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IN THE CLASSROOM

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Teacher Guide

- English -

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

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

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THREATS TO FREE SPEECH: CENSORSHIP ON CAMPUS

Segment Length: 7:23 minutes

Lesson Description:

What is going on at colleges across America? These institutions of higher education were once bastions of free speech, where different views and ideas could be discussed openly. Now, many students want to silence those with whom they disagree by claiming they are offended. Are they really just sensitive people? This segment looks at the debate over censorship on college campuses.

Vocabulary:

Indulgent—(adj.) overly lenient or compassionate; permissive; yielding. Often used pejoratively.

Provocative—(adj.) tending to provoke; causing discussion, thought, or argument; stirring feelings or creating controversy.

Concepts & Key Terms:

Heckler's Veto—Preventing the free exercise of speech to prevent a potentially violent reaction, by refusing permits, limiting the location a person may speak, assessing burdensome security fees for the speaker or speaker's sponsor, or some other official action.

Objectives:

Students will be able to:

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

Preview Activity and Questions:

What does free speech mean to you?

OR

Do some people have ideas that bother you? What should you do?

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

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. heard
2. intolerance
3. discomfort
4. harassing
5. free speech
6. country

Name _____ Date _____

Class _____ Period _____ Teacher _____

Threats to Free Speech: Censorship on Campus Viewing Guide

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

1. Some campus leftists say some viewpoints must never be _____.
2. Offensive speech on campuses is having a non-liberal view and a real _____ of being able to hear from other people.
3. We take it that they're fully formed adults when it comes to having sex of any particular variety they want to have. But, somehow, they're not allowed to be exposed to a speaker who might _____ them a little?
4. She shouldn't have had to see this and so therefore she was justified in _____ the students. She cut the sign up and in the process, attacked a 16-year-old pro-life demonstrator who was trying to get the sign back.
5. The heckler's veto even hit Bill Maher. He was invited to speak on the anniversary of the _____ movement at Berkeley, but some students tried to ban him because he's criticized Islam.
6. You don't get to decide what other people are going to say or what other people are going to hear. That is not the way this _____ operates and it certainly shouldn't be how campuses operate.

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

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

"If we don't believe in freedom of expression for people we despise, we don't believe in it at all." Do you agree or disagree? Explain. _____

Discussion and Analysis:

1. What does it mean that we have “free speech”?
2. Should people be allowed to say whatever they want, even if it offends others?
3. How do we determine what is offensive and what isn’t? How can we have rules based on feelings?
4. Are some people too sensitive? Are you? How do you react if someone says something about your mother? How should you react?
5. If you don’t like what someone is saying, what can you do? What should people do if they are offended?
6. Should people who are offended by certain views be able to stop others from expressing those views? What else could they do?
7. Bill Maher said “I guess they don’t teach irony in college anymore,” because students protested his invitation to speak on the anniversary of the free speech movement. Why “irony”?
8. Do you think Kirsten Powers is right, that these protestors are really trying to intimidate others to shut them up?
9. What do you think about safe spaces? Should colleges be providing cookies, coloring books, and stuffed animals to make college students feel comfortable?
10. Can people really be harmed by what they hear?
11. Do people have a right to feel comfortable? Can you find that in the Constitution? Does the desire to feel comfortable override people’s right to free speech?
12. Can colleges limit people’s free speech to certain areas? Is this un-American? Explain.
13. Are free speech zones a good idea?
14. What if free speech zones are set apart from where most students go, as in the case of Dixie State University?
15. What does the existence of free speech zones say about the remaining areas?
16. If you support free speech zones, should people be allowed to criticize other people, such as politicians, outside free speech zones? Explain.
17. If stealing people’s signs or shouting down opposing views is acceptable, how will that affect discussion and debate of important cultural, economic, or political debates?
18. If offensive speech is limited to certain areas, how will we criticize our elected officials—our government? How would anyone be able to run for office, if some of their ideas can be deemed “offensive” and thus prohibited?
19. What unintended consequences might occur if colleges prohibit speech that is deemed offensive or hurtful?
20. In the “old days, children were taught the nursery rhyme: “Sticks and stones may break my bones, but names will never hurt me.” What does that mean? Is it true? How has society changed?
21. What would you say about a college that banned racial, ethnic, or sexuality-related jokes?
22. “Sunlight is said to be the best of disinfectants,” wrote U.S. Supreme Court Justice Louis Brandeis. How could that quote apply to the issue of speech codes on college campuses?

Discuss These Lines from the Video:

1. You should have an argument with them. But you shouldn't silence them by saying 'you can't come because... I'm too sensitive.'
2. Oh, the little snowflakes, they can't handle it. And what I always say is like, no, these are not fragile snowflakes. These people are intimidators.
3. If you want to send your kid to a place where they are protected from reality, then you send them to a daycare center.
4. The safe space is where cultures go to die.
5. She's harming them by expressing a different view.
6. They treat disagreement as an assault against them, and they are justified in silencing people and even in one case attacking someone.
7. Provocative speech must be limited to this small "free speech zone."
8. The country is a free speech zone.
9. You don't get to decide what other people are going to say or what other people are going to hear. That is not the way this country operates and it certainly shouldn't be how campuses operate.

Quotes for Discussion:

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

– Mike Godwin

[T]here is also no question that the free speech clause protects a wide variety of speech that listeners may consider deeply offensive, including statements that impugn another's race or national origin or that denigrate religious beliefs.

– Justice Samuel Alito

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

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

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

– United States District Court for the Eastern District of Virginia

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

– United States District Court for the District of New Hampshire

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

– Tommy Smothers

If large numbers of people believe in freedom of speech, there will be freedom of speech, even if the law forbids it. But if public opinion is sluggish, inconvenient minorities will be persecuted, even if laws exist to protect them.

– George Orwell

If men are to be precluded from offering their sentiments on a matter which may involve the most serious and alarming consequences that can invite the consideration of mankind, reason is of no use to us; the freedom of speech may be taken away, and dumb and silent we may be led, like sheep to the slaughter.

– **George Washington**

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

– **John Stuart Mill, On Liberty, 1859**

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

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

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

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

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

– **William O. Douglas**

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

– **Louis D. Brandeis**

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

– **Noam Chomsky**

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

– **Ayn Rand, "Antitrust: The Rule of Unreason," The Voice of Reason**

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

– **Colin Powell**

Activities:

1. Have students complete the Pro-Con graphic organizer (page 15).
2. Use the internet to research college speech codes, safe spaces, or free speech zones. Select one college, and report on policies in place at that college.
3. Conduct a classroom debate over the issue of campus free speech zones. (See links in the Resources section for help in conducting classroom debates.)
4. Write a letter to a college president, explaining whether you'd be more likely or less likely to attend that college if it had free speech zones.
5. Research the gender-neutral word movement and the gender neutral words they advocate. Create a slideshow to present your findings to the class. (See links in the Resources section for help in preparing effective slideshows.)

6. 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.)
7. Research and write a biography of Kirsten Powers or Mark Steyn. (See links in the Resources section for help in writing a biography.)
8. Use the Foundation for Individual Rights in Education website to research colleges with free speech zones. Compile maps of several of the campuses and indicate the location of the free speech zone for each. Then present the maps to the class on poster board or in a slideshow.
9. What is the heckler's veto? Research and write a summary of your findings.
10. In a five-paragraph persuasive essay, argue in favor of or against college free speech zones. Make sure to include your thesis statement in your introduction, and in one of your body paragraphs, explore the opposition's argument and the reasons you think they are wrong. (See links in the Resources section for help in writing persuasive essays.)
11. The heckler's veto has been used to stop speakers on college campuses. Research the heckler's veto and write an essay about it.
12. Just because we might be allowed to be offensive, does not mean we should be. Draw a poster advocating – but not mandating – inoffensive speech. Be sure to clearly specify what inoffensive speech is, and why people should try to be inoffensive in their communications with others.
13. Create a political cartoon about the debate over free speech zones on college campuses.
14. Produce a “man-on-the-street” video in which you ask people what they know about safe spaces and free speech zones on college campuses. (See links in the Resources section for help in producing man-on-the-street videos.)
15. 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.)
16. FIRE, Foundation for Individual Rights in Education, was established to defend and sustain individual rights at America's colleges and universities. Research FIRE and what it has done to combat limitations to free speech on college campuses.
17. Draw a poster about people exercising their free speech or about people trying to limit offensive speech, or both.
18. Read the First Amendment. Then, research the reasons it was included in the Constitution. Is it still relevant today? Does it apply to all college campuses? To some? Why / Why not?

Resources:

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

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

Also helpful for K-W-L:

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

For suggestions about preparing effective slideshow presentations:

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.html>

For help in 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>

How to write a persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

How to produce a man-on-the-street interview:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://watchdogwire.com/blog/2014/08/25/man-on-the-street-interview-tipsheet/>

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>

Articles

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

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

“Colleges Are Paralyzed by the ‘Heckler’s Veto’” by Anne Neal

<http://www.nytimes.com/roomfordebate/2014/05/19/restraint-of-expression-on-college-campuses/colleges-are-paralyzed-by-the-hecklers-veto>

“Heckler’s Veto” by Ronald B. Standler

<http://www.rbs2.com/heckler.htm>

“The Heckler’s Veto” by Laura Liswood

http://www.huffingtonpost.com/laura-liswood/the-hecklers-veto_b_731476.html

“How Liberals Ruined College” by Kirsten Powers

<http://www.thedailybeast.com/articles/2015/05/11/how-liberals-have-ruined-college.html>

“How Much Free Speech Will Your Child Have at College?” by Virginia Postrel

<https://www.bloomberg.com/view/articles/2014-04-22/free-speech-zones-and-other-college-lies>

“In College and Hiding From Scary Ideas” by Judith Shulevitz

<http://www.nytimes.com/2015/03/22/opinion/sunday/judith-shulevitz-hiding-from-scary-ideas.html>

“Ninth Circuit Guts Student Free Speech, Upholds ‘Heckler’s Veto’ of the American Flag” by David French

<http://www.nationalreview.com/corner/388181/ninth-circuit-guts-student-free-speech-upholds-hecklers-veto-american-flag-david>

“Offensive Speech and the Danger of Granting the Heckler’s Veto” by Conor Friedersdorf

<http://www.theatlantic.com/politics/archive/2012/09/offensive-speech-and-the-danger-of-granting-the-hecklers-veto/262434/>

“Should Courts Allow a Heckler’s Veto over Student Speech?” by Matt Giffin

<http://harvardcrcl.org/should-courts-allow-a-hecklers-veto-over-student-speech/>

“Speech Codes: The Biggest Scandal On College Campuses Today” by Greg Lukianoff

<http://www.forbes.com/sites/realspin/2012/12/19/speech-codes-the-biggest-scandal-on-college-campuses-today/#774b11f14096>

“The Troubling Resurgence of the ‘Heckler’s Veto’”

<https://www.thefire.org/the-troubling-resurgence-of-the-hecklers-veto/>

“Universities Are Right – and Within Their Rights – to Crack Down on Speech and Behavior” by Eric Posner

http://www.slate.com/articles/news_and_politics/view_from_chicago/2015/02/university_speech_codes_students_are_children_who_must_be_protected.html

“‘Welcome to college – now be quiet!’ Many campuses maintain militant speech codes” by Kate Hardiman

<http://www.thecollegefix.com/post/23862/>

“What’s a ‘safe space’? A look at the phrase’s 50-year history” by Malcolm Harris

<http://fusion.net/story/231089/safe-space-history/>

“When free speech is harassed on college campuses” by Charles Lipson

http://articles.chicagotribune.com/2014-03-25/opinion/ct-oped-speech-0325-20140325_1_free-speech-college-campuses-swarthmore

Video

Indoctrinate U directed by Evan Coyne Maloney

<http://www.thempi.org/films/indoctrinateu.html>

Milo Yiannopoulos, DePaul University, and the Heckler’s Veto (David Wood)

<https://www.youtube.com/watch?v=DoD9NaFoZ3c>

Books

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

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

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

Organizations

Alliance Defense Fund

<http://adflegal.org/>

American Civil Liberties Union

<https://www.aclu.org/hate-speech-campus>

Campus Reform

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

Foundation for Individual Rights in Education

<http://thefire.org/>

First Amendment Center

<http://www.firstamendmentcenter.org>

National Coalition Against Censorship

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

Student Press Law Center

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

Name _____ Date _____

Class _____ Period _____ Teacher _____

Threats to Free Speech: Censorship on Campus Pros & Cons Table

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

CHOICE	PROS	CONS
Maximize free speech by allowing offensive speech.		
Minimize hurt feelings by prohibiting offensive speech.		

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

THREATS TO FREE SPEECH: ISLAMIC EXTREMISM

Segment Length: 9:42 minutes

Lesson Description:

Should people be stopped from offending each other? From criticizing each other's views, religion, even race? Should the government protect us from offensive speech, or protect offensive speakers? Should people be afraid to speak openly if what they say offends others? This segment looks at the threats to free speech from Islamic extremists.

Objectives:

Students will be able to:

- discuss the pros and cons of free speech.
- explain the importance of free speech in a democratic society.
- evaluate the choices between exercising free speech and avoiding offending others.
- assess the potential consequences – intended and unintended – of prohibiting speech that some people find offensive.

Preview Activity and Questions:

Distribute copies of the Preview Activity (page 27) for students to complete.

OR

Write the following questions on the board:

Should government prohibit people from insulting people's religions? Why / Why not?

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

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. support
2. violent
3. network
4. plurality
5. comments
6. reality

Name _____ Date _____

Class _____ Period _____ Teacher _____

Threats to Free Speech: Islamic Extremism Viewing Guide

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

1. I don't want to be killed, either. But I want to _____ free speech.
2. There are almost two billion Muslims in the world and most are not _____.
3. So, South Park criticizes everybody. Right. They're grossly offensive about everybody and it's fine, but they made a mild – the very mildest – pathetic, dweebiest, pansiest Muhammad joke you can imagine, and the _____ yanked the episode.
4. But polls show a _____ of Americans now support laws that would ban "hate speech."
5. There are people that could be incited to violence because of her _____.
6. You can put your head in the sand as deep as you like but if you are confronted with a grim _____ like this – people murdering in the name of their God, murdering in the name of their holy book – the more you stick your head in the sand, the bigger the problem gets.

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

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

Is it ever justifiable to physically harm people for what they say or draw? _____

Explain: _____

Who is at fault: the people drawing cartoons of Muhammad and criticizing Islam or the people trying to kill them? _____

Explain: _____

Discussion and Analysis:

1. Is the concept of free speech old fashioned? Should we adapt it for modern times? If so, how?
2. Should there be limits to freedom of speech? If so, what should those limits be?
3. Isn't free speech just a recipe for hurting other people's feelings?
4. What if people were insulting your religion? How would you react? How should you react?
5. Should there be exceptions to free speech when it comes to other people's religions or ethnicities? For what other categories should there be exceptions to free speech? Physical appearance? Accents? Hair length? Where does it stop?
6. In the video segment, we learned that Dutch filmmaker Theo Van Gogh was killed because his film, *Submission*, criticized Islam's treatment of women. If a religion advocates practices that some people think are unfair, should people criticize that or should they refrain from commenting because it is a religion?
7. Was Theo Van Gogh trying to help women or was he trying to criticize a religion? Does it matter?
8. What about the cartoonists who drew images of Muhammad: Should anything happen to them? Should they be stopped? Should they be killed?
9. Should a Draw Muhammad contest in Texas have been allowed? If not, what reason would you give for not allowing it?
10. Is hate speech free speech?
11. Should freedom of speech and freedom of the press be based on how others might react, or should free speech be accepted as a fundamental part of being a citizen of our country?
12. If the government used the term "hate speech laws," would people be more likely to support them? Would you? Does the term "hate speech" seem clear? Is it possible that hate speech can be interpreted differently and be used to prohibit expressing unpopular opinions that might not be hate-based? Can you give an example?
13. Mark Steyn was brought before the Canadian Human Rights Commission and the British Columbia Human Rights Tribunal for a column he wrote, "The Future Belongs to Islam." Could that happen in America? Should it? Should any country have rules that interfere with freedom of the press? Why / Why not?
14. Why are freedom of speech and freedom of the press important in a democracy? How are they important in political debate?
15. If we stop news agencies from reporting on offensive topics, what will happen to freedom of the press?
16. If offensive speech is prohibited, how will we criticize our elected officials, our government? How would candidates be able to run for office, if some of their ideas can be deemed "offensive" and thus prohibited?
17. There are often unintended consequences to government actions. What unintended consequences might occur if governments prohibit speech that is deemed offensive or hurtful?
18. If we can ban offensive speech, can't some people claim that ideas they disagree with are offensive just to stop others from expressing their views?
19. In the "old days," children were taught the nursery rhyme: "Sticks and stones may break my bones, but names will never hurt me." What does that mean? Is it true? How has society changed?

20. If we are concerned about offensive speech, would the line, “A bullet a day keeps the infidel away,” be offensive? Should we do anything about that?
21. If we didn’t allow people to be offensive – to make offensive comments – who would get to decide what’s offensive? Can we get all people to agree about what’s offensive speech and what isn’t?
22. What about songs with offensive lyrics? Should they be banned? Who gets to decide which lyrics are offensive and which ones aren’t?
23. Should all laws be objective, based on fact, or can some be based on the opinions of others? For example, should government be allowed to ban words that some people find offensive?
24. What are our First Amendment rights? Are there any First Amendment issues here?
25. Isn’t it good to be kind to one another? So what’s wrong with a law that requires that?

Discuss These Lines from the Video:

1. We Americans, we speak pretty freely. We trash politicians, celebrities, each other...
2. We have the right to express ourselves.
3. Because if we stop drawing Muhammad, we become a little more unfree.
4. The satire magazine *Charlie Hebdo* wanted to support free speech, too. But then terrorists killed 10 journalists and cartoonists.
5. All over the world people are killed for criticizing Islam.
6. Roula Allouch speaks for CAIR, the Council on American-Islamic Relations. She says that no one should draw Muhammad, because it’s offensive to depict the prophet.
7. It’s a cornerstone of Islam for a person to have the right to freedom of speech and to freedom to express themselves.
8. It’s only Muslims who seem to be doing the killing over speech.
9. There are almost two billion Muslims in the world and most are not violent.
10. Molly Norris wanted to start a Draw Muhammad Day to protest this censorship. Then she got death threats. So, she’s disappeared.
11. Wanting to pick a fight with Islam is insane. Why would you want to make them hate you?
12. You can put your head in the sand as deep as you like, but if you are confronted with a grim reality like this – people murdering in the name of their God, murdering in the name of their holy book – the more you stick your head in the sand, the bigger the problem gets.

Quotes for Discussion:

I disapprove of what you say, but I will defend to the death your right to say it.

– Evelyn Beatrice Hall (Voltaire biographer)

I don’t feel as though I’m killing someone with a pen. I’m not putting lives at risk. When activists need a pretext to justify their violence, they always find it.

– Jacob Weisberg

If my good friend Dr. Gasbarri says a curse word against my mother, he can expect a punch. It’s normal. You cannot provoke. You cannot insult the faith of others. You cannot make fun of the faith of others.

– Pope Francis

We should treat people like the Charlie Hebdo attackers as what they are: monsters who kill both for the simple sake of killing and to provoke exactly the sort of religious conflict that mosque-attackers are indulging. And we should treat Muslims as what they are: normal people who of course reject terrorism, rather than as a lesser form of humanity that is expected to denounce violence every time it happens.

