

Stossel
IN THE CLASSROOM

2016
EDITION
Teacher Guide

- English -

Written by Rob Schimenz,
Queens Vocational & Technical High School

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

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

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SPONTANEOUS ORDER: DO WE REALLY NEED A PLAN?

Segment Length: 12:05 minutes

Lesson Description:

What is spontaneous order? How is it that without government direction, food is available in stores, cars are manufactured, information is available on the Internet, and people can get medical care? And what happens when government gets involved? This segment looks at the economics of spontaneous order.

Concepts & Key Terms:

Spontaneous Order—an order that emerges as a result of the voluntary activities of individuals; a natural phenomenon that occurs when complex organization emerges from individuals interacting without central coordination.

Central Planning—a system in which decisions about what will be produced, how much will be produced, and for whom it will be produced are made by government officials.

Objectives:

Students will be able to:

- explain the concept of spontaneous order.
- discuss some effects of central planning.
- compare and contrast spontaneous order and central planning.
- evaluate the impact of spontaneous order on the economy and in people's lives.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:

Select one product that you have used today. Why do you think it was developed? How do you think it was produced?

Use Think, Pair, Share to have students answer the preview question. Ask them to look for similarities and differences in their answers. After a few minutes, poll the students and ask them to explain their answers. Do they understand the reasons people invent and the complexity of production?

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. life
2. economists
3. products
4. Wikipedia
5. customers
6. stuff

Cloze Activity Answers:

1. promised
2. subsidized
3. schemes
4. better
5. entrepreneurs
6. market
7. computer
8. opportunities
9. signal
10. price
11. emerges
12. politicians

Name _____ Date _____

Class _____ Period _____ Teacher _____

Spontaneous Order Viewing Guide

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

1. We don't notice that most of _____ happens without a central planner in charge.
2. The skating rink is an example of what _____ call "spontaneous order": the idea that, even without a central plan, people figure things out on their own.
3. Russians waited in line for hours. And the _____ they got were lousy.
4. But it turns out _____ is just as accurate as professionally edited encyclopedias.
5. Because we patients pay with our own money, Lasik surgeons act like the skaters, adjusting constantly to what their _____ might want. The surgeons buy new equipment and try new things.
6. Don't hit other people and don't take their _____.

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

David Boaz said people shouldn't hit other people or take what belongs to others and that people should keep their promises. Do you think he meant that to be an inclusive list? _____
If not, what other actions might he have included? _____

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

Discussion and Analysis:

1. Why do elected officials develop plans?
2. Do we think politicians somehow know more than we do? Do we think they know what's best for us? Why do people vote for them?
3. David Boaz said, "just let us alone and we will create wealth." Does he mean that the government *doesn't* create wealth? How is wealth created?
4. John Stossel said that most of life happens without a central planner. What does he mean?
5. What is spontaneous order?
6. Skating at the ice rink is used as an example of spontaneous order. Skaters' self-interests coincide: They want to be free, but they don't want to crash. How does that affect their behavior? Can you cite any examples from your own experiences?
7. John Stossel uses Esperanto as an example of a centrally-planned language. There was even a clip from *Incubus*, a black and white movie from 1965. Have you ever heard of Esperanto? Why do you think it hasn't worked out?
8. How did language develop? Does it change over time? What about new words; does someone approve them? Who decides where commas should go? How can all this happen without the government involved?
9. Have you ever used Wikipedia? Have any of your teachers told you not to use it for research reports for school? What reasons did they give? How does that relate to the statement in the video that Wikipedia is as accurate as professionally edited encyclopedias?
10. In the video, John Stossel said that Lasik surgeons act like the skaters, adjusting constantly. What reasons might Lasik surgeons have to adjust to consumers? How does that differ from an orthopedist, a bone doctor? How does insurance or government-funded coverage change the situation?
11. What were the most recent items you purchased from a fast food restaurant? How did those products come about? Why did that restaurant sell them? What rules had to exist for this to happen? What role did government play?
12. Why did central planning not work out well in the Soviet Union? Why couldn't the government accurately calculate what people wanted?
13. Are governments capable of calculating and predicting what the citizens need or want? Why/Why not?
14. Why can't formulas be used to determine what should be produced?
15. It can be said that government central planning takes the opportunity to create and innovate away from individuals and gives it to the government. Is that a problem? Why/Why not?
16. Is spontaneous order chaos? Are there some basic rules that we need in our society to allow spontaneous order to work? If so, what rules?

Discuss These Lines from the Video:

1. Politicians always have a new plan and governments' plans are supervised by experts.
2. Just let us alone, and we will create wealth.
3. We don't notice that most of life happens without a central planner in charge.

4. The skating rink is an example of what economists call “spontaneous order”: the idea that, even without a central plan, people figure things out on their own.
5. There is spontaneous order in nature: schools of fish, a flock of birds. Each bird moves on its own, without constant direction from a leader.
6. Nobody designed the English language. It just evolved.
7. But government is force....
8. Long lines waiting outside shops for hours in the cold. And inside, empty shelves, a few unappetizing cans of fish, maybe a chicken you would guess had died of malnutrition.
9. Communism fails, utterly. But people still support central planning.
10. You know I love the old encyclopedias; I love Britannica. But I love candles too, but I sure wouldn't give up my electric light.

Quotes for Discussion:

Our spontaneous action is always the best. You cannot, with your best deliberation and heed, come so close to any question as your spontaneous glance shall bring you.

– **Ralph Waldo Emerson**

Life is a series of natural and spontaneous changes. Don't resist them – that only creates sorrow. Let reality be reality. Let things flow naturally forward in whatever way they like.

– **Lao Tzu**

Were we directed from Washington when to sow and when to reap we should soon want bread.

– **Thomas Jefferson**

Spontaneous order is what happens when you leave people alone – when entrepreneurs... see the desires of people... and then provide for them.

– **Lawrence Reed**

Government doesn't create new musicals or produce today's miracle drugs. Government doesn't build the machines that make the cars or supply America with its amazing variety of food, shelter, and clothing.

– **John Stossel**

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

– **Thomas Edison**

Human reason can neither predict nor deliberately shape its own future. Its advances consist in finding out where it has been wrong.

– **Friedrich Hayek**

Since knowledge – about technological possibilities, about citizens' preferences, about the interconnections of these, about still more – is inevitably and thoroughly decentralized, the centralization of decisions is bound to generate errors and then fail to correct them. The consequences for society can be calamitous, as the history of central planning confirms. That is where markets come in. All economists know that a system of competitive markets is a remarkably efficient way to aggregate all that knowledge while preserving decentralization.

– **Robert Solow**

What's the single most important thing to learn from an economics course today? What I tried to leave my students with is the view that the invisible hand is more powerful than the hidden hand. Things will happen in well-organized efforts without direction, controls, plans. That's the consensus among economists. That's the Hayek legacy.

– Lawrence Summers

A spontaneous economic order is more efficient than an imposed order.... A spontaneous order is inconceivable without personal freedom and, in particular, without freedom of choice.

– Lord Coleraine

From the point of view of physics, it is a miracle that [seven million New Yorkers are fed each day] without any control mechanism other than sheer capitalism.

– John H. Holland

The statesman who should attempt to direct private people in what manner they ought to employ their capitals, would not only load himself with a most unnecessary attention, but assume an authority which could safely be entrusted to no council and senate whatever, and which would nowhere be so dangerous as in the hands of a man who had folly and presumption enough to fancy himself fit to exercise it.

– Adam Smith, *The Wealth of Nations*

Activities:

1. Have students complete the T-chart graphic organizer (page 14).
2. Have students complete the Cloze Activity in class or for homework (page 15).
3. Pair students homogeneously and, using the Quotes Activity on pages 16-19, distribute a quotation to each pair of students. Have them read the quotation and develop and write an explanation for the quote they are given. Quotations vary in complexity and should be assigned based on student capabilities. This activity can be used as an exit ticket.
4. As a class or as a homework assignment, have the students read “I, Pencil: My Family Tree” by Leonard Read. How might “I, Pencil” explain spontaneous order? How might central planning interfere with innovation? Write an essay that explains your answers.
<http://fee.org/library/detail/i-pencil-audio-pdf-and-html>
5. Watch the video “I, Pencil.” The narrator says, “You might think the pencil is simple.” Why would people think that? The narrator also says, “If we didn’t take it for granted, we’d be dumbstruck by its very intricacy and brilliance.” What does he mean? How is a pencil intricate (complicated)?
<http://ipencilmovie.org/>
6. Distribute individual quotes from the Quotes for Discussion section to pairs of students. Have the students discuss the meaning of the quote, and write the meaning on the back of the quote. Collect the quotes and the students’ explanations as an exit ticket.
7. Research and write a biography on Frederic Bastiat, Friedrich Hayek, Leonard Read, or Jimmy Wales. (See link in the Resources section below for help in writing a biography.)
8. Read one of the articles in the Resources section and write a summary of it.
9. Read “Natural and Artificial Social Order” (chapter 1) of *Economic Harmonies* by Frederick Bastiat. Either write a summary using Cornell (two-column) notes (see link in the Resources section below for help in taking Cornell notes) or explain what Bastiat wrote about social order and social phenomena.
http://files.libertyfund.org/files/79/0187_Bk.pdf

10. Create a slideshow presentation of people coming together in a spontaneous order. (See link in the Resources section below for help in preparing a slideshow.)
11. Research Esperanto. When was it first proposed as a universal language? Is it still in use? What is the prognosis for future use? What do you think about this issue?
12. In *Human Action: A Treatise on Economics* (1949), Ludwig von Mises wrote, "Human action originates change. As far as there is human action there is no stability, but ceaseless alteration..." How does this compare and contrast with people's desires for security? Cite examples from past political campaigns.
13. Read Daniel B. Klein's "Rinkonomics: A Window on Spontaneous Order." Write a summary using Cornell (two-column) notes. (See link in the Resources section below for help in taking Cornell notes.)
14. Research origins of languages. What language did your ancestors speak? How did that language develop?
15. *The Story of English* was an Emmy Award winning nine-part television series, and a book, that detailed the development of the English language. The book and the television series were written by Robert MacNeil, Robert McCrum, and William Cran. Read the book or view the video. How does *The Story of English* demonstrate spontaneous order?
16. The "Socialist Calculation" debate began at the end of the 19th Century. Tying the vast poverty of the industrial revolution to laissez-faire practices, Socialists, Marxists, and others argued that free markets had, in effect, failed and that a benevolent government with control over the means of production and distribution could allocate goods more efficiently and fairly. Research this debate and explain the position of each side.
17. Lao Tzu believed that over-regulation can upset the spontaneous order of free markets and destroy a nation's economy: "The more restrictions and limitations there are, the more impoverished men will be." He said the wise ruler knows that through "non-interfering, men spontaneously increase their wealth." Research Lao Tzu, and Confucius and Han Fei Tzu, two other well-known Chinese philosophers. Compare and contrast their philosophies.
18. Read *Anthem* by Ayn Rand and write a book report on it. How does this book refute the notion that central planning works? (See link in the Resources section below for help in writing a book report.)
19. Using an Internet search engine, search on either "socialist calculation debate" or "economic calculation debate." Select one article about the history of the debate and summarize it in one paragraph. Then, in a second paragraph, discuss your views on the article you just read.

Resources:

Guides

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

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

A video explanation of Think, Pair, Share:

<https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>

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:

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

For a clear, simple explanation of the Cornell note-taking system:

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<http://www.bucks.edu/~specpop/Cornl-ex.htm>

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/en-us/showcase/details.aspx?uuid=22f09a63-cecb-4260-a44f-8223d07dd031>

Articles

“Spontaneous Order = Free Market Economy”

<http://austrianaddict.com/2013/04/12/spontaneous-order-free-market-economy/>

“Spontaneous Order” by John Stossel (2011)

<http://fee.org/freeman/detail/spontaneous-order>

“Spontaneous Order” by John Stossel (2015)

<http://www.creators.com/opinion/john-stossel/spontaneous-order-22b2007e2f.html>

“Rinkonomics: A Window on Spontaneous Order” by Daniel B. Klein

<http://www.econlib.org/library/Columns/y2006/Kleinorder.html>

Books

Adam Smith's Political Philosophy: The Invisible Hand and Spontaneous Order by Craig Smith

Anthem by Ayn Rand

The Clash of Economic Ideas: The Great Policy Debates and Experiments of the Last Hundred Years
by Lawrence H. White

Economic Harmonies by Frederic Bastiat

http://files.libertyfund.org/files/79/0187_Bk.pdf

Economic Sophisms by Frederic Bastiat

<http://fee.org/files/doclib/EconomicSophisms1.pdf>

The Fatal Conceit by Friedrich Hayek

<http://ir.nmu.org.ua/bitstream/handle/123456789/136402/ccbd1e1658fe2e5314d0e642e754ade4.pdf>

Human Action: A Treatise on Economics by Ludwig von Mises

https://mises.org/sites/default/files/Human%20Action_3.pdf

Economics In One Lesson by Henry Hazlitt

<http://fee.org/resources/detail/economics-in-one-lesson-2>

Keynes Hayek: The Clash that Defined Modern Economics by Nicholas Wapshott
The Story of English by Robert MacNeil, Robert McCrum, and William Cran

Videos

I, Pencil

<http://ipencilmovie.org/>

For a video explanation of Spontaneous Order:

<http://ipencilmovie.org/2012/11/14/i-pencil-extended-commentary-spontaneous-order/>

The Price System by izzit.org, with Milton Friedman discussing "I, Pencil"

http://www.izzit.org/products/detail.php?video=price_system

http://www.izzit.org/products/detail.php?video=price_system&id=2

Name _____ Date _____

Class _____ Period _____ Teacher _____

Spontaneous Order: Do We Really Need a Plan?

T-Chart

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

What are some characteristics of an economy based on spontaneous order?	What are some characteristics of a command economy?
What are some examples/results of spontaneous order?	What are some examples/results of a command economy?
Is one economic system better than the other? If so, which one? Why?	

