? Apply Edward Snowden's quote: "Under observation, we act less free, which means we effectively are less free" to your daily activities. What do you think about this future America you have envisioned and written about? Finally, can you do anything to change it? Will you? This assignment can be submitted in essay form or in a slideshow presentation. (See link in the Resources section for a guide to creating effective slideshows.)
18. Research the topic of government secrets. Are there times when the government should be allowed to keep its actions secret? When? Why? Report on this to the class, and encourage other students to voice their opinions.
19. Write a tweet, poem, or song about the government's electronic surveillance of Americans.

20. Kurt Knutsson, the CyberGuy, appeared in the video and spoke about surveillance of people through their phones, tablets, and computers. What is his area expertise? What does he do for a living? Use his website to find out more about him, and write an essay about him.

<http://cyberguy.com/>

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 a Congressional simulation in the classroom

From The California Three Rs Project:

http://stosselintheclassroom.org/pdf/Simulated_Congressional_Hearing_in_Classroom.pdf

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

Conducting classroom discussions:

Helium.com: "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 biography:

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

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

How to find out who represents you in the U.S. Congress:

<http://www.house.gov/representatives/find/>

How to write a letter to your elected representative:

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

How to write a book report:

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

How to conduct a survey:

http://www.ehow.com/how_7393779_conduct-survey-school-project.html

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

Preparing effective slideshow presentations:

A fun slideshow with audio:

<http://www.wiredsafety.org/wiredlearning/AvoidingPPP/index.htm#slide=1>

Also helpful:

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

<http://www.microsoft.com/business/en/Content/Pages/article.aspx?cbcid=49>

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

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

Articles

“FBI can secretly turn on laptop cameras without the indicator light” by Casey Chan

<http://gizmodo.com/fbi-can-secretly-activate-laptop-cameras-without-the-in-1478371370>

“In NSA-intercepted data, those not targeted far outnumber the foreigners who are”
by Barton Gellman, Julie Tate, and Ashkan Soltani

http://www.washingtonpost.com/world/national-security/in-nsa-intercepted-data-those-not-targeted-far-outnumber-the-foreigners-who-are/2014/07/05/8139adf8-045a-11e4-8572-4b1b969b6322_story.html

“NSA Abuses”

<http://www.cato.org/nsa-abuses>

“NSA Data Mining: How It Works” (Popular Mechanics)

<http://www.popularmechanics.com/technology/military/news/nsa-data-mining-how-it-works-15910146>

“NSA surveillance program reaches ‘into the past’ to retrieve, replay phone calls”
by Barton Gellman and Ashkan Soltani

http://www.washingtonpost.com/world/national-security/nsa-surveillance-program-reaches-into-the-past-to-retrieve-replay-phone-calls/2014/03/18/226d2646-ade9-11e3-a49e-76adc9210f19_story.html

“Where’s the Oversight on NSA Spying?”

<http://www.cato.org/publications/commentary/wheres-oversight-nsa-spying>

Assorted articles on this topic are available from *Reason* magazine

<http://reason.com/topics/nsa>

Organizations

American Civil Liberties Union

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

CyberGuy

<http://cyberguy.com/>

Electronic Frontier Foundation

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

National Security Agency – Official Site

<http://www.nsa.gov>

Name _____ Date _____

Class _____ Period _____ Teacher _____

ELECTRONIC SURVEILLANCE: What's Happening to Our Privacy? Preview Activity

Directions: Answer questions 1-3 prior to viewing the video. After viewing the video, answer question 4.

According to *Popular Mechanics*: “the government gathers billions of pieces of data—phone calls, emails, photos, and videos—from Google, Facebook, Microsoft, and other communications giants, then combs through the information for leads on national security threats.”

1. What is your initial reaction to the quote? _____

2. What if you were told that doing this helps prevent a terrorist from striking the United States?

3. How much privacy are you willing to give up to be secure from terrorist activities? _____

4. Have your views changed as a result of viewing this video? _____. Why / Why not?

Name _____ Date _____

Class _____ Period _____ Teacher _____

Electronic Surveillance: What's Happening to Our Privacy? **K-W-L Chart**

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

K	W	L
What I think I know about the government's electronic surveillance of U.S. citizens:	What I want to know about the government's electronic surveillance of U.S. citizens:	What I've learned about the government's electronic surveillance of U.S. citizens:

What might be one positive result of government collecting electronic data from U.S. citizens?

What might be a negative result of government collecting electronic data from U.S. citizens?

BONUS FEATURES

We included four short videos from other organizations as a bonus on this year's DVD, along with a few discussion questions for each to supplement their use in the classroom.

Kronies: They're Konnected (2:21 minutes)

from John Papola at EmergentOrder.com

<http://thekronies.com/>

1. What are "Kronies"?
2. Why are small business owners the Kronies' rivals?
3. Does the story behind this spoof compare to real life? Why or why not? Use catch phrases from the video and do some research to see where the inspiration for "Kronies Action Figures" may have come from.

Why Can't Chuck Get His Business Off the Ground? (5:10 minutes)

from the Institute for Justice (IJ)

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

1. What is an entrepreneur?
2. What did you think of all the rules Chuck had to follow while trying to start his business? Are they fair? Why or why not?
3. What would happen if entrepreneurs could just start a business without the rules and regulations? Discuss the benefits and drawbacks of this.

I, Pencil (6:36 minutes)

from the Competitive Enterprise Institute (CEI)

<http://cei.org/>

1. Why does the video say a pencil is "complicated"? Do you agree or disagree? Defend your answer.
2. Describe the "family tree" that goes into making a pencil. The video points out that it works voluntarily with the "absence of a mastermind." What does this mean? What are the benefits and/or drawbacks of this?
3. What is the "invisible hand"? Is it a good or bad thing? Discuss and compare instances in society where you see the invisible hand at work and others where you do not.

Recycle Smarter Than a Third Grader (3:35 minutes)

from LearnLiberty.org

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

1. Do you or your family recycle? Why or why not?
2. Do you believe there are some myths surrounding recycling? What are they? Will you be more careful about which items you choose to recycle from now on? Why or why not?
3. Try the experiment in the video, and write a summary of the results. What did the experiment teach you? Were you surprised by the outcome? Explain.

ADDITIONAL RESOURCES

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

<http://www.izzit.org>

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

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

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

<http://www.sciencenetlinks.com>

The Center for Civic Education posts 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

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

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/>

We have a longer list, sorted by category, of free online resources for teachers at our website:

http://stosselintheclassroom.org/resources/outside_links/

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

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