– Max Fisher

The word “Islam” means “peace.” The word “Muslim” means “one who surrenders to God.” But the press makes us seem like haters.

– Muhammad Ali

The publication of the drawings cannot be considered freedom of speech.

– Ekmeleddin Ihsanoglu

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

– Mike Godwin

Religion, a medieval form of unreason, when combined with modern weaponry becomes a real threat to our freedoms.

– Salman Rushdie

The new UN resolution should prohibit defamation of all prophets and faiths.

– Ekmeleddin Ihsanoglu

But there is also no question that the free speech clause protects a wide variety of speech that listeners may consider deeply offensive, including statements that impugn another’s race or national origin or that denigrate religious beliefs.

– Samuel Alito

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

– Noam Chomsky

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

– Tommy Smothers

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

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

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

– William O. Douglas

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

– Louis D. Brandeis

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

– Colin Powell

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

– United States District Court for the Eastern District of Virginia

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

– Glenn Katon, ACLU of Florida

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

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

Quotes from signs at an Islamist demonstration in London, 2006:

“Kill those who insult the Prophet Muhammad”

“Behead those who insult Islam”

“Massacre those who insult Islam”

“Butcher those who mock Islam”

“Be prepared for the real holocaust”

“Exterminate those who slander Islam”

“Freedom go to hell”

“Europe is the cancer – Islam is the answer”

Activities:

1. After showing the video and discussing it in class, have students complete the Pros & Cons graphic organizer (page 28) or the Flow Chart graphic organizer (page 29) as an individual or group activity, or for homework.
2. Research the 2015 Charlie Hebdo massacre in France. Be sure to discover the causes of it, who did it and why, and the results of the attack. Present your findings in a slideshow. (See links in the Resources section for help in preparing effective slideshows.)
3. Research and write a report about the film, *Submission*, and the killing of its producer, Theo Van Gogh.
4. Danish Cartoonist Lars Vilks has been the target of numerous assassination attempts. Research him, the reason for the attempted assassinations, and the numerous attempts on his life, and report back to the class in an oral report. (See link in the Resources section for a guide to speaking to a class.)
5. Research and write a biography of Molly Norris, who went into hiding after death threats as a result of her cartoon about an Everybody Draw Muhammad Day. (See links in the Resources section for help writing a biography.)
<http://freemollynorris.org>
6. Use the YouGov website to research polls about free speech. What did the polls specifically ask? What were the results? Report your findings to the class in a slideshow. (See links in the Resources section for help in preparing effective slideshows.)
7. Conduct a classroom debate on the topic: Islamic Extremism: A Threat to Free Speech? To get students to look at the debate from a different perspective, consider having them argue from a view with which they disagree. Students should be given time to research their position prior to debating. (See link in the Resources section for a guide to conducting classroom debates.)

8. Research Mark Steyn and his case before the Canadian Human Rights Commission and the British Columbia Human Rights Tribunal. As part of the research, read the article he wrote, "The Future Belongs to Islam." Either write a report or present your findings to the class in a talk. (See link in the Resources section for a guide to speaking to a class.)
<http://www.macleans.ca/culture/the-future-belongs-to-islam/>
9. Research and report on the 2015 Draw Muhammad contest and subsequent shooting in Texas.
10. In a five-paragraph persuasive essay, argue for or against limits on free speech to appease people who are offended. Make sure to include your thesis statement in your introduction, and in one of your body paragraphs, explore the opposition's argument and the reasons you think they are wrong. (See links in the Resources section for help writing persuasive essays.)
11. The attempt to silence critics of Islam has been called an extreme version of the heckler's veto. What is the heckler's veto, and how does it relate to the video? How is this appropriate or inappropriate behavior? Is there any similarity between bullying and the attempt by Islamic extremists to stop people they disagree with from speaking or publishing? Research heckler's veto and write an essay that answers these questions.
12. Just because we might be allowed to be offensive does not mean we should be. Draw a poster advocating – but not mandating – inoffensive speech. Be sure to clearly specify what inoffensive speech is and why people should try to be inoffensive in their communications with others.
13. Create a political cartoon or poster about the attempts by Islamic extremists to prohibit what they consider to be insults to their religion or about a response to those attempts.
14. Research and write a report about CAIR, the Council on American Islamic Relations. What is their mission? What activities do they participate in or sponsor? What educational outreach do they provide?
15. The creators of *South Park* wrote the Tony Award winning Broadway musical, *The Book of Mormon*. Research the *South Park* episodes that include references to Muhammad and the play. Are there any double standards there? What have been the responses by Mormon leaders to the play? Write an essay in which you compare and contrast the shows and the play, and the responses to them.
16. What European countries have laws against denying the Holocaust? Why do those laws exist? Is that the best way to oppose offensive speech? How might the Holocaust deniers be discredited rather than jailed?
17. Write a dialog between a person who supports free speech and a person who does not.
18. Research the issues in the Westboro Baptist Church case, *Snyder v. Phelps*. Summarize the issues and report on the Supreme Court's decision. What was the basis for the Court's decision? Compare and contrast this case to what you saw in the video.
19. Produce a "man-on-the-street" video in which you ask people what they know about the Charlie Hebdo and the Muhammad cartoons. (See links in the Resources section for help in producing man-on-the-street videos.)
20. Write a letter to the head of a media company or daily newspaper expressing your views about publishing Muhammad cartoons or other material that might be considered insulting or offensive.
21. Read one of the articles in the Resources section and either write a summary or take Cornell Notes. (See links in the Resources section for help in taking Cornell Notes.)

22. Read and write a book report about one of the books in the Resources section.

Resources:

Think, Pair, Share

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 produce a man-on-the-street interview:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://watchdogwire.com/blog/2014/08/25/man-on-the-street-interview-tipsheet/>

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 persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

How to conduct a survey:

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

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

For help in speaking to a class:

<https://www.hamilton.edu/oralcommunication/tips-for-effective-delivery>

Preparing effective slideshow presentations:

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.html>

Articles

“Al Qaeda Mag Publishes ‘Wanted: Dead or Alive’ List: ‘Yes We Can: A Bullet A Day Keeps The Infidel Away’” by Daniel Halper

<http://www.weeklystandard.com/al-qaeda-mag-publishes-wanted-dead-or-alive-list/article/704904>

- “At United Nations, Organization Of Islamic Cooperation Calls For Ban On Insulting Prophet Muhammad” by Jaweed Kaleem
http://www.huffingtonpost.com/2012/09/30/united-nations-organization-of-islamic-cooperation_n_1927166.html
- “Court decision on anti-Islam video is potentially hazardous to investigative journalism” by Peter Scheer
<https://firstamendmentcoalition.org/2014/11/court-decision-on-anti-islam-video-is-potentially-hazardous-to-investigative-journalism/>
- “Denmark Criminalizes Free Speech – Selectively” by Judith Bergman
<http://www.gatestoneinstitute.org/7452/denmark-free-speech-islam>
- “Free speech, even when grossly offensive, has to be defended” by Roy Greenslade
<https://www.theguardian.com/media/greenslade/2016/jan/06/free-speech-charlie-hebdo-pastor-grossly-offensive>
- “Freedom Of Speech: We Will Not Cower” by Onkar Ghate
<https://ari.aynrand.org/issues/government-and-business/individual-rights/Freedom-of-Speech-We-Will-Not-Cower#filter-bar>
- “The future belongs to Islam” by Mark Steyn
<http://www.macleans.ca/culture/the-future-belongs-to-islam/>
- “I Am Not Charlie Hebdo” by David Brooks
http://www.nytimes.com/2015/01/09/opinion/david-brooks-i-am-not-charlie-hebdo.html?_r=0
- “The Impact of Islamic Fundamentalism on Free Speech” by Denis MacEoin
<http://www.gatestoneinstitute.org/8280/islamic-fundamentalism-free-speech>
- “Islam v. Free Speech: Twitter Surrenders” by Andrew C. McCarthy
<http://www.nationalreview.com/article/429190/islam-twitter-and-free-speech>
- “Islamic group calls for ban on offending prophet” by Daa Hadid
<http://www.huffingtonpost.com/huff-wires/20120929/un-un-general-assembly-islamic-organization/>
- “Onward, Mormon Soldiers! Exposing the Hypocrisy of the Liberal Left” by Paul Avallone
<http://havokjournal.com/nation/onward-mormon-soldiers-exposing-the-hypocrisy-of-the-liberal-left/>
- “The U.S. is alone among western democracies in protecting ‘hate speech.’ Chalk it up to a healthy fear of government censorship.” by Peter Scheer
<https://firstamendmentcoalition.org/2011/03/the-u-s-is-alone-among-western-democracies-in-protecting-hate-speech-chalk-it-up-to-a-healthy-fear-of-government-censorship/>

Books

- America Alone: The End of the World As We Know It* by Mark Steyn
- Lights Out: Islam, Free Speech and the Twilight of the West* by Mark Steyn
- Freedom vs Islam* by Robert Jameson
- The Organization of Islamic Cooperation’s Jihad on Free Speech* by Deborah Weiss

Organizations

- First Amendment Coalition
<http://www.firstamendmentcoalition.org/>
<http://www.firstamendmentcoalition.org/tag/offensive-speech/>
- First Amendment Center
<http://www.firstamendmentcenter.org>

Free Molly Norris Foundation

<http://freemollynorris.org>

National Coalition Against Censorship

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

YouGov: online survey website

<http://www.YouGov.com>

Organisation of Islamic Cooperation

<http://www.oic-oci.org/oicv3/home/?lan=en>

Podcast

The Yaron Brook Show: Charlie Hebdo and the Threat to Free Speech

<https://ari.aynrand.org/blog/2015/01/12/new-episode-of-the-yaron-brook-show-charlie-hebdo-and-the-threat-to-free-speech>

Name _____ Date _____

Class _____ Period _____ Teacher _____

Preview Activity

Directions: Answer the questions below before watching the video.

When should you have free speech? _____

When shouldn't you? _____

Should people be allowed to be offensive? _____ Explain: _____

What is meant by "offensive"? _____

Who decides what is offensive and what is not? _____

Name _____ Date _____

Class _____ Period _____ Teacher _____

Preview Activity

Directions: Answer the questions below before watching the video.

When should you have free speech? _____

When shouldn't you? _____

Should people be allowed to be offensive? _____ Explain: _____

What is meant by "offensive"? _____

Who decides what is offensive and what is not? _____

Name _____ Date _____

Class _____ Period _____ Teacher _____

Threats to Free Speech: Islamic Extremism Pros & Cons Table

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

CHOICE	PROS	CONS
<i>Censor ourselves to avoid offending others and bringing harm to ourselves, even on issues we believe are important to discuss.</i>		
<i>Speak out on issues that we believe need to be addressed or that we desire to address, even though we realize others might not approve of what we say and might harm us.</i>		

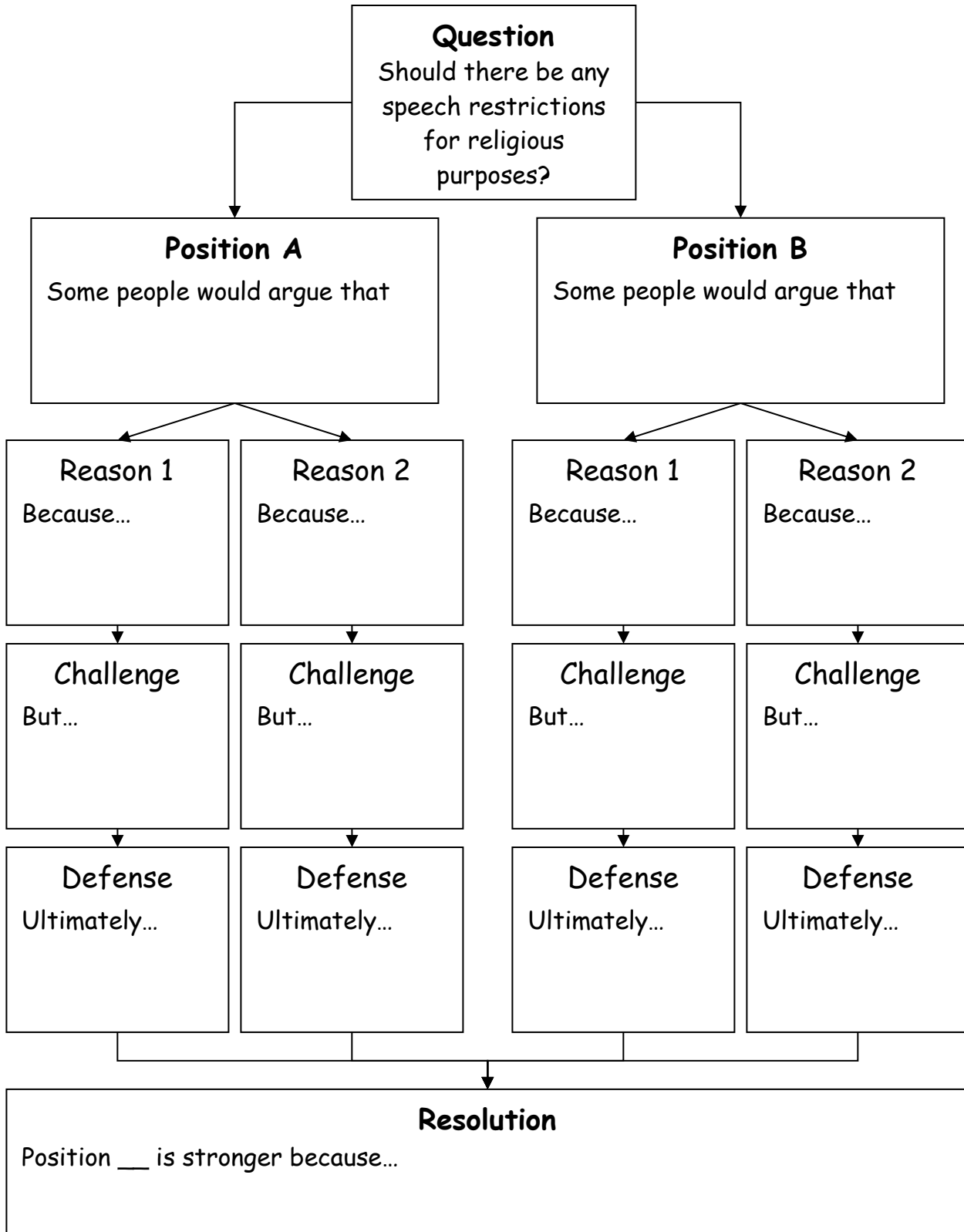
Which of the two choices above is more important? In a brief paragraph, explain why.

Name _____ Date _____

Class _____ Period _____ Teacher _____

Threats to Free Speech: Islamic Extremism Flow Chart

Directions: Use the flow chart below to layout the arguments for and against limiting speech that offends or insults people's religious views or their religions.



THREATS TO FREE SPEECH: SILENCING POLITICAL OPPONENTS

Segment Length: 5:46 minutes

Lesson Description:

What happens when government officials use their power to try to silence their enemies? Where does campaign finance reform begin and our free speech end? This segment looks at one attempt by political insiders to silence their opponents.

Concepts & Key Terms:

Colluding—(verb) Secretly working with others to do something wrong or harmful.

John Doe Investigation— A government investigation into alleged criminal activity. The investigation is usually overseen by a judge and can be conducted in secret, and a gag order can be imposed on those involved.

Objectives:

Students will be able to:

- explain John Doe investigations.
- discuss the short term and long term results of the John Doe investigations in Wisconsin.
- evaluate laws that regulate political activities, John Doe investigations, and the impact of both on free speech.

Preview Activity Questions:

In political campaigns, candidates and their supporters and opponents express their views. To get their views known, they raise and spend money on advertisements. What limits should there be on either the money they raise or spend, or on the views they espouse?

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

Viewing Guide:

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

Answers to Viewing Guide:

1. criminal investigation
2. campaign finance
3. scrutiny
4. innocent
5. theories
6. suppression

Answers to Cloze Activity:

It began as a scary movie might: a pre-dawn paramilitary police raid at a typical suburban home. The police walked out with computers, cell phones, and files. The family inside was told they were under criminal investigation, but they were not permitted to contact a lawyer. They weren't allowed to discuss this with anyone. If they did, they would be jailed. This, they learned, is a John Doe investigation.

It turns out that they were being investigated for colluding—illegal communications between a political advocacy group and a political campaign. The John Doe rules are supposed to protect innocent people by keep the proceedings secret and out of the newspapers. But the people being investigated are not even allowed to seek legal advice. But one man, Eric O'Keefe, spoke out. Newspapers published his complaints and numerous writers called the investigation a political attack.

Eventually, the investigation was terminated by the Wisconsin Supreme Court, which ordered the return of all the materials take in the raids. The court ruled that the "prosecutor in the case has employed theories of law that do not exist in order to investigate citizens who were wholly innocent of any wrongdoing," and praised those who fought back for their willingness "to fight against the unlimited resources of an unjust prosecution." Eric O'Keefe said that the investigation was intended to shut people up. "It was a speech suppression play," he said.

Since then, the Wisconsin legislature voted to prohibit John Doe investigations in all cases except violent felonies and drug crimes, and even in those cases the secrecy requirement would apply only to the government—the investigators, judges, and prosecutors; suspects and witnesses would be allowed to discuss the investigations and seek legal advice.

Name _____ Date _____

Class _____ Period _____ Teacher _____

Threats to Free Speech: Silencing Political Opponents Viewing Guide

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

1. They opened the door before police knocked it down. The officers told them they were under _____ . Give us your computers, cell phones, files, and don't talk to anyone.
2. Colluding! To try to reduce money spent in politics, political insiders imposed _____ rules that limit what political fundraisers can say to each other.
3. Prosecutors claim the John Doe rule protects innocent people if charges are dropped, but it's really a tool that protects prosecutors from _____ .
4. This kind of John Doe prosecution was supposed to protect the _____ .
5. After years of lawsuits, Wisconsin's top court said "prosecutors employed _____ of law that do not exist."
6. This is about shutting us up. That's all it is. It is a speech _____ play.

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

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

2. After watching the video, what one question do you have that you would want answered?

Discussion and Analysis:

1. What were the people in the video accused of doing?
2. The colluding that people were accused of was coordinating between the governor's campaign and groups that supported him. Why should that be against the law? Were these people found guilty? Was there any evidence against them?
3. Is it hard to imagine people in government using their power to go after their political opponents? Why/ Why not?
4. You've heard of the right to remain silent in the Miranda warnings. Have you ever heard of remaining silent as a legal requirement?
5. A John Doe investigation is meant to protect innocent people. Is that how it worked in Wisconsin? Whom did the John Doe investigation protect? From what?
6. What do you think about this case?
7. If you were a political consultant working for a candidate and you suddenly became a target of a John Doe investigation, would you keep working or step aside and focus on your legal issues? Do you think that was the district attorney's goal?
8. How can a person defend himself if he isn't allowed to speak to anyone?
9. Campaign finance laws were supposedly meant to limit the influence of money in elections. Does money buy elections? Does the candidate with the most money always win?
10. Is it conceivable that campaign finance laws are meant to limit political speech, and thus help the incumbents – the people in power – who have free publicity associated with their elected office?

Discuss These Lines from the Video:

1. We would be subject to jail time and a fine if we told anybody about the search in our home.
2. To try to reduce money spent in politics, political insiders imposed campaign finance rules that limit what political fundraisers can say to each other.
3. Prosecutors claim the John Doe rule protects innocent people if charges are dropped, but it's really a tool that protects prosecutors from scrutiny.
4. I take cold comfort in having my Constitutional rights trampled by both parties.
5. After years of lawsuits, Wisconsin's top court said, "prosecutors employed theories of law that do not exist."
6. This is about shutting us up. That's all it is. It is a speech suppression play.