Name _____ Date _____

Class _____ Period _____ Teacher _____

Spontaneous Order: Do We Really Need a Plan? Cloze Activity

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

price	better	signal	subsidized
entrepreneurs	computer	schemes	politicians
emerges	promised	opportunities	market

For years, politicians have _____ that more of us will want to commute by train, but it doesn't happen. People like their cars. Some _____ trains cost so much per commuter that it would be cheaper to buy them taxi rides.

The grand _____ of the politicians fail and fail again.

By contrast, the private sector, despite harassment from government, gives us _____ stuff for less money-without central planning. It's called a spontaneous order.

Lawrence Reed, president of FEE, explains it this way: "Spontaneous order is what happens when you leave people alone-_____... see the desires of people... and then provide for them."

"They respond to _____ signals, to prices. Prices tell them what's needed and how urgently and where. And it's infinitely better and more productive than relying on a handful of elites in some distant bureaucracy."

The personal _____ revolution is a great example of spontaneous order.

"No politician, no bureaucrat, no central planner, no academic sat behind a desk before that happened, before Silicon Valley emerged and planned it," Reed added. "It happened because of private entrepreneurs responding to market _____. And one of the great virtues of that is if they don't get it right, they lose their shirts. The market sends a _____ to do something else. When politicians get it wrong, you and I pay the _____."

"We have to rely more upon what _____ spontaneously because it represents individuals' personal tastes and choices, not those of distant _____."

This Activity is adapted from "Spontaneous Order" by John Stossel, in *The Freeman*.
<http://fee.org/freeman/detail/spontaneous-order>

Spontaneous Order Quotes Activity

Names _____ and _____

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

A: "We were directed from Washington when to sow [plant] and when to reap [harvest] we should soon want bread." — Thomas Jefferson

Names _____ and _____

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

B: "Spontaneous order is what happens when you leave people alone – when entrepreneurs... see the desires of people... and then provide for them." — Lawrence Read

Names _____ and _____

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

C: "Government doesn't create new musicals or produce today's miracle drugs. Government doesn't build the machines that make the cars or supply America with its amazing variety of food, shelter, and clothing." — John Stossel

Names _____ and _____

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

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

Names _____ and _____

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

E: "Human reason can neither predict nor deliberately shape its own future. Its advances consist in finding out where it has been wrong." – Friedrich Hayek

Names _____ and _____

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

F: "Since knowledge – about technological possibilities, about citizens' preferences, about the interconnections of these, about still more – is inevitably and thoroughly decentralized, the centralization of decisions is bound to generate errors and then fail to correct them. The consequences for society can be calamitous, as the history of central planning confirms. That is where markets come in. All economists know that a system of competitive markets is a remarkably efficient way to aggregate all that knowledge while preserving decentralization." – Robert Solow

Names _____ and _____

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

G: "What's the single most important thing to learn from an economics course today? What I tried to leave my students with is the view that the invisible hand is more powerful than the hidden hand. Things will happen in well-organized efforts without direction, controls, plans. That's the consensus among economists. That's the Hayek legacy."

—Lawrence Summers

Names _____ and _____

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

H: "A spontaneous economic order is more efficient than an imposed order.... A spontaneous order is inconceivable without personal freedom and, in particular, without freedom of choice."

—Lord Coleraine

Names _____ and _____

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

I: "From the point of view of physics, it is a miracle that [seven million New Yorkers are fed each day] without any control mechanism other than sheer capitalism. " —John H. Holland

Names _____ and _____

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

J: "The statesman who should attempt to direct private people in what manner they ought to employ their capitals, would not only load himself with a most unnecessary attention, but assume an authority which could safely be entrusted to no council and senate whatever, and which would nowhere be so dangerous as in the hands of a man who had folly and presumption enough to fancy himself fit to exercise it." – Adam Smith, *The Wealth of Nations*

DISASTER RELIEF: WHO DOES IT BETTER?

Segment Length: 7:37 minutes

Lesson Description:

Who should help victims of natural disasters? Should citizens voluntarily help? Should government? Who is better at it? This segment looks at the role government and charity-based organizations play in providing disaster relief.

Concepts & Key Terms:

Spontaneous Order – An order that emerges as the result of the voluntary activities of individuals; a natural phenomenon that occurs when complex organization emerges from individuals interacting without central coordination.

Central Planning – A system in which decisions about what will be produced, how much will be produced, and for whom it will be produced is decided by government officials.

Patronage – In political terms, the appointment of supporters to positions in government, usually without regard to their expertise.

Objectives:

Students will be able to:

- discuss the role of businesses, charitable organizations, and governments in disaster relief efforts.
- compare and contrast efforts by charities and government to help victims of natural disasters.
- evaluate the importance of motivation in disaster relief efforts.
- apply the concept of spontaneous order to the efforts of private charities.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:

Your town has been hit by a natural disaster (flood, earthquake, tornado, hurricane, etc.).

What happens next? What types of organizations help? Who does what?

Use Think, Pair, Share to have students answer the preview questions. Ask them to look for similarities and differences in their answers. After a few minutes, poll the students and ask them to explain their answers. Do they understand the role of individuals coming together voluntarily to help out their neighbors and those of neighboring communities?

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. Wal-Mart
2. politicians
3. government
4. neighborhood
5. American

Name _____ Date _____

Class _____ Period _____ Teacher _____

Disaster Relief: Who Does it Better? Viewing Guide

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

1. After Hurricane Katrina, while FEMA often made problems worse, _____ was praised for its relief efforts.
2. But when ordinary people pitch in, _____ often feel left out.
3. Who's going to do it if not the _____ ?
4. It was a mess out here, and they cleaned it up. They cleaned it up and fixed it up and got us in our home. And they've done that for our whole _____.
5. Communities all across America every day come together and figure out how to meet the needs of their neighbors. It's called being an _____.

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

Jacob Remes said that "the structure of capitalism is that people and firms compete. That is not the way we're going to build a community and a society in which everyone helps each other." But Matt Mayer said businesses help more because they are profit-driven, that they want to have the necessary products for their customers and have their stores open so they make money.

Essentially, we have government trying to help and businesses trying to make money.

Do their motivations matter? _____

Are people's motives more important than their actions and the results of their actions?

Why? _____

Discussion and Analysis:

1. What are some likely effects of natural disasters on a community?
2. Why do many people believe that government has to take control in disasters?
3. It was generally agreed that FEMA did a poor job during Hurricane Katrina. Jacob Remes said that was due in part to the agency being run by a political appointee rather than a technocrat with expertise. Are politicians more likely to appoint people who support them or people who might not support them but are considered knowledgeable in their field? Why?
4. Why is it that some people question the motives of businesses seeking profits yet they don't seem to question the motives of politicians trying to get elected and reelected?
5. Why do some people focus on the motives of others rather than the benefit or harm created by the actions of others?
6. Jacob Remes said that capitalism "is not the way we're going to build a community and a society in which everyone helps each other." So how are we going to get everyone to help each other? Without using force, how are we going to get *everyone* to help? Don't people help others now, with the system we have?
7. How does the concept of spontaneous order come into play in disaster relief?
8. How do Wal-Mart's actions reflect spontaneous order?
9. In the video, John Stossel asks, "Who's going to do it if not the government?" Matt Mayer responds, "States, locals, communities, neighbors." Even if we accept that states and local governments would help for the same reasons the federal government would, why would communities and neighbors help?
10. What is the Oklahoma Baptist Disaster Relief? Why is it referred to in the video as the faith-based FEMA?
11. What organizations do you know of that help people after natural disasters? Why do they do it? Where do they get their money and supplies?
12. Why do central planners argue that they can help those in need better than volunteer groups and charitable organizations? Do you think they are right? Why/Why not?
13. If helping others is good, why don't we make people help others? With more people helping, wouldn't more people be helped?

Discuss These Lines from the Video:

1. After a disaster, central planners are quick to say: "A Big Storm Requires Big Government."
2. Big government rarely does anything well.
3. After Hurricane Katrina, while FEMA often made problems worse, Wal-Mart was praised for its relief efforts.
4. Presidents don't want to be caught flat-footed. They love the photo-ops.
5. If you're waiting for the government, you're going to be in for an awful long wait. The Baptist men, they're going to get it done tomorrow.
6. You government lovers are always talking about fixing government. It never gets fixed.
7. People I didn't know would just walk up and give us money. It's just overwhelming to me that we were that taken care of.

8. Communities all across America every day come together and figure out how to meet the needs of their neighbors. It's called being an American.

Quotes for Discussion:

Bad things do happen in the world, like war, natural disasters, disease. But out of those situations always arise stories of ordinary people doing extraordinary things.

– Daryn Kagan

The only thing that saves us from bureaucracy is its inefficiency

– Eugene McCarthy

Spontaneous order is what happens when you leave people alone – when entrepreneurs... see the desires of people... and then provide for them.

– Lawrence Reed

When thievery is resorted to for the means with which to do good, compassion is killed. Those who would do good with the loot then lose their capacity for self-reliance, the same as a thief's self-reliance atrophies rapidly when he subsists on food that is stolen. And those who are repeatedly robbed of their property simultaneously lose their capacity for compassion.

– F.A. Harper, *Essays on Liberty* [1952]

Your life and mine should be valued not by what we take... but by what we give.

– Edgar Allen

If our hopes of building a better and safer world are to become more than wishful thinking, we will need the engagement of volunteers more than ever.

– Kofi Annan

What is the essence of life? To serve others and to do good.

– Aristotle (384-322 BC)

If a businessman makes a mistake, he suffers the consequences. If a bureaucrat makes a mistake, you suffer the consequences.

– Ayn Rand

You cannot hope to build a better world without improving the individuals. To that end, each of us must work for our own improvement and, at the same time, share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful.

– Marie Curie

Volunteers are the only human beings on the face of the earth who reflect this nation's compassion, unselfish caring, patience, and just plain loving one another.

– Erma Bombeck

Do what you can to show you care about other people, and you will make our world a better place.

– Rosalynn Carter

In the United States, as soon as several inhabitants have taken an opinion or an idea they wish to promote in society, they seek each other out and unite together once they have made contact. From that moment, they are no longer isolated but have become a power seen from afar whose activities serve as an example and whose words are heeded.

– Alexis de Tocqueville

A spontaneous economic order is more efficient than an imposed order. A spontaneous order is inconceivable without personal freedom and, in particular, without freedom of choice.

– Lord Coleraine

Activities:

1. Have students complete the graphic organizer (page 29) after watching the video. Students can work on this individually or in pairs. You might want to use Think, Pair, Share to have students complete the graphic organizer. Ask them to look for similarities and differences in their answers. After a few minutes, ask the students to explain their answers.
2. Read the accompanying article “Why Grover Cleveland Vetoed the Texas Seed Bill” by Robert Higgs (pages 30-31), and answer the questions on the worksheet (page 32).
3. Research Oklahoma Baptist Disaster Relief. What does the organization do? In what ways has it helped people?
<http://www.okdisasterhelp.org/>
4. Using an Internet search engine, search on either “natural disaster relief” or “natural disaster relief organizations” and research several of the organizations that come up in the search. What type of assistance do these groups provide? How are they funded? In what ways are these groups similar? In what ways are they different?
5. Research FEMA, the Federal Emergency Management Agency. What is its mission? What disaster assistance has it provided? What is its annual budget? What does it spend its money on?
<https://www.fema.gov/>
6. How much damage do natural disasters cause in an average year? Create a slideshow about natural disasters, the damage they cause, and the recovery and rebuilding costs associated with natural disasters.
7. Read the *Seattle Times* article, “Book inspires eighth-graders to raise money for disaster relief” by Miguel Otarola (see link in Resources section). Then read the book, *Of Beetles and Angels: A Boy’s Remarkable Journey from a Refugee Camp to Harvard* by Mawi Asgedom, and write a book report about it.
<http://www.seattletimes.com/seattle-news/education/book-inspires-eighth-graders-to-raise-money-for-disaster-relief/>
8. Create a slideshow presentation of people coming together voluntarily to help victims of a natural disaster. (See link in the Resources for help in preparing a slideshow.)
9. Research and write a biography about Alexis de Tocqueville, who traveled throughout the United States in 1831 and 1832, and whose observations about “associations” are considered references to charitable (and other) organizations. As an alternate assignment, write about his trip to the United States and his observations while in the U.S.
10. How charitable are people? How much time do people spend volunteering? Research the amount of time people volunteer in various activities, including relief organizations. Report your findings in a report, slideshow, or on a poster board.
11. Develop a list of questions and interview someone who has volunteered time helping after a natural disaster. Some questions you might want to include: Why did you volunteer to help? What did you do to help others? How did it feel? How did the people you helped respond? Report your findings to the class in a video or written question-answer format.
12. For homework, students should develop their own disaster response plan for a natural disaster in their town or city. (The teacher should specify the natural disaster for which the class will plan a response.) The next day, students should discuss their plans in small groups and develop a group plan. Then, groups should report their plans to the class. The class should discuss the various group plans and develop a class plan. Students should

then answer questions about the process, for example: Did students in the groups find that their fellow students had good ideas that they hadn't thought of or were the ideas of one student the only good ideas? Did students find that the other groups had good ideas that they hadn't thought of or were the ideas of one group the only good ideas? What conclusions can they draw about their experience planning a response to a natural disaster? How might their experiences relate to government planning a response to natural disasters?

