



wetheeconomy

20 SHORT FILMS YOU CAN'T AFFORD TO MISS

completecompanionguide

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THIS WON'T HURT A BIT



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discussionguide

INTRODUCTION A LETTER FROM THE PRODUCERS

Dear educator, event organizer, community leader, enthusiast, and seeker of great and informative content.

We have assembled a program filled with imaginative ways to inspire curiosity and spark conversation around one of the most important topics of our time - the U.S. Economy.

Our mission is to help everyone we can reach get a better understanding of the basics and bring back dinner table, water cooler, classroom, cafeteria, poolside, mountaintop, and cocktail party conversation about topics that are so very important to our present and future lives.

Through these entertaining and informative films and the accompanying companion materials, it is our hope that you become inspired to share and expand upon these topics and help others become engaged with their own economy.

We thank you for taking the time to read through the materials and welcome any thoughts and feedback you have on our program and the films.

Gratefully yours,

THE PRODUCERS

WE THE ECONOMY 20 SHORT FILMS YOU CAN'T AFFORD TO MISS

ABOUT THE FILMS

The economy. Everyone's talking about it, but who can explain it? Paul G. Allen's Vulcan Productions and Morgan Spurlock's Cinelan have joined forces to produce WE THE ECONOMY 20 Short Films You Can't Afford to Miss. Each film is helmed by an acclaimed director, each with his or her own creative vision. The series aims to drive awareness and establish a better understanding of the U.S. economy. Told through animated, comedic, musical, non-fiction, and scripted films, WE THE ECONOMY seeks to demystify a complicated topic while empowering the public to take control of their own economic futures. A panel of top economic experts including academics, analysts, journalists, and historians helped identify 20 key topics about the U.S. economy that every American should understand. Those economic advisors then worked with our filmmakers to shape the topics into 5-8 minute films.

BACKGROUND AND CONTEXT

What happens in a recession? How does money work? Why do we pay taxes? Economics affects every aspect of our lives and our individual decisions play a critical role in the state of our local and global financial stability. Yet despite our critical role, many of us are unaware of the basic fundamentals of the economic system, and the need for everyday citizens to engage intelligently in these issues.

WE THE ECONOMY addresses 20 key topics about the U.S. economy that every American should understand, and, taking the shape of 5-8 minute films, answers a comprehensive series of guiding questions:

WHAT IS THE ECONOMY?

The U.S. economy is the sum of its transactions. All of these transactions have their roots in the principle of "the marketplace." From the first systems of barter to consumer spending on credit now driving the growth of our economy, our system has certainly evolved. Directors Morgan Spurlock, Jon M. Chu, Chris Henchy, Ramin Bahrani, and Adrian Grenier each answer - with humor and unexpected charm - one of these five questions in order to demystify the market.

1. How did the economy get started?
2. Why is the law of supply and demand so powerful?
3. How do we measure the economy?
4. How does Government regulate the economy?
5. Are natural resources vital to the economy?



BACKGROUND AND CONTEXT

WHAT IS MONEY?

Money is a commodity like any other. These next four questions will explore the institutions that create, sustain, and manage the circulation of money and how they impact our daily lives and personal financial decisions. Follow the money with directors James Schamus, Catherine Hardwicke, Lee Hirsch and Joe Berlinger. You'll never see green the same way again.

1. What is the real value of a dollar (plus part two: What do banks do with our deposits)?
2. What is the Federal Reserve?
3. What causes a recession?
4. How does Wall Street influence the economy?

WHAT IS THE ROLE OF OUR GOVERNMENT IN THE ECONOMY?

Some of the biggest issues of the day are the role of the government in stimulating economic growth and whether or not our tax system is beneficial, bloated, or simply not good enough. Directors Jessica Yu, Marshall Curry, Barbara Kopple, Rachel Grady, and Heidi Ewing present four films that take a hard look at the numbers through animation, song and cinéma vérité.

1. Why is our tax system so complicated?
2. Why do we have budget deficits and a national debt?
3. Where do our tax dollars go?
4. Why does the U.S. fund foreign aid?

WHAT IS GLOBALIZATION?

With the internationalization of trade and finance, we are more connected than ever to other nations. Here we will tell stories that illuminate globalization, and why it matters to the health and future of the U.S. economy. Directors Bob Balaban, Albert Hughes, Miao Wang and Jehane Noujaim each dig into one of these next four questions with worldly stories you won't soon forget.

1. What is the global trade system?
2. What happens when jobs disappear?
3. Is China's boom good for our economy?
4. What do human rights have to do with the economy?

BACKGROUND AND CONTEXT

WHAT CAUSES INEQUALITY?

Most economists agree the gap between rich and poor is big, and getting bigger. Before we can decide how best to address the problem of growing inequality, we need to understand how it originated. Directors Adam McKay, Shola Lynch, Steve James and Mary Harron guide us through the maze with humor, creativity, and more, each tackling one of these final four topics.

1. Is inequality growing?
2. What are the causes of inequality?
3. Why is minimum wage important?
4. Why is healthcare so expensive?

Understanding these questions, and their answers, allows every viewer to gain insight into the economy, how it works, how it affects each of us, and how, by acquiring this knowledge, individuals can be better informed and make a difference when it comes to many of the issues that face us as global citizens each day.

HOW TO USE THIS GUIDE

TIPS FOR HOSTING A SUCCESSFUL VIEWING OF WE THE ECONOMY

Hosting a viewing of any or all of the WE THE ECONOMY short film series is a great way to initiate a thoughtful exploration of America's economic structure through the minds of those who experience it every day – both consciously and unconsciously. Your viewing event might be part of an informal house party, a festival, workshop or other instructional setting. Whatever the occasion, this guide will help you spark fruitful and comprehensive conversations about the series, the individual films, and the economy in general.

The films can be used in a variety of educational and non-educational settings, with more or less facilitation, depending on your objectives and audience. Since the series is split into 5 chapters (each ranging between 4 – 5 films) you can choose to screen them all at once, by chapter, or in even smaller increments, depending on the length of your event. You can also mix and match using only the films you feel will best impact and engage your audience. In total, the series is approximately 150 minutes, and hosts should allow for an additional 30 to 45 minutes for follow-up discussion afterward. With larger groups, consider having a moderator. Your discussion might also benefit from including local experts, such as economists, policy makers, professors from local universities, or other experts to expand upon the video content and address audience questions.

Other kinds of events to consider include: a separate follow-up session for participants to create economic action agendas; a workshop for a longer, more informal and participatory event; or a formal classroom activity that spans multiple class periods. **When you decide what is right for you, we'd love to hear about it. Please share anecdotes, pictures, and/or videos from your event with us and we may showcase them on our website. Send your stories to wte@cinelan.com.**

The guidelines that follow, just like the films themselves, can be used together or separately depending on your timeframe and objectives. Implement the procedures below as they are written, or, if time does not allow, consider choosing one or two of the procedures from each section. For a brief, less facilitated viewing, you may choose to simply introduce the film(s), show them to the group, and choose one or two of the discussion questions to guide a post-viewing dialogue.

GUIDELINES FOR INFORMAL GROUP VIEWING

BEFORE VIEWING

1. Introduce the series and concepts. Before playing the film(s), provide a brief introduction to the series and the issues it raises. Refer to the sections “About The Films” and “Background and Context” in this guide for a general description. Then, communicate some of the central themes that reoccur throughout the series, including:
 - How the economy stabilizes and destabilizes
 - How economic decisions affect various groups of people
 - The intersection between the economic, political and social spheres
 - The importance of understanding how the economy works
 - The ways in which past economic decisions have affected our present economic climate, and how the present will affect the future
 - The complexity of our current tax structure and system
 - How the economy works on an individual, national and global scale
2. Get the audience thinking about the economy. On a flip chart or white board, write the word “ECONOMY” in the middle. Then, write the following words in a scattered word-web around the page:
 - Money
 - Supply and demand
 - Market
 - GDP
 - Budget
 - Trade
 - Labor
 - Government

GUIDELINES FOR INFORMAL GROUP VIEWING

In a large group format, elicit definitions and associations for each word from the group. Ask participants to consider how each of these words relate to one another. As they provide their definitions, draw arrows between the words, indicating how each topic relates to the others. If other words come up in conversation, add them to the word-web.

3. Convey to the group that the economy is not just about money, but is also about how a series of political, social and economic structures interact with one another – and how each one of us is involved. Ask the group to keep these terms and ideas in mind as they view the series, and to consider how they relate to one another and affect outside topics, throughout the various videos.
4. Before screening the film(s), you may want to use some or all of the following questions to conduct a group discussion. Encourage viewers to draw on their existing knowledge, personal experience and assessments of the issues surrounding the economy in their responses.
 - Why is money valuable to individuals? To a society as a whole?
 - What is the purpose of taxes? Do you agree with the ways in which taxes are currently implemented, enforced, and applied? What changes might you make to our tax system?
 - What are the pros and cons of outsourcing labor? Who benefits and who loses?
 - Do you think it is important for America to have a minimum wage? Why or why not?
 - Our healthcare system exists on a continuum: on one end of the continuum is a fully privatized system, and on the other, a healthcare system that is a function of the government and paid for entirely with public funds. Where on this continuum does our healthcare system currently fall? Where do you think our healthcare system should fall?
 - How do you see the concepts of supply and demand at work in your every day life?
 - What does “economics” mean to you? Who and/or what decides our economic policies?
 - Do you think the United States should provide economic aid to other countries? Why or why not?
 - Do you think the United States’ economy could thrive without trading with other countries? What role does trade play in our economy?
 - What connotations does “Wall Street” have? What do you imagine Wall Street to look like? What actually goes on there?
 - How much of a role do you think the government should play in regulating the economy? What should be decided by policy and what should be left to the forces of the market?
 - How do you think the U.S.’s economy compares with other countries’ economies? Which are the world’s largest economies?
 - How do you think people become rich or poor?
What factors play a role in a person’s socio-economic success?
 - What is the difference between a recession and a depression? How did the recession of 2008-2009 affect your life?
 - What do you think causes economic inequality? How might inequality be considered a good thing? How might it be considered a bad thing? How do we reduce the gap between rich and poor?

WHILE VIEWING

1. In advance, create a full-sized version of the following chart and distribute a copy to each viewer. (Alternatively, draw the chart on a white board, and instruct participants to recreate it on their own papers.)

TOPIC	HOW IT RELATES TO THE OVERALL ECONOMY	WHY IT IS IMPORTANT/ BENEFICIAL	HOW IT RELATES TO THE INDIVIDUAL	WHY IT IS PROBLEMATIC/ RISKY
BANKS				
TAXES				
GLOBALIZATION/ OUTSOURCING				
MINIMUM WAGE				
HEALTHCARE				
FOREIGN AID (FROM THE US)				
GLOBAL TRADE				
GOVERNMENT REGULATION				
HUMAN RIGHTS				
WALL STREET				
NATURAL RESOURCES				
HUMAN RESOURCES				

WHILE VIEWING CONTINUED

2. Explain to the group that the terms in the left-hand column are some of the main topics raised by the film series and that they will be learning how the economy affects, and is affected by, each one, as well as the benefits and problems that they each present.
3. Viewers may be able to only complete some of the chart depending on which films, and how many films, you are screening at your event. Explain to the group that they are not expected to complete the entire chart, and that it should be used as a model for organizing and concretizing their thoughts as they view the film(s).
4. Instruct participants to take notes in the chart as they watch the series. Viewers should aim to understand how each of these topics relates to the broader notion of the economy, and how they are individually affected by each topic. Notes can consist of thoughts, reflections, questions, comparisons or observations. Explain to the group that they will be able to refer to the charts they have created during post-viewing discussions.

NOTE: Another way to utilize this chart would be to have viewers complete columns 1 and 3 (how topics relate to economy and how they relate to the individual) before viewing, and columns 2 and 4 (benefits and risks) after viewing. Or, alternatively, distribute two copies of the chart to each person, and have them complete one before they view the film(s) and one while they view the film(s). Then, after viewing, either in pairs, small groups, or in a large group discussion, allow them to compare the contents of each chart to see what they learned and how their perspectives shifted from watching the film(s).



AFTER VIEWING

1. When viewing concludes, or mid-way if you choose to break the discussion up accordingly, allow time for viewers to process what they have learned. Encourage participants to share one question or observation that they have noted on their chart. Use these comments to facilitate full group discussions, encouraging participants to answer and debate with one another in the group setting.
2. Divide the group into smaller groups of 4-6 people, and assign each group one or two of the topics from the chart, depending on the size of the audience.
3. Allow time for each group to begin a general discussion about their topic(s). Each group should then answer the following questions, which can be copied and distributed as handouts, projected overhead or written on a flip chart or white board:
 - What were your preconceived notions about your topic prior to viewing this series? How have your ideas changed since viewing it?
 - What are three ways in which your topic affects other aspects of the economy, and three ways in which other parts of the economy affect your topic?
 - How do the political and social spheres affect your topic?
 - What changes would you like to see made regarding how our economy currently interacts with your topic?
 - How does governmental and public policy affect your particular topic?
 - What primary message is the series is trying convey about your topic and its relation to the economy?
4. Allow time for small groups to present one of their answers to the whole group, and to discuss these responses as a whole. Ask viewers to consider the following guiding questions as they discuss each topic in depth:
 - How is this topic similar or different to the others in how it is affected by the economy?
 - How does this topic interact and converge with all the others?
 - How does this topic interact with, converge with, and affect ME – and how do I do the same with the topic?

QUESTIONS FOR FURTHER DISCUSSION

In addition to, or in lieu of, the more formal after viewing activities outlined above, use some or all of the following questions to facilitate an after viewing discussion about the films:

WHAT IS THE ECONOMY?

- After watching the series, what do you think drives our marketplace the most? On what is most of our GDP based?
- How do you see the concepts of supply and demand at play in your own life?
- How does the government currently regulate the marketplace? Do you believe we should have more or less regulation? Why?
- What are some of the natural resources that our economy depends upon for growth? What would be the cost of using up our natural capital?

WHAT IS MONEY?

- What did the series say about the way the Federal Reserve functions? Who decides its policies and how does it operate?
- How did WE THE ECONOMY explain what happens when we deposit money into the bank? How exactly do banks work?
- A lot of people believe that when they deposit money into the bank, their money is “safe.” How does WE THE ECONOMY challenge this notion?
- How does WE THE ECONOMY delineate between the two types of recessions? Which do you think we are currently experiencing (if you believe we are in one), and what do you think is the best way for us to revive the economy?
- What was your understanding of Wall Street before watching the series? What is your understanding now? How does Wall Street affect both our national and global economy?

QUESTIONS FOR FURTHER DISCUSSION

WHAT IS THE ROLE OF OUR GOVERNMENT IN THE ECONOMY?

- According to the series, what has made our national tax system so complicated? Would you propose any changes to our current structure?
- After seeing how the series explores our current “budget crisis,” what do you propose we do to solve it? How is a federal deficit different from debt, and how do these issues affect you?
- What is WE THE ECONOMY’s explanation for why the U.S. provides development aid to foreign countries when we have so many people in need of financial help at home? Do you think that the U.S. should continue to provide foreign aid? What are the pros and cons of doing so?
- After watching the series, what is your understanding of where your tax dollars go? Is this different from your understanding prior to viewing the series?
- What is globalization?
- What did you learn about the effects of urban globalization on American workers’ livelihoods from watching this series?
- After watching WE THE ECONOMY, do you believe that overseas outsourcing will increase or decrease in future years? Why?
- What does WE THE ECONOMY suggest are some of the unintended consequences of providing humanitarian aid to other countries? How might you tweak our current economic policy to address some of these consequences?
- Explain the relationship between global trade and the U.S. economy.
- After watching the series, do you think we can achieve rapid economic growth without violating moral and human rights? How you think we should balance the effort to expand economically with employing fair and human labor practices overseas?