Quotes for Discussion:

The very word "secrecy" is repugnant in a free and open society; and we are as a people inherently and historically opposed to secret societies, to secret oaths and to secret proceedings. We decided long ago that the dangers of excessive and unwarranted concealment of pertinent facts far outweighed the dangers which are cited to justify it.

– John F. Kennedy

What we have is two important values in conflict: freedom of speech and our desire for healthy campaigns in a healthy democracy. You can't have both.

– Dick Gephardt

We don't have an Official Secrets Act in the United States, as other countries do. Under the First Amendment, freedom of the press, freedom of speech, and freedom of association are more important than protecting secrets.

– Alan Dershowitz

Men are to be precluded from offering their sentiments on a matter which may involve the most serious and alarming consequences that can invite the consideration of mankind, reason is of no use to us; the freedom of speech may be taken away, and dumb and silent we may be led, like sheep to the slaughter.

– George Washington

Freedom of speech means freedom for those who you despise, and freedom to express the most despicable views. It also means that the government cannot pick and choose which expressions to authorize and which to prevent.

– Alan Dershowitz

Without freedom of thought, there can be no such thing as wisdom, and no such thing as public liberty without freedom of speech.

– Benjamin Franklin

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

– Nancie J. Carmody

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

– Herbert Hoover

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

– William O. Douglas

The reason that minorities and women don't have a better shot at getting elected to the Senate or to statewide office is because the campaign finance rules are so skewed as to make it very difficult for non-traditional candidates to raise the money necessary to get elected.

– Carol Moseley Braun

Actually criminal sanctions that are given could be up to five years for violating the rules and regulations under the campaign finance reform. This is like the Alien and Sedition Act...

– Jay Alan Sekulow

Activities:

1. Distribute either the History Frame (page 38) or Event Map (page 39) graphic organizer and have students work in pairs to complete it.
2. Have students complete the Cloze activity (page 40) in class or for homework.
3. Research the John Doe investigation shown in the video and, in a five-paragraph persuasive essay, argue in favor of or against the use of John Doe investigations. Make sure to include your thesis statement in your introduction, and in one of your body paragraphs, explore the opposition's argument and the reasons you think they are wrong. (See links in the Resources section for help in writing persuasive essays.)
4. Research and write a biography about either Eric O'Keefe, a director of Wisconsin Club for Growth, or Milwaukee District Attorney John Chisolm. (See links in the Resources section for help in writing a biography.)

5. One important issue that arises in campaign finance laws is the distinction between issue advocacy and express advocacy. Research these terms and how regulations in your state treat each type of organization.
6. Can there be John Doe investigations in your state? Under what circumstances? What procedures must be followed? Research this and write a report about it.
7. Research the Wisconsin Supreme Court decision that ended the John Doe investigations. Summarize the court's ruling.
8. Wisconsin's campaign finance regulations were the basis of the John Doe investigations discussed in the video. How about your state? What are your state's rules about political campaigns and the activities of advocacy groups? Have there been any cases in your state in which people ran afoul of the laws while supporting or opposing a government action or candidate for office?
9. 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.)
10. Some people say that campaign finance laws limit free speech. Others say that the laws keep politics from being corrupted. Have students research the arguments in groups and conduct a classroom debate. Students should be given time to research their position prior to debating. (See links in the Resources section for a guide to conducting classroom debates.)
11. 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.)

Resources:

For help in 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>

How to write a persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

How to produce a man-on-the-street interview:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://watchdogwire.com/blog/2014/08/25/man-on-the-street-interview-tipsheet/>

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>

Articles

“Legal proceedings: What is a John Doe investigation anyway?” by Marcus J. Berghahn

<http://hbslawfirm.com/2015/legal-proceedings-what-is-a-john-doe-investigation-anyway/>

“Money Walks: Why campaign contributions aren’t as corrupting as you think” by Jeff Milyo

<http://www.reason.com/news/show/30323.html>

“The Political Economics of Campaign Finance: Lessons for Reform” by Jeffrey Milyo

http://www.independent.org/pdf/tir/tir_03_4_milyo.pdf

“Scott Walker Signs Bill Ending John Doe Political Investigations” by Scott Bauer

http://www.huffingtonpost.com/entry/scott-walker-john-doe_us_562acb15e4b0aac0b8fd0f13

“Wisconsin Activists Raided By Political Enemies Win In Court” by Gabriel Malor

<http://thefederalist.com/2015/07/17/wisconsin-activists-raided-by-political-enemies-win-in-court/>

“Wisconsin prosecutors abuse the law for partisan ends” by George F. Will

https://www.washingtonpost.com/opinions/george-will-wisconsin-prosecutors-abuse-the-law-for-partisan-ends/2014/05/09/1d8ed3d6-d6cf-11e3-8a78-8fe50322a72c_story.html

“Wisconsin’s Shame: ‘I Thought It Was a Home Invasion’” by David French

<http://www.nationalreview.com/article/417155/wisconsin-shame-i-thought-it-was-home-invasion-david-french>

“Wisconsin’s Shame: The ‘John Doe’ Investigations” by David French

<http://www.nationalreview.com/article/425178/wisconsin-shame-john-doe-investigations-david-french>

“Wisconsin Supreme Court shuts down John Doe investigation, affirms First Amendment”
by Eric Boehm

<http://watchdog.org/229588/john-doe-shut-down/>

Books:

Unfree Speech: The Folly of Campaign Finance Reform by Bradley A. Smith

Campaign Finance Red Tape: Strangling Free Speech & Political Debate (Kindle Edition)
by Jeffrey Milyo

Campaign Finance: An Illustrated Guide by Norman J. Ornstein, with Jeremy C. Pope
(downloadable)

https://www.aei.org/wp-content/uploads/2011/10/20040217_book23.pdf

The Fallacy of Campaign Finance Reform by John Samples

Informational Websites

Ballotpedia

https://ballotpedia.org/John_Doe_investigations_related_to_Scott_Walker

Organizations

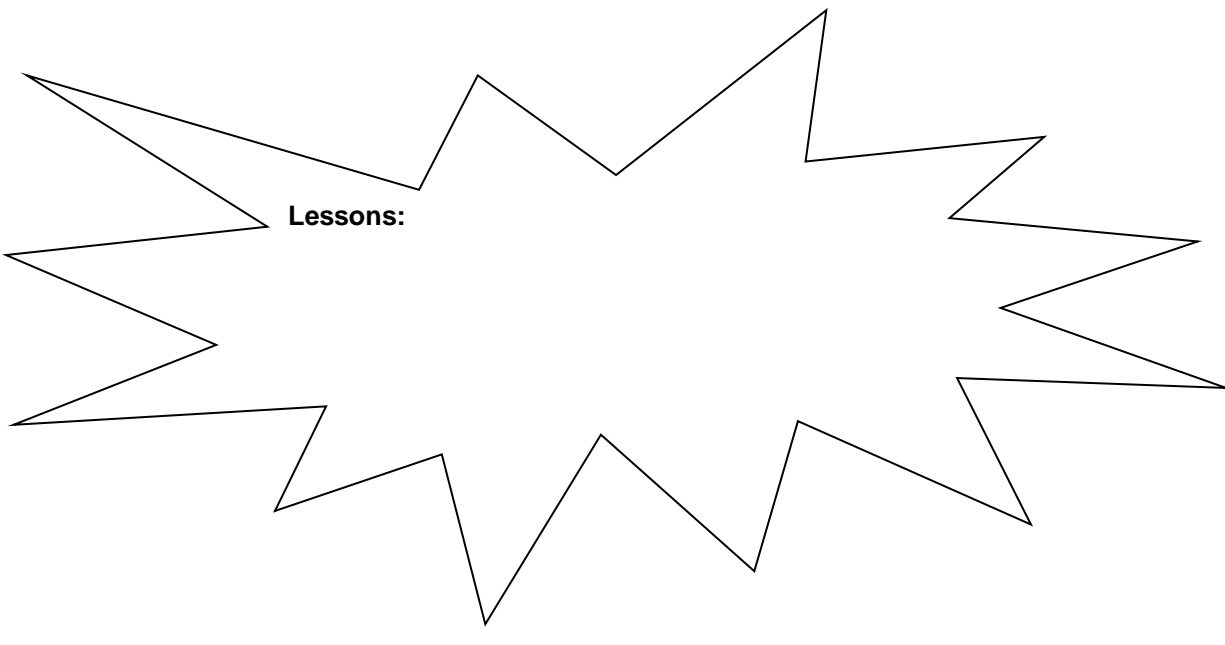
Wisconsin Club for Growth

<http://wicfg.com/>

Name _____ Date _____

Class _____ Period _____ Teacher _____

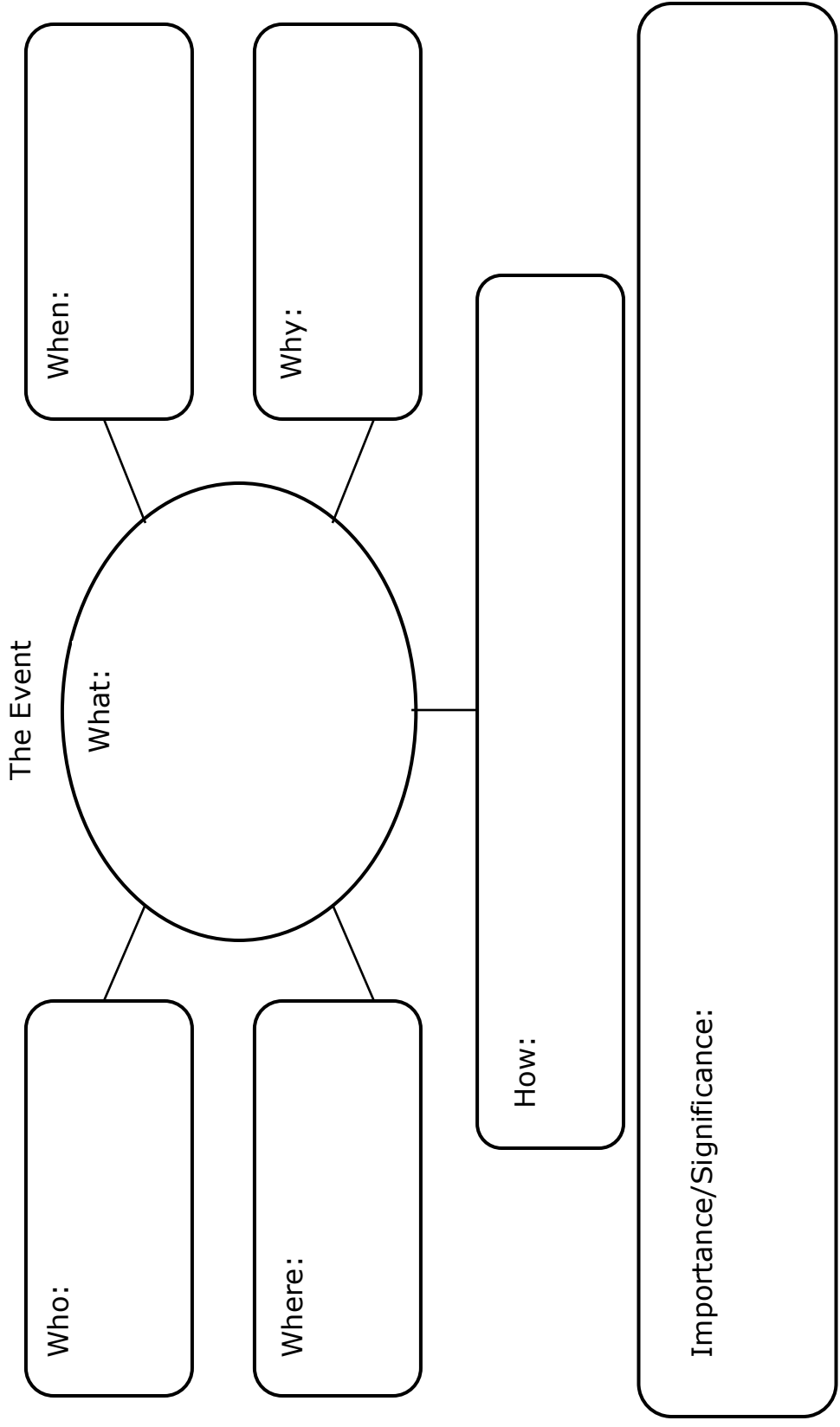
Threats to Free Speech: Prosecuting to Silence Opponents History Frame

Event: 	Participants/Key Players:
Problem: 	Location of Event:
Resolution: 	Resolution:
Key Events: 	
 <p style="text-align: center;">Lessons:</p>	

Name _____ Date _____

Class _____ Period _____ Teacher _____

Threats to Free Speech: Silencing Political Opponents Event Mapping



Name _____ Date _____

Class _____ Period _____ Teacher _____

Threats to Free Speech: Silencing Political Opponents Cloze Activity

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

colluding	employed	protect	intended
terminated	permitted	political	police
legal	voted	jailed	secrecy

It began as a scary movie might: a pre-dawn paramilitary _____ raid at a typical suburban home. The police walked out with computers, cell phones, and files. The family inside was told they were under criminal investigation, but they were not _____ to contact a lawyer. They weren't allowed to discuss this with anyone. If they did, they would be _____. This, they learned, is a John Doe investigation.

It turns out that they were being investigated for _____—illegal communications between a political advocacy group and a political campaign. The John Doe rules are supposed to _____ innocent people by keep the proceedings secret and out of the newspapers. But the people being investigated are not even allowed to seek legal advice. But one man, Eric O'Keefe, spoke out. Newspapers published his complaints and numerous writers called the investigation a _____ attack.

Eventually, the investigation was _____ by the Wisconsin Supreme Court, which ordered the return of all the materials take in the raids. The court ruled that the "prosecutor in the case has _____ theories of law that do not exist in order to investigate citizens who were wholly innocent of any wrongdoing," and praised those who fought back for their willingness "to fight against the unlimited resources of an unjust prosecution." Eric O'Keefe said that the investigation was _____ to shut people up. "It was a speech suppression play," he said.

Since then, the Wisconsin legislature _____ to prohibit John Doe investigations in all cases except violent felonies and drug crimes, and even in those cases the _____ requirement would apply only to the government—the investigators, judges, and prosecutors; suspects and witnesses would be allowed to discuss the investigations and seek _____ advice.

FINDING FREEDOM: ESCAPE FROM NORTH KOREA

Segment Length: 6:46 minutes

Lesson Description:

What is freedom? How important is freedom to you? People use the word freedom differently, but when we look at North Korea, there is little disagreement that the citizens are not free. This segment looks at one person's escape from North Korea.

Objectives:

Students will be able to:

- discuss basic social, economic, and political conditions in North Korea.
- compare and contrast life in a totalitarian regime with life in a freer, more democratic country.
- evaluate the results of a government that has unlimited power.

Preview Activity and Questions:

People often say about the United States that it's a free country. What does "freedom" mean to you? How important is being free?

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.

OR

Have students answer the following question in their notebooks: How would you feel if the government told you what haircut you could get, what music you could listen to, and what you could watch on TV?

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. North Korea
2. jeans
3. Animal Farm
4. freedom

Answers to Cloze Activity:

Yeonmi Park was born in 1993 in Hyesan, North Korea, under one of the world's most repressive regimes and in the height of a nationwide famine.

State-controlled media was their only form of information, so she knew nothing of the outside world and was taught to hate the regime's enemies, especially the United States. North Korea was dark—electricity was rarely reliable—and cold. The distraction of hunger permeated almost every scene of her childhood. While Yeonmi's mother was away trying to secure the release of her husband, Yeonmi and her sister learned to survive on bugs and plants, nearly starving to death before their mother returned.

Yeonmi wrote that when she was seven or eight, she saw a pirated copy of the movie *The Titanic*. "It amazed me that it was a story that took place a hundred years ago. Those people living in 1912 had better technology than most North Koreans!"

Life changed for Yeonmi when she finally arrived in South Korea. She devoured books with great appetite, starting with translations of children's books, then biographies, and when she read George Orwell's *1984*, she connected with it because it was as if Orwell knew where she was from and what she had been through. "I read to fill my mind and to block out the bad memories," Yeonmi wrote. "But I found that as I read more, my thoughts were getting deeper, my vision wider, and my emotions less shallow. The vocabulary in South Korea was so much richer than the one I had known, and when you have more words to describe the world, you increase your ability to think. In North Korea, the regime doesn't want you to think."

Name _____ Date _____

Class _____ Period _____ Teacher _____

Finding Freedom: Escape from North Korea Viewing Guide

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

1. There are real victims in the world. Twenty-five million of them lived in a place that's called the worst place on Earth, talking about _____. No one but the dictator has any freedom. Thousands of people are tortured. People eat rodents to survive.
2. If you wear _____, you would get arrested for that.
3. And one day I picked up a book called _____ and that changed my life. In that book I saw myself, I saw my grandmother, I saw my mother. And I could understand what had happened to me and what had happened to North Korea.
4. I went the very first day; I think it was Christmas Eve and I was amazed with the _____. I can watch a movie making fun of Kim Jong-Un. Think about it. If I was in North Korea I would be executed.

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

Why is North Korea often called "the worst place on Earth"? _____

At the end of the video, John Stossel asked Yeonmi Park if she would go through starving and being sold into sex slavery again. Yeonmi replied, "Yes, I would do that again to be free." Why do you think freedom is that important to her? _____

Why don't the citizens of North Korea overthrow their ruler? _____

Discussion and Analysis:

1. What surprised you the most about this video?
2. What is life like in North Korea?
3. Why do the people in the video clips of North Korea seem happy?
4. What is freedom?
5. What type of government does North Korea have?
6. What is the role of government? If government is supposed to control the people, why do people complain about the North Korean rulers?
7. Why don't we ever hear of people defecting from our country?
8. In the beginning of the video, John Stossel said that twenty-five million people living in North Korea are victims. Victims of what?
9. If the people in North Korea are truly victims, why don't they rise up and overthrow their rulers?
10. Does changing technology make it easier or harder for dictators to control their people? Explain your answer.
11. Some people say that North Korea has little pollution compared to South Korea and other countries that have market economies. What might be some reasons for that?
12. Yeonmi Park wrote that citizens of North Korea have no access to the internet. But aren't there a lot of bad or inappropriate websites on the internet? In a way, isn't the government protecting its people?
13. Do you think there are people who are happy or at least content living in North Korea? Why?
14. Yeonmi Park said that the government tells people how their hair should look, what they can wear, watch, and listen to. Why is conformity so important? Why can't people make these decisions for themselves?
15. Some arguments found on the internet in favor of North Korea's government include: orderly society, little crime, no graffiti, no traffic jams, no selfies, people still talk to each other at the dinner table, star-lit skies with little light pollution, and no AIDS. Those all seem to be good features. Aren't they? Or are these features indicative of something wrong? Explain.
16. The North Korea that Yeonmi Park describes is a country in which most people are completely equal. Is anything wrong with that? Isn't the goal of government to make people equal?

Discuss These Lines from the Video:

1. No one but the dictator has any freedom. Thousands of people are tortured. People eat rodents to survive. Some starve anyway. In winter, people freeze to death and nobody is allowed to leave.
2. What strikes me watching this is that you would think people really do love Kim Jong-un. The announcer's voice is so exuberant. The audience [reaction] suggest[s] that they do worship him.
3. I thought freedom meant to wear jeans or watching movies without getting arrested or executed, but freedom meant in South Korea you gotta think for yourself.