Resources:

Guides

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

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

A video explanation of Think, Pair, Share:

<https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>

How to write a book report:

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

How to write a biography:

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

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

How to produce a video interview:

<http://desktopvideo.about.com/od/homevideoprojects/ht/video-interview.htm>

<http://www.mediacollege.com/video/interviews/>

<http://extension.oregonstate.edu/eesc/how-to/ten-tips-produce-more-professional-video-interviews>

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/en-us/showcase/details.aspx?uuid=22f09a63-cecb-4260-a44f-8223d07dd031>

Articles

“Book inspires eighth-graders to raise money for disaster relief” by Miguel Otarola

<http://www.seattletimes.com/seattle-news/education/book-inspires-eighth-graders-to-raise-money-for-disaster-relief/>

Books

Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard
by Mawi Asgedom

How We Came Back: Voices from Post-Katrina New Orleans by Nona Martin Storr,
Emily Chamlee-Wright, and Virgil Storr, with a foreword by Peter Boettke

Websites

FEMA

<https://www.fema.gov/>

Learningtogive.org – Philanthropy Education Resources

http://learningtogive.org/lessons/disaster_relief/

National Voluntary Organizations Active in Disaster

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

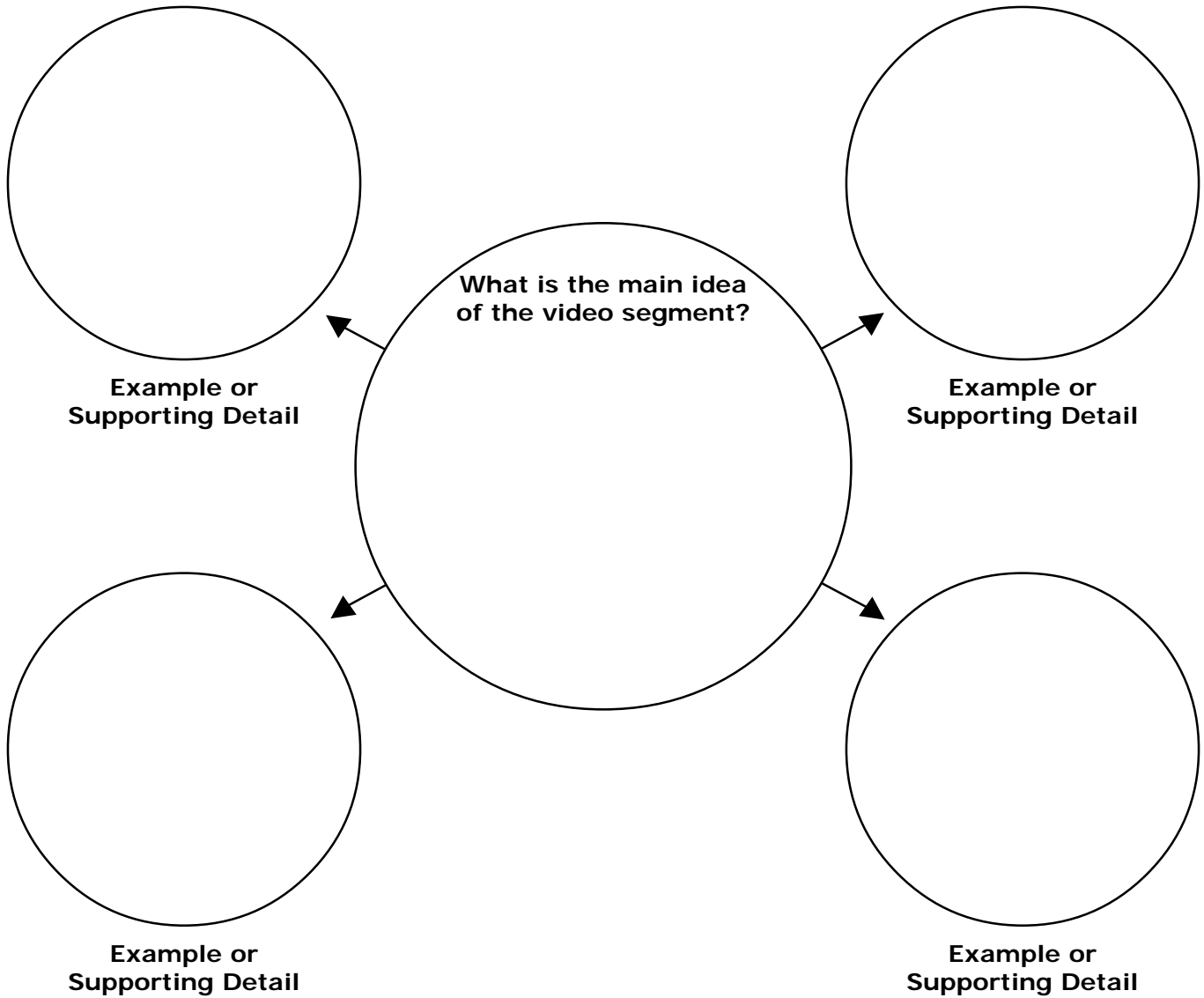
Oklahoma Baptist Disaster Relief

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

Name _____ Date _____

Class _____ Period _____ Teacher _____

Disaster Relief: Who Does It Better? **Graphic Organizer**



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

What I learned from the video:

**IDEAS
ON LIBERTY**

JULY/AUGUST 2003

Why Grover Cleveland Vetoed the Texas Seed Bill



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

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

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

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

Robert Higgs (rhiggs@independent.org) is senior fellow at the Independent Institute (www.independent.org), editor of The Independent Review, and author of Crisis and Leviathan.

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

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

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

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

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

Unpopular Man

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

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

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

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

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

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

3. Quoted in Hoffman, p. 6.

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

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

6. *Ibid.*

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

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

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

Name _____ Date _____

Class _____ Period _____ Teacher _____

“Why Grover Cleveland Vetoed the Texas Seed Bill”

by Robert Higgs

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

1. Why did Grover Cleveland believe in limited government? _____

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

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

4. What was the natural disaster that led to Congress passing the Texas Seed Bill? _____

5. Why did Cleveland veto the Texas Seed Bill? _____

6. Who did Cleveland say would help those “citizens in misfortune”? _____

7. What examples do you have of people coming together to help those who have suffered from natural disasters?

CROWDFUNDING: CAN ENTREPRENEURS GO STRAIGHT TO CONSUMERS?

Segment Length: 6:17 minutes

Lesson Description:

What if you want to create a product or service but don't have the money? What can you do? You can borrow from a bank perhaps. Or you can crowdfund. What is crowdfunding? How does it work? Does it do any good? This segment looks at the benefits of crowdfunding.

Concepts & Key Terms:

Crowdfunding—Securing funding for a product, service, or other venture via small amounts of money from a large number of individuals. Crowdfunding is primarily conducted online.

Jobs Act—The Jumpstart Our Business Startups Act was signed into law in 2012, its stated purpose being “to increase American job creation and economic growth by improving access to the public capital markets for emerging growth companies.”

Objectives:

Students will be able to:

- explain the concept of crowdfunding.
- discuss the purpose of the Jobs Act.
- evaluate the advantages of crowdsourcing for entrepreneurs and others seeking funds.

Preview Activity and Questions:

Have students work in pairs to answer the questions in the following scenario:

You and your fellow student have developed an idea for a new app. Now, you need money to hire a programmer to write the code. You go to several banks to borrow money, but they turn you down. What do you do? Is your idea dead?

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. fund
2. Internet
3. investors
4. perks
5. central planners

Answers to Cloze Activity:

1. quickly
2. Internet
3. culmination
4. money
5. traditional
6. opportunity
7. crowdfunding
8. interest
9. impossible
10. eager
11. regulations
12. entrepreneur

Name _____ Date _____

Class _____ Period _____ Teacher _____

Crowdfunding Viewing Guide

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

1. We had a really naïve idea. Anybody can put up an idea to fund anything, and anybody in the world can _____ it if they want to.
2. Crowdfunding began long before the _____. It helped pay for the Statue of Liberty.
3. Donors aren't allowed to invest, because the U.S. government says only "accredited" _____ may do that.
4. America's central planners are so slow that, despite the Jobs Act, inventors can still only offer _____.
5. Crowdfunding: a spontaneous way to bring people and new ideas together without _____.

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

Why do entrepreneurs crowdfund? _____

Why don't they just borrow the money they need from banks? _____

Discussion and Analysis:

1. What is crowdfunding? Why do people crowdfund?
2. How many of you would buy a Jibo? Cat ear shaped headphones? Bluesmart luggage?
3. How many of you would donate money to help develop one of those products? Why?
4. We saw in the video that crowdfunding isn't just for entrepreneurs. What else might people crowdfund for?
5. Some of the entrepreneurs raised many times the money they wanted to. Why would so many people send in money?
6. What's the difference between donation based crowdfunding and investment crowdfunding that the Jobs Act authorized?
7. Before the Jobs Act, why was it okay to donate, as with crowdfunding, but not okay to invest?
8. How does crowdfunding democratize startup investing?
9. Why do you think investors needed to be "accredited"? Who would that requirement help? Who would it hurt?
10. What conclusion(s) could you draw if someone didn't receive any funds through a crowdfunding venture?
11. Slava Rubin, a co-founder of Indiegogo, said they had a really naïve idea: that anyone could put up an idea and anyone could fund it. Is that really naïve? Why/Why not?
12. What do the crowdfunding website developers get out of crowdfunding?
13. Should there be any limits on crowdfunding? If so, what limits? On whom should limits be placed? Why?

Discuss These Lines from the Video:

1. We had a really naïve idea. Anybody can put up an idea to fund anything and anybody in the world can fund it if they want to.
2. We're [Indiegogo] distributing tens of millions of dollars every month.
3. Crowdfunding really allows us to go straight to the consumer.
4. The bank said no, but Indiegogo said yes. And now they have many more employees and are selling their products in virtually every single state in America.
5. The Jobs act is supposed to let ordinary people make small investments. It passed because even politicians realized central planning can deter innovation.
6. The law [the Jobs Act] has been signed, but the SEC is trying to decide how they will be able to regulate it.
7. Crowdfunding: a spontaneous way to bring people and new ideas together without central planners.
8. And just allow the open system to decide.

Quotes for Discussion:

The crowdfunding portals could provide an important mechanism for policing the offerings on their site, but it's not clear that they're going to be willing to do that – especially if they won't be held accountable.

**– Barbara Roper, Director of Investor Protection
at the Consumer Federation of America**

From the beginning, I have maintained that crowdfunding will become an investment standard, the go-to system to raise funds and one of the best methods for sound return of investments.

– David Drake

Give us your fired, your under-funded start-ups, your huddled masses of innovative entrepreneurs yearning for access to capital. The wretched refuse of your economically broken shores. Send us the Twitters, the LinkedIn and Facebook tempest-tossed pioneers fighting to claim their piece of the American dream and let them stake a claim and crowdfund, so we can all walk through the golden door.

– Ruth E. Hedges

Slapping a catchy acronym like the JOBS Act on a piece of legislation makes it more difficult for politicians to oppose it – and indeed that's what happened with the Jumpstart Our Business Startups Act.

– Steven Rattner

If you've got an idea, start today. There's no better time than now to get going. That doesn't mean quit your job and jump into your idea 100 percent from day one, but there's always small progress that can be made to start the movement.

– Kevin Systrom, co-founder of Instagram

Just because equity crowdfunding is tremendous opportunity for entrepreneurs and average investors, doesn't mean that there aren't substantial risks.

– Tucker Max

The statesman who should attempt to direct private people in what manner they ought to employ their capitals, would not only load himself with a most unnecessary attention, but assume an authority which could safely be entrusted to no council and senate whatever, and which would nowhere be so dangerous as in the hands of a man who had folly and presumption enough to fancy himself fit to exercise it.

– Adam Smith, *The Wealth of Nations*

Activities:

1. Have students complete the Cloze Activity (page 40) in class or for homework.
2. How do crowdfunding websites work? Research the crowdfunding process and report your findings to the class via a poster board or slideshow. (See link in the Resources section for help in preparing a slideshow.)
3. What is the Jobs Act? What are emerging growth companies? Research the history of the Jobs Act and its implementation by the SEC.
4. What's the difference between donation-based crowdfunding and investment crowdfunding? Research these two types of crowdfunding.
5. Research Jibo, Cat Ear Headphones, Canary, Bluesmart luggage, or another crowdfunded product. Then either write an essay or prepare a slideshow about the development and

success of the product you researched. (See link in the Resources section for help in preparing a slideshow.)

6. What have been some charitable uses of crowdfunding? Research two or three and report back to the class using a poster board or slideshow. (See link in the Resources section for help in preparing a slideshow.)
7. Develop a video/audio pitch explaining a product service or other reason for which you want crowdfunding. You might want to research successful crowdfunding practices prior to producing your audio or video pitch. (See links in the Resources section for help in preparing an audio file or producing persuasive videos.)
8. Compare and contrast AngelList, Crowdfunder, Indiegogo, Kickstarter, or other crowdfunding websites. Report your findings in a table. Some features you might want to compare are cost, focus, benefits to donors, niche, and how the sites work.
9. The Jobs Act was signed into law by President Obama on April 5, 2012, but the SEC regulations allowing individual everyday (non-millionaire) investors to participate in crowdfunding were not instituted until 2015. What is the SEC? Why were there delays in implementing the law?
10. Why weren't ordinary Americans allowed to invest in startups? What rules existed before? Why did those rules exist? Research and write a report about your findings.
11. How many crowdfunding websites are there? Write an essay about the proliferation of crowdfunding websites.
12. Distribute individual quotes from the Quotes for Discussion section to pairs of students. Have the students discuss the meaning of the quote and write the meaning on the back of the quote. Collect the quotes and the students' explanations as an exit ticket.
13. Read one of the articles in the Resources section and either write a summary of it or take Cornell Notes as you read the article. (See links in the Resources section for help in taking Cornell notes.)
14. Read one of the books in the Resources section and write a summary of it. (See link in the Resources section for help in writing a book report.)
15. Write a tweet, poem, or song about crowdfunding, a crowdfunding success story, or some other crowdfunding-related issue.

Resources:

Guides

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

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

A video explanation of Think, Pair, Share:

<https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>

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:

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

How to create an audio file:

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

Producing persuasive videos:

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

For a clear, simple explanation of the Cornell note-taking system:

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<http://www.bucks.edu/~specpop/Cornl-ex.htm>

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/en-us/showcase/details.aspx?uuid=22f09a63-cecb-4260-a44f-8223d07dd031>

Articles

“Crowd funding is not new, but crowdfunding is” by Jim Blasingame

<http://www.nasdaq.com/article/crowd-funding-is-not-new-but-crowdfunding-is-cm376394>

“Crowdfunding Investors Rejoice! (Almost...)” by Louis Basenese

<http://www.wallstreetdaily.com/2015/04/08/crowdfunding-regulation-a-plus/>

“Kickstarter, but With Stock: Equity crowdfunding was supposed to be an economic boon. Instead it’s a disaster waiting to happen” by Jim Saksa

http://slate.com/articles/business/moneybox/2014/06/sec_and_equity_crowdfunding_it_s_a_disaster_waiting_to_happen.html

Books

Crowdfunding: The Complete Guide to Using Kickstarter, Indiegogo, and Other Crowdfunding Sources
by Janet Ruth

Crowdfunding: The Next Big Thing by Gary Spierer

The Crowdfunding Bible: How to Raise Money for Any Startup, Video Game or Project
by Rusel DeMaria and Scott Steinberg

The Crowdfunding Revolution: How to Raise Venture Capital Using Social Media by Kevin Lawton
and Dan Marom

Name _____ Date _____

Class _____ Period _____ Teacher _____

Crowdfunding: Can Entrepreneurs Go Straight to Consumers? Cloze Activity

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

impossible	culmination	eager	interest
traditional	crowdfunding	regulations	money
entrepreneur	Internet	opportunity	quickly

Like "social media," crowdfunding is another one of those buzz phrases that has _____ inserted itself into the mass lexicon.