QUESTIONS FOR FURTHER DISCUSSION

WHAT CAUSES INEQUALITY?

- What does WE THE ECONOMY say the U.S. government has done to facilitate economic growth for those at the lower end of the wage scale? Do you think governmental policies such as the minimum wage are beneficial and/or necessary? Why or why not?
- Do you think government and policy makers have a responsibility to promote economic equality, or do you think we should allow the free market system to decide economic outcome?
- After watching WE THE ECONOMY, what is your understanding of how fully private and fully public healthcare systems differ? What kind of system would you like to see implemented in this country?
- WE THE ECONOMY explores how economic inequality has grown over the past 40 years. To what do they attribute this growth? Do you agree or disagree? Explain.

GENERAL (NOT FILM OR TOPIC SPECIFIC)

- What was the most surprising part of this series? What was unexpected?
- How did the series suggest that we spur economic growth?
- What are some of the different economic concepts that WE THE ECONOMY introduced? What questions do you still have about these topics? What do you understand more now that you've seen the series?
- What do you think are the main thematic threads that run throughout the entire series?
- How has your understanding of the economy changed since viewing this series?
- Why do you think that it is important for all American citizens to understand the basics of our economic system?
- Which was your favorite video of the series and why? What do you think made this video more effective than the others?
- What do you think were the strengths and weaknesses of conveying information in short, distinct clips? How did this format both facilitate and hinder complete understanding of the material?
- How did this series help you understand how policies that affect economics fall on a continuum from efficiency to fairness? Where do your judgments fall on this continuum? Give examples.



EXTENSION ACTIVITIES

The following prompts can be used to further the thinking beyond the viewing, as independent study, as small group work, or as part of community service activities. Use these examples or come up with your own similar activities using the series, the chapters, or the individual films as guiding principles. The purpose of these project prompts is to provide an opportunity for a deeper exploration of the larger themes presented by the films.

Identify and focus on one major economic issue encountered in one or more of the films (i.e., U.S. economic inequality, foreign aid taking money from domestic needs, the loss of well-paid manufacturing jobs, unaffordable healthcare, etc.). Imagine it is your job to convince lawmakers or the general public to make a change to correct this problem. Write an essay, Op-Ed, or letter explaining what the issue is and its future implications. Why is it important to take action? What are the long-term consequences of this problem if nothing is done to correct it? How will it affect your own life and the lives of future generations? Then, propose a solution and create a strategic plan that includes a step-by-step outline for implementation. If you're able, put together a team and see if you can implement your plan.

The UN's Universal Declaration of Human Rights is a compilation of 30 human rights that have been deemed universal – rights that every person on the planet should have. Use examples from the WTE films and current events to identify manufacturing practices that are in violation of specific articles from the UDHR. Develop a detailed strategy to align manufacturing practices with the rights listed in the UDHR. Include in your plan how these changes will be regulated, what the consequences might be, and how you would counteract the negative consequences that may occur as a result of the changes you seek to make.

Divide a large group into pairs or small groups. Each pair or small group should select one film from **WE THE ECONOMY**. Each group's task will be to identify the film's message, the most important issues covered, and any lingering questions or curiosities sparked by the film. They will research the topic to find information to address their inquiries as well as to feel informed enough to create their own original conception of the film's topic. They may choose to write and act out a play, make a children's book or comic strip, or express any other creative implement of the topics raised in the film.

Consider the general idea of “the haves and the have nots.” In every society, there are people who enjoy a more luxurious lifestyle, and those who are struggling to make ends meet. A number of the films in **WE THE ECONOMY** address this issue – coming at it from the point of view of institutionalized inequality, globalization, access to resources, even supply and demand. Individually, in pairs, or in small groups, ask viewers to consider why, in our country and around the world, there are people who seem to benefit in the current economy and people who don't. Ask each person/pair/group to focus on one aspect that contributes to the gap in standard of living. Explore how that aspect has evolved, why it perpetuates, how it affects individuals and societies, and what might be done to level the playing field. Groups should create a visual presentation (poster, video, slideshow, PowerPoint) that illustrates their findings. Encourage students to be creative (consider *The Unbelievably Sweet Alpacas*, *Supply and Dance*, *Man*) in their presentations of their findings.

ADDITIONAL RESOURCES

AMERICAN ECONOMIC ASSOCIATION AEAWEB.ORG

Part of the American Economic Association is the Committee on Economic Education which sponsors conferences, workshops, and regular paper sessions with the mission of improving the quality of economic education at all levels: pre-college, college, adult, and general education.

AMERICAN INSTITUTE FOR ECONOMIC RESEARCH (AIER) WWW.AIER.ORG

AIER features an online community that allows members to share their interests, expertise, questions and perspectives on economic and financial aspects of the issues that are important to them. The organization creates comprehensive programs for teachers, students, professionals, and other interested individuals that are designed to help people understand economic concepts as well as to apply them to their most important daily decisions.

CALVIN K. KAZAJIAN ECONOMICS FOUNDATION KAZANJIAN.ORG

The Calvin K. Kazajian foundation works directly with a Connecticut-based program, STRIVE, to provide job skills and basic economics education to the unemployed.

CENGAGE LEARNING CENGAGE.COM

Cengage Learning provides digital, print, and video business and economics content for educators, teachers, and librarians. The aim is to engage students, support educators, and make authoritative information available to librarians.

COUNCIL FOR ECONOMIC EDUCATION [HTTP://WWW.COUNCILFORECONED.ORG/](http://WWW.COUNCILFORECONED.ORG/)

The Council for Economic Education has an extensive collection of resources for K-12 educators and students, which includes assessments, visuals and activities, webinars, competitions, classroom resources, and professional development.

FAMILIES IN SCHOOLS (FIS) FAMILIESINSCHOOLS.ORG

The organization offers 5-week “College Knowledge Academies” for families of 5th-12th grade students, which includes a “Money Smarts” program. FIS also partners with the Council for Economic Education to effectively engage parents in the “Financial Literacy for Hispanic Students and Their Families”. This California program provides a comprehensive family approach to financial literacy in both English and Spanish, and is set to expand to other states in the future.



ADDITIONAL RESOURCES

FEDERAL RESERVE SYSTEM /FEDERAL RESERVE EDUCATION FEDERALRESERVEEDUCATION.ORG

The organization's website has free classroom resources for teachers, broken down by grade level and topic including complete lesson plans and interactive activities for students.

FOUNDATION FOR TEACHING ECONOMICS (FTE) FTE.ORG

A branch of the Foundation for Teaching Economics, the Professional Teachers Association (PTA) is an organization that provides its members with: recommendations and discounts on specially selected current books, exceptional lesson plans and teaching experiences, advance previews of new FTE program materials, regular updates on all FTE programs, and advance information of any developments that will affect the profession, such as the 2012 National Assessment of Economics.

GLOBAL ECONOMIC EDUCATION ALLIANCE (GEEA) GLOBALECONED.ORG

Global Economic Education Alliance is a non profit organization that trains educators in developing countries in the principles of market-based economics and financial literacy. One of GEEA's programs is a teacher exchange study tour that seeks to promote and raise awareness of effective economic and financial literacy education practices throughout the world.

INTERNATIONAL MONETARY FUND IMF.ORG

In addition to providing online teaching resources on international trade and finance, the International Monetary Fund offers student scholarship programs for scholars who wish to study graduate level macroeconomics or a related field at any leading university in Japan.

JUMP\$TART JUMPSTART.ORG

Jump\$tart is a coalition of diverse financial education stakeholders. These organizations work together to educate and prepare our nation's youth for life-long financial success.

JUNIOR ACHIEVEMENT (JA) JUNIORACHIEVEMENT.ORG

Junior Achievement partners with educators across the nation providing training, materials, and support to promote business education and increase financial literacy among students. JA programs correlate to various national, state, and district educational standards. Also, students who participate in Junior Achievement programs demonstrate a significant understanding of economics and business concepts, particularly those who participate in programs at consecutive grade levels, according to independent evaluators.

ADDITIONAL RESOURCES

KHAN ACADEMY [KHANACADEMY.ORG](https://www.khanacademy.org)

Khan Academy is an interactive website that offers free materials and resources to students, teachers, and parents, with a section dedicated solely to economics and finance.

NATIONAL ACADEMY FOUNDATION (NAF) [NAF.ORG](https://www.naf.org)

The National Academy Foundation puts on an Academy of Finance at high schools nationwide to complement students' core academic studies, offering a curriculum that covers economics, banking and credit, financial planning, global finance, securities, insurance, and accounting. The purpose of the NAF's academies is to immerse young people in professional fields in which they are likely to find opportunities for employment, development, growth, financial reward, and advancement.

NATIONAL ASSOCIATION OF ECONOMIC EDUCATORS (NAEE) [WWW.NAEE.NET](https://www.naee.net)

The website offers teachers a large supply of high quality K-12 economics lessons and materials, puts on an annual professional development conference, and provides opportunities for the professional growth and recognition of its members through publications and awards.

NATIONAL ECONOMIC ASSOCIATION [NAECON.ORG](https://www.naecon.org)

Formerly the Caucus of Black Economists, the National Economic Association seeks to shape the future of our nation by increasing the diversity of the leaders in the field of economics, as well as promoting the professional lives of minorities employed within the profession.

NATIONAL ENDOWMENT FOR FINANCIAL EDUCATION (NEFE) [NEFE.ORG](https://www.nefe.org)

The National Endowment for Financial Education offers resources to help educators facilitate financial education workshops and classes and evaluate their successes. NEFE also boasts a customizable online tool for nonprofit universities and colleges, CashCourse, which has a wealth of financial education resources for students and educators.

THE NEW YORK FINANCIAL LITERACY COALITION [HTTP://WWW.WISE-NY.ORG/PROGRAMS.HTM](http://www.wise-ny.org/programs.htm)

An innovative wise program, the New York Financial Literacy Coalition works with financial service firms, non-profit organizations, teachers, school administrators, and parents to promote financial literacy among young adults.



ADDITIONAL RESOURCES

UNITED STATES HISPANIC CHAMBER OF COMMERCE (USHCC) USHCC.COM

Founded in 1979, the USHCC actively promotes the economic growth and development of our nation's entrepreneurs. The USHCC advocates on behalf of nearly 3.2 million Hispanic-owned businesses that together contribute in excess of \$468 billion to the American economy each year. As the leading organization of its kind, the USHCC serves as an umbrella organization for more than 200 local Hispanic chambers and business associations in the United States and Puerto Rico.

WISE WISE-NY.ORG

Wise has a financial literacy certification program that gives high school students access to financial education and the opportunity to become certified financially literate. Participating schools teach personal finance and administer wise's standardized Financial Literacy Certification (CFL) Test. Teachers have access to training, educational resources, pre-tests, and online practice tests. Students who pass the CFL Test are Certified Financially Literate, earning their CFL.

WORLD ECONOMICS ASSOCIATION WORLDECONOMICSASSOCIATION.ORG

Over 12,000 economists and related scholars are members of the World Economics Association, which publishes books, journals, blogs, and newsletters, puts on conferences, and has a number of national chapters.

YMCA YMCA.NET

The YMCA of Greater New York works in partnership with the Council for Economic Education to teach young students the basics of financial literacy through the program, "Never Too Young: Personal Finance for K-5 Learners".



wetheeconomy

20 SHORT FILMS YOU CAN'T AFFORD TO MISS

lessonplans

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “Cave-o-nomics” at www.wetheeconomy.com/films (TRT 6:35)
- Prepare copies of Student Handouts for distribution

KEY WORDS AND PHRASES

Economy, trade, free market system, industry, competition, innovation, productivity, profit, regulate

STUDENT OBJECTIVES

- Students will learn about a free market economy, including trade, bartering, supply and demand.
- Students work in small groups to complete an assignment.
- Students will discuss, negotiate, and use creative and analytical thinking to work with the larger group in order to complete their assignment.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will communicate their opinions to the class, using information collected from the film.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor / projector, and computer with Internet access
- Student Handouts: What is a Free Market Economy?

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building; reading comprehension; large group discussion; small group work; working in pairs; problem solving; critical and analytical thinking; supporting ideas with examples; comparing and contrasting information sources; research skills; listening skills; expository, creative, and responsive writing

PROCEDURES

1. Instruct the class to count off in 5's. Instruct all the 1's to sit together in a small group, all the 2's, the 3's and so on. Ask everyone to put their personal items away (desks should be completely bare). Then, distribute the following to each group. Make sure to tell each group not to share or show their items to the students in the other groups.
 - Group 1 – 3 pencil sharpeners
 - Group 2 – 3 unsharpened pencils (with no erasers)
 - Group 3 – 3 pieces of paper
 - Group 4 – 3 erasers
 - Group 5 – 3 copies of Student Handout: What is a Free Market System?
2. Explain to the class that they have 15 minutes to complete an assignment. Explain that each group, in order to complete the assignment, will need access to a pencil, paper, eraser, sharpener, and a Student Handout. Explain that it is up to them to figure out how to gain access to each of the items their group needs in order to complete the assignment.
3. Allow 15 minutes for the small groups to negotiate and complete the assignment.
4. While students are working in their small groups, write the following terms on the whiteboard, chalkboard, or on a piece of chart paper:
 - Marketplace
 - Goods
 - Services
 - Trade
 - Free Market System
 - Innovation
 - Competition
 - Supply and Demand
5. When the class has completed their assignments, or, alternatively, after 15 minutes have elapsed, ask students to direct their attention to the monitor/ screen. Play the film “Cave-o-nomics” (TRT 6:35).
6. After the film, ask the class how their assignment related to the content of the film. Pose the following question to the group: “How did you, as a group, create your own free market economy?” Encourage the class to use the terms written on the board in their responses. Encourage students to evaluate the experience. What worked well? What was difficult?
7. Allow time for the small groups to revisit their graphs, now that they've seen the film. Give 5 minutes for groups to make modifications based on their new understanding after seeing the film.

PROCEDURES CONTINUED

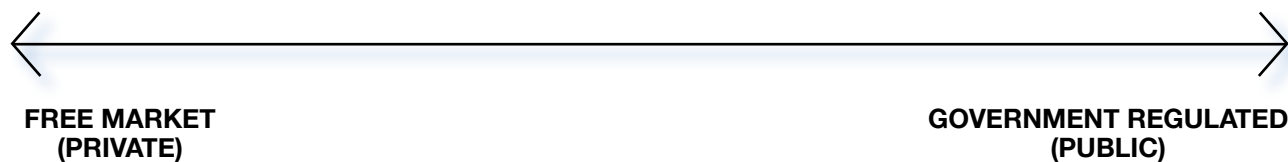
8. Have the small groups share their graphs with the class. As they share, copy the graph on the whiteboard, chalkboard, or chart paper, and chart some of the small groups' positions for the entire class to see.
9. Conduct a short, whole group discussion using some or all of the following questions as a guide:
 - What were the challenges that your group faced in trying to complete the assignment?
 - What free market structures evolved as you were trying to get access to the other groups' goods?
 - What would have made the exercise easier?
 - Was there one item that seemed to be more valuable than the others? What was it, and why do you think it was perceived as more valuable?
 - What happened once everyone realized it appeared to be more valuable than the other items?
 - What are the benefits of allowing goods and services to be regulated only by the forces of a free market economy? What are the risks?
 - What events in history or current events might be attributed to failures or limitations of a free market economy? Explain.
 - Similarly, what are the benefits of allowing goods and services to be regulated only by the forces of a governmental organization, or another third party? What are the risks?
 - What is an example of a good or service that is regulated by our government?
 - Is it possible to create a marketplace based on a blend of free market forces and third party regulation? What might that look like?
 - Do you think healthcare should be governmentally regulated, part of a free market, or a hybrid of the two? What about education? Firearms or controlled substances? Explain your reasoning.
 - What did you learn about economics from the activity you completed in class today?
 - Is it true that marketplaces are only as strong as the people who participate in them – and that if people lose confidence, the markets will crumble? Explain.
 - What changes did you make to your graph after seeing the film? Why did you make those changes?
10. For homework, instruct students to free-write on the following quotation, which is loosely referenced in the film. Students should explain how this quote relates to the film "Cave-o-nomics," and should make use of information garnered from the film as well as the day's classwork as part of their writing.