4. One day I picked up a book called *Animal Farm* and that changed my life. In that book I saw myself, I saw my grandmother.... And I could understand what had happened to me and what had happened to North Korea.

Quotes for Discussion

North Korea is the only country in the world that executes people for making unauthorized international phone calls. North Koreans are being terrorized today. When I was 9 years old, I saw my friend's mother publicly executed. Her crime? Watching a Hollywood movie.

– Yeonmi Park

There's only one channel on TV. There's no Internet. We aren't free to move, sing, read, wear or think what we want.

– Yeonmi Park

Dictators cause the world's worst problems: all the collapsed states, and all the devastated economies. All the vapid cases of corruption, grand theft, and naked plunder of the treasury are caused by dictators, leaving in their wake trails of wanton destruction, horrendous carnage and human debris.

– George Ayittey

There is no easy walk to freedom anywhere, and many of us will have to pass through the valley of the shadow of death again and again before we reach the mountaintop of our desires.

– Nelson Mandela

Power tends to corrupt, and absolute power corrupts absolutely.

– Lord Acton

Unlimited power is apt to corrupt the minds of those who possess it.

– William Pitt

Capitalism has worked very well. Anyone who wants to move to North Korea is welcome.

– Bill Gates

The greatest threat to the security of the people of North Korea comes from the government of North Korea.

– Ari Fleischer

One of the ways the North Korea regime has kept power is by keeping its people ignorant of the living standards in the outside world. That's the underlying lie that supports the regime – not that their country is 'normal' but that they are better off.

– Barbara Demick

If the freedom of speech is taken away then dumb and silent we may be led, like sheep to the slaughter.

– George Washington

All of North Korea is a jail.

– Kim Young-sam

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.

– Thomas Jefferson

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

It is difficult to free fools from the chains they revere.

– Voltaire

I know not what others may choose but, as for me, give me liberty or give me death.

– Patrick Henry

North Korea is not an undeveloped country; it is a country that has fallen out of the developed world.

– Barbara Demick

Is freedom anything else than the right to live as we wish? Nothing else.

– Epictetus

The inherent vice of capitalism is the unequal sharing of the blessings. The inherent blessing of socialism is the equal sharing of misery.

– Winston Churchill

Activities:

1. Have students complete the Cloze activity on page 50 in class or for homework.
2. View the video “The Importance of Institutions” (5:00 minutes) as a follow-up.
<http://www.mruniversity.com/courses/development-economics/importance-institutions-brief>
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. Some people say that history is best told in stories of the people who live through it. Research a North Korean defector and write about his or her experiences.
5. Have the class conduct a Flash Drives for Freedom drive in your school or community. After flash drives are donated to the organization, the drives are reformatted and then loaded with films and e-books from the outside world. The flash drives are then smuggled into North Korea.
<http://flashdrivesforfreedom.org/>
6. Research and prepare a slideshow comparing North and South Korea. (See link in the Resources section for help in preparing a slideshow.)
7. Research and write a biography of Kim Jong-un, his father Kim Jong-il, or his grandfather Kim Il-sung. (See links in the Resources section for help in writing a biography.)
8. Write an essay that compares and contrasts North and South Korea. (See links in the Resources section for help in writing comparative essays.)
9. Research North Korea and write a persuasive essay in favor of or opposed to the government in North Korea. (See links in the Resources section for help in writing persuasive essays.)
10. Read the Human Rights Watch World Report 2016 on North Korea and summarize each subsection.
<https://www.hrw.org/world-report/2016/country-chapters/north-korea>
11. Look at the Human Rights Foundation website. What are the goals of the organization? What does it do? What has it done on behalf of North Koreans? Report your findings to the class.
<https://humanrightsfoundation.org>

12. Create a travel brochure for North Korea. (See links in the Resources section for help in producing a travel brochure.)
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. Watch one of the videos in the Resources section and write a summary of it.
15. 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.)
16. Write a tweet, poem, or song about North Korea or about a North Korean defector.

Resources:

Guides

Think, Pair, Share

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 write a compare/contrast essay:

<https://www.sbcc.edu/clrc/files/wl/downloads/WritingaCompareContrastEssay.pdf>

How to write a persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

How to produce a travel brochure:

http://www.ehow.com/how_5886217_make-travel-brochure-school-project.html

<https://www.youtube.com/watch?v=9x5xFqLPrKQ>

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:

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.html>

Articles

- Connection Denied: Restrictions on Mobile Phones and Outside Information in North Korea
<http://www.amnestyusa.org/research/reports/connection-denied-restrictions-on-mobile-phones-and-outside-information-in-north-korea>
- “Escape From North Korea” by Tom O’Neill
<http://ngm.nationalgeographic.com/2009/02/north-korea/oneill-text>
- “Flashdrives for freedom? 20,000 USBs to be smuggled into North Korea” by Jack Hands
http://www.theguardian.com/world/2016/mar/22/flashdrives-for-freedom-north-korea-20000-usb-sticks?CMP=tw_t_gu
- “North Korea Human Rights”
<http://www.amnestyusa.org/our-work/countries/asia-and-the-pacific/north-korea>
- “The Plot to Free North Korea With Smuggled Episodes of ‘Friends’” by Andy Greenberg
<https://www.wired.com/2015/03/north-korea/>
- “U.S. Soldiers Defy North Korean Propaganda by Teaching Defectors English”
by Choe Sang-Hun
http://www.nytimes.com/2016/04/28/world/asia/north-korea-defectors-learn-english.html?rref=collection%2Ftimestopic%2FNorth%20Korea&action=click&contentCollection=world®ion=stream&module=stream_unit&version=latest&contentPlacement=4&pgtype=collection&_r=0

Books

- Animal Farm* by George Orwell
- Anthem* by Ayn Rand
- The Aquariums of Pyongyang: Ten Years in the North Korean Gulag* by Kang Chol-hwan and Pierre Rigoulot
- Dear Leader: My Escape from North Korea* by Jang Jin-sung
- Dear Reader: The Unauthorized Autobiography of Kim Jong* by Michael Malice
- Escape from Camp 14: One Man’s Remarkable Odyssey from North Korea to Freedom in the West*
by Blaine Harden
- The Girl with Seven Names* by Hyeonseo Lee
- In Order to Live: A North Korean Girl’s Journey to Freedom* by Yeonmi Park
- Nothing to Envy: Ordinary Lives in North Korea* by Barbara Demick
- The Real North Korea: Life and Politics in the Failed Stalinist Utopia* by Andrei Lankov
- A Thousand Miles to Freedom: My Escape from North Korea* by Eunsun Kim
- Under the Same Sky: From Starvation in North Korea to Salvation in America* by Joseph Kim

Websites

- Amnesty International
<https://www.amnesty.org/en/>
- Democratic People’s Republic of Korea
<http://www.korea-dpr.com/>
- Flash Drives for Freedom
<http://flashdrivesforfreedom.org>

Human Rights Foundation

<https://humanrightsfoundation.org>

Human Rights Watch: North Korea

<https://www.hrw.org/asia/north-korea>

Human Rights Watch World Report 2016

<https://www.hrw.org/world-report/2016/country-chapters/north-korea>

Liberty in North Korea

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

Videos

10 Days in North Korea

<https://www.youtube.com/watch?v=5xs--To414I>

The Courageous Speech of Yeonmi Park · One Young World Summit Dublin 2014

<https://www.youtube.com/watch?v=Fr19P0JemKg>

The Importance of Institutions

<http://www.mruniversity.com/courses/development-economics/importance-institutions-brief>

Related Lesson Plans

I'm Watching You 24/7

<http://www.thirteen.org/edonline/wideangle/lessonplans/imwatching/>

A Tale of Two Heavens: Escaping North Korea – PBS Learning Media Lesson Plan

<http://www.pbslearningmedia.org/resource/wa10.socst.global.conn.lpcrosheav/a-tale-of-two-heavens-escaping-north-korea/>

Name _____ Date _____

Class _____ Period _____ Teacher _____

Finding Freedom: Escape from North Korea Cloze Activity

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

think	rarely	words	information
technology	connected	repressive	years
permeated	vocabulary	memories	returned

Yeonmi Park was born in 1993 in Hyesan, North Korea, under one of the world's most _____ regimes and in the height of a nationwide famine.

State-controlled media was their only form of _____, so she knew nothing of the outside world and was taught to hate the regime's enemies, especially the United States.

North Korea was dark—electricity was _____ reliable—and cold. The distraction of hunger _____ almost every scene of her childhood. While Yeonmi's mother was away trying to secure the release of her husband, Yeonmi and her sister learned to survive on bugs and plants, nearly starving to death before their mother _____.

Yeonmi wrote that when she was seven or eight, she saw a pirated copy of the movie *The Titanic*. "It amazed me that it was a story that took place a hundred _____ ago. Those people living in 1912 had better _____ than most North Koreans!"

Life changed for Yeonmi when she finally arrived in South Korea. She devoured books with great appetite, starting with translations of children's books, then biographies, and when she read George Orwell's *1984*, she _____ with it because it was as if Orwell knew where she was from and what she had been through. "I read to fill my mind and to block out the bad _____," Yeonmi wrote. "But I found that as I read more, my thoughts were getting deeper, my vision wider, and my emotions less shallow. The _____ in South Korea was so much richer than the one I had known, and when you have more _____ to describe the world, you increase your ability to think. In North Korea, the regime doesn't want you to _____."

This Cloze Activity is adapted from "Five surprising facts about North Korean defector Yeonmi Park" by Alli Maloney

<http://nytlive.nytimes.com/womenintheworld/2015/10/01/five-facts-about-north-korean-defector-yeonmi-park/>

PROPAGANDA: ENVIRONMENTAL FEAR MONGERING

Segment Length: 5:02 minutes

Lesson Description:

Why do some movies seem to go beyond entertainment and include scary messages for children? Can there be a rational environmental debate or does it need to be filled with propaganda and hype? This segment looks at the tactics some use to convince others of impending environmental doom.

Concepts & Key Terms:

Indigenous People – People who live traditionally on ancestral lands and are often referred to as “tribal” or “native.”

Propaganda – Information that is considered to be biased in support or opposition of a person, cause, or point of view.

Objectives:

Students will be able to:

- discuss the efforts to convince people of impending environmental crisis.
- analyze the positions of environmental activists and environmental skeptics.
- assess the use of scare tactics in the environmental debate.

Preview Activity and Questions:

Distribute the K-W-L chart (page 60). Have students complete the first two columns to the best of their ability. (Have them fill in the last column after viewing the video.)

OR

What are your five top concerns? Why?

Use Think, Pair, Share to have students answer the preview question. After a few minutes, poll the students. Ask the students to explain their answers. Where do environmental issues rank in their list of concerns? Why?

Viewing Guide:

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

Answers to Viewing Guide:

- | | |
|-------------|---------------|
| 1. life | 4. political |
| 2. progress | 5. exploiting |
| 3. climate | 6. must |

Name _____ Date _____

Class _____ Period _____ Teacher _____

Propaganda: Environmental Fear Mongering Viewing Guide

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

1. Mark Morano, a journalist who tries to fight the fear-mongering, calls this “propaganda from people who want government to control _____.”
2. He went down with Sigourney Weaver to Brazil to protest hydroelectric dams, which would have brought running water and electricity to hundreds of thousands of people, and then flew back home to Hollywood where he had mansions; he had private planes. He’s living a high-carbon lifestyle, yet he is willing to deny that _____ to the poor people.
3. The *New York Times* _____ reporting reads like a Greenpeace newsletter.
4. There’s a blurring between fiction and reality, because they have a _____ agenda.
5. This is basically telling kids, everything you buy, we’re _____ other people.
6. No dissent allowed when you’re teaching your children about global warming. They’re going to be told that there’s one view, and the view is that we face a climate danger and that we _____ act.

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

Why do environmental activists try to scare people? _____

Why do they try to use movies to accomplish this? _____

Discussion and Analysis:

1. What's the best way to win an argument?
2. Why does it seem that so many Hollywood movies push an environmentalist agenda?
3. Do you think using movies to convince people that environmental crises loom is appropriate? Is it propaganda? Explain.
4. What about evidence? If there is overwhelming evidence that these environmental issues will bring about the end of life as we know it, why are people such as Mark Morano from Climate Depot criticizing the tactics used to convince people?
5. You might have heard of global warming and climate change, but have you heard of global cooling? According to Wikipedia, it was a conjecture that, because the earth's surface between the 1940s and the 1970s had cooled, we would enter another ice age. Does that change your views of the current debate over impending environmental catastrophe? Why/Why not?
6. What did Mark Morano mean when he said that Leonardo DiCaprio didn't get the disconnect between fighting global warming and flying all over the world?
7. What about hydroelectric dams in Brazil... do you think the indigenous people living there wanted running water and electricity? Do you think all indigenous people want the same things? Do we?
8. Is it possible that we make indigenous lifestyles seem more idyllic than they are? Explain.
9. If people don't want land being developed, what can they do about it? What can they do that takes into account people's property rights?
10. Why might the media trumpet fears of climate change and other environmental concerns?

Discuss These Lines from the Video:

1. Environmentalism and Hollywood have gone hand in hand.
2. What you call propaganda, they say we're just informing people.
3. They're not informing people. They're using science and environmental scares to achieve these political ends that they've been trying to do essentially since the 1960s.
4. Leonardo DiCaprio is probably the chief celebrity spokesman. He actually famously said one time, "I'll fly all over the world in order fight global warming."
5. He [movie director James Cameron] went down with Sigourney Weaver to Brazil to protest hydroelectric dams, which would have brought running water and electricity to hundreds of thousands of people, and then flew back home to Hollywood where he had mansions; he had private planes. He's living a high-carbon lifestyle, yet he is willing to deny that progress to the poor people.
6. The *New York Times* climate reporting reads like a Greenpeace newsletter.
7. CNN actually asked: Was this asteroid caused by global warming?
8. There's a blurring between fiction and reality, because they have a political agenda.
9. This [The Story of Stuff video] is basically telling kids, everything you buy, we're exploiting other people.
10. No dissent allowed when you're teaching your children about global warming. They're going to be told that there's one view, and the view is that we face a climate danger and that we must act.

Quotes for Discussion:

The threat posed by humans to the natural environment is nothing compared to the threat to humans posed by global environmental policy.

– Fred L. Smith

Our world faces a true planetary emergency. I know the phrase sounds shrill, and I know it's a challenge to the moral imagination.

– Al Gore

It's obvious nonsense, but it makes nice people feel good about themselves to do their bit for the planet. It's vanity of a grotesque kind to believe that mankind, and our "carbon footprint," has more impact on the future of Earth than Nature, which bends our planet to its will, as it sees fit.

– Charles Saatchi

Fracking has been used for more than 60 years to successfully drill over a million oil and gas wells in the U.S. Nonetheless, the prevailing mythology on the radical left is that the technology is "poisoning our children" by polluting the water we drink and the air we breathe.

– Bob Beauprez

Take air quality in the United States today: It's about 30 percent better than it was 25 years ago, even though there are now more people driving more cars.

– Jared Diamond

I have a private plane. But I fly commercial when I go to environmental conferences.

– Arnold Schwarzenegger

Environmentalism isn't a discipline or specialty. It's a way of seeing our place in the world. And we need everybody to see the world that way. Don't think "In order to make a difference I have to become an environmentalist."

– David Suzuki

There are more effective ways of tackling environmental problems including global warming, proliferation of plastics, urban sprawl, and the loss of biodiversity than by treaties, top-down regulations, and other approaches offered by big governments and their dependents.

– Preston Manning

I have a very positive attitude to anyone who is protecting the environment, but it's inadmissible when people are using it as a means of promoting themselves, using it as a source of self-enrichment. I don't want to name any specific examples... but often, environmentalism is used to blackmail companies.

– Vladimir Putin

Why has it seemed that the only way to protect the environment is with heavy-handed government regulation?

– Gale Norton

A majority of American citizens are now becoming skeptical of the claim that our carbon footprints, resulting from our use of fossil fuels, are going to lead to climatic calamities. But governments are not yet listening to the citizens.

– John Coleman

In the rich world, the environmental situation has improved dramatically. In the United States, the most important environmental indicator, particulate air pollution, has been cut by more than half since 1955, rivers and coastal waters have dramatically improved, and forests are increasing.

– Bjorn Lomborg

Environmentalism is a way of seeing our place within the biosphere.

– David Suzuki

Liberals in Congress have spent the past three decades pandering to environmental extremists. The policies they have put in place are in large part responsible for the energy crunch we are seeing today. We have not built a refinery in this country for 30 years.

– Marsha Blackburn

Mankind is considered (by the radical environmentalists) the lowest and the meanest of all species and is blamed for everything.

– Dixie Lee Ray

Raising awareness on the most pressing environmental issues of our time is more important than ever.

– Leonardo DiCaprio

The warnings about global warming have been extremely clear for a long time. We are facing a global climate crisis. It is deepening. We are entering a period of consequences.

– Al Gore

The whole aim of practical politics is to keep the populace alarmed – and hence clamorous to be led to safety – by menacing it with an endless series of hobgoblins, all of them imaginary.

– H. L. Mencken

I'd say the chances are about 50-50 that humanity will be extinct or nearly extinct within 50 years. Weapons of mass destruction, disease, I mean this global warming is scaring the living daylights out of me.

– Ted Turner

The urge to save humanity is almost always a false front for the urge to rule.

– H. L. Mencken

As someone who lived under communism for most of his life, I feel obliged to say that I see the biggest threat to freedom, democracy, the market economy and prosperity now in ambitious environmentalism, not in communism. This ideology wants to replace the free and spontaneous evolution of mankind by a sort of central (now global) planning.

– Vaclav Klaus

We live in a world bathed in 5,000 times more energy than we consume as a species in the year, in the form of solar energy. It's just not in usable form yet.

– Peter Diamandis

The hydrogen powered car, with its high fuel mileage and zero emission rate, is just one example of the products under development that will help increase our energy independence.

– Dan Lipinski

Activities:

1. Have students complete the T-Chart graphic organizer (page 61).
2. Research the history of climate change from the ice age until now. Develop a timeline on poster board. What conclusions can you draw based on that research? How does that affect your view about global warming? (See links to Informational Websites in the Resources section.)
3. Use the internet to look up this headline: "31,000 scientists reject 'global warming' agenda." Research this issue and make an oral report or write an essay explaining its significance.

4. In his book, *Vision of the Anointed*, Thomas Sowell observed that there are several key elements that “ideological crusaders” have in common:
 - A. Assertion of a great danger to the whole society, a danger to which the masses of people are oblivious.
 - B. An urgent need for action to avert impending catastrophe.
 - C. A need for government to drastically curtail the dangerous behavior of the many, in response to the prescient conclusions of the few.
 - D. A disdainful dismissal of arguments to the contrary as either uninformed, irresponsible, or motivated by unworthy purposes.

Apply Sowell’s observations to environmentalism and the way environmentalists pursue their agenda. This can be a group project, in which each student in a group of four researches and reports on one of the elements. Be sure to look at several of the environmental concerns these crusaders warned us about.
5. In an article on the internet, Al Gore says “Nobody is interested in solutions if they don’t think there’s a problem. Given that starting point, I believe it is appropriate to have an over-representation of factual presentations on how dangerous it is, as a predicate for opening up the audience to listen to what the solutions are, and how hopeful it is that we are going to solve this crisis.” Review the interview (link below) and explain what he means by “it is appropriate to have an over-representation of factual presentations on how dangerous it is.”