Ever since the advent of the _____, people have been looking for all sorts of opportunities to use it to raise money and to make money.

Crowdfunding is probably the most mature and sophisticated _____ of these efforts so far.

Crowdfunding is a way for people who need _____ or businesses to raise money. Such efforts completely bypass _____ lending institutions. Crowdfunding presents an enormous _____ for startups and niche interests to receive the capital they need.

So what can you help finance or get financed through _____? Clothing, movies, music, gadgets, art projects, videogames, technology programs, charities.... No matter what your _____ is, chances are there's a crowdfunding opportunity for it. In fact, there are now so many opportunities for almost every conceivable niche interest, it's almost _____ to keep track of them all.

Crowdfunding has opened up a world of opportunity for those _____ to launch exciting enterprises. And with new Jobs Act _____, crowdfunding is sure to be the venture capital of the future. Whether you're an investor or _____, it makes solid sense to understand the opportunities crowdfunding presents.

This Cloze Activity is adapted from "Crowdfunding: The Future of Investing"
by the Wall Street Daily Research Team

http://www.wallstreetdaily.com/wallstreet-research/pdf/Crowdfunding_Report.pdf

TECHNOLOGICAL INNOVATION: DO RULES STIFLE GROWTH?

Segment Length: 6:48 minutes

Lesson Description:

What conditions encourage innovation? What discourages innovation? Do governments help, or do they increase the time and cost of developing new products? Should businesses really have to protect themselves by lobbying, or should the government just leave entrepreneurs alone to develop products and services? This segment looks at technological innovation and government rules.

Concepts & Key Terms:

Central Planning – A system in which decisions about what will be produced, how much will be produced, and for whom it will be produced are made by government officials.

Disruptive Innovation – the development of a new product, service, or process that disrupts an existing market and displaces an earlier technology.

Objectives:

Students will be able to:

- discuss the importance of technological innovation on our lives.
- explain the arguments for and against instituting rules on new, innovative technologies.
- hypothesize reasons elected officials would want government to regulate innovative businesses.
- evaluate the effects of government rules on technological innovation.

Preview Activity and Questions:

Have students answer the following questions in their notebooks:

Have you used Facebook, PayPal, Spotify, Lyft, LinkedIn, or Yelp? Why did you use one or more of these innovations? What do they do? What if they didn't exist? Would your life be any better or worse? Why/Why not?

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. heavy
2. PayPal
3. regulatory
4. polio
5. drone testing
6. develop

Name _____ Date _____

Class _____ Period _____ Teacher _____

Technological Innovation Viewing Guide

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

1. One reason is that government safety rules insist that American trains be twice as _____ as trains in other countries.
2. Profit from _____ allowed Thiel to fund other companies that have changed our lives.
3. To get a new drug to market costs on average a billion dollars because there's so much of a _____ burden on the drug companies.
4. But the first batch of his vaccines gave _____ to 40,000 people.
5. But in the U.S., such testing is forbidden without government permission, and government rarely gives that permission. So Amazon and Google do their _____ overseas, where a little more spontaneity is allowed.
6. You have a society in which people can create and invent and trade and build and grow and _____ new products.

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

In this video segment, John Stossel suggests that government regulations interfere with what David Boaz said in #6 above: "You have a society in which people can create and invent and trade and build...." Do you agree or disagree with John's position? _____

Why? _____

Discussion and Analysis:

1. Why do people innovate and invent?
2. Do you think laws that constrain what people do promote or inhibit their creativity? Why/Why not?
3. With all the increased knowledge we have about skyscraper construction, and with all the modern construction equipment and improved materials, why might skyscrapers take longer to build now?
4. If government safety rules require American trains to be twice as heavy as trains in other countries, does that mean train passengers in other countries are less safe? How is it that our high speed trains today are slower than trains from the 1930s? Does train speed affect the cost of transporting people? Raw materials and goods? If so, how? Why does it matter?
5. David Boaz said that we live in a “society in which people can create and invent and trade and build and grow and develop new products.” Is that true? Isn’t that true of all countries? Why/Why not?
6. In this video segment, John Stossel suggests that government regulations interfere with progress. Do you agree or disagree? Why?
7. Why do politicians want to regulate? Are their motives to protect us? Are they trying to protect existing businesses? Should they?
8. When government regulations protect existing businesses, against whom are they being protected? How does that affect innovation?
9. Should government regulate companies such as Facebook, PayPal, and Yelp? Why/Why not?
10. Should government regulate how startups like those companies get funding to innovate? Why/Why not?
11. What about pharmaceutical drug development? Should *that* be regulated?
12. John Stossel said that while we can all see when a person dies if a drug is dangerous, we never see the lives that could have been saved had the drug been approved earlier. According to Drugs.com, “It takes on average 12 years and over \$350 million to get a new drug from the laboratory onto the pharmacy shelf.” Is 12 years too long? How do we decide the balance between safety and risk? If someone has a terminal disease that the drug might cure, should that person be able to say “try it on me”?
13. Jonas Salk’s initial polio vaccine in 1955 gave 40,000 people polio. Yet, there are dozens of schools named after him in the United States. Why? Does it matter that in the years just before he developed his vaccine, 13,000 to 20,000 children contracted polio each year?
14. In the past, some politicians have called for government rules on video games. What rules? Why? Should government have rules on video games? Is there anything that the government should not have rules on?
15. It can be said that government central planning reduces people’s incentive to create and innovate. Do you think that’s true? Is that a problem? Why/Why not?
16. From the video we learned that Internet companies now spend more on lobbying Washington than Wall Street, Hollywood, and defense contractors do. Why do companies lobby? Is it to protect themselves from more government rules? To use the government to gain an advantage over others? What if government had no role, would companies need to lobby or gain anything from it?

Discuss These Lines from the Video:

1. We know more about skyscraper construction than we did in the 1930s. You would think we could do this faster, not slower.
2. In the '30s, some trains in America ran over 100 miles per hour. But now even the so-called "high speed" Acela trains average under 90 miles per hour.
3. [PayPal] had this explosive growth. Within 6 months, there were over a million people using the service. It was just this crazy rocket that just took off.
4. To get a new drug to market costs on average a billion dollars because there's so much of a regulatory burden on the drug companies.
5. Three scientists with laptops in their garage could get together and have an idea for the cure for cancer.
6. While all of us can see the person who dies if a drug is dangerous. The regulators never get blamed for lives lost that could have been saved had the drug been approved earlier.
7. We should be thankful that there was less central planning when Salk tried his vaccine.
8. If the FDA ever got its hands on video games, we would have none left.
9. America misses out on cool things because today America has so many rules that innovators spend less time innovating, more time trying to manipulate Washington.
10. You have a society in which people can create and invent and trade and build and grow and develop new products. It's an amazing thing.

Quotes for Discussion:

We are on the eve of innovations whose scope cannot be foreseen.

– Ludwig von Mises

The media has brainwashed the electorate to expect the government to do something. The best economic policy of any government is to do nothing but reduce the size of the government, reduce the size of the laws, and reduce the size of regulations.

– Marc Faber

Governments will always play a huge part in solving big problems. They set public policy and are uniquely able to provide the resources to make sure solutions reach everyone who needs them. They also fund basic research, which is a crucial component of the innovation that improves life for everyone.

– Bill Gates

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

– Alexis de Tocqueville

The driving force of the market, the element tending toward unceasing innovation and improvement, is provided by the restlessness of the promoter and his eagerness to make profits as large as possible.

– Ludwig von Mises

If you have ten thousand regulations you destroy all respect for the law.

– Winston Churchill

If you run a corporation, your job is to maximize the return on investment for your investors. Good for you. But by the same token, we have to remember that corporations have no compassion. That's why legislation and regulations are necessary.

– Russell Simmons

When businesses affirmatively like regulations, that's when to reach for your wallet.

– Timothy Noah

Innovation is the specific instrument of entrepreneurship. The act that endows resources with a new capacity to create wealth.

– Peter Drucker

The more restrictions and limitations there are, the more impoverished men will be.

– Lao Tzu

I don't want to have anything to do with the government. And yet if we don't have any regulations, there goes civilization, there goes security, and there goes protecting you against what people are going to sell you.

– Charles Grodin

When a company is not being guided by the products they make and what the customers need, but by how they can manipulate the system – get regulations on their competitors, or mandates on using their products, or eliminating foreign competition – it just lowers the overall standard of living and hurts the disadvantaged the most.

– Charles Koch

The statesman who should attempt to direct private people in what manner they ought to employ their capitals, would not only load himself with a most unnecessary attention, but assume an authority which could safely be entrusted to no council and senate whatever, and which would nowhere be so dangerous as in the hands of a man who had folly and presumption enough to fancy himself fit to exercise it.

– Adam Smith, *The Wealth of Nations*

Activities:

1. Have students complete the PMI chart graphic organizer (page 50).
2. Have students complete the Exit Ticket (page 51).
3. Distribute individual quotes from the Quotes for Discussion section to pairs of students. Have the students discuss the meaning of the quote, and write the meaning on the back of the quote. Collect the quotes and the students' explanations as an exit ticket.
4. Show one of the other videos listed in the Resources section to the class and have the students compare and contrast the videos.
5. Research Peter Thiel or Jonas Salk. Then write a biography of the person you selected. (See link in the Resources section for help in writing a biography.)
6. Research the building of the Empire State Building. Then create a slideshow or poster board explaining the rules that had to be followed, the planning, and the efforts that went into the construction project. (See link in the Resources section for help in preparing a slideshow.)
7. Read one of the articles in the Resources section. Then write a summary using Cornell (two-column) notes. (See link in the Resources section for help in taking Cornell notes.)
8. Research trains in the United States and in Japan. How does Japan's Bullet Train match up

against the Acela Train? Then, write an essay or create a slideshow presentation or poster board comparing and contrasting the two trains. (See link in the Resources section for help in preparing a slideshow.)

9. Research Facebook, PayPal, Spotify, Lyft, LinkedIn, or Yelp. Why were they developed? How were they developed? Who funded them? What were the risks involved? Were there any government hurdles they came up against?
10. Research Avastin, Vioxx, or both. What were the problems with these drugs? How did the government deal with these drugs?
11. Research Emerald Cloud Lab, which appeared in the video. What do they do? How are they being innovative?
12. Research delivery drones being developed and tested by Google and Amazon. How successful are they? Where is the testing being done? What is the prognosis for those companies being able to actually use drones to deliver products in the United States?
13. In *Human Action: A Treatise on Economics* (1949), Ludwig von Mises wrote, "But competition does not mean that anybody can prosper by simply imitating what other people do. It means the opportunity to serve the consumers in a better or cheaper way without being restrained by privileges granted to those whose vested interests the innovation hurts." How does this quote relate to the video?
14. Lao Tzu wrote, "The more restrictions and limitations there are, the more impoverished men will be." Write an essay in which you relate what you saw in the video to Lao Tzu's quote. You might want to include outside information that you have previously learned or that you look up in preparation for this essay.
15. Read *Anthem* by Ayn Rand and write a book report on it. How does this book relate to the video? (See link in the Resources section for help in writing a book report.)
16. In groups, research the arguments for and against regulating innovative technological businesses. Then conduct a classroom debate. (See link in the Resources section for a guide to conducting classroom debates.)
17. Write a tweet, poem, or song about how rules can impede technological innovation.
18. Watch one of the videos listed in the Resources section. Then write an essay about the video.
19. Read *The Law* by Frédéric Bastiat and write a book report on it.
20. View the Kronies videos 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 Kronies videos? Who are being criticized by the developers of Kronies? How can this problem be fixed? How does relate to technological innovation and regulations?
<http://thekronies.com>
21. Research the term "disruptive innovation" and produce a slideshow with examples that demonstrate the term and how it applies to the economy and our lives.