"If a man has good corn or wood, or boards, or pigs, to sell, or can make better chairs or knives, crucibles or church organs, than anybody else, you will find a broad hard-beaten road to his house, though it be in the woods."

—Ralph Waldo Emerson

STUDENT HANDOUT WHAT IS A FREE MARKET SYSTEM?

DIRECTIONS: On the back of this paper, draw the following graph. Then, as a group, place the following items on the graph to indicate where you think they should fall on the continuum: closer to the free-market end, dictated by the laws of supply, demand, cost, and innovation; or closer to the governmentally regulated end, driven by the ideas of fairness and equal access for all citizens. As you place each item on the graph, consider the trade offs that placement implies. Be prepared to explain your group's reasoning for each item placed.



- **Health Care**
- **Education**
- **Housing**
- **Food and Shelter**
- **Automobiles**
- **Firearms**
- **Electricity**

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in economics, thinking and reasoning, business, math, civics, government, media studies, and finance.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.7.SPA.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CCSS.MATH.CONTENT.6.SPA.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

CCSS.MATH.CONTENT.8.SPA.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

CCSS.MATH.CONTENT.8.SPA.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

CCSS.ELA-LITERACY.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “Supply and Dance, Man” at www.wetheeconomy.com/films (TRT 7:33)
- Prepare one “Homework Pass” to be used in the class activity
- Prepare copies of Student Handout: Supply and Demand Grid for distribution

KEY WORDS AND PHRASES

Market, market forces, supply, demand, equilibrium shortage, surplus, fair market value

STUDENT OBJECTIVES

- Students will be introduced to the idea of market forces.
- Students will participate in an experiment that illustrates the laws of supply and demand.
- Students will analyze the variables that impact the value of goods and services in a free market.
- Students will develop their own understandings of how the laws of supply and demand affect the value of a good or service.
- Students will assess their understanding of the material presented in class by preparing an artistic representation of the information.

REQUIREMENTS

MATERIALS

- Monitor/projector, and computer with Internet access
- Blackboard, whiteboard, or chart paper
- Student Handout: Supply and Demand Grid
- Homework Pass

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, problem solving, critical and analytical thinking, cinematic analysis, weighing pros and cons, listening skills, creating solutions, considering abstract consequences, and research

PROCEDURES

1. Ask the class what they think a “market” is. Allow a few minutes for students to volunteer definitions, associations, and connotation, and to reach a consensus on a working definition of this term.
2. Ask students to think of some laws and rules that govern a market. Encourage them to think from both the merchant’s (seller’s) and the customer’s (buyer’s) perspectives. Examples might be “no stealing,” or “you must sell quality goods.”
3. Ask students to volunteer an example of an item that they and their friends purchase often. Ask them what factors they think sets the price of this item. Examples might be: availability (supply), popularity (demand), reputation/status associated with item, usefulness, advertising, etc.
4. Explain that in addition to the rules and laws that are imposed upon a market to regulate it and keep it fair, there are also forces that actually evolve from the markets themselves, which shape the way a market works.
5. Tell the class that they will be exploring two such market forces in class today: the forces of SUPPLY and DEMAND.
6. Distribute Student Handout: Supply and Demand Grid. Tell the class that they will be using this handout to chart the shifts in supply and demand in an experiment they’ll be conducting momentarily.
7. Instruct everyone in the class to stand up in their places.
8. Hold up the Homework Pass. Explain to the class that you will be auctioning this pass off, and that whoever wins the auction can submit it in lieu of one homework assignment of their choosing.

Note: If you are uncomfortable actually “selling” a homework pass, you can conduct this as a thought experiment, use valued tokens, auction off a candy bar instead, or, alternatively, at the end of the exercise you can tell the class that everyone gets one free homework pass, in order to be fair.

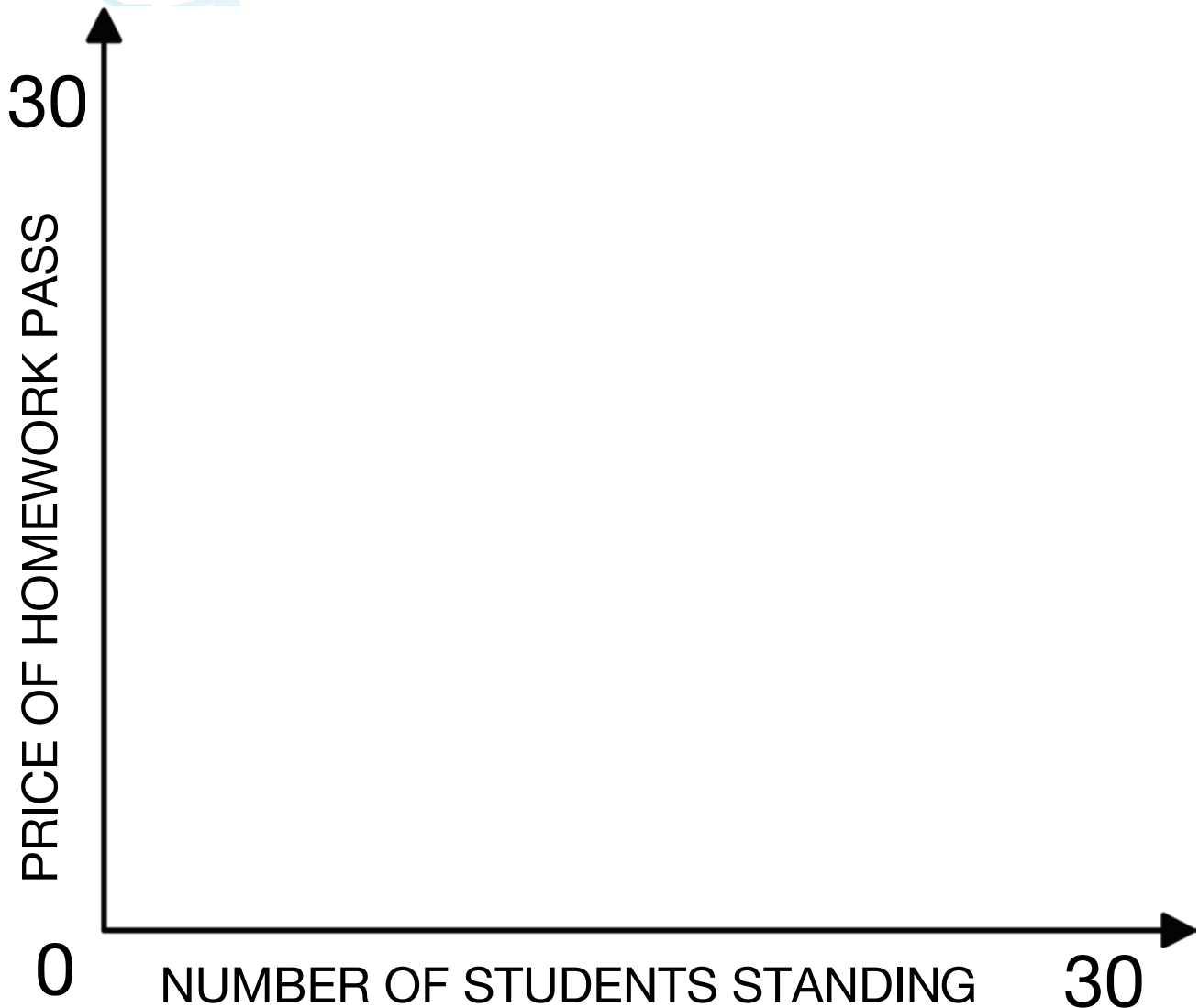
9. Explain that you will begin calling off prices in \$.10 intervals. When a price is called out that is too expensive for them, they should sit down. Whoever is left standing at the end, wins the auction.
10. Then, tell students that when they sit down, indicating that they’ve left the auction, they should write down the last price called – that is, the highest price they were willing to pay – in their notebook.
11. In addition, using a pencil, they should try to chart the trend in people standing as it relates to the cost of the Homework Pass on their Student Handout.
12. Begin the auction. Start at \$0. Everyone is standing. Then call out “\$.10” and then wait one second. Call out “\$.20” and wait one second. Continue in increments of ten cents until all but 3 students are sitting.
13. Ask the students what they noticed about the number of people willing to purchase a homework pass as the price went up. Did the number of people go up or down? Why?
14. What does their student handout look like after this auction? What did they notice regarding the relationship between price and demand (the number of students standing)?

PROCEDURES CONTINUED

15. Tell the students that they will now have an opportunity to make some money by auctioning off a homework pass to the highest bidder. If they don't sell, they may keep their Homework Pass for their own use; meaning, they should consider at what price it is more valuable to them to keep the pass, vs the amount of money they would be making as a profit.
16. Instruct the students to stand up again. Explain that they should remain standing until they hear a price for which they would be willing to sell their pass, and then they should sit. Remind the students that when they sit, they should write down the last price called – that is, the lowest price they were willing to accept – in their notebook.
17. Begin the auction. Start at \$3. Everyone is standing. Then call out "\$2.90" and then wait one second. Call out "\$2.80" and wait one second. Continue in increments of ten cents until all but 3 students are sitting.
18. Ask the students what they noticed about the number of people willing to sell a homework pass as the price went down. Did the number of people go up or down? Why?
19. What does their student handout look like after this auction? What did they notice regarding the relationship between price and supply (the number of students standing)?
20. Tell the class that they just illustrated the laws of supply and demand – that is, the impact that price has on the number of people willing to purchase that item, as well as on the number of items people are willing to sell.
21. Instruct students to direct their attention to the monitor/screen. Explain that they will be watching a short film that illustrates these market forces in a bit more detail. Play "Supply and Dance, Man" (TRT 7:33).
22. After the film, conduct a whole-group discussion using some or all of the following questions as a guide:
 - What is the definition of a market?
 - What is a market force?
 - How does the consumer interest in the canes start?
 - What makes the price go up initially?
 - What is Kristen and Jonathan's motivation for ordering more canes?
 - What are the factors that cause the price of the canes to continue to go up?
 - What causes the surplus?
 - How does the surplus affect the cost of the canes?
 - What are the factors that cause the price of the canes to continue to go down?
 - What is equilibrium?
23. For homework, students should create a comic strip, poster, or other visual art presentation that illustrates the forces of supply and demand, just as the dance routine in Supply and Dance, Man illustrated it using the example of selling canes. In their comic, they should invent a fictitious business and show how the business's success shifts with supply and demand. Encourage students to include as many details as possible, including the name of the business, description of the business, the cost of the good or service that the business provides, ideas for increasing demand (sales, promotions, advertising, etc.). Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT SUPPLY AND DEMAND GRID

DIRECTIONS: As the auctions develop in class, try to chart how many students are standing as the price changes. Create one line to show the number of students standing when the students are the customers (purchasers) as the price per item goes UP. Then, create another line to show the number of students standing when the students are merchants (sellers) as the price per item goes DOWN. See where these lines intersect. What does this tell you about the fair market value of this item?



CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in economics, thinking and reasoning, business, math, civics, government, media studies, and finance.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “GDP Smackdown” at www.wetheeconomy.com/films (TRT 5:21)
- Prepare copies of Student Handout: GDP Smackdown for distribution

KEY WORDS AND PHRASES

Gross Domestic Product (GDP), democracy, parity, smackdown, statistics, value, calculate, welfare

STUDENT OBJECTIVES

- Students will explore the question: how do we measure the economy?
- Students will examine different answers to that question through the metaphor of a wrestling smackdown.
- Students will develop their own understandings of whether human emotion should be considered when discussing the economy.

REQUIREMENTS

MATERIALS

- Monitor/projector, and computer with Internet access
- Blackboard, whiteboard, or chart paper
- Student Handout: GDP Smackdown

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, critical and analytical thinking, cinematic analysis, weighing pros and cons, listening skills, creating solutions, considering abstract consequences, reflective writing



PROCEDURES

1. Write the word “SUCCESS” on the chalkboard, whiteboard, or on chart paper in the front of the room. Ask the class what they think this word means. Allow a few minutes for students to volunteer definitions, associations, and connotations. As students volunteer responses, chart them as a word-web for the class to see.
2. Ask the class how they measure success. Use examples from real life such as, in sports, in families, in the community, in school, in business, etc. Chart these responses alongside the others in the word-web. Write answers so that the material responses are together (financial, acquisitions, monetary, etc.) and the intangible are together (happy, healthy, fulfillment, etc.).
3. Encourage a cross-debate about the differences and similarities between financial wellbeing and personal wellbeing. Ask the class what they think of the phrase “there are some things money can’t buy.” How does this relate to their dialogue about success?
4. Ask the class if they know what the GDP is. Explain that GDP stands for “Gross Domestic Product,” and it is a measure of all the goods and services bought and sold during a certain time period in a given country. Economists traditionally use the GDP as a measure of the health and wellbeing of a nation.
5. Ask the class to look at the word-web and consider: “Is a snapshot of all the goods and services bought and sold a good measure of the health or wellbeing of a society’s economy?” Allow a few minutes for cross-discussion and debate.
6. Distribute Student Handout: GDP Smackdown. Read the directions aloud.
7. Direct students’ attention to the monitor or screen. Explain that they will be watching a short film that uses wrestling to depict the debate between two economic theories: on one side, that the GDP is the only way to measure whether a society is successful, and on the other, that there are additional factors that should be taken into consideration. Play “GDP Smackdown” (TRT 5:21). Remind the class that they should take notes on their handouts as they watch.

continue on next page

PROCEDURES CONTINUED

8. When the film concludes, conduct a whole group discussion to ensure comprehension, using some or all of the following questions as a guide:
- What are the two battling economic theories that are represented in the smackdown?
 - What are some of the arguments given for Shad's side – how do they argue that measuring money spent is the best way to gauge the success of a society?
 - What are some of the arguments given for JTG's side – how do they argue that it is important to take into consideration other factors besides just money spent in order to measure the success of a society?
 - Which side do you agree with? Explain.
 - Why do you think this question of how to measure the economy is an important one?
 - How would you answer the question “how many dollars is a smile?”
9. For homework, students should answer the “Questions for Further Thinking” on the bottom of their handout. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT SUPPLY AND DEMAND GRID

DIRECTIONS: While you're watching "GDP Smackdown," take notes in the chart below. When you hear an argument in favor of considering only the GDP when measuring societal success, write it in the "For Considering GDP Only" column. When you hear an argument in favor of considering other factors as well, write it in the "For Considering Other Factors" column. You will use these notes in subsequent activities in class and at home.