<http://grist.org/article/roberts2/>
6. Which recent movies have had environmental themes or messages? What have those messages been? Research this and report back with either an essay or a talk to the class.
7. Conduct a classroom debate about the use of scare tactics in the environmental debate. To get students to look at the debate from a different perspective, consider having them argue from a view with which they disagree. Students should be given time to research their position prior to debating. (See link in the Resources section for a guide to conducting classroom debates.)
8. Research the environmental work of either James Cameron or Leonardo DiCaprio and write a report about their efforts.
9. Al Gore’s video, *An Inconvenient Truth*, is considered the leading global warming video. The National Wildlife Federation has developed curriculum, *An Inconvenient Truth in the Classroom*, for teachers to use with the video. Review the curriculum and report to the class about the inclusion or absence of scare tactics. If scare tactics are used, be sure to include examples.

https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf
10. Secretary of State John Kerry asked that if all the worst environmental predictions never materialized, what harm would be done from having made the decision to respond to it? Research this very issue and answer his question in an essay or report.
11. In 2007, a judge in Britain limited the showing of Al Gore’s video, *An Inconvenient Truth*, in public schools. Research and write a report about this ruling and the reasons for the judge’s decision.
12. Produce a “man-on-the-street” video in which you ask people what they know about carbon emissions, climate change, rising sea levels, or other environmental concerns. (See links in the Resources section for help in producing man-on-the-street videos.)

13. In the video, there was a reference to building hydroelectric dams in Brazil. Research this and write a persuasive essay in favor or against building dams. Or research this in groups and conduct a classroom debate. (See links in the Resources section for help in writing persuasive essays and for a guide to conducting classroom debates.)
14. Like James Cameron and Leonardo DiCaprio, Al Gore is another activist who lives a “high-carbon lifestyle.” Research a well-known environmental activist who lives a high-carbon lifestyle and report back to the class about his or her lifestyle in a slideshow. (See links in the Resources section for help in producing effective slideshows.)
15. Draw a poster about the environment or environmental activism.
16. Write a letter to the head of a cinema company that has produced one or more movies that directly or indirectly advocate environmental activism. Express your support or opposition to such advocacy.
17. In a persuasive essay, present the two sides presented in the video and your view of the issue. Be sure to address the opposing side of the argument in your essay. (See links in the Resources section for help in writing persuasive essays.)
18. Read one of the articles in the Resources section and either write a summary or take Cornell Notes. (See links in the Resources section for help in taking Cornell Notes.)
19. Write a tweet, poem, or song about an environmental issue or environmental activism.
20. Research one of the organizations listed in the Resources section and report about the organization’s goals and activities.

Resources:

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

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

Also helpful for K-W-L:

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

Think, Pair, Share

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 produce a man-on-the-street interview:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://watchdogwire.com/blog/2014/08/25/man-on-the-street-interview-tipsheet/>

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 persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

How to conduct a survey:

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

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

For help in speaking to a class:

<https://www.hamilton.edu/oralcommunication/tips-for-effective-delivery>

Preparing effective slideshow presentations:

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.html>

Articles

“Endangered Species Listing May Backfire”

<https://www.heartland.org/news-opinion/news/endangered-species-listings-may-backfire>

“Environmental Alarmism: The Children’s Crusade” by Stephen Huebner and Kenneth Chilton

<http://issues.org/15-2/huebnerchilton-2/>

“Environmental Alarmism, Then and Now” by Bjorn Lomborg.

<http://www.lomborg.com/news/environmental-alarmism-then-and-now>

Downloadable PDF version:

<https://docs.google.com/file/d/0B47tUyKk3fNueUpXRGVpNmhTVEE/edit>

“Environmental Alarmism in Context” by Amy Kaleita and Gregory R. Forbes

<http://historynewsnetwork.org/article/42998>

“In Their Own Words: Climate Alarmists Debunk Their ‘Science’” by Larry Bell

<http://www.forbes.com/sites/larrybell/2013/02/05/in-their-own-words-climate-alarmists-debunk-their-science/#75537f7576fb>

“Straw Man Environmental Alarmism 101, California Style” by Chuck Roger

http://www.americanthinker.com/blog/2011/04/straw_man_environmental_alarm.html

“The New Environmentalism Will Lead Us to Disaster” by Clive Hamilton

<http://www.scientificamerican.com/article/the-new-environmentalism-will-lead-us-to-disaster/>

“Your Biggest Carbon Sin May Be Air Travel” by Elisabeth Rosenthal

http://www.nytimes.com/2013/01/27/sunday-review/the-biggest-carbon-sin-air-travel.html?_r=0

Informational Websites

“1970s Global Cooling Alarmism” [A compendium of global cooling headlines and “facts”]

<http://www.populartechnology.net/2013/02/the-1970s-global-cooling-alarmism.html>

“A brief history of climate panic and crisis... both warming and cooling” by Anthony Watts

<https://wattsupwiththat.com/2014/07/29/a-brief-history-of-climate-panic-and-crisis-both-warming-and-cooling/>

An Inconvenient Truth in the Classroom

https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf

Bringing Climate to the Classroom: Years of Living Dangerously
by The National Wildlife Federation

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

Climate Change Timeline – 1895-2009

<https://butnowyouknow.net/those-who-fail-to-learn-from-history/climate-change-timeline/>

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

http://earthsendangered.com/index_s.asp

Endangered Species Consultation Handbook

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

Real Science

<https://stevengoddard.wordpress.com/>

Organizations

Center for Biological Diversity

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

Climate Depot

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

Conservation International

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

The Heartland Institute

<https://www.heartland.org/>

Institute for Justice

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

National Wildlife Federation

<https://www.nwf.org/>

Property & Environment Research Center:

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

Videos

An Inconvenient Truth

Not Evil Just Wrong

Name _____ Date _____

Class _____ Period _____ Teacher _____

Propaganda: Environmental Fear Mongering 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 current environmental concerns and how they will affect me:	What I want to know about current environmental concerns and how they will affect me:	What I've learned about current environmental concerns and how they will affect me:

What is one potentially positive result of using scare tactics to encourage environmental action?

What is one potentially negative result of using scare tactics to encourage environmental action?

CAPITALISM: WHY SO UNPOPULAR?

Segment Length: 5:45 minutes

Lesson Description:

News reports, articles, and websites tell us of the waning belief in capitalism. What do you think about capitalism? Is capitalism evil? Or has it lifted billions of people out of poverty? This segment looks at capitalism.

Concepts and Key Terms:

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

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

Objectives:

Students will be able to:

- explain various views of capitalism.
- compare and contrast capitalism as a synonym for free markets and the economic system in our country today.
- weigh the effects of capitalism and communism.

Preview Activity and Questions:

Have students answer the following question in their notebooks:

When you think of capitalism, what words come to mind?

Use Think, Pair, Share to have students answer the preview question. Ask them to look for similarities and differences in their answers and have them rate their answers as either “positive” or “negative.” After a few minutes, poll the students and ask them to explain their answers. Are there more positive or negative? Why?

OR

Have students answer the following question in their notebooks:

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

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.

OR

Distribute copies of the K-W-L worksheet (page 72) to the class. Have students fill in the K and W sections. After showing the video, have students complete the L section and answer the question 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. capitalism
2. produce
3. untold
4. innovative
5. security

Name _____ Date _____

Class _____ Period _____ Teacher _____

Capitalism: Why So Unpopular? Viewing Guide

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

1. Before _____, 300 years ago, 99 percent of the population of the Earth were poor.
2. Today, everybody, including the poor, are much, much richer than anybody was back then, and it's all due to capitalism. It's all due to the freedom, to property rights, the ability of people to go out there and make and _____ at whatever level they can and to feed themselves.
3. One of the _____ stories really of the last 40 or 50 years is the fact that 800 million people have come out of poverty in Southeast Asia, 800 million people out of poverty in Southeast Asia because they've implemented a little bit of capitalism.
4. And of course, the more you make, the more productive you are, the more wealth you create, the more _____ you are, the more you've used your mind, the harder you work, the more they take from you.
5. When I was in communist Russia, people told me – some people, anyway – that they liked the _____ that communism gave them; they knew they had a job.

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

In the video, John Stossel suggested sharing is good. Yaron Brook said that sharing leads to gulags (forced labor prison camps). Are they talking about the same kind of sharing? _____

In their discussion, how is the meaning of sharing different? _____

Should people be forced to share? _____ Why / Why not? _____

If people should be forced to share, with whom should they have to share? _____

How much of what they have or earn should they be forced to share? _____

Discussion and Analysis:

1. What is capitalism?
2. Why do you think the word “capitalism” has taken on a negative connotation with so many people?
3. Why do you think socialism is viewed positively by so many people?
4. In the beginning of the video, a person being interviewed said that capitalism “creates so many poor people.” How does capitalism create poor people? Does that person’s answer suggest that those people wouldn’t have been poor except for capitalism? How would they have not been poor?
5. John Stossel said that where there is capitalism, there is income inequality. Does that matter? Don’t some people deserve to make more than others? What about sports stars? Entrepreneurs and inventors? Corporate executives? Should there be any limits on how much people can make? Why / Why not?
6. Based on your study of history, do you agree with Yaron Brook that almost everyone on Earth was poor hundreds of years ago? How did that change? Does your answer support or contradict Yaron Brook’s statement?
7. Yaron Brook said that freedom, property rights, and the ability of people to create and produce for themselves and for others have made people richer and has improved the lives of everyone, including the poor. Do you agree or disagree? Why?
8. What is a mixed economy? Why does Yaron Brook say that we don’t have capitalism today, that we have a mixed economy?
9. Why do you think some people want to change or tamper with free markets?
10. Some people say that a mixed economy is simply an economy in flux, moving from capitalism toward socialism or from socialism toward capitalism. Which way do you think our economy is moving? What evidence can you cite to support your position?
11. A tenet of communism and socialism is that people share. Isn’t sharing good? Are there times when it might not be? In those systems, is sharing voluntary or are people forced to share?
12. Toward the end of the video, John Stossel interviewed several people in Russia who said they liked communism because they didn’t have to worry. Doesn’t that sound good? What reason then might people have for not wanting that kind of economic system?
13. What incentives are there to invent, to create, to produce in socialist or communist countries? In which countries do you think people live better? Why?
14. What are some long term results – unintended consequences – of taking care of people rather than their taking care of themselves?
15. Do we really need eight brands of toilet paper? Who decides? Who should decide? What might be the benefits of there being more than one brand of toilet paper or any other product? Are there any negatives to having numerous brands of products?
16. Does the American ideal of equality mean that all people should be equal or that they should have equal opportunity? What’s the difference? Why does it matter?
17. In which system are people the most free? Why? Is freedom more important than being equal? Why / Why not?

Discuss These Lines from the Video:

1. Capitalism is an evil system set up to benefit the few at the expense of the many.
2. Before capitalism, 300 years ago, 99 percent of the population of the Earth were poor.
3. I think we need to be careful not to conflate all we have today with capitalism. I mean, what we have today is this mixed economy.
4. So we don't have capitalism today, but when it's tried, and to the extent that it's tried, China today, millions of people rise out of poverty.
5. To sit here and argue for communism, when communism has been directly responsible for the brutal murder of well over 100 million people... .
6. And, of course, the more you make, the more productive you are, the more wealth you create, the more innovative you are, the more you've used your mind, the harder you work, the more they take from you. And that's, in my view, that is inherently unjust.
7. Life requires worrying. Life requires a certain amount of stress. That's what it is. So they want to live off of somebody else worrying. Somebody actually has to produce the stuff that they live off of.
8. I worked for a while with somebody who had come from the Soviet Union who was complaining that he had to go into the grocery store and choose between eight different types of toilet paper and that really upset him.
9. If you don't challenge yourself, if you don't have a little bit of anxiety in life, if you're not a little pushed, if you're not trying to strive toward something, life becomes dull and boring and meaningless.

Quotes for Discussion

I was guilty of judging capitalism by its operations and socialism by its hopes and aspirations; capitalism by its works and socialism by its literature.

– Sidney Hook

Either you believe in markets or you believe in government.

– Lawrence Kudlow

Capitalism knows only one color: that color is green; all else is necessarily subservient to it, hence, race, gender and ethnicity cannot be considered within it.

– Thomas Sowell

Socialism states that you owe me something simply because I exist. Capitalism, by contrast, results in a sort of reality-forced altruism: I may not want to help you, I may dislike you, but if I don't give you a product or service you want, I will starve. Voluntary exchange is more moral than forced redistribution.

– Ben Shapiro

When I read things like the foundations of capitalism are shattering, I'm like, maybe we need that. Maybe we need some time where we're walking around with a donkey with pots clanging on the sides.

– Louis C. K.

Fascism is capitalism in decay.

– Vladimir Lenin

Capitalism needs neither propaganda nor apostles. Its achievements speak for themselves. Capitalism delivers the goods.

– Ludwig von Mises

The inherent vice of capitalism is the unequal sharing of the blessings. The inherent blessing of socialism is the equal sharing of misery.

– **Winston Churchill**

I find capitalism repugnant. It is filthy, it is gross, it is alienating... because it causes war, hypocrisy, and competition.

– **Fidel Castro**

Under capitalism, man exploits man. Under communism, it's just the opposite.

– **John Kenneth Galbraith**

Capitalism is always evaluated against dreams. Utopia is a dream. It doesn't exist.

– **Rush Limbaugh**

Capitalism has worked very well. Anyone who wants to move to North Korea is welcome.

– **Bill Gates**

I am convinced that the way to build a new and better world is not capitalism. Capitalism leads us straight to hell.

– **Hugo Chavez**

Critics of consumer capitalism like to think that consumers are manipulated and controlled by those who seek to sell them things, but for the most part it's the other way around: companies must make what consumers want and deliver it at the lowest possible price.

– **James Surowiecki**

Capitalism improves the quality of life for the working class not just because it leads to improved wages but also because it produces new, better, and cheaper goods.... Indeed, with capitalism, the emphasis shifted to producing goods as cheaply as possible for the masses – the working class – whereas artisans had previously produced their goods and wares mostly for the aristocracy. Under capitalism every business wants to cater to the masses, for that is where the money is.

– **Thomas J. DiLorenzo**

If capitalism persists for several more centuries, as seems to be highly likely, then from the vantage point of the future, capitalism may be seen as the system responsible for the transformation of the human condition from one of mass subsistence to mass prosperity.

– **Victor D. Lippit**

Resentment is at work when one so hates somebody for his more favorable circumstances that one is prepared to bear heavy losses if only the hated one might also come to harm. Many of those who attack capitalism know very well that their situation under any other economic system will be less favorable.

– **Ludwig von Mises, *The Anti-Capitalistic Mentality***

Activities:

1. Have students complete the K-W-L worksheet (page 72) in class or for homework.
2. Distribute individual quotes from the “Quotes for Discussion” section (above) 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.
3. Pair students homogeneously and, using the Quotes Activity on pages 73-78, 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. What causes poverty? Some people say capitalism causes poverty. Others say it is merely the state of nature. Research poverty and report on it to the class.
5. Produce a “man-on-the-street” video in which you ask people to explain why they prefer capitalism, communism, or socialism. (See links in the Resources section for help in producing man-on-the-street videos.)
6. Conduct a classroom debate about capitalism. To get students to look at capitalism from a different perspective, consider having them argue from a view with which they disagree. Students should be given time to research their position prior to debating. (See link in the Resources section for a guide to conducting classroom debates.)
7. Film producer Michael Moore is a critic of capitalism. Research Michael Moore and write a biography about him. You might want to include the documentaries he has produced and his view of capitalism. (See link in the Resources section for a guide to writing biographies.)
8. Research Michael Moore’s political views and his view of capitalism, and how he has made his money. Is there any contradiction between his views and his actions? Write a persuasive essay in which you take a position on this question. Be sure to address the opposing side of the argument in your essay. (See links in the Resources section for help in writing persuasive essays.)
9. Research and write a biography of Ayn Rand. You might want to include her life in Russia, life as an immigrant in the United States, her philosophy, and the books she wrote, among other information. (See links in the Resources section for help in writing a biography.) As an alternative, produce a biographical slideshow. (See links in the Resources section for help in preparing a slideshow.)
10. Research and prepare a slideshow comparing life in a country with capitalism and life in a communist or socialist country.
11. Yaron Brook’s parents were socialists, yet he has become an ardent supporter of capitalism. Research Yaron Brook and write a biography of him. (See links in the Resources section for help in writing a biography.)
12. Yaron Brook has authored or co-authored numerous books. Read one of those books and write a book report.
13. Research and report to the class on the rise of entrepreneurship and the reduction of poverty in China. Is it mere coincidence or is there a link between the two?
14. Write a persuasive essay (pro or con) about capitalism. Be sure to address the opposing side of the argument in your essay. (See links in the Resources section for help in writing persuasive essays.)
15. Create a tri-fold brochure about capitalism. You might want to include historical information, descriptions of life in capitalist and non-capitalist countries, and a list of reasons to support capitalism.
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. Write a tweet, poem, or song about capitalism, socialism, or the debate over which is better for humanity.

Resources:

Guides

How to write a biography:

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

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

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

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

Also helpful for K-W-L:

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Think, Pair, Share

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 book report:

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

How to write a persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

How to produce a man-on-the-street interview:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://watchdogwire.com/blog/2014/08/25/man-on-the-street-interview-tipsheet/>

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:

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.html>

Articles

“Capitalism In No Way Created Poverty, It Inherited It” by Yaron Brook and Don Watkins

<http://www.forbes.com/sites/objectivist/2013/02/25/capitalism-in-no-way-created-poverty-it-inherited-it/#129e40895250>

“Charles Koch: This is the one issue where Bernie Sanders is right”

https://www.washingtonpost.com/opinions/charles-koch-this-is-the-one-issue-where-bernie-sanders-is-right/2016/02/18/cdd2c228-d5c1-11e5-be55-2cc3c1e4b76b_story.html

- “The Dog-Eat-Dog Welfare State Is Lose-Lose” by Yaron Brook and Don Watkins
<http://www.forbes.com/sites/objectivist/2012/07/12/the-dog-eat-dog-welfare-state-is-lose-lose/#6540ae15bdc3>
- “Majority of Americans Don’t Like Capitalism: YouGov Poll” by Ben Geier
<http://fortune.com/2015/11/03/majority-of-americans-dont-like-capitalism-yougov-poll/>
- “President Obama Jabs At Ayn Rand, Knocks Himself Out” by Wendy Milling
<http://www.forbes.com/sites/realspin/2012/10/30/president-obama-jabs-at-ayn-rand-knocks-himself-out/#686dd1e4203c>
- “The Sad Decline Of The Word ‘Capitalism’” by Alejandro Chafuen
<http://www.forbes.com/sites/alejandrochafuen/2013/05/01/the-sad-decline-of-the-word-capitalism/#1f9f7b635f4c>
- “When It Comes to Wealth Creation, There Is No Pie” by Yaron Brook and Don Watkins
<http://www.forbes.com/sites/objectivist/2011/06/14/when-it-comes-to-wealth-creation-there-is-no-pie/#600274b07c1c>
- “Without Question, Capitalism Is Supremely Moral” by Wendy Milling
<http://www.forbes.com/sites/realspin/2013/03/21/without-question-capitalism-is-surpreme-moral/#2b63f02b5dc7>

Books

- Atlas Shrugged* by Ayn Rand
- The Anti-Capitalistic Mentality* by Ludwig Von Mises
- Capitalism: The Unknown Ideal* by Ayn Rand
- Empire Builders: How Michigan Entrepreneurs Helped Make America Great* by Burton Folsom
- Equal Is Unfair: America’s Misguided Fight Against Income Inequality* by Don Watkins and Yaron Brook
- Family Pride: Profiles of Five of America’s Best-Run Family Businesses* by Thomas Goldwasser
- Free Market Revolution: How Ayn Rand’s Ideas Can End Big Government* by Yaron Brook and Don Watkins
- Gross National Happiness* by Arthur Brooks
- How Capitalism Saved America* by Thomas J. DiLorenzo
- The Myth of the Robber Barons* by Burton Folsom
- What’s So Great About America* by Dinesh D’Souza

Websites

- Ayn Rand Institute
<http://www.aynrand.org>
- The Capitalism Site
<http://capitalism.org/>

Videos

- Capitalism Without Guilt: The Moral Case for Freedom by Yaron Brook
<https://ari.aynrand.org/issues/government-and-business/capitalism/Capitalism-without-Guilt>

Name _____ Date _____

Class _____ Period _____ Teacher _____

Capitalism: Why So Unpopular? 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 know about capitalism:	What I want to know about capitalism:	What I've learned about capitalism:

After watching the video and discussing it in class, did you views of capitalism stay the same or change? _____

Why? _____

Capitalism: Why So Unpopular? Quotes Activity

Names: _____ and _____

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

A: In a capitalist society, all human relationships are voluntary. Men are free to cooperate or not, to deal with one another or not, as their own individual judgments, convictions and interests dictate.