Resources:

Guides

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

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

A video explanation of Think, Pair, Share:

<https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>

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>

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:

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

For a clear, simple explanation of the Cornell note-taking system:

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<http://www.bucks.edu/~specpop/Cornl-ex.htm>

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/en-us/showcase/details.aspx?uuid=22f09a63-cecb-4260-a44f-8223d07dd031>

Articles

“Accenture: How digital innovations disrupt a wasteful world” by Peter Lacy

<http://www.greenbiz.com/blog/2014/02/06/how-digital-innovations-disrupt-wasteful-world>

“Battling the Real Estate Establishment: New Hampshire’s Free Speech Rights Not For Sale”

<http://www.ij.org/new-hampshire-free-speech-background>

“The Entrepreneur on the Heroic Journey: Why Are Entrepreneurs Seldom Viewed as Heroes?”
by Candace Allen and Dwight R. Lee

<http://fee.org/freeman/detail/the-entrepreneur-on-the-heroic-journey>

“IJ Fights CON Job in Virginia” by Robert McNamara

<http://www.ij.org/l-l-8-12-ij-fights-con-job-in-virginia>

“Jonas Salk: Good at Virology, Bad at Economics: He didn’t patent his vaccine, but that doesn’t mean others shouldn’t.” by Brian Palmer

http://slate.com/articles/technology/history_of_innovation/2014/04/the_real_reasons_jonas_salk_didn_t_patent_the_polio_vaccine.html

“Stop This Train! Are trains slower now than they were in the 1920s?” by Tom Vanderbilt

http://www.slate.com/articles/life/transport/2009/05/stop_this_train.html

“Ten Rules for Understanding Economic Development” by Robert Higgs

<http://fee.org/freeman/detail/ten-rules-for-understanding-economic-development>

“What does disruptive innovation disrupt?” by Guillaume Villon de Benveniste

<http://theinnovationandstrategyblog.com/2013/02/disruptive-innovation-disrupt/>

“When Internet Explorer Ruled the World. The government tried to destroy Microsoft for giving away a browser” by Jeffrey A. Tucker

<http://fee.org/freeman/detail/when-internet-explorer-ruled-the-world>

“Who’s Afraid of the Workers’ Revolution? The backlash against the sharing economy has begun” by Jeffrey A. Tucker

<http://fee.org/freeman/detail/whos-afraid-of-the-workers-revolution>

“Will Your Business Innovation Disrupt The Market?” by Martin Zwilling

<http://www.forbes.com/sites/martinzwilling/2015/03/19/will-your-business-innovation-disrupt-the-market/>

“If You Like Wikipedia, You Should Love Markets” by Gary M. Galles

<http://fee.org/freeman/detail/if-you-like-wikipedia-you-should-love-markets>

Books

Blended: Using Disruptive Innovation to Improve Schools by Michael B. Horn and Heather Staker

Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns
by Clayton Christensen and Curtis W. Johnson

Disruptive Innovation Explained by Can Akdeniz

Fifty Years of Disruptive Innovation by Jon E. Kinzenbaw and Mike Dykstra

Human Action: A Treatise on Economics by Ludwig von Mises

The Innovator’s Dilemma: The Revolutionary Book That Will Change the Way You Do Business
by Clayton M. Christensen

The Innovator’s Dilemma: When New Technologies Cause Great Firms to Fail
by Clayton M. Christensen

The Innovator’s Guide to Growth: Putting Disruptive Innovation to Work by Scott D. Anthony and Mark W. Johnson

The Law by Frédéric Bastiat

Videos

Adam Smith and the Follies of Central Planning

<http://www.learnliberty.org/videos/adam-smith-and-follies-central-planning/>

Bee the Change

http://izzit.org/products/detail.php?video=bee_the_change

Everyone’s Space

http://izzit.org/products/detail.php?video=everyones_space

Inventing the Future

http://izzit.org/products/detail.php?video=inventing_the_future

The Kronies

<http://thekronies.com>

The Paradox of Progress

http://izzit.org/products/detail.php?video=paradox_of_progress

The Vanishing Entrepreneur

<http://www.learnliberty.org/videos/the-vanishing-entrepreneur/>

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

<http://www.ij.org/freedomflix/category/37/177?subcatid=1>

Name _____ Date _____

Class _____ Period _____ Teacher _____

Technological Innovation: Do Rules Stifle Growth?

PMI Chart

P = Plus: What might be some positive effects of enacting rules on technological innovations?

M = Minus: What might be some negative effects of enacting rules on technological innovations?

I = Interesting: What are some interesting aspects of technological innovations?

+ Plusses +	- Minuses -	Interesting

After viewing the video and discussing technological innovations and government rules in class, what do you think about this topic?

NAME _____

Admit One

Why do some people oppose government rules on technological innovations?

What I think:

Admit One

EXIT TICKET

NAME _____

Admit One

Why do some people oppose government rules on technological innovations?

What I think:

Admit One

EXIT TICKET

NAME _____

Admit One

Why do some people oppose government rules on technological innovations?

What I think:

Admit One

EXIT TICKET

DELAYED GRATIFICATION: CAN IT LEAD TO FUTURE SUCCESS?

Segment Length: 5:54 minutes

Lesson Description:

What does it mean to “delay gratification”? What does a child’s ability or willingness to delay gratification indicate? Is this something that can be taught? Should it be? This segment looks at one role parents can play in fostering successful traits in their children.

Concepts & Key Terms:

Delayed Gratification – resisting temptation for an immediate reward for the prospect of reaping a bigger or longer lasting reward in the future.

Objectives:

Students will be able to:

- explain the concept of delayed gratification.
- evaluate the benefits of delaying gratification.
- assess the belief that delaying gratification can influence future success.

Preview Activity and Questions:

Distribute copies of the Preview Activity worksheet (page 60) to the class. Have students read the directions and answer the questions. Then, show 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. forty
2. work hard
3. tantrum
4. like
5. waiting

Name _____ Date _____

Class _____ Period _____ Teacher _____

Delayed Gratification: Can it Lead to Future Success? Viewing Guide

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

1. The first group of kids who took this test _____ years ago were followed and tested _____ years later.
2. You teach them skills that will take them to a position where they know that they have to _____ and persevere in order to get whatever they want to get in life.
3. What if the child demands the doll now and throws a fit? Don't give in to the _____. Giving in teaches kids the opposite of delayed gratification.
4. You really, really can work with your kids. I think sometimes parents are just too busy to be consistent or they're too fearful that their child is not going to _____ them.
5. The bottom line: tell kids the truth, teach them the benefits of _____ when they're young... and reward them when they do wait.

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

What was your score on the Preview Activity? _____. What is the best score you could have achieved? _____. What is the worst score you could have achieved? _____.

Based on your answers to the Preview Activity worksheet, how would you rate your willingness or ability to delay gratification? _____

Now that you've seen the video, might you be willing to alter your behavior? _____

If so, in what specific way(s) _____

Why? _____

Discussion and Analysis:

1. What was demonstrated in the Marshmallow Experiment? Why Did John Stossel refer to the results as a “predictor”?
2. Why was the test conducted with marshmallows? Why wasn’t broccoli used? It’s better for you.
3. What did you think about the commercial? Do you think the mother’s “tantrum” would really work?
4. The video discusses the results of the Stanford Marshmallow Experiment. Were you surprised by the information in the video? In what ways might the concept of delayed gratification apply to your life?
5. How do you think delaying gratification leads to increased SAT scores?
6. How might learning to delay gratification at a young age lead to people making more money, being happier, and having better relationships? Why might being unable or unwilling to delay gratification lead to problems?
7. Were the children who ate the marshmallows, the ones who didn’t delay gratification, unable or unwilling to wait? How can parents help their children learn to delay gratification?
8. Why is it important that parents, teachers, or other authority figures keep their word? Why would that influence a child’s willingness to delay gratification?
9. Should your teachers help you learn to delay gratification? How can they?
10. What’s your role in this? How can you become more willing or more able to delay gratification?

Discuss These Lines from the Video:

1. The kids who didn’t eat marshmallows had SAT scores 200 points higher.
2. The kids who successfully delayed gratification at this age do much better later in life. Not just better in school, but they make more money, they are happier, they have better relationships, and they’re less likely to get into trouble.
3. What if the child demands the doll now and throws a fit? Don’t give in to the tantrum. Giving in teaches kids the opposite of delayed gratification.
4. Kids will only learn to wait if they see that delaying gratification leads to something good.
5. If parents don’t keep promises, kids are less able to wait for a reward.
6. The bottom line: tell kids the truth, teach them the benefits of waiting when they’re young... and reward them when they do wait.

Quotes for Discussion:

The ability to discipline yourself to delay gratification in the short term in order to enjoy greater rewards in the long term is the indispensable prerequisite for success.

– Brian Tracy

The chief cause of failure and unhappiness is trading what you want most for what you want right now.

– Zig Ziglar

Ever since man began to till the soil and learned not to eat the seed grain but to plant it and wait for the harvest, the postponement of gratification has been the basis of a higher standard of living and civilization.

– S.I. Hayakawa

Entrepreneurship is living a few years of your life like most people won't so you can spend the rest of your life like most people can't.

– Unknown

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will.

– Vince Lombardi

To be successful, you must decide exactly what you want to accomplish, then resolve to pay the price to get it.

– Bunker Hunt

On the one hand, shopping is dependable: You can do it alone, if you lose your heart to something that is wrong for you, you can return it; it's instant gratification and yet something you buy may well last for years.

– Judith Krantz

Activities:

1. Have students complete the graphic organizer (page 61) after watching the video. Students can work on this individually or in pairs. You might want to use Think, Pair, Share to have students complete the graphic organizer. Ask them to look for similarities and differences in their answers. After a few minutes, ask the students to explain their answers.
2. Read one of the articles in the Resources section and summarize it in a written paper or oral presentation. (See link in Resources section for a guide to making oral presentations.)
3. Write and produce a public service announcement (PSA) about the benefits of teaching children to delay gratification. Be sure to advocate strongly in support of your position while making your argument clear to your audience. 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 creating public service announcements.)
4. Write an argumentative essay about delaying gratification. Be sure to state your position and address possible counter arguments. (See link in Resources section for a guide to writing argumentative essays.)
5. Research and write a report about the Stanford Marshmallow Experiment and the findings of that experiment.
6. Create a tri-fold brochure about the importance of teaching children to delay gratification. The brochure should be written as a handout that could be given to parents by the Parent-Teacher Association or a local community group. The information in the brochure should be well-researched, and you should cite your sources. You might want to include reasons for teaching children to delay gratification, ways to encourage delaying gratification, and potential consequences of not doing so.
7. Develop a list of questions and interview a local small business owner. Some questions you might want to include: What did you have to do to start your business? How many hours did you put in? What were your friends doing while you were starting your business? Do

you find that your friends who work regular jobs have more free time? Why didn't you take a regular, full-time job? Were your efforts worth it? How so? Present your findings to the class in a video or written question-answer format. (See link in the Resources section for a guide to producing a video interview.)

8. Search YouTube for videos with Walter Mischel. Watch one of the videos and write a review of it. (See link in Resources section for help in writing a review.)
9. Research and write a biography about a successful person. Be sure to include whether the person's success was attributable to delayed gratification and, if so, how. (See link in the Resources section for help in writing a biography.)
10. Write a book report on one of the books listed in the Resources section. (See link in Resources section for help in writing a book report.)

Resources:

Guides

How to give an oral presentation:

http://twp.duke.edu/uploads/media_items/oral-presentation-handout.original.pdf

How to write a book report:

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

How to write a biography:

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

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

How to produce a video interview:

<http://desktopvideo.about.com/od/homevideoprojects/ht/video-interview.htm>

<http://www.mediacollege.com/video/interviews/>

<http://extension.oregonstate.edu/eesc/how-to/ten-tips-produce-more-professional-video-interviews>

How to write a video review:

<http://libguides.tru.ca/writingreviews>

How to produce a PSA:

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

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

How to write an argumentative essay:

<https://owl.english.purdue.edu/owl/resource/685/05/>

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/en-us/showcase/details.aspx?uuid=22f09a63-cecb-4260-a44f-8223d07dd031>

Articles

- “Ability to delay gratification may be linked to social trust, new CU-Boulder study finds”
<http://www.colorado.edu/news/releases/2013/09/04/ability-delay-gratification-may-be-linked-social-trust-new-cu-boulder-study#sthash.0J8qKzor.dpuf>
- “Delayed Gratification” by Billi Gordon, Ph.D.
http://www.huffingtonpost.com/billi-gordon-phd/delayed-gratification_b_5380101.html
- “Delayed Gratification Is Essential For Startup Leaders” by Tracey Wiedmeyer
<http://www.forbes.com/sites/theyec/2014/04/03/delayed-gratification-is-essential-for-startup-leaders/>
- “Delaying gratification depends on social trust” by Laura Michaelson, Alejandro de la Vega, Christopher H. Chatham, and Yuko Munakata
<http://journal.frontiersin.org/article/10.3389/fpsyg.2013.00355/full>
- “Dispelling the Myth of Deferred Gratification: What waiting for a marshmallow doesn’t prove” by Alfie Kohn
<http://www.edweek.org/ew/articles/2014/09/09/03kohn.h34.html>
- “DON’T: The secret of self control” by Jonah Lehrer
<http://www.newyorker.com/magazine/2009/05/18/dont-2>
- “Mastering Delayed Gratification Is The Key To Financial Success” by Lydia Dallett
<http://www.businessinsider.com/delayed-gratification-is-key-to-success-2014-1#ixzz3dkLnIRa>
- “The Secrets of Self-Control: The Marshmallow Test 40 Years Later” by Maia Szalavitz
<http://healthland.time.com/2011/09/06/the-secrets-of-self-control-the-marshmallow-test-40-years-later/>
- “The Power Of Delaying Gratification: How to develop impulse control” by Alex Lickerman M.D.
<https://www.psychologytoday.com/blog/happiness-in-world/201207/the-power-delaying-gratification>
- “What the Marshmallow Test Really Teaches About Self-Control” by Jacoba Urist (an interview with Walter Mischel)
<http://www.theatlantic.com/health/archive/2014/09/what-the-marshmallow-test-really-teaches-about-self-control/380673/>

Books

- Don't Eat the Marshmallow Yet! The Secret to Sweet Success in Work and Life* by Joachim de Posada
- Don't Gobble the Marshmallow...Ever!: The Secret to Sweet Success in Times of Change* by Joachim de Posada
- Keep Your Eye on the Marshmallow: Gain Focus and Resilience-And Come Out Ahead* by Joachim de Posada
- The Marshmallow Test: Mastering Self-Control* by Walter Mischel
- The Passionate Mom: Dare to Parent in Today's World* by Susan Merrill

Websites

A brief overview of the benefits of developing the ability to delay gratification and the drawbacks of not doing so

http://www.parents-choice.org/print_article.cfm?art_id=164&the_page=consider_this

iMom is a parenting advice website.

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

Self Improvement Tools for Personal Success

<http://personalsuccesstoday.com/>

TED Talk: Don't Eat the Marshmallow

https://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet

Name _____ Date _____

Class _____ Period _____ Teacher _____

Delayed Gratification: Can It Lead to Future Success? Preview Activity

Directions: For each scenario below, which option would you choose? Circle the answers and use the corresponding numbers to determine your score.

Scenario #1: You don't understand material to be included on the next exam. Circle one of the 4 choices below.

1. Definitely A

2. Probably A

3. Probably B

4. Definitely B

A

B

Leave right after class to hang out with friends even though you do not understand the material for the upcoming exam.

Stay after class to ask your teacher to clarify the material you do not understand for the upcoming exam.

Scenario #2: You have a test the following day. Circle one of the 4 choices below.