FOR CONSIDERING GDP ONLY	FOR CONSIDERING OTHER FACTORS

QUESTIONS FOR FURTHER THINKING

1. One of the teams in the "GDP Smackdown" argues that measuring the economy is simple mathematical equation, while the other argues that it is more of a combination of math and psychology. In your own words, explain how this argument is presented in the film.
2. In what other ways might psychology – public opinion, morale, fear and confidence – be important factors when examining the economy?
3. Why do you think the filmmakers used a wrestling smackdown as a metaphor for this economic discussion?
4. Consider the lyrics from the song "The Best Things in Life Are Free." In light of the debate represented in this film, write 2-3 paragraphs explaining your opinion of how this song relates to the economic debate in "GDP Smackdown."

THE MOON BELONGS TO EVERYONE
BEST THINGS IN LIFE THEY'RE FREE
STARS BELONG TO EVERYONE
THEY CLING THERE FOR YOU AND FOR ME
FLOWERS IN SPRING
THE ROBINS THAT SING
THE SUNBEAMS THAT SHINE
THEY'RE YOURS AND THEY'RE MINE
LOVE CAN COME TO EVERYONE
BEST THINGS IN LIFE THEY'RE FREE....

EXCERPTED FROM THE SONG THE BEST THINGS IN LIFE ARE FREE,
BY BUDDY DESYLVA AND LEW BROWN (LYRICS) AND RAY HENDERSON (MUSIC), 1927.

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in economics, thinking and reasoning, math, business, social studies, civics, government, language arts, and finance.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.MATH.CONTENT.7.SPA.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CCSS.MATH.CONTENT.HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.MATH.CONTENT.HSF.IF.C.8.B Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions and classify them as representing exponential growth or decay.

CCSS.MATH.CONTENT.HSF.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SAMPLE STANDARDS ALIGNMENTS CONTINUED

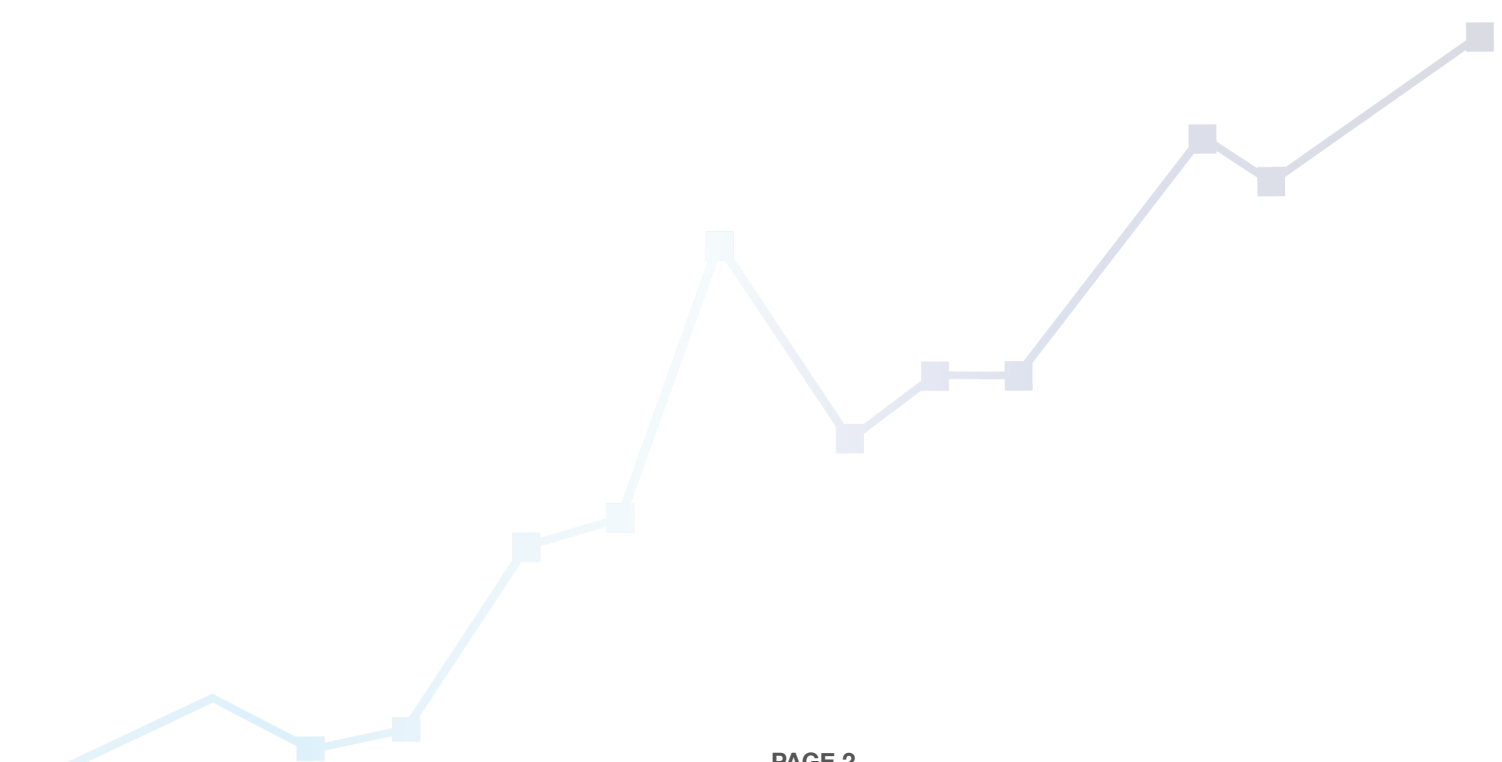
CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.



LESSON PREPARATION

- Prepare a monitor with Internet access to screen “Lemonade War” at www.wetheeconomy.com/films (TRT 7:55)

KEY WORDS AND PHRASES

Regulation, regulatory capture, Sherman Anti Trust Act, free market, metaphor, personification

STUDENT OBJECTIVES

- Students will learn what government regulation is, and what role it plays in the economy.
- Students will explore the importance, benefits, and shortcomings of governmental regulation.
- Students will work in groups to discuss, negotiate, and establish positions on the role that government and private industry should have a free market economy.
- Students will analyze the various pros and cons of governmental regulation.
- Students will develop their own opinions on the role that the government should play in the free market.
- Students will analyze the use of literary devices such as personification and metaphor in film and whether or not they are effective tools to communicate an idea.

REQUIREMENTS

MATERIALS

- Monitor/projector, and computer with Internet access
- Blackboard, whiteboard, or chart paper

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, problem solving, critical and analytical thinking, cinematic analysis, weighing pros and cons, listening skills, creating solutions, considering abstract consequences, expository writing and research

PROCEDURES

1. Divide the class into 2 groups. Tell the class that for the purposes of the following activity, Group #1 is a small business: a mom and pop café. Group #2 is a franchise of a large national chain restaurant. Tell the class that the small café has \$10,000 to spend on overhead and expenses each month. The national chain has \$100,000.
2. Give the groups a few minutes to work independently to come up with the following details about their restaurants. Encourage them to have fun and be as creative as they wish.
 - Name of your restaurant
 - Tagline
 - 3 items on the menu with prices
 - Any other details about the restaurant or its food (optional)
3. While students are creating their brands and identities, write the following on the chalkboard, whiteboard, or on chart paper in the front of the room:

RESTAURANT BUDGET
Food and Supplies – 30%
Salaries and Staff – 30%
Advertising – 10%
Rent – 10%
Miscellaneous – 10%
Profit – 10% (plus any surplus left over from the other categories)
4. Instruct students to do the math and figure out the dollar amounts they have allotted for each budget line item at their restaurants. Remind them that the independent café has \$10,000 to spend, and the franchise has \$100,000 to spend, so the dollar amounts that correlate to each percentage will be different. Allow 10 minutes.
5. Now remove 1/3 of Group #1 and 1/3 of Group #2 in order to create a 3rd group. Tell this 3rd group that they are going to be customers. They have a collective total of \$200,000 to spend on eating out this month.
6. Ask the students how they know that the restaurants they eat in are clean. Ask, “How do you know that the milk you get in your latte at Starbucks is fresh? Who checks to make sure businesses are run fairly and well and don’t pose a health threat to their customers or an unfair advantage over their competitors?”
7. Tell the class that there is something called GOVERNMENT REGULATION. Ask the class what they think this means. Prompt them with examples of regulations they might be familiar with, such as the letter grades given by some local health departments to restaurants, or regulated fire exits, or accessibility for people with disabilities.
8. Ask the class if they think government regulation is a good thing or a bad thing. Allow 2-3 minutes for an informal discussion.

PROCEDURES CONTINUED

9. Explain that, just like with any rule or law, there can be positives and negatives.
10. Tell the class that in the next activity, you will be playing the role of government regulator, and the restaurants will be competing for customers. They will have 4 opportunities to present to the customers to try to win dollars, one for each week of one month. After each presentation, the customers will decide how much money they want to spend at each establishment for the week. At any given time, a “Regulation Wild Card” will be called, and may affect the outcome for all 3 groups.
11. Tell the class they are starting on the first of the month. Allow 3 minutes for the first group to present their restaurant to the customers for Week 1. They should try to sell their restaurant to the customers, making it sound as appealing as possible. They should consider variables like cost, accessibility, value, reputation, and dependability, as well as quality. Then, allow 3 minutes for the second group to do the same.
12. After both restaurants have presented, the customer group should decide how much money they’d like to spend in the first week on eating out, and how much of that money should go to each restaurant.
13. After the customers have spoken, the restaurants present again. Perhaps they cut prices, offer a special, buy an ad, to attract more customers. This repeats four times.
14. During the presentations at multiple points, call out “Regulation Wild Card!” Then, choose some or all of the following scenarios to read aloud, or create new ones based on individual classroom dynamics:
 - Government regulator finds a leaky refrigerator in Group 1’s restaurant. Fine \$500 and give the restaurant a “B” rating.
 - Government regulator fines Group 2 for opening a second location right next to Group 1’s restaurant, citing anti-competitive practices.
 - Group 1’s Food and Supplies line item is higher because they don’t buy enough to get a quantity discount – take \$300 off Group 1’s Food and Supplies line item.
 - Group 2’s salaries go up because they have franchise employment benefits they have to provide – add \$1,000 to the Salaries and Staff line item.
 - Group 1 is forced to adhere to a new state standard, put into place by Big Business lobbyists – costs \$200.
 - Group 1 gets a “small business tax incentive” – add \$1000 to their budget.
 - Group 2 sues Group 1 for copyright infringement – stealing an idea for their menu – fine \$500.
 - As part of a local business bureau, Group 1 teams up with local farmers to get a better price on organic produce – add \$200 to their budget.

PROCEDURES CONTINUED

15. After the 4 rounds have been implemented, ask the students what they noticed. What are some of the pluses of being a franchise of a big chain? What are the minuses? What are the benefits of being a small local business? What role did the government regulator play in the free market economy they had created? What role did the customer play?
16. Direct the students' attention to the monitor or screen. Tell them that they will be watching a short film that dramatizes the impact that government regulation can have on businesses – both big and small. Play the film “Lemonade War” (TRT 7:55).
17. Conduct a whole-group discussion about the film and its relationship to the previous activity. Use some or all of the following questions as a guide:
- Why does Jerry want Addie to close down her lemonade stand at the beginning of the video?
 - How does regulation protect Addie from having to close up shop?
 - How does Addie use regulation to her benefit at the start? Why does she call the government regulator?
 - What do you notice about the regulator when she first arrives? Why is she so friendly with Jerry? What is this meant to represent in terms of the relationship between government and big business?
 - What impact might a “D” rating have on a business?
 - Why would Jerry suggest a government-imposed first aid kit for every lemonade stand?
 - What is regulatory capture and why is it illegal?
 - Why does Jerry lower his prices to \$.10? What is he trying to accomplish?
 - What is the Sherman Anti Trust Act? What does it do?
 - In the film, how does Jerry, as big business, use copyright regulation to try to put Addie out of business?
 - What does the mysterious customer represent? How would you describe this character?
 - In the credits, that character is listed as “Neighborhood Hero.” Why do you think the filmmakers gave him that name?
 - If the Neighborhood Hero character was meant to be a personification of an idea or theory, what might it be? Explain.
 - Explain the metaphor his character uses to describe the state of the American Dream – comparing it to the plants and animals in a jungle. Is this an accurate representation? How does he support it with examples?
 - What does Addie mean when she says “that’s good regulation” at the end?
 - How does regulation work in this film? How should it work in a perfect world?
 - How is the story depicted in the film similar to what you discovered in your role-play earlier? How is it different?
 - Who do you think benefits more from government regulation – big business or small?
 - How might regulation be better implemented to protect all members of society?
 - Why is government regulation important?
18. For homework, students should write two paragraphs: one in favor of government regulation, and one against it. Students should conduct research to add to their own findings from today’s class, and should cite specific examples, case studies, laws, etc. in their writing. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

CLASSROOM LESSON : A BEE'S INVOICE: THE HIDDEN VALUE IN NATURE

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in economics, thinking and reasoning, ecology, business, health, science and technology, history, and biology.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “A Bee’s Invoice: The Hidden Value in Nature” at www.wetheeconomy.com/films (TRT 6:51)
- Prepare copies of Student Handouts for distribution (1 handout for each group of 4-5 students)
- Prepare a pile of uncooked beans to represent trees for each group
- Prepare “prize” object for each group’s winner (1 prize for each group of 4-5 students)

KEY WORDS AND PHRASES

Conservation, deforestation, exploitation, regulation, environmental policy, green market, natural capital, climate change, ecosystem, community, competition, tragedy of the commons, sustainability

STUDENT OBJECTIVES

- Students will evaluate some of the potential forces causing natural resource depletion and the tragedy of the commons.
- Students will work silently in small groups to expose the necessity and benefits of open communication.
- Students will analyze the various costs and benefits for individuals who utilize common pool natural resources.
- Students will consider various approaches to regulation and conservation of natural resources.
- Students will learn how metaphors can be used to represent larger ideas and issues.
- Students will consider how natural resources affect the viability of our global economy.

REQUIREMENTS

MATERIALS

- Monitor/ projector, and computer with Internet access
- A quantity of at least two “tree” items per student
- A bowl for each group’s central forest of “trees” (optional)
- A quantity of one prize item per group (4-5 students per group)
- Student Handouts: Does Money Grow on Trees? (one handout per group of 4-5 students)

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, small group work, problem solving, critical and analytical thinking, literary analysis, weighing pros and cons, listening skills, creating solutions, considering abstract consequences, expository and responsive writing.



PROCEDURES

1. Divide the class into groups of 4-5 students each, and instruct students to sit together in their groups. Once students are sitting in their groups, pass one Student Handout out to each group, and have them elect one student to record their results in the chart as they complete the following activity.
2. Provide each group with a pile/bowl of 12 uncooked beans.
3. Explain to the class that each bean represents a tree and that the bowl represents a forest. Then, explain that each student is the head of their own lumber processing company.
4. Tell the class the following:
 - In order to maintain enough profit to sustain itself, each lumber company must process a minimum of one tree each month.
 - Companies that process less than one tree per month go bankrupt. Companies that process more than one tree expand and enjoy increased profits.
 - Instruct the class not to speak during the activity, as each student represents a company that is competing with the other companies – they are not working together to mutually create a plan.
 - The company that is able to process the most trees in each group will receive a prize at the end of the activity.
5. Explain that at the end of each month, any remaining trees in the forest will reproduce itself, resulting in double the number of trees for the start of the following month.
6. Instruct students to begin the first month of tree and lumber processing. Tell groups to have their chosen recorder raise his or her hand to signify that the group has finished the round and recorded their results in the chart. When a recorder raises his/her hand, walk over and double the remaining beans in the group's bowl to represent tree reproduction. Once every group's forest has reproduced, instruct them to repeat the activity again for the next month. Repeat again for a total of three months.