Names: _____ and _____

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

B: Capitalism is a social system based on the recognition of individual rights, including property rights, in which all property is privately owned.

Names: _____ and _____

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

C: Capitalism is based on self-interest and self-esteem; it holds integrity and trustworthiness as cardinal virtues and makes them pay off in the marketplace, thus demanding that men survive by means of virtues, not of vices.

Names: _____ **and** _____

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

D: The issue is freedom versus dictatorship. It is only after men have chosen slavery and dictatorship that they can begin the usual gang warfare of socialized countries—today, it is called pressure-group warfare—over whose gang will rule, who will enslave whom, whose property will be plundered for whose benefit, who will be sacrificed to whose “noble” purpose.

Names: _____ **and** _____

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

E: The flood of misinformation, misrepresentation, distortion, and outright falsehood about capitalism is such that the young people of today have no idea (and virtually no way of discovering any idea) of its actual nature. While archeologists are rummaging through the ruins of millennia for scraps of pottery and bits of bones, from which to reconstruct some information about prehistorical existence—the events of less than a century ago are hidden under a mound more impenetrable than the geological debris of winds, floods, and earthquakes: a mound of silence.

Names: _____ **and** _____

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

F: The economic value of a man's work is determined, on a free market, by a single principle: by the voluntary consent of those who are willing to trade him their work or products in return. This is the moral meaning of the law of supply and demand.

Names: _____ **and** _____

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

G: America's abundance was created not by public sacrifices to the common good, but by the productive genius of free men who pursued their own personal interests and the making of their own private fortunes. They did not starve the people to pay for America's industrialization. They gave the people better jobs, higher wages, and cheaper goods with every new machine they invented, with every scientific discovery or technological advance—and thus the whole country was moving forward and profiting, not suffering, every step of the way.

Names: _____ **and** _____

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

H: Capitalism has created the highest standard of living ever known on earth. The evidence is incontrovertible. The contrast between West and East Berlin [was] the latest demonstration, like a laboratory experiment for all to see. Yet those who are loudest in proclaiming their desire to eliminate poverty are loudest in denouncing capitalism. Man's well-being is not their goal.

Names: _____ **and** _____

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

I: In a capitalist society, all human relationships are voluntary. Men are free to cooperate or not, to deal with one another or not, as their own individual judgments, convictions and interests dictate. They can deal with one another only in terms of and by means of reason, i.e., by means of discussion, persuasion, and contractual agreement, by voluntary choice to mutual benefit. The right to agree with others is not a problem in any society; it is the right to disagree that is crucial. It is the institution of private property that protects and implements the right to disagree—and thus keeps the road open to man's most valuable attribute (valuable personally, socially, and objectively): the creative mind.

Names: _____ and _____

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

**J: Capitalism has been called a system of greed—yet it is the system that raised the standard of living of its poorest citizens to heights no collectivist system has ever begun to equal, and no tribal gang can conceive of.
Capitalism has been called nationalistic—yet it is the only system that banished ethnicity, and made it possible, in the United States, for men of various, formerly antagonistic nationalities to live together in peace.
Capitalism has been called cruel—yet it brought such hope, progress and general good will that the young people of today, who have not seen it, find it hard to believe.**

Names: _____ and _____

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

K: Capitalism was the only system in history where wealth was not acquired by looting, but by production, not by force, but by trade, the only system that stood for man's right to his own mind, to his work, to his life, to his happiness, to himself.

Names: _____ **and** _____

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

L: Let anyone who believes that a high standard of living is the achievement of labor unions and government controls ask himself the following question: If one had a “time machine” and transported the united labor chieftains of America, plus three million government bureaucrats, back to the tenth century—would they be able to provide the medieval serf with electric light, refrigerators, automobiles, and television sets?

Names: _____ **and** _____

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

M: Prior to the American Revolution, through centuries of feudalism and monarchy, the interests of the rich lay in the expropriation, enslavement, and misery of the rest of the people. A society, therefore, where the interests of the rich require general freedom, unrestricted productiveness, and the protection of individual rights, should have been hailed as an ideal system by anyone whose goal is man’s well-being.

CHE GUEVARA: WHY SO POPULAR?

Segment Length: 5:49 minutes

Lesson Description:

What do you know about Che Guevara? Do you own a Che t-shirt? Do you cringe when you see someone wearing one? This segment looks at Che, his deeds, and his reputation.

Vocabulary:

Decadent—(adj.) Reflecting a state of moral or cultural decline; self-indulgent.

Turgent—(adj.) Turgid; pompous or overblown; excessively ornate or complex in style or language.

Objectives:

Students will be able to:

- discuss some of Che Guevara’s actions as a leader of the Cuban revolution.
- compare Che Guevara’s values and beliefs with their own values and beliefs.
- hypothesize reasons for wearing Che Guevara t-shirts.
- Defend or criticize the popularity of products with Che Guevara’s image.

Preview Activity and Questions:

Have students answer this question in their notebooks:

What do you know about Che Guevara?

OR

What is a good role model? What traits does a good role model have? Then pose this question: If there were a person who opposed freedom of the press and freedom of speech, supported dictatorship, and had his enemies executed, would you consider him a role model? Would you wear a t-shirt with his image on it?

OR

Distribute copies of the K-W-L worksheet (page 87) to the class. Have students fill in the K and W sections. 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. newspapers
2. labor unions
3. music
4. read
5. internet
6. communism

Name _____ Date _____

Class _____ Period _____ Teacher _____

Che Guevara: Why So Popular? Viewing Guide

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

1. "We must eliminate all _____. We cannot make a revolution with a free press."
2. The first thing to say is he didn't fight for labor rights. The Cuban government outlawed independent _____ when they came to power in 1959.
3. He was a handsome guy, but he also banned _____ that was considered capitalist and decadent, like The Beatles, in Cuba in the early 1960s.
4. Second of all, you know, what is the point of full literacy if you're not allowed to _____ what you want?
5. The reason there are cute old cars there is because the country is bankrupt. Internet access, is that, is that quaint, that there's no _____?
6. And the idea of _____ is a very simple one: we should all share everything, right?

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

What do you think accounts for the popularity of Che Guevara? _____

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

Discussion and Analysis:

1. Is this debate over Che Guevara simply a matter of taste or opinion? Why / Why not?
2. Do you think the people who wear Che shirts know much about him? If not, why wear the shirts?
3. What do you think about a teacher — such as the teacher in the video — not knowing very much about Che Guevara, yet wearing a Che shirt?
4. Should Che shirts be banned? Why / Why not?
5. If the press criticizes the government, should it be stopped? Why / Why not?
6. Should there be any limits on how much people can criticize the government?
7. Revolutionaries often use their speech and the press to build support against the current government. Once in power, they limit speech and ban the independent press. Why?
8. Michael Moynihan said that Che banned music that was considered capitalist and decadent, such as The Beatles. What is capitalism? What kind of music is capitalist?
9. Should government ban or regulate music? Why / Why not?
10. Michael Moynihan questioned the validity of the literacy rate in Cuba, which is supposedly 99 percent. He doesn't think the Cuban government is a trustworthy source. Why would a government overstate the literacy rate of its people?
11. Do you think overstating the literacy rate is more likely in a free society with a free press or in a dictatorship that does not have a free press? Do you think Cuba measures literacy the same way we do?
12. Why can't people in Cuba read *1984*? Why can't they read what they want?
13. Do you think there is a connection between banning books and banning a free press? What do you think is the motive?
14. What about the internet? Why is there no internet in Cuba?
15. According to the video, the travel guide Lonely Planet says that "Cuba retains a refreshing preserved quality. It's a space that serves as a beacon for the future. Universal education, healthcare and housing are rights people the world over want." Do you agree? How does that account for the many people who have risked their lives to escape from Cuba?

Discuss These Lines from the Video:

1. Aren't we Americans supposed to favor a free press?
2. I know he's a revolutionary who fought for labor rights and that's why I have him on right now. He's a good role model for all of us in terms of like standing for the people.
3. [H]e didn't fight for labor rights. The Cuban government outlawed independent labor unions when they came to power in 1959.
4. [H]e also banned music that was considered capitalist and decadent, like The Beatles, in Cuba in the early 1960s.
5. The first thing is... the literacy rate, which was supposedly 99 percent. Those numbers we get from the Cuban government, by the way. And they're not a very trustworthy source.
6. If you want to go to a library in Central Havana and get a copy of *1984* good luck.
7. The reason there are cute old cars there is because the country is bankrupt.

8. Is that quaint, that there's no Internet?
9. And the idea of communism is a very simple one. We should all share everything, right?
10. In terms of the positive view of capitalism, it's not just the young people who don't get it. Age 30 to 49, only 50 percent have a positive view; 50 to 64, 53 percent, barely half.

Quotes for Discussion:

Quotes from Che Guevara

We must eliminate all newspapers. We cannot make a revolution with a free press.

Cruel leaders are replaced only to have new leaders turn cruel.

A revolutionary must become a cold killing machine motivated by pure hate.

If any person has a good word for the previous government that is good enough for me to have him shot.

It's a sad thing not to have friends, but it is even sadder not to have enemies.

We reject any peaceful approach. Violence is inevitable. To establish socialism, rivers of blood must flow.

The black is indolent and a dreamer; spending his meager wage on frivolity or drink; the European has a tradition of work and saving, which has pursued him as far as this corner of America and drives him to advance himself, even independently of his own individual aspirations.

Youth should learn to think and act as a mass. It is criminal to think as individuals.

My ideological training means that I am one of those people who believe that the solution to the world's problems is to be found behind the Iron Curtain.

If the nuclear missiles had remained, we would have used them against the very heart of America, including New York City... . We will march the path of victory even if it costs millions of atomic victims.

We believe that the state is capable of understanding the needs of the nation; as such, then, the state must participate in the administration and direction of the university.

In the future individualism ought to be the efficient utilization of the whole individual for the absolute benefit of a collectivity.

Much more valuable than rural recruits for our guerrilla force were American media recruits to export our propaganda.

Quotes about Che Guevara

Che was an inspiration for every human being who loves freedom.

— Nelson Mandela

What has made Guevara a cultural icon is not his example for poor countries, but his capacity to provoke empathy among the spoiled youth of the affluent West.

— Mark Falcoff

We can in no way accept that my father should appear on women's underwear or men's underwear or that it should be on the back pocket of a pair of jeans or that they use it as a commercial image for a pair of glasses. We think that is lacking in respect and we won't accept that.

— Aleida Guevara

Long Live Che Guevara!

— Jesse Jackson

He was a man full of hatred... Che Guevara executed dozens and dozens of people who never once stood trial and were never declared guilty... In his own words, he said the following: "At the smallest of doubt we must execute."

— Armando Valladares

By the end of the 1950s, American cars were so reliable that their reliability went without saying even in car ads. Thousands of them bear testimony to this today, still running on the roads of Cuba though fueled with nationalized Venezuelan gasoline and maintained with spit and haywire.

— P. J. O'Rourke

Activities:

1. Have students complete the K-W-L worksheet (page 87) in class or for homework.
2. Survey students and teachers in your school about their familiarity with Che Guevara. (See link in Resources section for a guide to conducting surveys. Also, see links to surveys about Che in the Websites section of Resources.)
3. Develop some questions you would ask people about their familiarity with Che Guevara. Then walk through the cafeteria during lunch and interview any students or teachers wearing Che shirts. This can also be done at a local shopping center, but be sure to work in pairs.
4. Produce a video in which you survey people about their familiarity with Che Guevara. You might want to produce this video as a news report. (See links in the Resources section for help in producing persuasive videos.)
5. John Lennon, of the Beatles, wrote a song called "Imagine" and considered himself an advocate for peace. Research John Lennon and Che Guevara and compare the two in an essay or slideshow. (See links in the Resources section for help in preparing a slideshow.)
6. According to Humberto Fontova, author of *Exposing the Real Che Guevara*, entertainers Angelina Jolie, Johnny Depp, and Carlos Santana are Che fans. He asks, are they ignorant or anti-American? Research one or more of these entertainers and report on their views about Che Guevara.
7. Conduct a "No More Che Day" at your school. Students can research more about Che Guevara and prepare handouts for other students and teachers. Students can also prepare a slideshow and show it to the class or offer to show it to other classes. (See links in the Resources section for help in preparing a slideshow. Also, see link for No Che Days in the Websites section of Resources.)
8. Research the life of Che Guevara and write an obituary of him. (See links in the Resources section for help in writing an obituary.)
9. Research the life of Che Guevara and write a biography of him. (See links in the Resources section for help in writing a biography.)
10. Research the Shining Path in Peru and its activities. Report your findings in a report, slideshow, or on a poster board. (See links in the Resources section for help in preparing a slideshow.)

11. Write a persuasive essay about Che Guevara or people who wear Che t-shirts. Be sure to address the opposing side of the argument in your essay. (See links in the Resources section for help in writing persuasive essays.)
12. 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.)
13. 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.)
14. Write a tweet, poem, or song about Che or people who wear Che t-shirts.
15. There is a picture on the internet of Che Guevara and John Lennon of the Beatles playing guitar together. If your music were banned by a government, would you play guitar with the person who did that? Research the picture and the explanations for it.

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>

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 persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

How to conduct a survey:

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

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

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.html>

How to write an obituary:

<http://howtowrite.weebly.com/how-to-write-an-obituary.html>

<http://www.obitsarchive.com/obituary-resource/obituary-template>

Articles

“13 reasons you should throw away your Che Guevara T-shirt”

<https://www.ihatethemedia.com/13-reasons-you-should-throw-away-your-che-guevara-t-shirt>

“Che Guevara: The Man, the Myth, the Atrocities” by Ashley Pratte

<http://townhall.com/columnists/ashleypratte/2014/10/09/che-guevara-the-man-the-myth-the-atrocities-n1902951/page/full>

“Cuba and Iran, Melancholy Twins” by Robin Wright

<http://www.newyorker.com/news/news-desk/cuba-and-iran-melancholy-twins>

“Cuba’s Democrats Need U.S. Support” by Mary Anastasia O’Grady

<http://cubanspring.blogspot.com/2016/01/mary-anastasia-ogrady-cubas-democrats.html>

<http://www.wsj.com/articles/cubas-democrats-need-u-s-support-1453670191>

“Cuban artists still condemned to silence” by Ryan McChrystal

<https://www.indexoncensorship.org/2016/01/cuban-artists-still-condemned-to-silence/>

“Shopping in Cuba” by Barbara Demick

<http://www.newyorker.com/news/news-desk/shopping-in-cuba>

“The Truth About Che Guevara” by Michael J. Totten

<http://www.worldaffairsjournal.org/blog/michael-j-totten/truth-about-che-guevara>

Books

The Black Book of Communism: Crimes, Terror, Repression by Jean-Louis Panné, et al.

Che: The Diaries of Ernesto Che Guevara by Ernesto Che Guevara

Che: A Memoir by Fidel Castro

Che Guevara: A Revolutionary Life by Jon Lee Anderson

The Che Guevara Myth and the Future of Liberty by Alvaro Vargas Llosa

Exposing the Real Che Guevara: And the Useful Idiots Who Idolize Him by Humberto Fontova

Guerrilla Warfare by Ernesto Che Guevara

Reminiscences of the Cuban Revolutionary War: Authorized Edition by Ernesto Che Guevara

Websites

The Cuban Spring

<http://cubanspring.blogspot.com/>

English Lesson Plan on Che Guevara – Famous People Lessons.com. This document contains multiple worksheets for teachers.

http://famouspeoplelessons.com/c/che_guevara.html

Museum on Communism

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

Surveys about Che

<https://allpoetry.com/column/7525379-Che-Guevara--Survey--by-Thimoty>

<http://www.surveymonkey.com/r/?sm=yTpKCB51z1uObaEM6%2BO44A%3D%3D>

Name _____ Date _____

Class _____ Period _____ Teacher _____

Che Guevara: Why So Popular? 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 Che Guevara:	What I want to know about Che Guevara:	What I've learned about Che Guevara:

If you had the chance, what one question would you ask Che?

Based on what you knew and what you have learned, what would you tell others about Che?

THE ENERGY DEBATE: A CASE FOR FOSSIL FUELS

Segment Length: 4:34 minutes

Lesson Description:

What are fossil fuels? Why do so many people dislike them? Are they bad for us? Are they bad for the environment? What are the alternatives? This segment looks at the debate over fossil fuels.

Concepts & Key Terms:

Fossil Fuels—Materials found in the ground that have been formed by the decomposition of dead organisms. Their high composition of carbon allows the materials to be burned for energy. Approximately 81% of the world’s energy comes from fossil fuels, including coal, natural gas, and oil.

Renewable Energy—Energy from sources that will not run out, such as biomass, solar, wind, and water power, including energy from rivers through the use of dams and turbines, and tides. Approximately 14 percent of our electricity comes from renewable sources.

Objectives:

Students will be able to:

- explain what fossil fuels are.
- differentiate between renewable and non-renewable energy sources.
- hypothesize the consequences of limiting the use of fossil fuels.

Preview Activity and Questions:

Distribute the K-W-L chart located at the end of the lesson (page 97). Have students complete the first two columns to the best of their ability. (Have them fill in the last column after viewing the video.)

Viewing Guide:

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

Answers to Viewing Guide

1. lights
2. coal
3. irrigation
4. renewables

Name _____ Date _____

Class _____ Period _____ Teacher _____

The Energy Debate: A Case for Fossil Fuels Viewing Guide

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

1. Fossil fuels help in the short-term. That's real. I mean I turn on the _____ every morning. That's real.
2. This is a piece of _____. Basically, all fossil fuel energy is, is it's taking this rock and figuring out how to use it to charge your iPhone or to power your car. I think that's amazing.
3. Drought used to be the biggest climate-related killer, but those deaths are way down because fossil fuels allow trucks to bring food to people who once starved and because farmers fight drought with fossil fuel powered _____ pumps.
4. They're actually building more coal capacity than ever to compensate for the _____ that they can't rely upon. Sometimes there's too much, sometimes there's too little. You want forms of energy that you can control, not that control you.