1. Definitely A

2. Probably A

3. Probably B

4. Definitely B

A

B

Go to a party the night before the test and study only if you have time.

Stay home and study to increase your chances of getting a higher grade.

Scenario #3: You have an assignment due the following day. Circle one of the 4 choices below.

1. Definitely A

2. Probably A

3. Probably B

4. Definitely B

A

B

Leave to have fun with your friends and try to complete the assignment when you get home later that night.

Stay in the library to make certain that you complete the assignment due the next day.

Scenario #4: You have an exam the following day. Circle one of the 4 choices below.

1. Definitely A

2. Probably A

3. Probably B

4. Definitely B

A

B

Go to a concert or sporting event and study less, even though it may mean getting a lower grade on tomorrow's exam.

Study first and party only if you have time.

My total score: _____

Note: The scenarios above are adapted from the Academic Delay of Gratification Scale by Bembenutty & Karabenick, used in "Academic Delay of Gratification," a study by Sabry M. Abd-El-Fattah & Hilal Z. Al-Nabhani, in the Australian Journal of Educational & Developmental Psychology. Vol 12, 2012

Name _____ Date _____

Class _____ Period _____ Teacher _____

Delayed Gratification: Can It Lead to Future Success? Graphic Organizer

Main Idea:

Example:

Example:

What I think:

What I think:

What I learned from this video:

FOLLOWING ORDERS: DOES THAT REMOVE YOUR RESPONSIBILITY?

Segment Length: 6:05 minutes

Lesson Description:

Do you always do what you're told? Should you? Does doing what you're told absolve you of responsibility for the consequences of your actions? This segment looks at the Milgram experiment on obedience to authority and our willingness to follow orders.

Vocabulary:

Banality—(noun) predictability, lacking in originality and imagination.

Objectives:

Students will be able to:

- explain the Milgram experiment.
- discuss the results of the Milgram experiment.
- distinguish between when it is appropriate to follow orders and when it is not.

Preview Activity and Questions:

Have students work in pairs to answer the following questions:

Should you always follow directions of people in authority such as government officials, teachers, and parents? If not, when would it be appropriate to disregard their orders? How do you think you would respond to such an order?

After a few minutes, poll the students.

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. situational
2. teachers
3. boss
4. shock
5. obedience

Name _____ Date _____

Class _____ Period _____ Teacher _____

Following Orders Viewing Guide

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

1. And so this led scholars to try to figure out: Is there something wrong with millions of people's brains in terms of their disposition, or can _____ forces lead people to do these things?
2. He called the people giving the shocks _____.
3. But even though the experimenter had no real power over the "teachers" (he wasn't their _____ or commanding officer), most still did what they were told.
4. About 65 percent of people went all the way up to the very top and gave the highest level of _____, even though they thought the person on the other side might be dead or unconscious.
5. There's a diffusion of responsibility where you tell the person, I'm responsible, not you. All of these things are the necessary ingredients for a population to have blind _____.

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

What was the most interesting or most surprising information you learned from watching the video? _____

Do you think the Milgram experiment is important to learn about? _____

Why?/Why not? _____

Discussion and Analysis:

1. Can good people do bad things? How many bad things can a good person do before he or she is a bad person?
2. Adolf Eichmann, one of the Nazi leaders responsible for the Holocaust, claimed he was just doing his job, that is, he was only following orders and was not responsible for the millions of deaths caused by the Holocaust. Does he have a point? Why/Why not?
3. Do you have any experiences in which the situation you were in led you to behave in a manner you normally wouldn't? Does that make you any less responsible for what happened?
4. What about that line experiment? There was no peer pressure, but the people changed their minds because others all agreed to the wrong answer. Have you ever been in a situation in which you changed your mind because of the social context? Can you give an example?
5. If you were a participant – a “teacher” – in the Milgram experiment on obedience to authority, what do you think you would have done, especially when people were screaming from the electric shocks?
6. How many of you would have stopped giving the shocks as people began to scream? How do you account for the fact that 65 percent of the people in the experiment gave the highest voltage to shock the supposed test subjects?
7. How can we connect the Milgram experiment to the Holocaust? What other actions in history can we relate the experiment to? Does it relate to the U.S. government's treatment of American Indians? Japanese Americans during World War II?
8. In the experiment, John Stossel pointed out, the experimenter had no real power over the “teachers.” Stanley Milgram said that if an experimenter can do that, one can only wonder what the government, with its vast authority, can command of its subjects. Should we wonder? Should we question what government does, since it has so much power over people?
9. If we are loyal to people and they do bad things, are we partly to blame if we didn't speak up? Should we be loyal to people or to the principles of right and wrong?
10. Despite being directed to do something, are people ultimately responsible for their own actions? If others share in the blame, does that make each person's blame any less?

Discuss These Lines from the Video:

1. When Adolf Eichmann went on trial, he said, “I was just doing my job.”
2. ...Is there something wrong with millions of people's brains in terms of their disposition or can situational forces lead people to do these things?
3. Now if you get it correct, fine. If you make an error, however, you'll be punished with an electric shock.
4. But even though the experimenter had no real power over the “teachers” (he wasn't their boss or commanding officer), most still did what they were told.
5. About 65 percent of people went all the way up to the very top and gave the highest level of shock, even though they thought the person on the other side might be dead or unconscious.

6. If in this study, an anonymous experimenter could successfully command adults to subdue a 50-year-old man and force on him painful electric shocks against his protests, one can only wonder what government, with its vastly greater authority and prestige, can command of its subjects.
7. It's not taught as much as it was when it first came out. And I think the most important thing is that every generation learns this and understands this so that when they're in a situation with authority, they recognize the patterns in Milgram's experiments, like, you set up simple rules, you give people titles like you're a "teacher" or in other experiments you're a "guard" There's a diffusion of responsibility where you tell the person, I'm responsible, not you. All of these things are the necessary ingredients for a population to have blind obedience.

Quotes for Discussion:

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

– Viktor E. Frankl

Unthinking respect for authority is the greatest enemy of truth.

– Albert Einstein

Grades don't measure anything other than your relevant obedience to a manager.

– John Taylor Gatto

Obedience is an act of faith; disobedience is the result of unbelief.

– Edwin Louis Cole

Obedience to lawful authority is the foundation of manly character.

– Robert E. Lee

Justice is the insurance which we have on our lives and property. Obedience is the premium which we pay for it.

– William Penn

Obedience of the law is demanded; not asked as a favor.

– Theodore Roosevelt

If physical power be the fountain of law, then law and force are synonymous terms. Or, perhaps, rather, law would be the result of a combination of will and force; of will, united with a physical power sufficient to compel obedience to it, but not necessarily having any moral character whatever.

– Lysander Spooner

Any dictator would admire the uniformity and obedience of the U.S. media.

– Noam Chomsky

Obedience is detachment from the self. This is the most radical detachment of all. But what is the self? The self is the principle of reason and responsibility in us. It is the root of freedom; it is what makes us men.

– Bede Griffiths

As soon as we abandon our own reason, and are content to rely upon authority, there is no end to our troubles.

– Bertrand Russell

Any fool can make a rule, and any fool will mind it.

– Henry David Thoreau

I believe the concept of social metaphysics goes a long way to helping us understand the mentality of the individual who perpetrates cruelties and says "If it were up to me, I wouldn't have done it." Who was it up to? It is not ego that opens the door to evil. It is abdication of ego.

– Nathaniel Branden

Activities:

1. Have students complete the graphic organizer (page 71) after watching the video. Students can work on this individually or in pairs. You might want to use Think, Pair, Share to have students complete the graphic organizer. Ask them to look for similarities and differences in their answers. After a few minutes, ask the students to explain their answers.
2. Using the accompanying list of Milgram quotes (page 72-76), pair students and distribute one quote to each pair to read and interpret. When distributing the quotes, teachers might want to take into account that the quotes are of varying difficulty.
3. Research and write a biography of Stanley Milgram. (See links in the Resources section for help in writing a biography.)
4. Research the Holocaust and either write a report or create a poster board or slideshow about it. (See links in the Resources section for help in preparing a slideshow.)
5. Research and write a report on the Nuremberg trials.
6. Research and write a biography of Adolf Eichmann. (See links in the Resources section for help in writing a biography.)
7. Create a bi-fold brochure that informs others about the Milgram experiment and what we can learn from it.
8. Watch the video footage of Stanley Milgram's obedience experiment and present to the class a synopsis of the film, paying particular attention to details that were not included in the Stossel video.
<https://www.youtube.com/watch?v=DZ-F6Waua3Y>
9. Research Solomon Asch's conformity experiment (the line experiment) from the video. What was the purpose of the experiment? The process? The results? Create a poster board or slideshow to show the class what you learned. (See links in the Resources section for help in preparing a slideshow.)
10. Similar to the Milgram experiment was the Stanford Prison Experiment. Research that experiment and compare and contrast the two experiments in an essay.
11. David Eagleman was John Stossel's guest in this video segment, but who is David Eagleman? What does he do? What is his area of expertise? Use his website to find a paper, essay, or article he has written. Either take Cornell Notes as you read or write a summary of the writing you selected. (See links in the Resources section for help in taking Cornell notes.)
12. Watch one of the numerous TED talks by David Eagleman, and write a summary of it.
13. Watch the video of ABC Channel's Milgram Experiment remake. Then, in an essay, compare the results of the original experiment with the newer one.
<https://www.youtube.com/watch?v=JnYUI6wIBF4>

14. Watch one of the videos in the Resources section and either write a summary about it or tell the class about it in an oral report. (See link in the Resources section for help in giving oral reports.)
15. Design your own experiment to test people's obedience to authority (Milgram) or their conformity to the group (Asch). Discuss your ideas with the class.
16. Read one of the articles in the Resources section and either write a summary of it or take Cornell Notes as you read the article. (See links in the Resources section for help in taking Cornell notes.)
17. Read one of the books in the Resources section and write a book report. (See link in the Resources section for help in writing a book report.)
18. Create a diary entry for one of the "teachers" in the Milgram experiment about his experiences that day.
19. Write a tweet, poem, or song about the Milgram experiment or blind obedience to authority.
20. Distribute individual quotes from the Quotes for Discussion section to pairs of students. Have the students discuss the meaning of the quote and either write the meaning on the back of the quote or draw an illustration that represents the meaning of the quote. Collect the quotes and the students' explanations as an exit ticket.

Resources:

Guides

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

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

A video explanation of Think, Pair, Share:

<https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>

How to give an oral report:

<http://www.infoplease.com/homework/oralreport1.html>

How to write a biography:

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

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

How to write a book report:

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

How to conduct a survey:

http://www.ehow.com/how_16596_write-survey-questionnaire.html

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

Producing persuasive videos:

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

For a clear, simple explanation of the Cornell note-taking system:

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<http://www.bucks.edu/~specpop/Cornl-ex.htm>

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/en-us/showcase/details.aspx?uuid=22f09a63-cecb-4260-a44f-8223d07dd031>

Articles

“Electric Schlock: Did Stanley Milgram’s Famous Obedience Experiments Prove Anything?”
by Peter C. Baker

<http://www.psmag.com/books-and-culture/electric-schlock-65377>

“The Game of Death: France’s Shocking TV Experiment” by Bruce Crumley/Paris

<http://content.time.com/time/arts/article/0,8599,1972981,00.html?cnn=yes&hpt=C2#ixzz0iXSCcf1M>

“Penn State Cover-Up: Groupthink in Action. How do smart, principled men wind up defending a child abuser in their midst? Blame the phenomenon of groupthink”
by Lawrence J. Cohen and Anthony T. DeBenedet, M.D.

<http://ideas.time.com/2012/07/17/penn-state-cover-up-group-think-in-action/?iid=op-main-lede>

“The psychology of torture” by Malcolm Harris

<http://aeon.co/magazine/psychology/why-do-we-keep-repeating-the-milgram-experiments/>

“Reality show contestants willing to kill in French experiment” by Lisa de Moraes

<http://www.washingtonpost.com/wp-dyn/content/story/2010/03/17/ST2010031703598.html>

“Rethinking One of Psychology’s Most Infamous Experiments” by Cari Romm

<http://www.theatlantic.com/health/archive/2015/01/rethinking-one-of-psychologys-most-infamous-experiments/384913/>

“The Milgram Obedience Experiment: The Perils of Obedience” by Kendra Cherry

<http://psychology.about.com/od/historyofpsychology/a/milgram.htm>

“What Milgram’s Shock Experiments Really Mean” by Michael Shermer

<http://www.scientificamerican.com/article/what-milgrams-shock-experiments-really-mean/>

Books

Behind the Shock Machine: The Untold Story of the Notorious Milgram Psychology Experiments
by Gina Perry

The Lucifer Effect: Understanding How Good People Turn Evil by Philip Zimbardo

The Man Who Shocked the World: The Life and Legacy of Stanley Milgram by Thomas Blass

Mistakes Were Made (But Not by Me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts
by Carol Tavris

Obedience to Authority: An Experimental View by Stanley Milgram

Stanley Milgram: Understanding Obedience and its Implications by Peter Lunt

Taking Responsibility: Self-Reliance and the Accountable Life by Nathaniel Branden