Optional: Between the second and third round, tell the class that global warming has caused a drought, which has caused one tree in each forest to die. Remove a tree from each group's forest. Then continue with the activity as described.
7. Once all the groups have completed 3 months and recorded results in their chart, instruct students to stop working and direct their attention to the monitor/screen. Play the film "A Bee's Invoice: The Hidden Value in Nature" (TRT 6:51).

PROCEDURES CONTINUED

8. After the film, conduct a whole class discussion reflecting on both the film and the assignment, and how they related to each other. Use the following questions to guide the discussion:
- What is the “tragedy of the commons”? How did the activity you completed before the film relate to this concept?
 - How did you decide how many trees to cut down in each round? Based solely on observation, how did the other people in your group decide?
 - How does society generally reward those who take more? How does it reward those who take less? How does it harm both?
 - How did your strategy change throughout the different rounds of tree cutting? What variables affected your strategy?
 - What would have been the best way to maximize the number of trees each company processed (profit) and simultaneously maximize the number of trees remaining in the forest (conservation)?
 - How might this activity been easier if you were allowed to talk with one another during the assignment? What does this say about the importance of communication?
 - What are some natural resources besides trees that are part of the public pool of resources?
 - How do natural resources have hidden economic value?
 - How does climate affect our economy? What is the effect of global warming on the marketplace?
 - What is the overall relationship between nature and economic production?
 - What metaphors does the film use to convey its message? What do the bees represent? The bank account where everyone has a debit card?
 - Who has rights to our common resources? Do you think usage of these resources should be regulated? If so, how?
 - How do we place an economic value on nature?
 - The film refers to nature as a “stock market.” What might result in this stock market crashing? How do we avoid this?
 - When have there been times in history in which people have drained a particular natural resource? What were the ramifications of this resource being drained?
 - We share our natural resources with a global population. What do you think would be the best way to work together with people in other countries to help conserve our natural resources?
9. For homework, ask students to write an expository essay (1-2 pages) that answers the following question: Why is natural capital important in our economy? How does using up natural capital impose a cost on society, and what are some ways we can encourage sustainability to conserve more of these resources? Provide specific examples to support your hypothesis. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT DOES MONEY GROW ON TREES?

DIRECTIONS: Fill out the following chart as your group completes the activity. Be ready to share your results with the class after you finish the assignment.

MONTH	# OF TREES IN FOREST AT BEGINNING OF MONTH	# OF TREES CUT DOWN DURING MONTH	TOTAL # OF TREES REMAINING AT END OF MONTH
1			
2			
3			

After your group finishes the activity, discuss the following questions:

1. If you finished the third round with no trees left, what caused this to occur? Would there have been a way to finish the activity without depleting your forest?
2. If you finished the third round with at least one tree remaining in your forest, how did you achieve this? How could you have ended up with more trees?
3. How did your group's lack of ability to communicate affect the activity? How might it have gone differently if you had been able to speak during and between the rounds?

CLASSROOM LESSON: THAT FILM ABOUT MONEY PARTS 1 AND 2

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in social studies, civics, economics, thinking and reasoning, history, media studies, business, government, and finance.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “That Film About Money” (TRT 6:40) and “The Second Part of That Film About Money” (TRT 7:58) at www.wetheeconomy.com/films
- Prepare 5 \$1 bills
- Prepare 2 3x5 index cards with the words “Bank #1 Visa” written on them, to represent credit cards.
- Prepare copies of Student Handout: K/W/L About Money for distribution

KEY WORDS AND PHRASES

Money, cash, Federal Reserve, loan, debt, fractional banking, currency, free market economy, interest

STUDENT OBJECTIVES

- Students will explore traditional and new definitions of the term “money.”
- Students will explore how money works in our economy.
- Students will learn about the concepts of double coincidence of wants and fractional banking.
- Students will begin to understand how our banking system works, and how debt supports our economy.
- Students will explore the causes of the economic crash of 2008.
- Students will analyze the pros and cons of our current banking system.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will work in pairs to ask and answer questions on the topics covered in class.
- Students will deepen newly acquired information with independent, in-depth research.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- 5 \$1 bills, 2 3x5 index cards with “Bank #1 Visa” written on them
- Monitor/projector, and computer with Internet access
- Student Handout: K/W/L About Money

TIME:

- 2 class periods

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, working in pairs, critical and analytical thinking, utilizing information sources, communicating ideas, weighing pros and cons, research skills, listening skills, categorizing and organizing ideas, and research

PROCEDURES

1. Hold up a \$1 dollar bill. Ask the class what it is. Ask them to share all the things they know about this item. Allow 1-2 minutes for students to call out the information and associations that they know about a dollar bill.
2. Distribute Student Handout: K/W/L About Money. Instruct students to fill in the first square on the chart, using the facts that were just shared, as well as anything else they want to add.
3. Divide the class into pairs. Allow 15 minutes for students to work in pairs to complete the “Know” and “Want to Know” columns on their K/W/L charts.
4. Ask students to raise their hands if they have a piece of candy or gum in their possession. Then, say, “Raise your hand if you’d trade your candy/gum for my pencil.” Next say, “Raise your hand if you’d trade your candy/gum for this dollar bill.” Note how many more students raise their hands.
5. Tell the class that money is simply a “medium of exchange that facilitates trade.” Explain: “Without money, in order to get a piece of candy, I would need to find someone who, first, has candy, and second, really wants my pencil. With money, I can find someone who has candy, and trade them my money, and they can use that money to get whatever they want. You saw how much easier it was for me to trade a dollar bill for candy than the pencil. Many more people were interested. If everyone in a society agrees that this piece of paper is worth a dollar, it takes on that value. Money allows a free market economy to grow more quickly than barter or trade.”
6. Ask for 8 student volunteers to come to the front of the room. Give 2 students a 3x5 index card that says “Bank #1 Visa” on it. Tell them that for the purpose of this experiment, those are credit cards. Give 2 of the students each a random item (notebook, pen, textbook). Give one student 5 \$1 dollar bills.
7. Tell the class that the 3 students with cash and credit cards are consumers and the 3 students with items are merchants. The last 3 students are bankers at Bank #1, #2, and #3.
8. Tell the student with the 5 \$1 dollar bills to “deposit” his money in Bank #1 (he hands the bills to the first banker, so now Bank #1 has 5 dollars). The first consumer can now sit down. Write on the chalkboard, whiteboard, or chart paper in the front of the room: \$5. Then instruct the 2nd consumer to use his Bank #1 Visa card to purchase an item from a vendor for \$1. The vendor “runs” the credit card and gives the consumer his card and the item in return. The bank that owns the credit card company (Bank #1) gives the merchant \$1. The merchant deposits that \$1 into his own bank (Bank #2). Write \$1 on the board and tell the 2nd consumer and the 1st merchant that they can both sit down.
9. Instruct the 3rd consumer with a Bank #1 Visa to purchase an item with his visa card for \$1. Again, the vendor “runs” the credit card and gives the consumer his card and the item in return. The bank that owns the credit card company (Bank #1) gives the 2nd merchant \$1. The merchant deposits that \$1 into his own bank (Bank #3). Write \$1 on the board and tell the 3rd consumer and the 2nd merchant that they can both sit down.

PROCEDURES CONTINUED

10. Direct the class's attention to the board. Note that a total of \$7 is written down. Ask the bankers to hold up their money. Count the dollars – only 5. Ask the class – how did \$7 worth of commerce occur with only 5 actual cash dollars in existence?
11. Tell the class that they are now going to watch a short film that looks at money and explores how it works in our economy. Instruct students to take notes in the “Learn” column on their chart as they watch, writing down information they learn about each topic.
12. Direct students' attention to the monitor or screen and play “That Film About Money” (TRT 6:40).
13. For homework, students should review their K/W/L charts and cross out the items in the “Want to Know” column that they learned from the film. They should complete their “Learned” column, and add any additional items to the “Want to Know” column that might have occurred to them while watching the film, or after it ended. Note: Students may watch the film again at home by going to www.wetheeconomy/films/.

DAY 2

1. Begin class with a recap of the experiment, and the film, from the previous class period. Remind the class of the banking experiment where a bank with \$5 cash was able to generate \$7 worth of commerce by treating credit card debt as money.
2. Conduct a short, whole-group discussion about the film from the previous class, using some or all of the following questions to help students recall its content:
 - Why did the film claim that banks need to be empty in order to function properly?
 - What happens to your money when you deposit it in a bank?
 - What percentage of the money that is deposited in the bank is required to be reserved at the bank?
 - What is the “fractional banking system”?
 - What does it mean when they say that money is really all about trust?
 - What did the film say about the way money looks, and the way banks used to look? Why are these aesthetic details important?
 - What would happen if everyone decided to withdraw their money from the bank at the same time?
 - How do money and debt function as the same thing in the economy?
 - How do the banks benefit when debt is treated the same as money in the economy?

PROCEDURES CONTINUED

3. Instruct students to take out their K/W/L charts that they completed for homework, and arrange themselves in the same pairs they were in during the previous day's class.
4. Tell the students that they have 15 minutes to work together to share and compare their K/W/L charts. After 15 minutes, reconvene as a whole group and ask for volunteers to read some of the items still left unanswered from the "Want to Know" columns of their charts.
5. Explain to the class that they will now watch Part 2 of the film they saw in the previous class period. As they watch, they should amend their K/W/L charts, crossing off questions that have been answered, and adding to the "Learn" column as they learn new information.
6. Direct students' attention to the monitor or screen and play "The Second Part of That Film About Money (TRT 7:58).
7. After the film ends, conduct a whole group debrief, using some or all of the following questions as a guide:
 - Where does cash money come from?
 - How does the Federal Reserve increase the amount of cash that is in circulation?
 - What do we want the banks to do with the cash they get from the Federal Reserve? What did they actually do with it?
 - How do loans, such as small business loans and mortgages, help the economy?
 - How do the banks benefit from the way our economy currently works, based mostly on debt rather than cash?
 - According to the film, what is one of the main causes of the economic crash of 2008?
 - What has increased more over the past 40 years – household income or household debt? Why is this the case? How has this impacted the economy as a whole? How has this impacted individual consumers? How has this impacted the banking system?
 - Why do the banks need us to over-extend ourselves with credit cards and live beyond our means? How does this help our economy?
 - What does it mean when they say that "corporations are becoming people" and "people are becoming corporations"?
 - Explain why the film claims that our economy is based on an illusion? Based on what you learned from these films, do you agree or disagree with this statement? Explain.
8. For homework, students should choose 3 remaining items from their "Want to Know" column and endeavor to answer them in 2-3 paragraphs each. Students should conduct additional research and gather additional information, complete with citations. Students can also incorporate their own theories, ideas, or insights as they work to answer their questions. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and should incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT K/W/L ABOUT MONEY

DIRECTIONS: Complete the first two columns of the chart before you watch the film. While you watch, and after the film is over, complete the 3rd column.

	KNOW	WANT TO KNOW	LEARNED
MONEY			
BANKS			
DEBT			
CREDIT CARDS			
LOANS			

we the economy

CLASSROOM LESSON: FED HEAD

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in social studies, civics, economics, thinking and reasoning, history, media studies, business, government, and finance.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.6.SPA.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “Fed Head” at www.wetheeconomy.com/films (TRT 7:01)
- Hang 3 pieces of chart paper on different walls of the classroom. Each piece of chart paper should have one of the following questions written on it:
 - What is the job of the Federal Reserve? What does the Federal Reserve do?
 - How is the Federal Reserve structured? Why is this important?
 - How does the Federal Reserve inspire confidence? What sorts of actions can the Fed take to stimulate the economy?
- Prepare copies of Student Handout: Federal Reserve Research for distribution

KEY WORDS AND PHRASES

Interest rate, amnesia, recession, economic stimulus, testimony, fiscal cliff, banking system

STUDENT OBJECTIVES

- Students will learn that there is a central bank of the US government called the Federal Reserve.
- Students will analyze the importance of various details regarding the Fed, including its establishment, role, and structure.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will communicate their opinions in writing and verbally, using information collected from the film.
- Students will deepen newly acquired information with independent, in-depth research.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/projector, and computer with Internet access
- Three pieces of chart paper, prepared with one of the following questions on each:
 - What is the job of the Federal Reserve? What does the Federal Reserve do?
 - How is the Federal Reserve structured? Why is this important?
 - How does the Federal Reserve inspire confidence? What sorts of actions can the Fed take to stimulate the economy?
- Student Handout: Federal Reserve Research

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, problem solving, critical and analytical thinking, utilizing information sources, communicating ideas, weighing pros and cons, research skills, listening skills, categorizing and organizing ideas, research and expository writing

PROCEDURES

1. Ask the class to imagine the following scenario: a woman walks into her local bank, where she has an account that contains \$1,000. She asks to withdraw \$100 from that account. Ask the class: what happens next?
2. Ask the class to imagine what it would be like if they could not anticipate what would happen next. That is, what if the bank did not have the money to give to the woman? What if the bank didn't use dollar notes, but rather, another form of currency? What if the woman went to the bank and found that the day before, it had just gone out of business and she could no longer access her money?
3. As a whole group, brainstorm the impact that this sort of banking instability might have on individuals, as well as society on the whole – in general, and in terms of the overall health of a society's economy. Then, ask the class what sort of solutions they might suggest to prevent such instability. What sort of system might they put in place to stabilize and organize banks across any specific country?
4. Explain that in the United States, a centralized system was set up to stabilize banking and currency across the country. This happened in 1913 with the establishment of the Federal Reserve Bank.
5. Tell the class that they will be watching a short film that explains what the Federal Reserve is, and how it works. Direct their attention to the screen or monitor, and play "Fed Head" (TRT 7:01).
6. When the film ends, conduct a short, whole group discussion, using some or all of the following questions as a guide:
 - What does the daughter mean when she says that her father is "up against a fiscal cliff deadline"?
 - Who does the Chairman of the Federal Reserve report to?
 - What happens if the public loses faith in the banking system and begins to withdraw money, or, as stated in the film, hide their money under a mattress?
 - What did you learn about the Fed from this film?
 - Why do you think the daughter's backpack has a tag that says "Puppet Master" on it? What is the significance of this detail?
 - Why do you think the filmmaker chose to tell the story of the Fed through the eyes of someone who had amnesia?
 - Why do you think the most knowledgeable characters in the film were children?