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

What is the main point of this video? _____

Do you agree or disagree? Why? _____

Discussion and Analysis:

1. Do you use fossil fuels? Which ones? In what ways?
2. Electricity is not a fossil fuel, but most electricity comes from fossil fuels. Where does our electricity come from?
3. Alex Epstein said that the fossil fuel industry “makes all of our lives possible.” Does it? Explain.
4. John Kerry, the Secretary of State at the time, asked what the harm would be by responding to global warming predictions even if they never materialize. Would there be any harm? Has trying to reduce the use of fossil fuels worked? Would anyone be harmed by reducing the use of fossil fuels?
5. Germany has been mining more coal and building coal-fired electric generating plants to replace the non-polluting nuclear power plants they are eliminating. Their plan is to use more renewable energy, but that isn’t working out so well. Are there any lessons in this for our country?
6. In an effort to advance wind and solar power, the government is giving millions of dollars to companies to develop better ways to generate renewable power efficiently. Should it? How are most products developed and improved?
7. Is there a significant difference between government giving our money to companies to experiment with energy sources and the companies using their own money? How do you think the government will decide which companies to support with tax dollars?
8. To save fish, the Sierra Club actively works to eliminate dams, many of which are used to generate electricity. If the result is to burn more pollution-generating carbon fuels, is their position self-defeating? Why/Why not?
9. Alex Epstein called the clip with Jimmy Fallon talking about hazelnut-powered cars one of the best arguments against solar, wind, and biofuels. Why?
10. It has been said that without energy, we’re living in the Dark Ages. What do you think about that? What has made our lives different from those who lived in the Dark Ages? Are our lives better or worse? What about our standard of living? Life expectancy? What have been some of the major factors in the changes from the Dark Ages to modern times?

Discuss These Lines from the Video:

1. These [fossil] fuels are far cheaper, more plentiful, more reliable.
2. Fossil fuels are absolutely essential.
3. Nature doesn’t give us a safe climate that we’re making dangerous. It gives us an incredibly dangerous climate that we’re making safe.
4. Even as the globe has warmed, climate-related deaths have dropped.
5. All the worst predictions, if they never materialize, what will be the harm that is done from having made the decision to respond to it?
6. Politicians give your money to people who sell wind power and solar power.
7. Europe tried that first. But then noticed the wind doesn’t always blow, and clouds sometimes block the sun. Electricity prices shot way up...
8. In the future, cars could be powered by hazelnuts. That’s encouraging, considering an eight-ounce jar of hazelnuts costs about nine dollars.

Quotes for Discussion:

The clear and present danger of climate change means we cannot burn our way to prosperity. We already rely too heavily on fossil fuels. We need to find a new, sustainable path to the future we want. We need a clean industrial revolution.

– Ban Ki-moon

The popular notion is that Americans are addicted to fossil fuels, but I find that's not true; most people would be happy to power their lives with anything else.

– Bill McKibben

Many anti-energy groups display little appreciation of the extent to which modern economies depend pervasively on the use of fossil fuels and petrochemical products.

– Robert Higgs

We should not just consume hydrocarbon fuel but use it to develop nuclear energy, hydro power and renewable energy sources.

– Vladimir Putin

I think so long as fossil fuels are cheap, people will use them and it will postpone a movement towards new technologies.

– Paul Krugman

I think the cost of energy will come down when we make this transition to renewable energy.

– Al Gore

I find it interesting that many of the people who want to restrict fossil fuels live in well-developed countries where abundant and affordable energy is readily available.

– Lee R. Raymond

A majority of American citizens are now becoming skeptical of the claim that our carbon footprints, resulting from our use of fossil fuels, are going to lead to climatic calamities. But governments are not yet listening to the citizens.

– John Coleman

If a power station were to be built down the road, I'd prefer a nuclear plant over an oil burner, and definitely over a coal burner. We simply have to lessen our consumption of fossil fuels.

– James Lovelock

The source of all the energy is the sun. The big challenge is, how do you use all of that energy? Solar power has to fascinate you. There have been strides to get the costs down, and if this will work, you have to get costs down so it is competitive with fossil fuels.

– George P. Shultz

The idea that human beings have changed and are changing the basic climate system of the Earth through their industrial activities and burning of fossil fuels – the essence of the Greens' theory of global warming – has about as much basis in science as Marxism and Freudianism.

– Paul Johnson

Activities:

1. Have students complete the K-W-L chart (page 97) that they began before watching the video.
2. Distribute copies of the Venn diagram (page 98) and have students complete in pairs or for homework.
3. Watch the full debate between Alex Epstein and Bill McKibben mentioned in the video.

https://www.youtube.com/watch?v=0_a9RP0J7PA

4. Show the class one of the streaming izzit videos listed in the Resources section.
5. In groups, research the arguments for or against fossil fuels, and conduct a classroom debate. To get students to look at fossil fuels from a different perspective, consider having them argue from a position with which they disagree. Students should be given time to research their position prior to debating. (See links in the Resources section for a guide to conducting classroom debates.)
6. Throughout a 24-hour period, list each time you use a fossil fuel-related energy. Then write an essay in which you discuss how much you depend on fossil fuels. In your conclusion, you might want to discuss what you could do to reduce your dependence on fossil fuels.
7. Research and prepare a slideshow comparing life in a country with little fossil fuel-based energy with life in a country with an abundance of fossil fuel-based energy. (See links in the Resources section for help in preparing effective slideshows.)
8. Solyndra was an American company that produced solar panels. It received a \$535 million loan from the U.S. government. Research Solyndra and the results of that loan.
9. Who is Alex Epstein and what is the Center for Industrial Progress? Where does his organization get its funding? Research and write a report about them.
10. What are the negative effects of using fossil fuels? Research this and present your findings on a poster board or in a slideshow. (See links in the Resources section for help in preparing effective slideshows.)
11. Conduct the classroom activity: How Much Does it Cost to Light Your School?
http://energy.gov/sites/prod/files/How_Much_Does_It_Cost_to_Light_Your_Scho.pdf
12. Research the efficiency of renewable and non-renewable energy sources. Why has renewable energy not become more widespread? Report your findings in an essay.
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. Leonardo DiCaprio is an outspoken critic of fossil fuels. Research the actor and his position on fossil fuels, and the criticisms of him. Is there anything hypocritical about his efforts to limit fossil fuels?
15. In an essay, present both sides of the fossil fuel debate. Use statistics and other facts to form an opinion on which side of the debate has more credibility. Explain why you give more weight to the evidence presented on one side versus the other.
16. Write and produce a public service announcement (PSA) in which you support or oppose fossil fuels. Be sure to advocate strongly for the side you take, using evidence to support your position. The PSA may be presented as a video (TV spot), audio (radio spot), PowerPoint presentation, or on a storyboard. The PSA may be a group or individual project.
17. Read Alex Epstein's book, *The Moral Case for Fossil Fuels*, and write a book report about it. (See links in the Resources section for help in writing persuasive essays.)
18. Watch "The Moral Case for Fossil Fuels with Alex Epstein" and write an essay about his argument.
https://www.youtube.com/watch?v=nYCg_6v140U
19. In a five-paragraph persuasive essay, argue in favor of or against the use of fossil fuels. Make sure to include your thesis statement in your introduction, and in one of your body

paragraphs, explore the opposition's argument and the reasons you think they are wrong. (See links in the Resources section for help in writing persuasive essays.)

20. Watch one of the izzit videos listed in the Resources section Then either write a five-minute summary talk to explain the article to your class or submit your summary to your teacher. For help in speaking to a class:

<https://www.hamilton.edu/oralcommunication/tips-for-effective-delivery>

21. Watch Alex Epstein's testimony before the Senate's Environment and Public Works Committee and take Cornell notes as you watch it.

<https://www.youtube.com/watch?v=R5KoYJ64vjA>

22. Produce a "man-on-the-street" video in which you ask people if they know what fossil fuels are and what they know about the benefits and drawbacks of fossil fuels. (See links in the Resources section for help in producing man-on-the-street videos.)

23. Write a letter to your U.S. Senators or Congressional Representative about limiting the use of fossil fuels or about federal government funding of alternative energy. (See links in the Resources section for help in writing to your elected officials.)

24. Watch the video, "Matt Ridley on How Fossil Fuels are Greening the Planet," and report back to the class

https://www.youtube.com/watch?v=S-nsU_DalZE

Resources:

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

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

Also helpful for K-W-L:

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

For suggestions about preparing effective slideshow presentations:

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.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>

For help in 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 persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

To find out who your congressional representative is:

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

How to write a letter to your elected representative:

<http://www.americantrails.org/resources/advocacy/lettersAlbright.html>

<http://www.wikihow.com/Address-a-Letter-to-a-Government-Official>

http://usgovinfo.about.com/c/ht/00/07/How_Write_Letters_Elected0962932964.htm

How to produce a man-on-the-street interview:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://watchdogwire.com/blog/2014/08/25/man-on-the-street-interview-tipsheet/>

How to produce a PSA:

<http://www.samhsa.gov/sites/default/files/tips-for-creating-own-psa.pdf>

<http://www.slideshare.net/kaitlinireland/how-to-guide-psas>

How to produce persuasive videos:

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

Articles

“Carbon Polluters Fund XPrize to Repurpose Their Emissions” by Peter Fairley

<http://spectrum.ieee.org/energywise/energy/fossil-fuels/carbon-polluters-fund-xprize-to-repurpose-their-emissions>

“Energy Insider Claims DiCaprio Burns A Lot More Fossil Fuels Than He Lets On”
by Chris White

<http://dailycaller.com/2016/03/01/energy-insider-claims-dicaprio-burns-a-lot-more-fossil-fuels-than-he-lets-on/>

“Fossil Fuels Will Save the World (Really): There are problems with oil, gas and coal, but their benefits for people – and the planet – are beyond dispute” by Matt Ridley

<http://www.wsj.com/articles/fossil-fuels-will-save-the-world-really-1426282420>

“Leonardo DiCaprio Foundation Donates Another \$15 Million for Conservation Efforts as His Fight Against Climate Change Continues” by Jodi Guglielmi

<http://www.people.com/article/leonardo-dicaprio-davos-fossil-fuel-elimination>

“The Poor Need Cheap Fossil Fuels” by Bjorn Lomborg

<http://www.nytimes.com/2013/12/04/opinion/the-poor-need-cheap-fossil-fuels.html>

“Renewable Energy is Good for Your Health” by Monica Heger

<http://spectrum.ieee.org/energywise/energy/environment/renewable-energy-is-good-for-your-health>

“Wind and Solar Are Crushing Fossil Fuels: Record clean energy investment outpaces gas and coal 2 to 1” by Tom Randall

<http://www.bloomberg.com/news/articles/2016-04-06/wind-and-solar-are-crushing-fossil-fuels>

Videos

Alex Epstein testifies before a Senate committee on fossil fuels

<https://www.youtube.com/watch?v=R5KoYJ64vjA>

Cool It!: Are we saving the world or just burning money?

<http://lizzit.org/streaming/>

Energy Solutions: Unintended consequences of energy decisions.

<http://lizzit.org/streaming/>

Matt Ridley on How Fossil Fuels are Greening the Planet

https://www.youtube.com/watch?v=S-nsU_DalZE

The Moral Case for Fossil Fuels with Alex Epstein

https://www.youtube.com/watch?v=nYCG_6v140U

People, Power & Prosperity: Electricity makes a big difference.

<http://lizzit.org/streaming/>

Philosopher Alex Epstein champions fossil fuels at the Senate EPWC – complete testimony and Q&A

<https://www.youtube.com/watch?v=R5KoYJ64vjA>

Power to the Planet: Pros/Cons of available energy sources.

<http://lizzit.org/streaming/>

Websites

What You Need to Know About Energy:

The National Academies of Sciences • Engineering • Medicine

<http://needtoknow.nas.edu/energy/energy-sources/>

Fossil Fuels to Products – A well-developed lesson about fossil fuels

http://www.shell.us/about-us/features-and-highlights/enlists-teachers-to-address/_jcr_content/par/textimage.stream/1434570858102/aba10a6290de7c23dab7ee053b081a065eff19177aaa9db3854ddd645f3742c6/eyf-fossil-fuels-to-products.pdf

Lesson Plan: The Energy Problem

<https://www.clarkson.edu/highschool/k12/project/documents/energysystems/1-The-Energy-Problem.pdf>

U.S. Department of Energy- A one-page explanation of the origin of fossil fuels:

http://energy.gov/sites/prod/files/2013/04/f0/HS_FossilFuels_Studyguide_draft1.pdf

U.S. Department of Energy- Activity: How Much Does It Cost to Light Your School?

http://energy.gov/sites/prod/files/How_Much_Does_It_Cost_to_Light_Your_Scho.pdf

U.S. Department of Energy- A seven-page explanation of oil drilling:

http://energy.gov/sites/prod/files/2013/04/f0/HS_Oil_Studyguide_draft2.pdf

Books

Fueling Freedom: Exposing the Mad War on Energy by Stephen Moore and Kathleen Hartnett White

The Moral Case for Fossil Fuels by Alex Epstein

Organizations

American Council on Science and Health

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

American Enterprise Institute

<http://www.AEI.org>

Center for Industrial Progress

<http://industrialprogress.com/>

Institute for Energy Research

<http://www.instituteforenergyresearch.org>

The Heartland Institute

<http://www.heartland.org>

Name _____ Date _____

Class _____ Period _____ Teacher _____

The Energy Debate: A Case for Fossil Fuels 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 fossil fuels:	What I want to know about fossil fuels:	What I've learned about fossil fuels:

What is one argument in favor of fossil fuels?

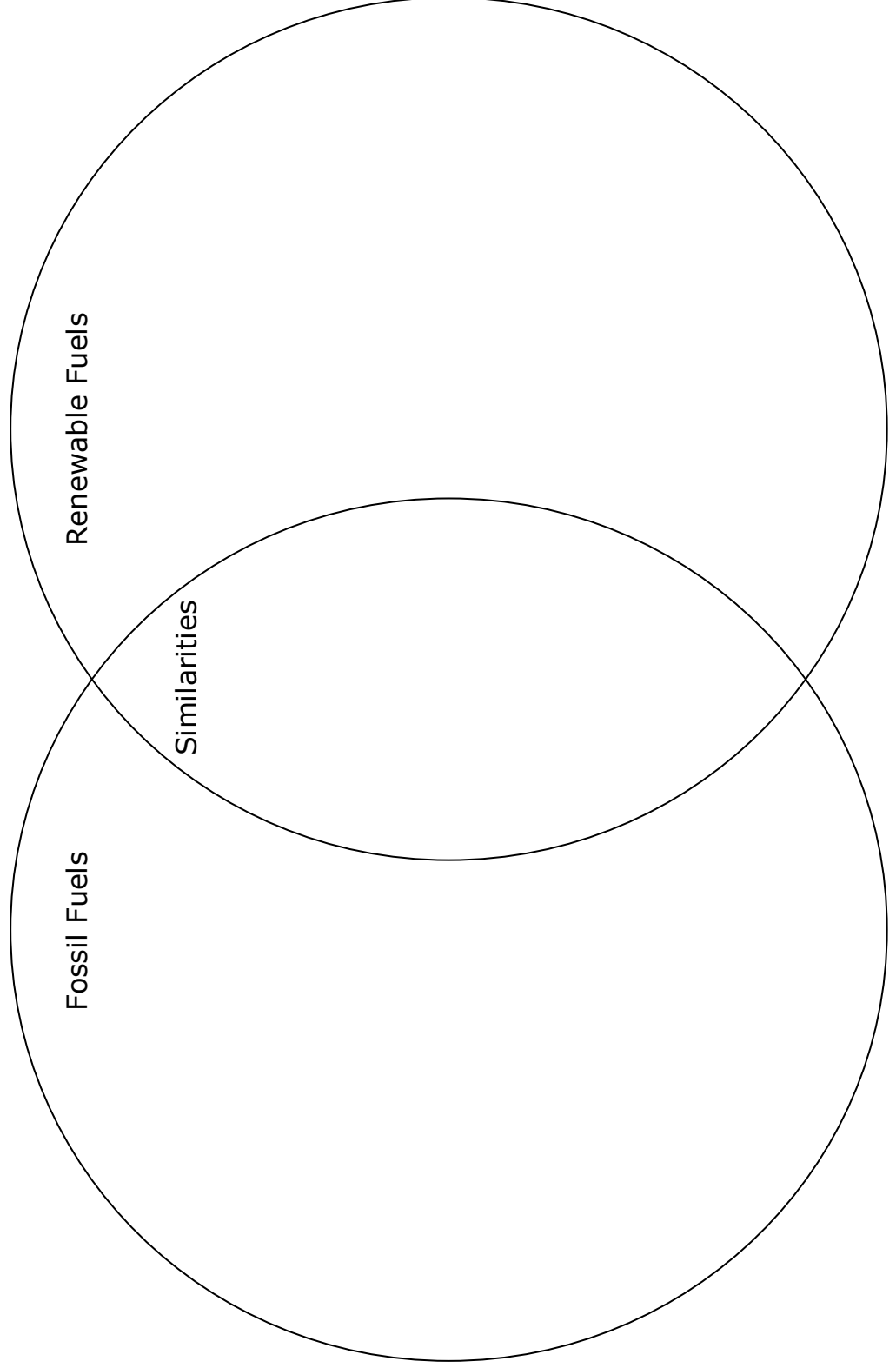
What is one argument against fossil fuels?

Name _____ Date _____

Class _____ Period _____ Teacher _____

The Energy Debate: A Case for Fossil Fuels Venn Diagram

Directions: Complete the Venn Diagram to compare and contrast fossil fuels and renewable energy resources.



PSEUDO-CONSENSUS: SQUASHING THE GLOBAL WARMING DEBATE

Segment Length: 6:30 minutes

Lesson Description:

Has the earth warmed? Have we caused it? Does it matter? Is there really a looming crisis or is this much ado about nothing? And what happens to people who disagree? This segment looks at the way the global warming debate is playing out.

Concepts & Key Terms:

CDC (Centers for Disease Control)—a federal agency tasked with protecting public safety through the control and prevention of disease, injury, and disability. CDC focuses on infectious disease, food-borne pathogens, environmental health, occupational safety and health, health promotion, injury prevention, and educational activities.

Dysentery—Bloody diarrhea caused by bacteria or by an amoeba (single-celled parasite) that's found mainly in tropical areas. It is estimated that 3.4 million people die each year from water-borne diseases, of which 600,000 die of dysentery.

IPCC—Intergovernmental Panel on Climate Change, an organization created to assess climate change.

Objectives:

Students will be able to:

- discuss the treatment of scientists who disagree with global warming advocates.
- analyze various sides in the debate over global warming.
- assess the claim that the debate about global warming is over.
- assess the argument that governments must act to prevent an impending crisis.

Preview Activity and Questions:

What is global warming? What is causing it? What will be the effects of global warming on the planet? What do you do that contributes to it?

Use Think, Pair, Share to have students answer the preview questions. After a few minutes, poll the students.

OR

Distribute the K-W-L chart (page 110). Have students complete the first two columns to the best of their ability. (Have them fill in the last column after viewing the video.)