Videos

ABC Channel's Milgram experiment remake

<https://www.youtube.com/watch?v=JnYUI6wIBF4>

Asch Conformity Experiment – demonstration and explanation

<https://www.youtube.com/watch?v=TYIh4MkcfJA&index=32&list=PL281D8BB116DEFEDC>

Psychology: The Stanford Prison Experiment – BBC Documentary

<https://www.youtube.com/watch?v=gb4Q20z0T1Q>

The Psychology of Evil, a TED talk by Philip Zimbardo

<https://www.youtube.com/watch?v=OsFEV35tWsg>

Stanley Milgram Obedience Experiment

<https://www.youtube.com/watch?v=DZ-F6Waua3Y>

Websites

Stanford Prison Experiment

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

DavidEagleman.com

<http://eagleman.com/>

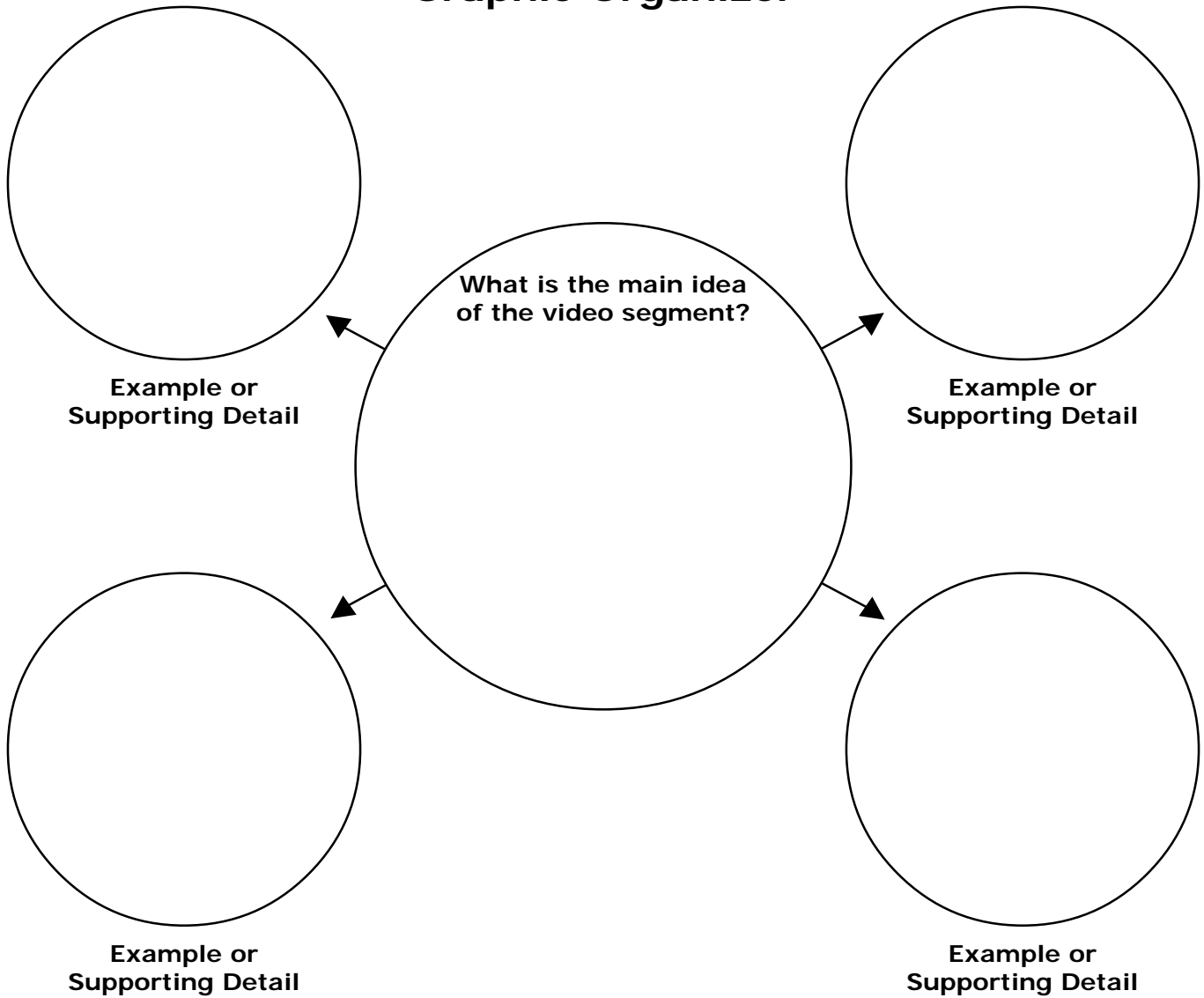
Stanleymilgram.com

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

Name _____ Date _____

Class _____ Period _____ Teacher _____

Following Orders: Does That Remove Your Responsibility? Graphic Organizer



What I learned from the video:

How I can use what I learned in this video:

Following Orders Quotes Activity

Names _____ and _____

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

A: "Ordinary people, simply doing their jobs, and without any particular hostility on their part, can become agents in a terrible destructive process. Moreover, even when the destructive effects of their work become patently clear, and they are asked to carry out actions incompatible with fundamental standards of morality, relatively few people have the resources needed to resist authority."

Names _____ and _____

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

B: "With numbing regularity good people were seen to knuckle under the demands of authority and perform actions that were callous and severe. Men who are in everyday life responsible and decent were seduced by the trappings of authority, by the control of their perceptions, and by the uncritical acceptance of the experimenter's definition of the situation, into performing harsh acts. A substantial proportion of people do what they are told to do, irrespective of the content of the act and without limitations of conscience, so long as they perceive that the command comes from a legitimate authority."

Names _____ and _____

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

C: "The essence in obedience consists in the fact that a person comes to view himself as an instrument for carrying out another person's wishes and he therefore no longer regards himself as responsible for his actions."

Names _____ and _____

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

D: "When an individual wishes to stand in opposition to authority, he does best to find support for his position from others in his group. The mutual support provided by men for each other is the strongest bulwark we have against the excesses of authority."

Names _____ and _____

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

E. "It may be that we are puppets – puppets controlled by the strings of society. But at least we are puppets with perception, with awareness. And perhaps our awareness is the first step to our liberation."

Names _____ and _____

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

F: "The disappearance of a sense of responsibility is the most far-reaching consequence of submission to authority."

Names _____ and _____

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

G: "The importation and enslavement of millions of black people, the destruction of the American Indian population, the internment of Japanese American, the use of napalm against civilians in Vietnam, all are harsh policies that originated in the authority of a democratic nation, and were responded to with the expected obedience."

Names _____ and _____

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

H: "The social psychology of this century reveals a major lesson: often it is not so much the kind of person a man is as the kind of situation in which he finds himself that determines how he will act."

Names _____ and _____

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

I: "I started with the belief that every person who came to the laboratory was free to accept or to reject the dictates of authority. This view sustains a conception of human dignity insofar as it sees in each man a capacity for choosing his own behavior. And as it turned out, many subjects did, indeed, choose to reject the experimenter's commands, providing a powerful affirmation of human ideals."

Names _____ and _____

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

J: "Each individual possesses a conscience which to a greater or lesser degree serves to restrain the unimpeded flow of impulses destructive to others. But when he merges his person into an organizational structure, a new creature replaces autonomous man, unhindered by the limitations of individual morality, freed of humane inhibition, mindful only of the sanctions of authority."

Names _____ and _____

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

K: “Although a person acting under authority performs actions that seem to violate standards of conscience, it would not be true to say that he loses his moral sense. Instead, it acquires a radically different focus. He does not respond with a moral sentiment to the actions he performs. Rather, his moral concern now shifts to a consideration of how well he is living up to the expectations that the authority has of him.”

COMBATING BIAS: DO WE NEED INCENTIVES TO OVERCOME IT?

Segment Length: 6:12 minutes

Lesson Description:

Do you make rational decisions? Would you hire the best applicant for a job? Would you rate your teacher or professor fairly? This segment looks at recognizing bias in ourselves.

Concepts & Key Terms:

Bias – The inclination a person has in favor or against someone or something, usually based on preconceived notions rather than on any objective facts.

Objectives:

Students will be able to:

- explain “bias.”
- discuss examples of bias.
- distinguish between having an opinion and being biased.
- develop ways to recognize our biases and work to minimize or eliminate them.

Preview Activity and Questions:

Have students answer this question in their notebooks:

Have you ever quickly judged someone without really thinking about it? Ever do it based on weight? Race or ethnicity? Age? Religion? Speech impediments? Clothes? Favorite music? Political views? Other characteristics, preferences, or beliefs?

Then have them work in pairs to answer this question:

Why do people have preconceived ideas about others?

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. difference
2. pattern
3. evaluations
4. customers
5. Incentives

Name _____ Date _____

Class _____ Period _____ Teacher _____

Combating Bias: Do We Need Incentives to Overcome It? Viewing Guide

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

1. There was really only one _____ between the two people. One was especially good-looking. The other was not.
2. And the _____ continued with employer after employer. We did the same tests with two male actors. Same result. The good-looking people did much better.
3. It's well known that if the class is at a nice time, easy class, you give out more A's, you get better student _____ .
4. Readers care about fair reviews, and there's a discipline, a market discipline, so that you need to supply the _____ with what they want if you are going to succeed.
5. _____ change your mind.

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

What was the most interesting or most important information you learned from watching the video? _____

Identify one of the messages John Stossel was trying to get across in this video segment and explain why you agree or disagree with his point. _____

Discussion and Analysis:

1. Is bias something we realize we have or do we rationalize it? What examples do you have about yourself or others?
2. In the video segment, John Stossel discussed bias about people's looks. Do you believe that people are biased about looks? Why? / Why not?
3. Other than looks, what else might people be biased about?
4. Why do you think we have biases?
5. What can we do about our own biases? How can we reduce the influence our biases have on our decisions?
6. Which teachers do you think are best? The ones who give better grades? What other factors might be better for us to use to rate teachers?
7. How about teachers grading students? How can we avoid bias? Might rubrics – methodical scoring systems – help? What else might help teachers be less biased?
8. According to Robin Hanson, a person's status influences our views. He used the example about a physicist and a grade school teacher discussing education. Would you be more likely to support the physicist's position or the school teacher's position? Or would it have to do with their views? What reasons might you have to agree with one or the other?
9. Is there a difference between having an opinion and being biased? When you review a movie, don't you include your opinion? Is that the same as being biased? Are biases more subtle? Is that the case with movie reviews?
10. Toward the end of the video, there was a discussion about prediction markets and betting. Robin Hanson said that incentives can overcome biases and change people's minds. How do incentives overcome biases and change people's minds?
11. How can we create incentives for people to make rational decisions when they already think they are being rational?
12. Can we prevent bias in others? How? Is there a way to *really* know if someone is being biased?

Discuss These Lines from the Video:

1. If you're hiring someone, you want to make sure the new employee is competent.
2. I'm biased. I could be wrong about everything. How can I deal with that?
3. That recruiter probably felt like this was really a better employee. It just happened to be a prettier employee.
4. Readers care about fair reviews, and there's a discipline, a market discipline, so that you need to supply the customers with what they want if you are going to succeed.
5. Incentives can overcome biases.

Quotes for Discussion:

Being deeply knowledgeable on one subject narrows one's focus and increases confidence, but it also blurs dissenting views until they are no longer visible, thereby transforming data collection into bias confirmation and morphing self-deception into self-assurance.

– Michael Shermer

All of us show bias when it comes to what information we take in. We typically focus on anything that agrees with the outcome we want.

– Noreena Hertz

Fortunately for serious minds, a bias recognized is a bias sterilized.

– Benjamin Haydon

Have a bias toward action – let's see something happen now. You can break that big plan into small steps and take the first step right away.

– Indira Gandhi

We can't control the filters that others choose when they look at us.

– Rachel Wolchin

Human beings are poor examiners, subject to superstition, bias, prejudice, and a profound tendency to see what they want to see rather than what is really there.

– M. Scott Peck

My point is that perceptual bias can affect nut jobs and scientists alike. If we hold too rigidly to what we think we know, we ignore or avoid evidence of anything that might change our mind.

– Martha Beck

The bias against introversion leads to a colossal waste of talent, energy, and happiness.

– Susan Cain

Science is the search for truth, is the effort to understand the world: it involves the rejection of bias, of dogma, of revelation, but not the rejection of morality.

– Linus Pauling

Good managers have a bias for action.

– Tom Peters

The detention of Japanese Americans during World War II would qualify as an example of majoritarian tyranny and misuse of executive prerogative, driven by fear and racial bias.

– Michael Ignatieff

Rational thought is knowledge without bias.

– Mickaveli

The most difficult subjects can be explained to the most slow-witted man if he has not formed any idea of them already; but the simplest thing cannot be made clear to the most intelligent man if he is firmly persuaded that he knows already, without a shadow of a doubt, what is laid before him.

– Leo Tolstoy

Activities:

1. Have students complete the graphic organizer (page 84) in class or for homework.
2. Survey students in your school about their biases. (See link in Resources for a guide to conducting surveys.)

3. Robin Hanson writes a blog called Overcoming Bias. Read one of the blog posts in the Archives section of the website, and write a summary about it.
<http://www.overcomingbias.com/>
4. What's the difference between bias, stereotyping, discrimination, and prejudice? Research these terms and write an essay explaining the terms and the differences between them.
5. There are nearly 150 specific biases on the List of Cognitive Biases on Wikipedia. Have students each select a bias to research and report about to the class.
https://en.wikipedia.org/wiki/List_of_cognitive_biases
6. In the video, Robin Hanson and John Stossel talk about Ulysses tied to a ship's mast. Research and summarize the story of Ulysses and the Sirens from Homer's Odyssey, and explain how it connects to the video segment about biases.
7. Go to the Love Has No Labels website, and take the quiz, read the stories, and read the tips. Then create a slideshow or PSA about the effects of bias. (See links in the Resources section for help in preparing a slideshow and for a guide to producing effective PSAs.)
<http://lovehasnolabels.com>
8. Take one of the numerous online bias quizzes. (See links in Resources for several online bias quizzes.)
9. Distribute individual quotes from the Quotes for Discussion section to pairs of students. Have the students discuss the meaning of the quote and write the meaning on the back of the quote. Collect the quotes and the students' explanations as an exit ticket.
10. Write and produce a public service announcement (PSA) about bias. Be sure to advocate your position. The PSA may be presented as a video (TV spot), audio (radio spot), slideshow presentation, or on a storyboard. The PSA may be a group or individual project. (See link in Resources for a guide to producing effective PSAs.)
11. Read one of the articles in the Resources section and either write a summary of it or take Cornell Notes as you read the article. (See links in the Resources section for help in taking Cornell notes.)
12. Read one of the books in the Resources section and write a book report. (See link in the Resources section for help in writing a book report.)
13. Produce a video of a situation in which bias is detectable in one or more of the characters. Have one of the characters in the video bring the bias to the attention of the biased person in a productive way. You might want to produce this video as a teaching video, to be used to show biases and how to handle them. (See links in the Resources section for help in producing persuasive videos.)
14. Write a tweet, poem, or song about bias, how bias affects others, or how we can detect bias in ourselves.