PROCEDURES CONTINUED

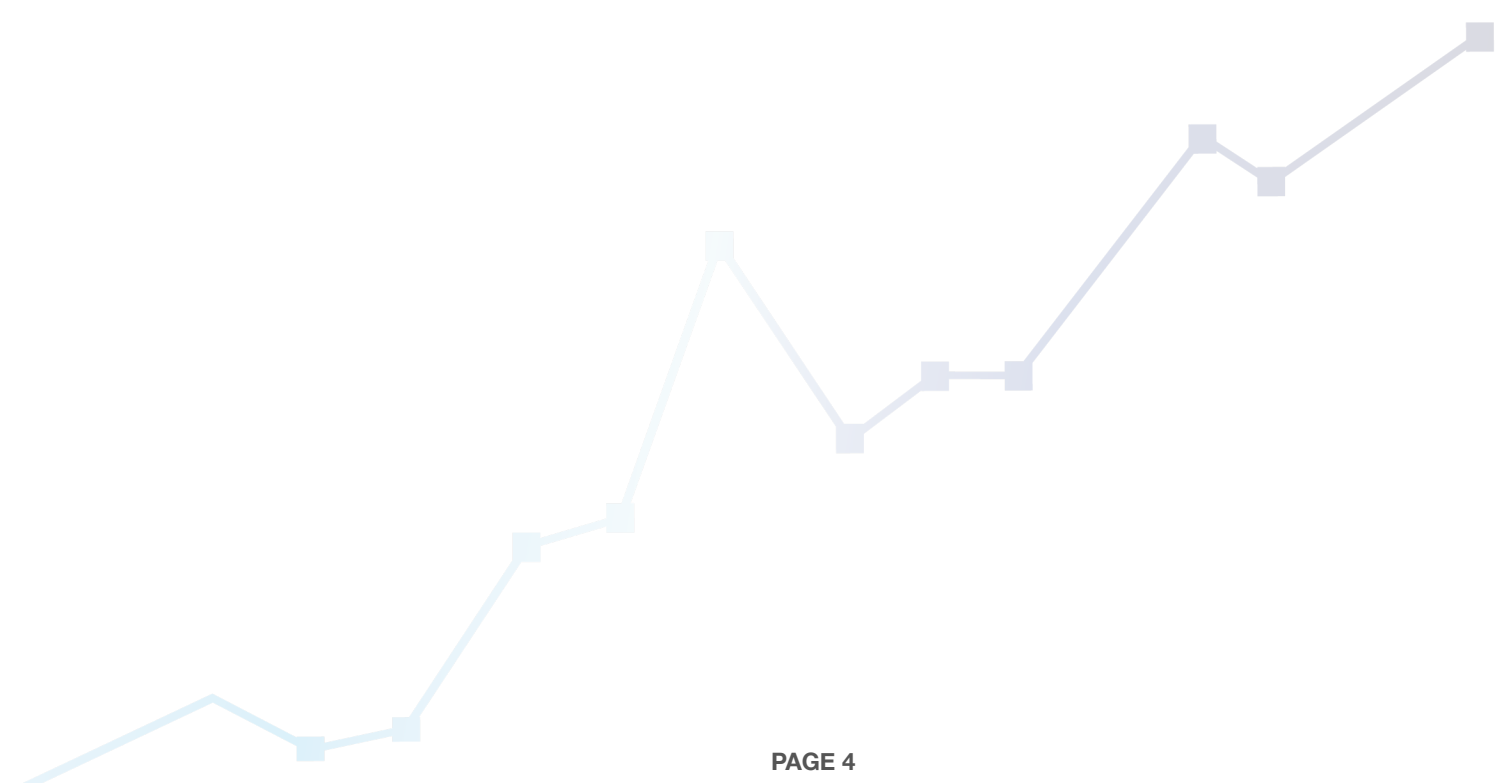
7. Ask the class to count off in 3's. Instruct students to arrange themselves in 3 groups (the 1's, 2's, and 3's) for the purposes of the following activity.

Note: Instruct students to remember their number because it will be used in the homework assignment as well.

8. Direct students' attention to the 3 pieces of chart paper hung on different walls of the classroom. Explain that each group will have 8 minutes at each station to brainstorm answers to the question that is written on the chart paper, as well as additional questions on the subject that the film did not adequately answer. The group should assign one member as a 'secretary' to record the group's ideas on the chart paper. After the 8 minutes have elapsed, groups will rotate. First, the group will read through the previous group's notes and responses, and then they will add their thoughts and answers to the chart paper. This will repeat until all the groups have had a turn at each piece of chart paper.

Note: It may be beneficial to place a marker or a felt-tipped pen next to each piece of chart paper to make it easier for students to write on a vertical surface.

9. After 3 full rotations, reconvene as a whole group. Read selections from each piece of chart paper aloud. Ask for responses, thoughts, or additional questions from the class.
10. For homework, distribute Student Handout: Federal Reserve Research. Students should conduct additional research on the history and function of the Federal Reserve as per the group assignments on the handout. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.



STUDENT HANDOUT FEDERAL RESERVE RESEARCH

DIRECTIONS: If you are a “1”, research the following question, and then write a 2-3 page research paper that answers it, with citations. You may watch “Fed Head” again at home by going to www.wetheeconomy/films/. You should incorporate data or information from other sources into your research, including films, books, articles, websites, and more.

Much of the state of the national economy depends on consumer confidence. Explain how something as nebulous as “consumer confidence” can impact the economy. Then, explain how the Federal Reserve can inspire confidence and affect consumer confidence. What sorts of specific actions can the Fed take to stimulate the economy and set individual citizens at ease?

DIRECTIONS: If you are a “2”, research the following question, and then write a 2-3 page research paper that answers it, with citations. You may watch “Fed Head” again at home by going to www.wetheeconomy/films/. You should incorporate data or information from other sources into your research, including films, books, articles, websites, and more.

What was banking like in the early days of the U.S.? Why was the Federal Reserve established? Provide a short history of the Fed, from its establishment to now. What is the job of the Federal Reserve? What, specifically, does the Federal Reserve do?

DIRECTIONS: If you are a “3”, research the following question, and then write a 2-3 page research paper that answers it, with citations. You may watch “Fed Head” again at home by going to www.wetheeconomy/films/. You should incorporate data or information from other sources into your research, including films, books, articles, websites, and more.

The Fed is an independent body, and does not report to the President or Congress. Research how the Federal Reserve is structured. Explain the role of the 12 Regional banks as well as the Board of Governors. Why is this structure so important? How does it protect the function of the Fed, as well as the people it serves?

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CLASSROOM LESSON : RECESSION

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in English/ language arts, media studies, visual art, social studies, civics, economics, thinking and reasoning, history, and business.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “Recession” at www.wetheeconomy.com/films (TRT 6:49)
- Prepare copies of Student Handouts for distribution

KEY WORDS AND PHRASES

Recession, economic bubble, Federal Reserve, economy, optimism

STUDENT OBJECTIVES

- Students will learn about the economic phenomenon known as a recession.
- Students will learn the importance and impact of human nature on the economy.
- Students will work individually, in pairs, and in small groups to develop a creative response.
- Students will analyze the different media through which information can be communicated.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, and computer with Internet access
- Student Handout: Economic Cycles

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, small group work, problem solving, critical and analytical thinking, comparing and contrasting information sources, communicating ideas, weighing pros and cons, research skills, listening skills, categorizing and organizing ideas

PROCEDURES

1. Write the following terms on the whiteboard, chalkboard, or on chart paper in the front of the room: FEAR and CONFIDENCE.
2. Ask students what they think of when they think of FEAR. Brainstorm associations, connotations, and definitions from the class. Chart their responses on the board or chart paper as a word web. Repeat the same process for the term CONFIDENCE.
3. When the board or chart paper is full, ask the students to think about how these two things – fear and confidence – affect human behavior. Use some or all of the following questions to guide the discussion:
 - What makes people afraid? How do people act when they are afraid?
 - What makes people confident and secure? How do people act when they are confident and secure?
 - How do you feel when you're around someone who is afraid? What about someone who exudes security and confidence?
 - Imagine that you are in a relationship, and you're afraid that your boyfriend/ girlfriend is cheating on you. Describe how you might act or what you might do. How might this behavior negatively affect the people around you? How might it negatively affect your relationship?
 - Alternatively, imagine that you're in a relationship, and you feel confident and secure that your boyfriend/ girlfriend loves you. How might you behave in this scenario? What impact would this behavior have on your relationship?
4. Ask the class if they know what the word “recession” means. Elicit responses from the group. Then, provide the following dictionary definition of the word: “a recession is a significant decline in economic activity spread across the entire economy, lasting more than a few months.”
5. Describe what an economic slow-down looks like: unemployment goes up, retail sales go down, average household income goes down, prices go up, bankruptcy rates go up, banks are less likely to provide loans, housing market begins to slow, property values go down. Ask the class what emotional response people might have to these kinds of economic events. Encourage them to relate this back to the earlier discussion. How would this emotional response (fear, anxiety, dread, worry, concern) affect people's behavior, and, in turn, affect their environment?
6. Ask students to imagine that not just one person experienced this emotional response, but millions of people did, simultaneously. How might this affect the country at large? How might it affect the country's economy?
7. Tell the class that they will now watch a short film on the topic of recession, particularly focusing on the relationship between this economic event and human nature.

PROCEDURES CONTINUED

8. Play “Recession” (TRT 6:49).
9. Conduct a whole group discussion about the film, using some or all of the following questions as a guide:
 - What causes a recession? What makes recessions unpredictable?
 - How does the film relate extreme weather events, such as drought, to the economy?
 - What is the “fear fairy”? What is the “confidence fairy”?
 - According to the film, how do recessions spread?
 - Explain the relationship between a drought, fear, and unemployment in a recession, according to the film.
 - Why won’t banks loan money as freely in a recession as in good economic times?
 - How can the government help to ease a recession?
 - What do governmental programs such as public works, tax cuts, and the lowering of interest rates affect the national economy?
 - What did you notice about how the story was told in the film? Why do you think the filmmaker chose to use dancers to tell the story of recession?
 - How does the use of pantomime mirror the content of the piece – the idea that recessions are about human nature, and that “at the bottom of all recessions both fear and confidence are ... battling each other for control over the hearts and minds of men”?
 - How does it make you feel to learn that recessions – nationwide, extended economic downturns – are a function of emotion? Explain.
 - What art forms do you think best lend themselves to the depiction of different human emotions? Explain.
 - What did you notice about the music in this film? What did the music communicate?
10. Distribute Student Handout: Economic Cycles to the class, and allow 10 minutes for students to complete it individually or in pairs. Or, alternatively, recreate the circle graphs that are on the handout on the whiteboard, chalkboard, or chart paper, and complete the activity as a large group.

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PROCEDURES CONTINUED

11. Count the class off in 5's. For homework, assign the following: Present the information from today's handout – the cycles of recession and economic recovery – in the form of a piece of art. Just as Lee Hirsch (the director of *Recession*) chose to use modern dance to tell his story, now you can be creative, imaginative, and think outside the box – to tell the story of economic recession and recovery through your assigned form of art. Remember to not just tell the story, but also be sure to impart the information necessary to understand the story and its implications. Think of the film as you design your own interpretive artistic response.

If you are a...

...1 – then your assignment is to tell the story through visual art – drawing, painting, sculpture, etc.

...2 – then your assignment is to tell the story through poetry.

...3 – then your assignment is to tell the story through music.

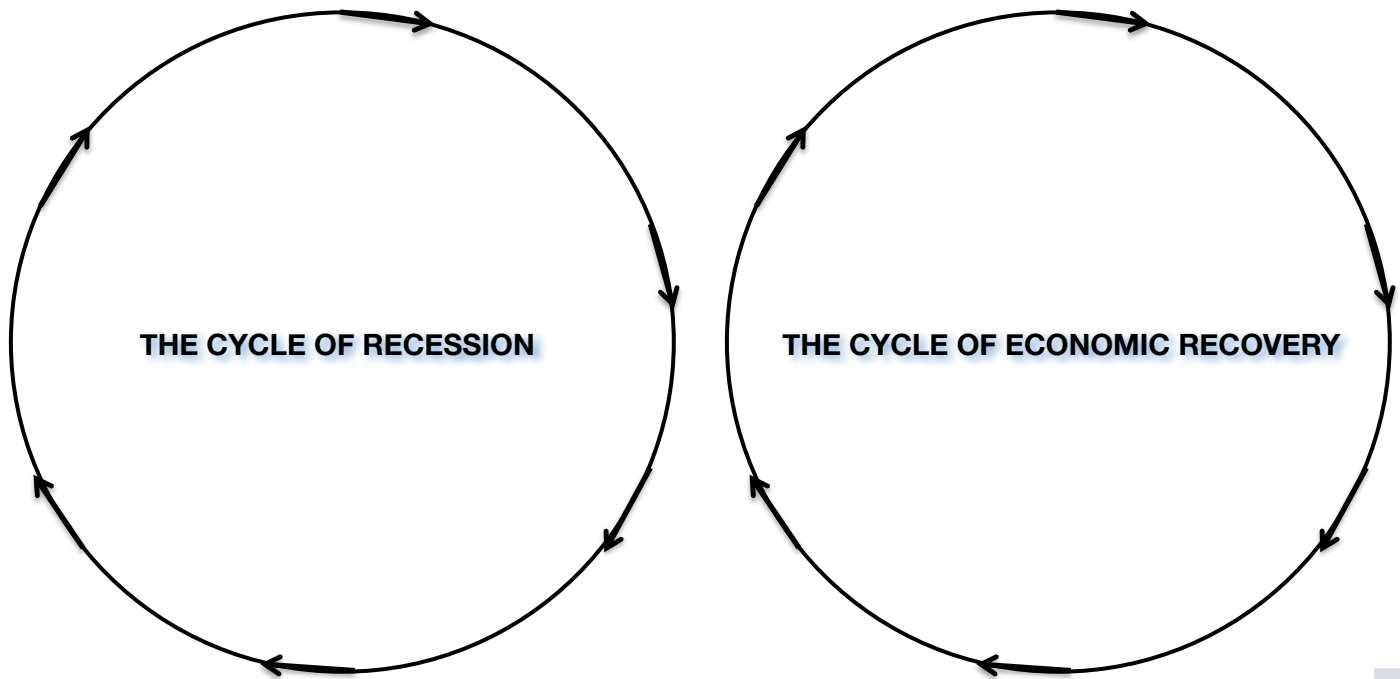
...4 – then your assignment is to tell the story through theater - skit, performance, drama, etc.

...5 – then your assignment is to tell the story through fictional narrative - story, parable, myth, etc.

Note: Students can work individually or in groups to complete this assignment. Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc

STUDENT HANDOUT ECONOMIC CYCLES

DIRECTIONS: Plot the variables listed below on each of the circles to illustrate how they all work together to create a cycle of economic recession or a cycle of economic recovery. Feel free to add your own variables to the graph.



- Banks loan/ invest liberally
- Banks refuse to loan/invest
- Fear
- Confidence
- Median income goes up
- Median income goes down
- People spend money/ buy things
- People save money and do not spend
- Industries produce more
- Industries produce less
- Unemployment goes up
- Unemployment goes down

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CLASSROOM LESSON: THE STREET

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in economics, thinking and reasoning, business, social studies, civics, government, and finance.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.MATH.CONTENT.7.SPA.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CCSS.MATH.CONTENT.6.SPA.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “The Street” at www.wetheeconomy.com/films (TRT 9:23)
- Prepare copies of Student Handout: Questions for Viewing Comprehension for distribution

KEY WORDS AND PHRASES

Risk, capitalism, investments, stock exchange, entrepreneur, recession, market, ratio

STUDENT OBJECTIVES

- Students will be introduced to the term Wall Street.
- Students will learn what Wall Street is, what it represents, and how it functions as an integral part of our economy.
- Students will gain information about the economy via the medium of film.
- Students will research the US financial markets.
- Students will develop their own opinion about the relationship between investment banking and Wall Street and the overall state of the economy.

REQUIREMENTS

MATERIALS

- Monitor/projector, and computer with Internet access
- Blackboard, whiteboard, or chart paper
- Student Handout: Questions for Viewing Comprehension

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, critical and analytical thinking, cinematic analysis, listening skills, considering abstract consequences, expository writing and research

PROCEDURES

1. Write the following words on the chalkboard, whiteboard, or on chart paper in the front of the room:

RISK

INVESTMENTS

STOCK EXCHANGE

ENTREPRENEUR

RECESSION

2. Ask the class what they think of when they see these terms. What connotations come to mind? What do they think of when they think of these terms in relation to Wall Street? In relation to each other?
3. Tell the class that while Wall Street is an actual street in New York, the term “Wall Street” has come to be a concept, a representation. When people talk about “Wall Street” they are talking about a conceptual place where buyers, sellers, investors, and public companies come together to create the American financial market.
4. Ask the class “how do you think that a ‘marketplace where buyers, sellers, investors, and public companies come together’ is beneficial to the economy as a whole?” Allow 5 minutes for a whole group discussion on this topic.
5. Remind the class that in 1929, the Stock Market crashed. This crash was one of the leading factors that started the decade-long Great Depression. Ask the class, “In your mind, how did the stock market crash link – that is – how is the health of the markets on Wall Street linked –to general economic factors, such as employment, median household income, and interest rates?”
6. Tell students that they will be watching a short documentary that explains the relationship between Wall Street and the economy. Distribute Student Handout: Questions for Viewing Comprehension. Instruct students to answer the questions as they watch the film.