Viewing Guide:

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

Answers to Viewing Guide:

1. Little Ice Age
2. wrong
3. CDC
4. money
5. squash
6. Nobel Prize

Name _____ Date _____

Class _____ Period _____ Teacher _____

Pseudo-Consensus: Squashing the Global Warming Debate Viewing Guide

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

1. Temperature is up four degrees since what's called the _____
_____ hundreds of years ago, and up two degrees over the last century.
2. The climate models that got the government so excited have been totally _____ so far.
3. Heat can kill. But many more people die from cold. The _____ says that heat kills 600 Americans a year; cold kills more than twice as many.
4. I've lived through eight environmental apocalypses – the population bomb, acid rain, the ozone hole, global cooling, you name it. The global warming scare has longer legs, because it's got more _____!
5. Yeah. I was trying to be honest as a scientist. It was very unpopular with a lot of my colleagues. They were trying to _____ people who disagreed with them.
6. They ask all these _____ winners, what do we need to do to help the world? Addressing climate change was way down on the list.

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

What might be a point John Stossel is making in #3 above? _____

What are two possible points Pat Michaels is making in #4 above?

1) _____

2) _____

Discussion and Analysis:

1. It seems that a lot of scientists believe that global warming is real and that people have something to do with it. According to the video, how many scientists believe that?
2. Temperature is up four degrees since the Little Ice Age. Is that good or bad? Explain.
3. Pat Michaels also said that he's lived through eight environmental apocalypses, and named four: the population bomb, acid rain, the ozone hole, global cooling. Do you know about these? Did they turn out to be big crises? What do you think he's saying about global warming?
4. Pat Michaels agrees that global warming is real, yet he refers to the global warming scare. What is the "scare"?
5. Why might the media report so much about the "crisis of global warming"?
6. Climate scientist Judith Curry said that scientists actually agree on a very narrow slice of things. What do they agree on? What don't they agree on?
7. Who are the "scaremongers" John Stossel is referring to? What are the "scaremongers" trying to do? How are they trying to stop the debate?
8. If evidence of a global warming crisis is so strong, why aren't those who believe willing to take on "the deniers" directly and show how their arguments fail?
9. What might be the motivations for the scientists who speak out as proponents of the existence of a global warming crisis? What about the motivations of scientists who speak out as opponents of a crisis?
10. In the video, there were headlines that referred to government officials seeking funding information on those who think global warming is not caused by humans and those who think that global warming is not a crisis. Is that a proper role of government? Don't people have free speech? Does it matter where their money comes from? Is this an attempt to intimidate people and shut down the debate? Explain your answers.
11. Nobel Prize winner Bill Moomaw, who appeared in the video, said he and his wife built a zero net energy house in New England. The home is completely solar; it uses no fossil fuel. Why does that matter?

Discuss These Lines from the Video:

1. Carbon could cost us the planet!
2. Ninety-seven percent of scientists agree that global warming is real and people have something to do with it.
3. Temperature is up four degrees since what's called the Little Ice Age hundreds of years ago and up two degrees over the last century.
4. The real question is, is it dangerous? Is it going to harm people?
5. If we lose the ice caps, you know how high the water will be? It would come up to the Statue of Liberty's elbow.
6. The climate models that got the government so excited have been totally wrong so far.
7. The last time carbon dioxide was this high in the past, sea levels were maybe 20 feet higher than they are now.
8. You don't really care whether it warms a degree in the next 60 years. It warmed a degree in the last 100 years. Life expectancy doubled.

9. Heat can kill. But many more people die from cold. The CDC says that heat kills 600 Americans a year; cold kills more than twice as many.
10. An agency doesn't get money going in front of a Congressional committee to say, "my issue, it's really not a problem. You ought to give the money to somebody else." No, instead issues compete with each other for your money. And so you have to scare them.
11. I've lived through eight environmental apocalypses – the population bomb, acid rain, the ozone hole, global cooling, you name it. The global warming scare has longer legs, because it's got more money!
12. What scientists actually agree on is a very narrow slice of things. Yes, temperatures have been increasing overall for the last several hundred years. And that carbon dioxide does act to warm the planet. But there's no agreement as to whether warming is dangerous or not.
13. Yeah. I was trying to be honest as a scientist. It was very unpopular with a lot of my colleagues. They were trying to squash people who disagreed with them.

Quotes for Discussion:

We simply must do everything we can in our power to slow down global warming before it is too late. The science is clear. The global warming debate is over.

– Arnold Schwarzenegger

The threat posed by humans to the natural environment is nothing compared to the threat to humans posed by global environmental policy.

– Fred L. Smith

The warnings about global warming have been extremely clear for a long time. We are facing a global climate crisis. It is deepening. We are entering a period of consequences.

– Al Gore

The whole aim of practical politics is to keep the populace alarmed – and hence clamorous to be led to safety – by menacing it with an endless series of hobgoblins, all of them imaginary.

– H. L. Mencken

I'd say the chances are about 50-50 that humanity will be extinct or nearly extinct within 50 years. Weapons of mass destruction, disease, I mean this global warming is scaring the living daylights out of me.

– Ted Turner

The urge to save humanity is almost always a false front for the urge to rule.

– H. L. Mencken

As someone who lived under communism for most of his life, I feel obliged to say that I see the biggest threat to freedom, democracy, the market economy and prosperity now in ambitious environmentalism, not in communism. This ideology wants to replace the free and spontaneous evolution of mankind by a sort of central (now global) planning.

– Vaclav Klaus

A majority of American citizens are now becoming skeptical of the claim that our carbon footprints, resulting from our use of fossil fuels, are going to lead to climatic calamities. But governments are not yet listening to the citizens.

– John Coleman

Our world faces a true planetary emergency. I know the phrase sounds shrill, and I know it's a challenge to the moral imagination.

– Al Gore

We have no reason to think that climate change is harmful if you look at the world as a whole. Most places, in fact, are better off being warmer than being colder. And historically, the really bad times for the environment and for people have been the cold periods rather than the warm periods.

– Freeman Dyson

Climate change is a terrible problem, and it absolutely needs to be solved. It deserves to be a huge priority.

– Bill Gates

Nevertheless, there is another threat on the horizon. I see this threat in environmentalism which is becoming a new dominant ideology, if not a religion. Its main weapon is raising the alarm and predicting the human life endangering climate change based on man-made global warming.

– Vaclav Klaus

It's obvious nonsense, but it makes nice people feel good about themselves to do their bit for the planet. It's vanity of a grotesque kind to believe that mankind, and our "carbon footprint," has more impact on the future of Earth than Nature, which bends our planet to its will, as it sees fit.

– Charles Saatchi

The most important thing about global warming is this: Whether humans are responsible for the bulk of climate change is going to be left to the scientists, but it's all of our responsibility to leave this planet in better shape for the future generations than we found it.

– Mike Huckabee

I have a private plane. But I fly commercial when I go to environmental conferences.

– Arnold Schwarzenegger

Saving our planet, lifting people out of poverty, advancing economic growth... these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security, and women's empowerment. Solutions to one problem must be solutions for all.

– Ban Ki-moon

There are more effective ways of tackling environmental problems including global warming, proliferation of plastics, urban sprawl, and the loss of biodiversity than by treaties, top-down regulations, and other approaches offered by big governments and their dependents.

– Preston Manning

Why has it seemed that the only way to protect the environment is with heavy-handed government regulation?

– Gale Norton

In questions of science, the authority of a thousand is not worth the humble reasoning of a single individual.

– Galileo

Global warmers predict that global warming is coming, and our emissions are to blame. They do that to keep us worried about our role in the whole thing. If we aren't worried and guilty, we might not pay their salaries. It's that simple.

– Kary Mullis

Activities:

1. Have students finish the K-W-L chart (page 110) in class or for homework.
2. Pair students homogeneously and, using the Quotes Activity (pages 111-115), distribute a quotation to each pair of students. Have them read the quotation and develop and write an

explanation, evaluation, or comment about 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.

3. Research and report on the Little Ice Age mentioned in the video. What caused it? How did it impact life? When and how did it end? What ramifications does it have in the global warming debate?
4. Research the history of climate change from the ice age until now. Develop a timeline on poster board. What conclusions can you draw based on that research? How does that affect your view about global warming? (See links to Informational Websites in the Resources section.)
5. In his book, *Vision of the Anointed*, Thomas Sowell observed that there are several key elements that “ideological crusaders” have in common:
 - A. Assertion of a great danger to the whole society, a danger to which the masses of people are oblivious.
 - B. An urgent need for action to avert impending catastrophe.
 - C. A need for government to drastically curtail the dangerous behavior of the many, in response to the prescient conclusions of the few.
 - D. A disdainful dismissal of arguments to the contrary as either uninformed, irresponsible, or motivated by unworthy purposes.Apply Sowell’s observations to global warming and the way those calling for government action are pursuing their agenda. This can be a group project, in which each student in a group of four researches and reports on one of the elements.
6. In the video, Neil deGrasse Tyson said that if the ice caps melt, the ocean level would rise to the Statue of Liberty’s elbow. How high is that? What would be the effects? Has he made any predictions that have been wrong?
7. In the video, there were headlines that referred to government officials seeking funding information on those who they consider “climate change deniers” and “global warming skeptics.” One political party even wants to prosecute these people. Research the efforts to stop people from speaking out about their views on global warming or climate change. Then either:
 - a. Report your findings to the class in a slideshow. (See links in the Resources section for help in preparing effective slideshows.)
 - b. Write a persuasive essay in which you take a position either in support or opposition to this kind of government action. (See links in the Resources section for help in writing persuasive essays.)
8. Pat Michaels said that he has lived through eight environmental apocalypses, and in addition to global warming, mentioned the population bomb, acid rain, the ozone hole, global cooling. Research these and report back on the tactics and claims of the alarmists and the impact of these crises.
9. Watch one of the videos in the Resources section and write an essay in which you relate that video to the one shown in class.
10. One solution proposed by global warming proponents is to establish a system called “Cap & Trade.” Research the cap & trade proposals to see how they would work. Who decides the level of emissions that companies would be allotted? How would they affect businesses and consumers? What would be the costs? Is it worth enacting cap & trade legislation? Is there any evidence that such a policy would do any good?

11. In an article on the internet, Al Gore said, “Nobody is interested in solutions if they don’t think there’s a problem. Given that starting point, I believe it is appropriate to have an over-representation of factual presentations on how dangerous it is, as a predicate for opening up the audience to listen to what the solutions are, and how hopeful it is that we are going to solve this crisis.” Review the interview (link below) and explain what he means by “it is appropriate to have an over-representation of factual presentations on how dangerous it is.” You could write a persuasive essay in which you take a position on the quote. (See links in the Resources section for help writing a persuasive essay.)
<http://grist.org/article/roberts2/>
12. Conduct a classroom debate about the efforts of government officials to silence global warming/ climate change skeptics. To get students to look at the debate from a different perspective, consider having them argue from a view with which they disagree. Students should be given time to research their position prior to debating. (See link in the Resources section for a guide to conducting classroom debates.)
13. Research and write a biography of Bill Moomaw, who appeared in the video. (See links in the Resources section for help writing a biography.)
14. Al Gore’s video, *An Inconvenient Truth*, is considered the leading global warming video. The National Wildlife Federation has developed curriculum, *An Inconvenient Truth In the Classroom*, for teachers to use with the video. Review the curriculum and report to the class about the inclusion or absence of scare tactics. If scare tactics are used, be sure to include examples.
https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf
15. Secretary of State John Kerry asked that if all the worst environmental predictions never materialized, what harm would be done from having made the decision to respond to it? Research this very issue and answer his question in an essay or report.
16. In 2007, a British judge limited the showing of Al Gore’s *An Inconvenient Truth* video in public schools. Research and write a report about the ruling and the reasons for the judge’s decision.
17. Produce a “man-on-the-street” video in which you ask people what they know about the causes of global warming and the consequences of it. (See links in the Resources section for help in producing man-on-the-street videos.)
18. Use the internet to look up this headline: “31,000 scientists reject ‘global warming’ agenda.” Research this issue and make an oral report or write an essay explaining its significance.
19. Read one of the articles in the Resources section and either write a summary or take Cornell Notes. (See links in the Resources section for help in taking Cornell Notes.)
20. Draw a poster about global warming or the attempts to silence global warming skeptics.
21. Write a tweet, poem, or song about global warming or the attempts to silence global warming skeptics.
22. Research of the organizations listed in the Resources section and report about the organization’s goals and activities.

Resources:

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

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

Also helpful for K-W-L:

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

Think, Pair, Share

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 produce a man-on-the-street interview:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://watchdogwire.com/blog/2014/08/25/man-on-the-street-interview-tipsheet/>

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 persuasive essay:

https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html

<http://www.infoplease.com/homework/writingskills7.html>

How to conduct a survey:

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

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

For help in speaking to a class:

<https://www.hamilton.edu/oralcommunication/tips-for-effective-delivery>

Preparing effective slideshow presentations:

http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.html>

Articles

“An interview with accidental movie star Al Gore” by David Roberts

<http://grist.org/article/roberts2/>

“Environmental Alarmism: The Children’s Crusade” by Stephen Huebner and Kenneth Chilton

<http://issues.org/15-2/huebnerchilton-2/>

“Environmental Alarmism, Then and Now” by Bjorn Lomborg.

<http://www.lomborg.com/news/environmental-alarmism-then-and-now>

Downloadable PDF version:

<https://docs.google.com/file/d/0B47tUyKk3fNueUpXRGVpNmhTVEE/edit>

“Environmental Alarmism in Context” by Amy Kaleita and Gregory R. Forbes

<http://historynewsnetwork.org/article/42998>

“In Their Own Words: Climate Alarmists Debunk Their ‘Science’” by Larry Bell

<http://www.forbes.com/sites/larrybell/2013/02/05/in-their-own-words-climate-alarmists-debunk-their-science/#75537f7576fb>

“State Attorneys General Launch Legal Attack on Climate Realists”

<https://www.heartland.org/state-attorneys-general-launch-legal-attack-climate-realists>

“Straw Man Environmental Alarmism 101, California Style” by Chuck Roger

http://www.americanthinker.com/blog/2011/04/straw_man_environmental_alarmism.html

“The New Environmentalism Will Lead Us to Disaster” by Clive Hamilton

<http://www.scientificamerican.com/article/the-new-environmentalism-will-lead-us-to-disaster/>

“Your Biggest Carbon Sin May Be Air Travel” by Elisabeth Rosenthal

http://www.nytimes.com/2013/01/27/sunday-review/the-biggest-carbon-sin-air-travel.html?_r=0

“State Attorneys General Launch Legal Attack on Climate Realists”

<https://www.heartland.org/state-attorneys-general-launch-legal-attack-climate-realists>

Informational Websites

“1970s Global Cooling Alarmism” [A compendium of global cooling headlines and “facts”]

<http://www.populartechnology.net/2013/02/the-1970s-global-cooling-alarmism.html>

“A brief history of climate panic and crisis... both warming and cooling” by Anthony Watts

<https://wattsupwiththat.com/2014/07/29/a-brief-history-of-climate-panic-and-crisis-both-warming-and-cooling/>

An Inconvenient Truth in the Classroom

https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf

Bringing Climate to the Classroom: Years of Living Dangerously
by The National Wildlife Federation

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

Climate Change Timeline – 1895-2009

<https://butnowyouknow.net/those-who-fail-to-learn-from-history/climate-change-timeline/>

Gapminder promotes sustainable development through an increased use and understanding of statistics. Videos, charts, visually friendly.

<http://www.gapminder.org>

Real Science

<https://stevengoddard.wordpress.com/>

Organizations

Climate Depot

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

The Heartland Institute

<https://www.heartland.org/>

National Wildlife Federation

<https://www.nwf.org/>

Property & Environment Research Center:

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

Videos

An Inconvenient Truth

Not Evil Just Wrong

The following videos are available as streaming video:

<http://lizzit.org/streaming>

Cool It! Are we saving the world, or just burning money?

Energy Solutions: Unintended consequences of energy decisions

People, Power & Prosperity: Electricity makes a big difference

Power to the Planet: Pros/Cons of available energy sources

Unstoppable Solar Cycles: Rethinking global warming

Name _____ Date _____

Class _____ Period _____ Teacher _____

Pseudo-Consensus: Squashing the Global Warming Debate K-W-L Chart

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

K	W	L
What I think I know about scientific agreement on global warming:	What I want to know about scientific agreement on global warming:	What I've learned about scientific agreement on global warming:

What is one argument in favor of government efforts to end the global warming debate?

What is one argument against government efforts to end the global warming debate?

Pseudo-Consensus: Squashing the Global Warming Debate Quotes Activity

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

A: *We simply must do everything we can in our power to slow down global warming before it is too late. The science is clear. The global warming debate is over.*
– Arnold Schwarzenegger

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

B: *The threat posed by humans to the natural environment is nothing compared to the threat to humans posed by global environmental policy.* – Fred L. Smith

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

C: *The warnings about global warming have been extremely clear for a long time. We are facing a global climate crisis. It is deepening. We are entering a period of consequences.* – Al Gore

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

D: *I'd say the chances are about 50-50 that humanity will be extinct or nearly extinct within 50 years. Weapons of mass destruction, disease, I mean this global warming is scaring the living daylights out of me.* – Ted Turner

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

E: *The whole aim of practical politics is to keep the populace alarmed—and hence clamorous to be led to safety—by menacing it with an endless series of hobgoblins, all of them imaginary.* – H. L. Mencken

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

F: *The urge to save humanity is almost always a false front for the urge to rule.* – H. L. Mencken

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

G: *We have no reason to think that climate change is harmful if you look at the world as a whole. Most places, in fact, are better off being warmer than being colder. And historically, the really bad times for the environment and for people have been the cold periods rather than the warm periods.* – Freeman Dyson

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

H: *As someone who lived under communism for most of his life, I feel obliged to say that I see the biggest threat to freedom, democracy, the market economy and prosperity now in ambitious environmentalism, not in communism. This ideology wants to replace the free and spontaneous evolution of mankind by a sort of central (now global) planning.* – Vaclav Klaus

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

I: *Our world faces a true planetary emergency. I know the phrase sounds shrill, and I know it's a challenge to the moral imagination.* – Al Gore

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

J: *A majority of American citizens are now becoming skeptical of the claim that our carbon footprints, resulting from our use of fossil fuels, are going to lead to climatic calamities. But governments are not yet listening to the citizens.*

– John Coleman

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

K: *Climate change is a terrible problem, and it absolutely needs to be solved. It deserves to be a huge priority.*

– Bill Gates

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

L: *Nevertheless, there is another threat on the horizon. I see this threat in environmentalism which is becoming a new dominant ideology, if not a religion. Its main weapon is raising the alarm and predicting the human life endangering climate change based on man-made global warming.*

– Vaclav Klaus

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

M: *It's obvious nonsense, but it makes nice people feel good about themselves to do their bit for the planet. It's vanity of a grotesque kind to believe that mankind, and our "carbon footprint," has more impact on the future of Earth than Nature, which bends our planet to its will, as it sees fit.* – Charles Saatchi

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

N: *Is there climate change? I live in the shadow of some of the greatest climate change the world has ever seen. It's called the Rocky Mountains. When the glaciers went back.* – Scott Tipton

Names: _____ and _____

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

O: *The clear and present danger of climate change means we cannot burn our way to prosperity. We already rely too heavily on fossil fuels. We need to find a new, sustainable path to the future we want. We need a clean industrial revolution.* – Ban Ki-moon

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

Ayn Rand Institute is a nonprofit organization that introduces young people to Ayn Rand's novels, supports scholarship and research based on her ideas, and promotes the principles of reason, rational self-interest, individual rights and laissez-faire capitalism.

<http://www.aynrand.org>

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 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/>

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

<http://stosselintheclassroom.org/resources/>

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/>