Resources:

Guides

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

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

How to write a book report:

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

How to conduct a survey:

http://www.ehow.com/how_16596_write-survey-questionnaire.html

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

Producing persuasive videos:

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

For a clear, simple explanation of the Cornell note-taking system:

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<http://www.bucks.edu/~specpop/Cornl-ex.htm>

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/en-us/showcase/details.aspx?uuid=22f09a63-cecb-4260-a44f-8223d07dd031>

Articles

“Can We Just, Like, Get Over the Way Women Talk?” by Ann Friedman

<http://nymag.com/thecut/2015/07/can-we-just-like-get-over-the-way-women-talk.html>

“How Google Distorts Your View of the World” by Emma Reynolds

<http://www.news.com.au/technology/online/how-google-distorts-your-view-of-the-world/story-fnjwmwrh-1227444648699>

“A Magician’s Best Trick: Revealing a Basic Human Bias:

An encounter with a magician reveals a lesson: Think critically about whether you’re only intermittently thinking critically” by Robert Sapolsky

<http://www.wsj.com/articles/confirmation-bias-is-a-basic-human-frailty-1420045281>

“Outsmart Your Own Biases” by Jack B. Soll, Katherine L. Milkman, and John W. Payne

<https://hbr.org/2015/05/outsmart-your-own-biases>

“You’re more biased than you think—even when you know you’re biased” by Oliver Burkeman

<http://theguardian.com/news/oliver-burkeman-s-blog/2014/feb/28/bias-political-psychology-burkeman-blog>

Books

Blindspot: Hidden Biases of Good People by Mahzarin R. Banaji and Anthony G. Greenwald

Economic Facts and Fallacies by Thomas Sowell

Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives by Howard J. Ross

Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions by Dan Ariely

Websites

Are You Biased Quiz

<http://www.golivewire.com/forums/viewquiz.cgi?action=3947>

List of Cognitive Biases

https://en.wikipedia.org/wiki/List_of_cognitive_biases

Love Has No Labels

<http://lovehasnolabels.com>

Love Has No Labels Educator's Guide

<http://www.adl.org/assets/pdf/education-outreach/lhnl-educators-guide.pdf>

Overcoming Bias

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

Project Implicit

<https://implicit.harvard.edu/implicit/education.html>

Name _____ Date _____

Class _____ Period _____ Teacher _____

Combating Bias **Graphic Organizer**

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

Frayer Model Graphic Organizer

Definition	Characteristics
Examples	Non-Examples

Bias

THE FED: CAN IT BE TRUSTED TO MANAGE OUR MONEY?

Segment Length: 7:49 minutes

Lesson Description:

What is the Fed? Okay, it's the Federal Reserve. But what is that? What does it do? What is its role? How does the Fed affect us and our money? This segment looks at the origins and impact of the Federal Reserve.

Concepts & Key Terms:

Inflation – An increase in the money supply that exceeds the growth in output of goods and services. Inflation leads to a devaluing of money and to increased prices. [While many people refer to increasing prices as inflation, to differentiate, economists refer to price inflation as an increase in the general level of prices of goods and services.]

Objectives:

Students will be able to:

- discuss the purpose and actions of the Federal Reserve.
- explain the connection between the money supply, inflation, rising prices, and purchasing power.
- evaluate the impact of the Federal Reserve on the U.S. economy.

Preview Activity and Questions:

Have students answer the following question in their notebooks:

What are some factors that cause prices of goods and services to increase?

OR

Distribute copies of the K-W-L worksheet (page x) to the class. Have students fill in the K and W sections to the best of their ability. After showing the video, have students complete the L section and answer the questions at the bottom of 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. intentions
2. conspiracy
3. boom, bust
4. dollar
5. quantitative easing
6. power, influence

Name _____ Date _____

Class _____ Period _____ Teacher _____

The Fed: Can It Be Trusted to Manage Our Money? Viewing Guide

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

1. You could argue the _____ may be good, but the results aren't always.
2. Traveling under false names in a private railroad car, the great secrecy of this expedition would foster _____ theories for decades to come.
3. The Roaring Twenties saw the first instance of a Fed-induced _____ and _____.
4. For the first time in history, the _____ was just a piece of paper.
5. With interest rates already at zero, the Fed's only way to juice the economy was to print more money with a technique called _____ _____, or QE.
6. And the question is, knowing that, why, in the wake of the crisis, why are we choosing to give the Fed more _____ and _____?

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

What was the most interesting or most important information you learned from watching the video? _____

What was one issue in the video that you would like to learn more about? _____

Why? _____

Discussion and Analysis:

1. What is the Federal Reserve? What was its original mission? What mission was later added by Congress?
2. What is a boom? What is a bust?
3. Whose money does the Fed manage? How does it get money?
4. The initial meeting was secretly held by New York bankers on an island off the coast of Georgia. Why was the meeting secret? How has the secrecy of that meeting hurt the Fed's reputation?
5. What does the Fed do to keep inflation low?
6. How has the Fed tried to stimulate the economy? How did Fed policies lead to the Roaring Twenties?
7. According to the video, how did the Fed cause the Great Depression?
8. There was a scene with President Nixon saying that the Treasury was going to suspend the convertibility of the dollar into gold. What did he mean?
9. After the United States dissolved the connection between dollars and gold, what happened to the value of the dollar? How might some form of gold standard kept the government from printing a lot of money?
10. Why might the government print money to spend rather than raise taxes?
11. John Stossel points out that the Fed has spent almost \$4 trillion to stimulate the economy over the past few years. What was the technique called?
12. At one point in the video, there is a video clip from *The Daily Show* in which Fed Chairman Ben Bernanke said that the Fed was not printing money. Then he said that the Fed wasn't spending tax money, that what they were doing was "more akin to printing money." When the reporter said, "You've been printing money," Bernanke said, "Well, effectively." Why the unwillingness to be straightforward? Do you think people have a problem with money being created out of thin air? Why/Why not?
13. Who might be hurt by inflation? Who might be helped by it?
14. At the beginning of the video, John Stossel said that the Fed is important because it can destroy our savings and affect whether we have a job in the future. How can the Fed affect our savings? How can it affect the availability of jobs?

Discuss These Lines from the Video:

1. But the Fed is crucially important. It can destroy your savings, affect whether you have a job or a future.
2. The Fed is important because it keeps America's monetary system stable and growing with low inflation, which fosters further growth, which helps keep the economy going in the right direction.
3. The current Fed was created to reassure people when a bank failed.
4. We had had two central banks in our country.... And we had gotten rid of them because there was this sense that they would favor the wealthy and the politically connected.

5. At first, the Fed's low rates unintentionally helped fuel stock market and debt bubbles. An alarmed Fed then clamped down, raising rates aggressively in 1928 and setting the stage for a recession and stock market crash.
6. So they decide the Depression happened because the Fed didn't create enough money. Forty years later, Congress proclaimed the Fed should also fight unemployment. That caused the next crisis, this new mandate, because they printed lots of money, and the extra money caused inflation.
7. For the first time in history, the dollar was just a piece of paper.
8. Over the next decade, the cost of living more than doubled; the dollar lost more than half its value.
9. One myth that's out there is that what we're doing is printing money. We're not printing money.... It's not tax money. It's much more akin to printing money than it is to borrowing.
10. And the question is, knowing that, why, in the wake of the crisis, why are we choosing to give the Fed more power and influence?

Quotes for Discussion:

The Tenth Amendment said the federal government is supposed to only have powers that were explicitly given in the Constitution. I think the federal government's gone way beyond that. The Constitution never said that you could have a Federal Reserve that would have \$2.8 trillion in assets. We've gotten out of control.

– **David Malpass**

If Congress wanted to intervene with the Federal Reserve, well, we created the Federal Reserve. We could uncreate it. But would you want Congress regulating the money supply? We'd have drowned in inflation, or gone bankrupt, decades ago.

– **Jim Cooper**

Inflation is when you pay fifteen dollars for the ten-dollar haircut you used to get for five dollars when you had hair.

– **Sam Ewing**

I do not think it is an exaggeration to say history is largely a history of inflation, usually inflations engineered by governments for the gain of governments.

– **Friedrich Hayek**

From 1790 until 1913, the dollar lost 8 percent of its value. Since the Fed's creation in 1913, however, the dollar has lost (so far) an additional 95 percent of its value. Given that one of the Fed's mandates is to maintain price stability, such inflation is hardly evidence of successful performance. Clearly, the Fed has undermined the dollar's value.

– **Donald J. Boudreaux**

The best way to destroy the capitalist system is to debauch the currency. By a continuing process of inflation, governments can confiscate, secretly and unobserved, an important part of the wealth of their citizens.

– **John Maynard Keynes**

Inflation hasn't ruined everything. A dime can still be used as a screwdriver.

– **H. Jackson Brown Jr.**

When runaway inflation and bank failures struck in Germany in the 1920s, the middle class was destroyed, which led directly to the rise of the Nazis.

– **Nick Clooney**

Inflation is like sin; every government denounces it and every government practices it.

– **Frederick Leith-Ross**

The president has very little effect on the economy. If you want to put blame or credit, the main person who influences the business cycle is the head of the Federal Reserve Bank.

– **Robert Fogel**

Some idea of inflation comes from seeing a youngster get his first job at a salary you dreamed of as the culmination of your career.

– **Bill Vaughn**

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

– **Ernest Hemingway**

The way to crush the bourgeoisie is to grind them between the millstones of taxation and inflation.

– **Vladimir Ilyich Lenin**

Activities:

1. Have students complete the K-W-L chart graphic organizer (page 93).
2. As a class or as a homework assignment, have the students view the film, *Money for Nothing*, which was directed and produced by Jim Bruce. Have the students write a review of the documentary. (See link in the Resources section for help in writing a film review.)
3. Research the early central banks of the United States: The First Bank of the United States, chartered in 1791, and The Second Bank of the United States, chartered in 1816. Why were they created? Why were they ended? Write a report.
4. Research the causes and effects of the German hyperinflation of the 1920s or Zimbabwe's hyperinflation in the early 21st century.
5. Research the consumer price index (CPI). What is it? What does it measure?
6. Watch one of the videos in the Resources section and write a summary of it.
7. Research the arguments for and against Congress auditing the Fed, and write an argumentative essay in which you present the two sides and your view of the issue. (See link in the Resources section for help in writing an argumentative essay.)
8. Who does inflation help? Who does it hurt? Research the answers to these two questions and report to the class via a poster board or slideshow. (See link in the Resources section for help in preparing a slideshow.)
9. Research the term "Fedspeak." What are its origins? Is it still used today? What are some examples? Report your findings to the class.
10. Write a tweet (140 characters max), poem, or song about the Fed or inflation.
11. Research the arguments for and against Congress auditing the Fed, and 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. In 1971, President Nixon announced that the U.S. government was suspending the convertibility of the dollar into gold. Why? What were the results? Research and create a slideshow presentation for the class. (See link in the Resources section for help in preparing a slideshow.)
13. Distribute individual quotes from the Quotes for Discussion section to pairs of students. Have the students discuss the meaning of the quote, and write the meaning on the back of the quote. Collect the quotes and the students' explanations as an exit ticket.
14. Research and write a biography on Alan Greenspan, Ben Bernanke, or Janet Yellen. (See link in the Resources section below for help in writing a biography.)
15. Using an Internet search engine, find a current article about the Federal Reserve or inflation and summarize it in one paragraph. Then, in a second paragraph, discuss your views on the article you just read.
16. Read one of the books in the Resources section and write a book report on it. (See link in the Resources section below for help in writing a book report.)
17. Use the inflation calculator and view the charts at "Inflation Calculator: Money's Real Worth Over Time." Then demonstrate and explain the calculator and charts to the class.
<http://www.coinnews.net/tools/cpi-inflation-calculator/>

Resources:

Guides

A good explanation of K-W-L, with a sample chart, and a chart for downloading:
<http://www.readingquest.org/strat/kwl.html>

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/en-us/showcase/details.aspx?uid=22f09a63-cecb-4260-a44f-8223d07dd031>

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:

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

How to write a film review:

<http://homeworktips.about.com/od/EssaysTypes/a/How-To-Write-A-Film-Review.htm>

How to write an argumentative essay:

<https://owl.english.purdue.edu/owl/resource/685/05/>

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.ncte.org/action/write-legis>

Books

The Creature from Jekyll Island: A Second Look at the Federal Reserve by G. Edward Griffin

End the Fed by Ron Paul

The Federal Reserve: What Everyone Needs to Know® by Stephen H. Axilrod

The Origins of the Federal Reserve by Murray N. Rothbard

A Study of the Federal Reserve and Its Secrets by Eustace Clarence Mullins

The Tyranny of the Federal Reserve by Brian O'Brien

Videos

The Fed Explains the Central Bank

<https://www.frbatlanta.org/about/fed-explained/2013/central-bank.aspx>

A History of Economic Booms and Busts

<http://www.learnliberty.org/videos/a-history-of-economic-booms-and-busts/>

Money for Nothing

<http://moneyfornothingthemovie.org/>

Should We End the Fed?

<http://www.learnliberty.org/videos/should-we-end-fed/>

Too Much Money

http://izzit.org/products/detail.php?video=too_much_money

Unintended Consequences: The Great Depression 2.0

http://izzit.org/products/detail.php?video=great_depression_v2

A World of Money

http://izzit.org/products/detail.php?video=world_of_money

Websites

Inflation Calculator: Money's Real Worth Over Time

<http://www.coinnews.net/tools/cpi-inflation-calculator/>

Name _____ Date _____
Class _____ Period _____ Teacher _____

The Fed: Can It Be Trusted to Manage Our Money?

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 Federal Reserve:	What I want to know about the Federal Reserve:	What I've learned about the Federal Reserve:

What might be one positive effect of the Federal Reserve?

What might be one negative effect of the Federal Reserve?

ADDITIONAL RESOURCES

Learn Liberty explores the ideas of a free society, with more than 300 brief videos on a vast array of topics including economics, education, environmentalism, foreign policy, the NSA, philosophy, poverty, public policy, regulations, student debt, voting, and the war on drugs.

<http://www.learnliberty.org>

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

<http://www.izzit.org>

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

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

For a wealth of resources for K-12 science educators, 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 promotes 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. Visually friendly videos and charts

<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/>