Note: While the film does not explicitly explain the way the stock market works or the public financing of individual companies, it does rely on a basic knowledge of this dynamic, and therefore students may benefit from a simulation or brief discussion that provides background and basic understanding on the subject.

7. Direct the class’s attention to the monitor or screen. Play “The Street” (TRT 9:23).

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PROCEDURES CONTINUED

8. After the film ends, conduct a whole group discussion using some or all of the following questions as a guide. In addition, use the questions from the Student Handout and allow students to read their responses.
- How does Wall Street influence the economy?
 - How did Wall Street get its name?
 - Where does most of the buying and selling that's associated with "Wall Street" take place?
 - Why is it said that "Wall Street is a state of mind"?
 - What do every day people know about Wall Street?
 - What is capital investment banking?
 - What is the snapshot that Wall Street provides in terms of knowing what the successful companies are around the country?
 - Explain how Wall Street bridges the gap between the "saver" and the entrepreneur in order to boost the economy.
 - Why is risk important for a healthy economy?
 - Why is it important for us to understand where Wall Street is going even before it gets there (projections)?
9. For homework, students should research the relationship between the health of our overall economy and the state of Wall Street over the past 20 years. How have the Wall Street indices correlated with the economy over the years? How have major traumas on Wall Street (the fall of investment banks, indictment of big investors, etc.)? Students should write a 1-2 page research paper that draws on facts gathered from the film "The Street" as well as other sources (primary and secondary), and should then offer their own analysis of how the data they collected implies either cause or correlation. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.



STUDENT HANDOUT QUESTIONS FOR VIEWING COMPREHENSION

DIRECTIONS: Answer the following questions as you watch the film. Be prepared to discuss your answers with the class.

1. List 5 ways that Wall Street affects everyday people.
2. List 5 ways that Wall Street affects the US economy.
3. What does it mean when the experts in the film use the term “Main Street”? What are they trying to convey when they say that “Wall Street is Main Street and Main Street is Wall Street”?
4. What is Wall Street’s image problem, according to the film? Is this a fair image?
5. How does Wall Street promote healthy risk in our society? Why is this important to the overall health of our economy?

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in English/language arts, economics, thinking and reasoning, business, American studies, civics, history, and media studies.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “Taxation Nation” at www.wetheeconomy.com/films (TRT 4:50)
- Prepare copies of Student Handouts for distribution

KEY WORDS AND PHRASES

Tax, tariff, IRS, initiation, fiscal, legislation, amendment, tax code, navigation, loopholes, lobbyist, subsidies, deduction

STUDENT OBJECTIVES

- Students will evaluate the successes and failures of our current tax system, and learn a bit about the history of taxation in the U.S.
- Students will work individually and in small groups to explore the reasons that there are taxes.
- Students will analyze the use of creative media to communicate information.
- Students will consider various approaches to regulation and conservation of natural resources.
- Students will learn how metaphors can be used to represent larger ideas and issues.
- Students will use information gathered and critical thinking to devise creative solutions to current problems.

REQUIREMENTS

MATERIALS

- Monitor/ projector, and computer with Internet access
- Student Handouts: Viewing Chart

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, small group work, problem solving, critical and analytical thinking, literary analysis, weighing pros and cons, listening skills, creating solutions, considering abstract consequences, expository and responsive writing

PROCEDURES

1. Write the word “Tax” on the whiteboard, chalkboard, or on chart paper for the class to see.
2. Allow 5 minutes for a whole-group word association/brainstorm on the word “tax.” As students call out their associations, definitions, connotations, etc., record them on the board or chart paper in the form of a word web.
3. Ask the class “What are taxes? Who enforces and collects taxes? Why do you think taxes exist?”
4. Provide the following dictionary definition of the term “tax” to the class: taxes are a sum of money demanded by a government for its support or for specific facilities or services. Taxes can be collected based upon incomes, property, sales, etc.
5. Conduct a short discussion with the class in order to illustrate the definition of the word. Use some or all of the following questions to guide the discussion:
 - What do you know about income tax?
 - What is sales tax?
 - Do you pay taxes? Do your parents?
 - Explain why, based on your understanding, the tax system in this country is fair or unfair.
 - What are some of the things your taxes pay for? If taxes didn’t pay for these things, who would?
 - Do you think taxes are a good thing or a bad thing? Why?
 - What do you know about the history of taxes in the United States?
6. Explain to the class that they will be watching a short film that looks at the tax system in our country and endeavors to share an editorial opinion through metaphor.
7. Distribute one copy of Student Handout: Viewing Chart to each student. Explain that everyone should fill in each box in the chart as much as they can as they watch the film.
8. Screen “Taxation Nation” (TRT 4:50). At the end of the film, allow 3-5 minutes for students to finish writing their notes and thoughts on their handouts.
9. After the film, conduct a short, whole group discussion using some or all of the following questions as a guide:
 - What is the message that the filmmaker is trying to convey about the tax system in our country?
 - What did you learn from this film about the history of taxes?
 - What are some of the details that the filmmaker uses to reinforce the metaphor?
 - How does the use of this metaphor help to explain a complicated topic in a short period of time?
 - What is the extended metaphor that is used to represent the tax system in the film? Why do you think this metaphor was chosen? Take note of specific examples from the film that make this metaphor particularly effective.

PROCEDURES CONTINUED

10. Ask the class to count off in 5's. Assign each number a focus:

- Group 1 – Facts
- Group 2 – Negatives
- Group 3 - Positives
- Group 4 - Solutions
- Group 5 – Action Plan

11. Instruct students to sit with their number groups. Allow 5-10 minutes for the small groups to share and discuss the notes they took during the film that relate to their assigned topic. Each student should take notes so that their handout is comprehensive and representative of their small group discussion.

12. Jigsaw the class so that they are arranged in mixed groups, each new group consisting of at least one student from the 1's, 2's, 3's, 4's, and 5's.

13. In these new groups, students should complete the following assignment. This can be done in class, for homework, or for extra credit.

As a group, design a creative presentation that communicates the following:

- One fact about the U.S. tax system
- One problem with the U.S. tax system
- One success of the U.S. tax system
- One creative solution to improve the U.S. tax system
- One specific action item and next step that can be implemented to create change in the U.S. tax system

14. Instruct students to consider how the filmmakers behind “Taxation Nation” used an animated musical short to teach about taxes. Your group may use any medium – a mural, a film, a comic strip, a song, a play or skit, or anything else you can imagine – to present your findings to the class. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT VIEWING CHART

DIRECTIONS: While you watch the film, take notes in the chart below. Do your best to fill in as much as you can as you watch.

FACTS NOTE INFORMATION, DATA, AND FACTS YOU LEARNED FROM THE FILM - AS WELL AS FACTUAL QUESTIONS THAT YOU STILL MAY HAVE.	
NEGATIVES NOTE DIFFICULTIES AND POTENTIAL PROBLEMS WITH THE TAX SYSTEM THAT WERE PRESENTED IN THE FILM, FOR EXAMPLE, WHY THE CURRENT SYSTEM MAY NOT WORK.	
POSITIVES NOTE SUCCESSES, VALUES, AND BENEFITS OF THE CURRENT TAX SYSTEM AS PRESENTED IN THE FILM, FOR EXAMPLE, WHY SOMETHING IS CURRENTLY WORKING WELL.	
SOLUTIONS NOTE IDEAS FOR ALTERNATIVES, NEW APPROACHES, POSSIBILITIES, ALTERNATIVES, CREATIVE SOLUTIONS TO THE PROBLEMS THAT WERE PRESENTED IN THE FILM.	
TAKE ACTION WRITE DOWN YOUR IDEAS FOR CHANGE - WHAT SORTS OF NEXT STEPS, ACTION ITEMS, OR PLANS COULD BE SET IN PLACE IN ORDER TO PROMOTE CHANGE AND TO IMPROVE ON THE CURRENT SYSTEM.	

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CLASSROOM LESSON : AMAZING ANIMATED FILM ON THE DEBT AND THE DEFICIT

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in economics, thinking and reasoning, business, technology, history, civics, government, mathematics and finance.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

CCSS.MATH.CONTENT.7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “Amazing Animated Film on the Debt and Deficit” at www.wetheeconomy.com/films (TRT 6:24)
- Prepare copies of Student Handouts for distribution (1 handout for each group of 4-5 students)
- Prepare whiteboard, blackboard or chart paper with the following words written on it: debt, deficit, taxes, surplus, budget.

KEY WORDS AND PHRASES

Debt, deficit, surplus, taxation, economic stimulation, budget, debt ceiling, balanced budget, borrowing, GDP, Federal Reserve

STUDENT OBJECTIVES

- Students will understand the difference between deficit and debt, and will be able to utilize both words in conversation and writing.
- Students will work in small groups to discuss, negotiate, and compromise on the allocation of a budget.
- Students will analyze the various costs and benefits of increasing and decreasing taxes to raise and lower the federal deficit.
- Students will consider various approaches to balancing a federal budget.
- Students will learn how animation can be used to represent larger ideas and issues.
- Students will consider how the national government’s economic decisions affect individual citizens.
- Students will learn how the current “budget crisis” is situated in its historical context.

REQUIREMENTS

MATERIALS

- Monitor/projector, and computer with Internet access
- Blackboard, whiteboard or chart paper
- Student Handout: Budget Makers

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, small group work, problem solving, critical and analytical thinking, cinematic analysis, weighing pros and cons, listening skills, creating solutions, considering abstract consequences, expository and responsive writing



PROCEDURES

1. Write the following words on a whiteboard, chalkboard or chart paper in front of the class:
 - Debt
 - Deficit
 - Taxes
 - Surplus
 - Budget
2. Spend 5-10 minutes discussing these terms and eliciting definitions and associations from the class. Draw connections between words as students provide definitions. If students are unable to offer accurate definitions, be prepared to provide your own definitions to the class.
3. Once each word has been covered thoroughly in the class discussion, instruct students to stop working and direct their attention to the monitor/screen. Play the film “Amazing Animated Film on the Debt and Deficit” (TRT 6:24).
4. Conduct a whole class discussion using the following questions as a guide:
 - What is the difference between the federal debt and deficit? How do both topics affect individual citizens? How do they affect you?
 - How does our current deficit and debt compare with deficits and debts of the past? What creates more or less of both?
 - Why might a government choose to spend more money than it has? When might this be a good idea?
 - How does taxation relate to the federal deficit and debt? Why would a government choose to raise or lower taxes?
 - What does it mean to stimulate the economy? How does government spending stimulate the economy?
 - When governments create budgets, they prioritize some aspects of their society over others. What types of trade-offs might they have to make?
 - How do bank interest rates relate to the federal debt and deficit? What happens when interest rates increase and decrease?
 - What is the long-term projection for the federal debt and deficit? How will this projection affect social programs, such as Medicare and Social Security?
 - Do you think a country carrying a debt or deficit is a bad thing? If so, how would you suggest that the government decrease either?
 - How does America’s deficit compare with that of other countries?
 - How did the film’s medium (animation) play a role in delivering its message?

PROCEDURES CONTINUED

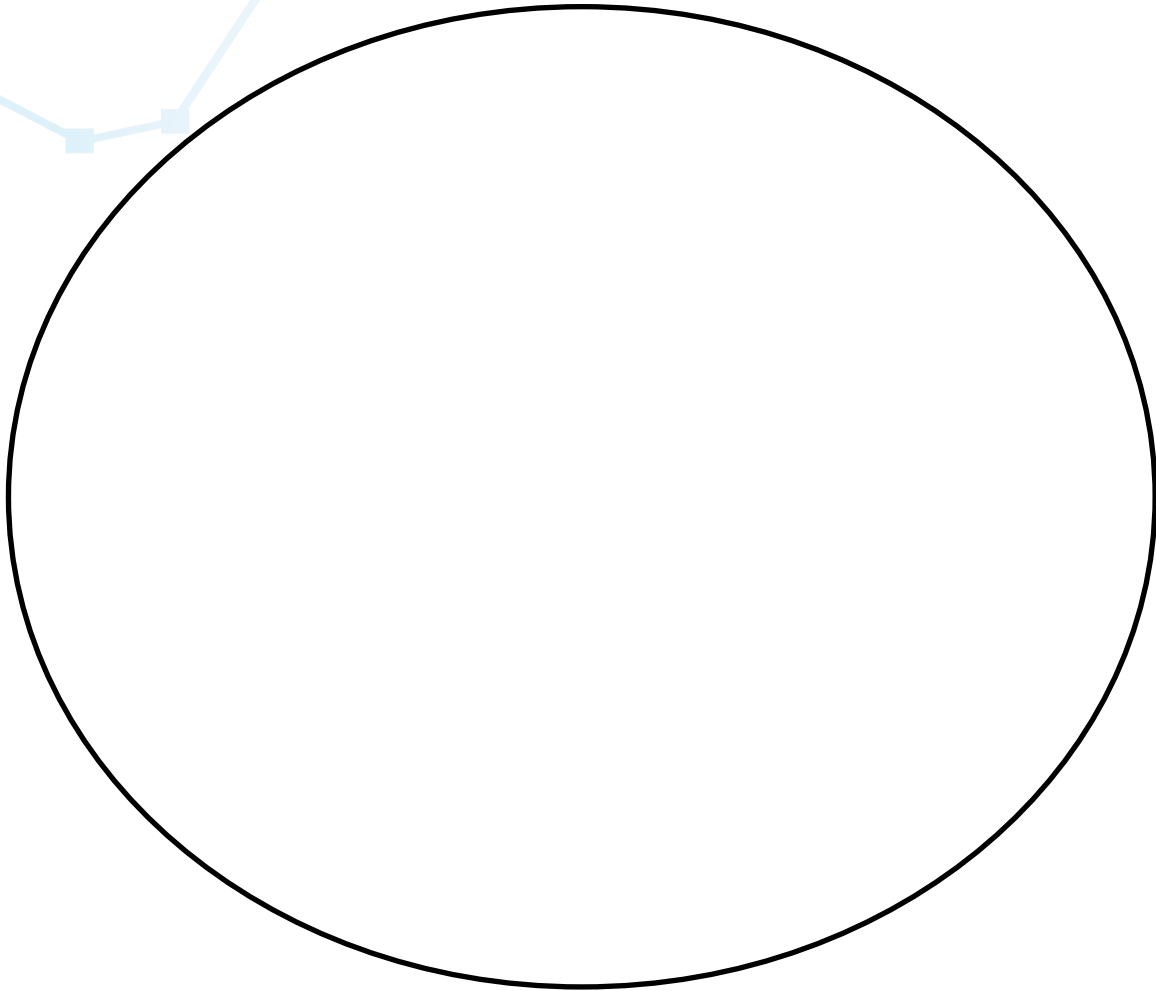
5. After the film ends, divide the class into groups of 4-5 students each, and instruct students to sit together in their groups. Once students are sitting in their groups, give one copy of Student Handout: Budget Makers to each group. Instruct students to elect one “secretary” who will transcribe their ideas onto the handout and a “presenter” who will share the group’s answers with the class at the end of the activity.
6. Give students 15 minutes to complete the handout. While students are working in small groups, draw the large circle from the handout on the whiteboard, chalkboard, or on chart paper in the front of the room.
7. After 15 minutes have elapsed, reconvene as a whole class and allow time for the “presenter” from each group to share how they chose to allocate their budget to the different categories. As they share, ask students why they chose to make the decisions that they did. Chart their responses on the whiteboard, blackboard, or chart paper as each group presents.
8. Conduct a short whole-group discussion using some or all of the following questions as a guide:
 - What was the hardest part of this exercise? What was the easiest part?
 - Did anyone in your group want to create a deficit with their spending? What was the line item? How did the rest of the group react?
 - Did anyone in your group want to create a surplus? Why and how?
 - Did you have any major disagreements during your budget process? What were they?
 - What did your budgeting choices indicate about your priorities?
 - What would happen to a society if the spending for education were to be cut out? What about Medicare? What are the implications of extreme budget cuts in the real world?
 - On which did your group want to spend more money – military/defense, or Social Security? Why?

Note: It is important to try to elicit from the group the idea that budgets force choices based on needs and wants vs. revenue, and that every decision creates trade-offs and consequences based on which decisions are made.

9. For homework, ask students to write an expository essay (1-2 pages) that answers the following question: What are the advantages and disadvantages to having a federal deficit? What opportunities and limitations does it provide for an economy? Provide specific examples to support both sides of the argument – for and against the federal deficit. Then, explain which side you feel is more valid, and why. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT BUDGET MAKERS

DIRECTIONS: Congratulations! You have been put in charge of creating the U.S. national budget. Work together as a group to allocate the following categories as percentages of the total budget, and track those allocations in a pie chart, below. You may wish to exceed 100% and increase the national debt, or cut back on categories in order to pay down the deficit with the surplus.



- Food and Agriculture
- Transportation
- Science
- International Affairs
- Energy and Environment
- Social Security, Unemployment, & Labor
- Medicare & Health
- Housing & Community
- Government Costs
- Veterans Benefits
- Education
- Military

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

DCCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “Your Tax Dollars At Work” (TRT 5:58).
- Prepare copies of Student Handouts for distribution.

KEY WORDS AND PHRASES

Taxes, rebuttal, rounding, debate, government spending, subsidy, subsidized, optimal, middle income, social security, Medicaid, Medicare, consensus, pension

STUDENT OBJECTIVES

- Students will consider the pros, cons, and implications regarding allocation of tax dollars.
- Students will gain an understanding of the various categories of government spending.
- Students will develop their own opinions on how tax money should be spent, and arguments to support those opinions.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will analyze multiple perspectives on the pros and cons of the various categories of government spending.
- Students will communicate their opinions to the class, using information collected from the film.
- Students will discuss, negotiate, debate, and advocate for specific positions and ideas.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/projector, and computer with Internet access
- Student Handout: Government Spending Debate

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, reading comprehension, large group discussion, small group work, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, public speaking, research skills, listening skills, expository and responsive writing



PROCEDURES

1. Write the following terms on the chalkboard, whiteboard, or on chart paper in the front of the room:
 - Education
 - Housing and Community
 - National Parks
 - Food and Agriculture
 - Energy and Environment
 - Science
 - Transportation
 - Foreign Aid
 - Prisons
 - Food Stamps
 - Interest on Debt
 - Federal Courts
 - Military/ Defense/ Veterans
 - Social Security
 - Medicaid/ Medicare
2. Allow 5-10 minutes for students to list the top 5 areas where they think their tax dollars should go, in order from 1 being the most important to 5 being the least.
3. After students have completed the task, allow 5 minutes for a quick debrief on the exercise. Use some or all of the following questions as a guide:
 - Where did you choose to spend your tax dollars?
 - Why did you prioritize those areas over others?
 - Were there areas you wanted to include but couldn't? Which ones were the hardest to let go?
 - Have you heard discussion about taxes on the news or at home? What have you heard?
 - What do you think the actual top 5 categories are when it comes to government spending? Why do you think this?

PROCEDURES CONTINUED

4. Explain to the students that they are going to view a film about the allocation of tax dollars. Direct their attention to the monitor or screen. Play “Your Tax Dollars at Work” (TRT 5:58).
5. After the film, conduct a whole group discussion using some or all of the following questions as a guide:
 - Where does the majority of our tax dollars go?
 - Were you surprised to learn that 70% of our tax dollars are spent in only 3 areas? Do you think those are the 3 most important areas?
 - Why does Mike Pesca say that the debate about spending on education is really a “rounding error”? What is the larger point he is trying to make?
 - Economist Adam Davidson says “Most of the debates about how government spends money is politicians finding a way to grab someone’s heart and make it seem as if some narrow thing that they care about is really what government spending means, either good or bad.” Explain what he means by this.
 - What is Pesca saying when he says that the public debate over government spending is really about “head vs. heart”?
 - What do you think an optimal use of government money would be?
 - Do you think Penn South is a valuable use of tax dollars? Explain.
 - Do you think social security is a valuable use of tax dollars? What about Medicare/ Medicaid? Explain.
 - The film mentions that military spending is one of the top categories in the federal budget, but does not explore this category more deeply. Why do you think this is the case?
 - Do you think that military spending is a valuable use of tax dollars? Explain.
6. Divide the class into 7 groups. Assign each group one of the following categories:
 - Military, Defense, and Veterans Services
 - Education
 - Housing
 - Science & Environment
 - Social Security
 - Medicare and Medicaid
 - Food, Agriculture, Food Stamps

PROCEDURES CONTINUED

7. Explain to the class that they will be participating in a debate about government spending, and that they will be asked to represent the interests of their assigned category. Then, based on the strength of their arguments, the class will try to create a budget based on consensus.
8. Distribute Student Handout: Government Spending Debate. Allow 5-10 minutes for groups to prepare a statement that explains why the government should spend tax dollars on their category. They should use the appropriate row on the handout to take notes as they prepare. Explain that they will be reading this statement to the class, and that there will be an opportunity for others to argue against it.
9. After the prep time has elapsed, reconvene as a large group. If possible, have students arrange themselves in a circle, facing each other.
10. One by one, call on each group to present their statement to the class. The rest of the class should take notes on their handouts as each group presents.
11. After each group presents, revisit each category. Ask students to decide how much of the budget should be allocated to this category, based on the small group's presentation and their notes. Allow 2-3 minutes for cross-debate, and for students to share their notes. After 2-3 minutes, stop the discussion and ask for a percentage. Record the percentage on the chalkboard, whiteboard, or chart paper. Continue this way until all 7 categories are recorded on the board.
12. Create a pie chart with the percentages. Did the class create a balanced budget? Or is there a deficit or surplus? Allow time for students to adjust the numbers.
13. For homework, students should write a 1-2 page expository essay. They should reflect on the experience they had in class, trying to allocate funds across multiple categories, as well as the following question, which appears in the film:

“We obsess over things like welfare and foreign aid and solar panels, but almost all of it is social security, Medicare, defense – so what’s the right discussion to be having about the big things?”

-Mike Pesca, Your Tax Dollars at Work

Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including today's classwork, films, books, articles, etc.

STUDENT HANDOUT GOVERNMENT SPENDING DEBATE

Directions: Use this chart to take notes as your group prepares a statement. Then, as your classmates present, write down responses, thoughts, and questions to use in your rebuttal and your homework assignment.

CATEGORY OF SPENDING	POSITIVES	NEGATIVES	NOTES
Military, Defense, & Veterans Services			
Education			
Housing			
Science & Environment			
Social Security			
Medicare & Medicaid			
Food, Agriculture, & Food Stamps			

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “The Foreign Aid Paradox” at www.wetheeconomy.com/films (TRT 8:20)
- Prepare half a class set of each of the student handouts - Student Handout: Pro and Student Handout: Con for distribution.

KEY WORDS AND PHRASES

Economy, foreign aid, donor, unintended consequences, humanitarian aid, subsidize, economic policy, destabilization, paradox

STUDENT OBJECTIVES

- Students will begin to understand the various perspectives on the complicated issue of foreign aid.
- Students will work in groups to discuss, negotiate, and debate the topic of foreign aid.
- Students will analyze the various costs and benefits of U.S. foreign aid policies.
- Students will evaluate how U.S. foreign aid policies help and hinder less wealthy countries.
- Students will examine how foreign aid relates to other political and economic issues.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/projector, and computer with Internet access
- Student Handouts: Pro: Foreign Aid and Con: Foreign Aid

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, reading comprehension, large group discussion, small group work, working in pairs, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, research skills, listening skills, expository, creative, and responsive writing



PROCEDURES

1. Ask the class what they know about foreign aid. Elicit associations and definitions from the group. Use some or all of the following questions as a guide:
 - What is foreign aid?
 - What are some of the ways we provide aid to other countries?
 - What is a specific example of U.S. foreign aid?
 - What do you think would be an argument against providing aid to other countries?
 - What do you think would be an argument for providing aid to other countries?
2. Divide the class into two equal groups. Instruct students to sit in their groups, and position groups to sit on opposite sides of the classroom.
3. Tell one group that they are “pro foreign aid.” The other is “anti- foreign aid.” Distribute Student Handout: Pro to the pro side and Student Handout: Con to the con side. Allow students 15 minutes to prepare an argument that they can use in a debate.
4. After 15 minutes have elapsed, tell the class that they will be seeing a film that examines the pros and cons of foreign aid. Instruct the students to create a T-chart on a piece of paper and to take notes as they watch. On one side of the “T” they should collect examples in favor of foreign aid as they appear in the film. On the other side, they should collect examples against foreign aid as they appear in the film. Tell students they should be prepared to cite these examples in a post-viewing discussion.
5. Direct their attention to the monitor or screen, and play the film “The Foreign Aid Paradox” (TRT 8:20).
6. After the film, allow a few minutes for groups to revisit their arguments and adjust them based on information gathered from the film. Then, moderate a debate between the two sides. Students should use their prepared arguments in the debate.

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PROCEDURES CONTINUED

7. After a reasonable amount of time, conduct a short, whole group discussion about the film and the debate, using some or all of the following questions as a guide:
- What are some of the goals of foreign aid? According to the video, how were these goals either met or not met in Haiti?
 - How is foreign aid good for the United States? Explain.
 - How can foreign aid be destructive for poor nations? What are some examples of this from the video and/or from our class activity?
 - What is the foreign aid paradox?
 - What are some examples from the film that support your group's position?
 - What did you learn about foreign aid, and economics at large, from the activity we completed in class today?
 - In your opinion, how can we successfully aid other countries without destabilizing their markets?
8. For homework, instruct students to write a one page persuasive speech either in favor of or against foreign aid, or presenting alternative ideas. Tell students that some of them may have the opportunity to present their speeches in class the next day. Remind students that their information should be based on what they learned in "The Foreign Aid Paradox" video and in today's class activity. If students would like to watch the film at home, direct them to visit the website www.wetheeconomy.com/films. In addition, everyone's speech should reference, include, or allude to the following quote:

"Modern civilization has become so complex and the lives of civilized men so interwoven with the lives of other men in other countries as to make it impossible to be in this world and out of it."

– Franklin Delano Roosevelt

STUDENT HANDOUT PRO: FOREIGN AID

Foreign aid is good for the United States and for the entire world. To begin, as one of the wealthiest countries in the world, we have an obligation to help impoverished countries. It's a matter of human rights. If our citizens have access to clean water, food, shelter, clothing, education, healthcare – and there are children in other countries dying because they don't have access to clean water, or are starving to death – it is our moral obligation to assist. In addition, a healthier, wealthier Earth is better for everyone. When other countries are poor and struggling, they can't participate in global trade, and there is less of a market for U.S. goods and services, which bring money into our economy. The more countries that can contribute to a global marketplace, the stronger the marketplace, and the more trade opportunities available to all the countries involved. It also makes the world safer for all its citizens. When countries are poor, there's more of a likelihood of instability, violence, and war – and therefore more of a likelihood of international terrorism, and more room for dictators to take over. When we help other countries, they become allies, sometimes in very unstable areas. This keeps us safe. Lastly, the planet has become so interwoven, it is almost impossible to isolate one country from the others. With international travel as it is today, if there is an outbreak of a communicable disease such as Ebola, smallpox, or a new strain of the flu, it puts the entire planet at risk for a pandemic. We need to provide aid to other countries to keep us all healthy, wealthy, and safe.



STUDENT HANDOUT CON: FOREIGN AID

Charity begins at home. Why should we spend money helping foreign citizens when we have citizens right here who are hungry, unemployed, living in squalor, exposed to random violence, without access to a good education? We need to get our own country in order, and then we can start helping others. In addition, our country is carrying a national debt of over \$16 trillion. Will these impoverished countries ever be able to pay us back? Plus, sending money and food to poor countries only increases their dependence on foreign aid. They should be working to create sustainable economies and infrastructures so that they can care for their own citizens instead of being dependent on other countries to survive. Lastly, providing foreign aid is a dangerous proposition – what if we give money to a country thinking they are our ally and it turns out the government is corrupt, or worse, violates its citizens' human rights? Also, by giving aid to certain countries, we involve ourselves in the region's politics – and this is something that we should not do. We need to focus on our own problems – political, economic, and the rest, and not interfere with other regions' issues. Once we have our house in order, we can begin to provide aid to other countries.

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “Globalization... Who cares? ...You Do” at www.wetheeconomy.com/films (TRT 7:20)
- Prepare (print and cut) Student Handouts for distribution

KEY WORDS AND PHRASES

Globalization, global trading, global finance, technology, profit margin, competition

STUDENT OBJECTIVES

- Students will develop a definition and working understanding of the term globalization.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will analyze multiple perspectives on the pros and cons of globalization through multiple lenses.
- Students will communicate their opinions to the class, using information collected from the film.
- Students will discuss, negotiate, and advocate for their positions and ideas.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, and computer with Internet access
- Pennies
- Notebook paper
- Student Handouts: Looking at Globalization Through Multiple Lenses

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, reading comprehension, large group discussion, small group work, working in pairs, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, research skills, listening skills, expository, creative, and responsive writing.

PROCEDURES

1. Write the following quote on the chalkboard, whiteboard, or on chart paper in the front of the room.

“The inexorable integration of markets, nation-states, and technologies to a degree never witnessed before—in a way that is enabling individuals, corporations and nation-states to reach around the world farther, faster, deeper and cheaper than ever before the spread of free-market capitalism to virtually every country in the world.”

- Thomas Friedman, *The Lexus and the Olive Tree*

2. Allow 5-10 minutes for students to reflect on this quote and free write in their notebooks or journals.
3. Elicit 4-5 volunteers to share their writing with the class. Ask the class, based on this quote and on their previous knowledge, “What is your definition of globalization, and how might globalization differ from global trade?” Encourage students to consider spheres other than the economic, such as cultural, social, legal, etc.
4. When it is clear that the students have a satisfactory understanding of the term, ask whether they think globalization is a positive trend or a negative one. Ask for specific examples to support their contentions, and chart these responses on the chalkboard, whiteboard, or on chart paper. Prompt responses by asking the class to consider economic inequality among nations, cultural diversity, and environmental and human rights regulations around the world.
5. Divide the class into 4 groups. Assign each group one of the following lenses through which they will be looking at the topic of globalization.
 - Equality
 - Environment
 - Culture
 - Economics
6. Distribute the appropriate Student Handout slip to each group. Explain that there is a pro statement and a con statement for each lens on their group’s handout, and that students should work together in their groups to prepare arguments to support both sides – for and against globalization as viewed through their particular lens. Allow 15 minutes for groups to prepare their arguments.
7. When the groups are finished, or, alternatively, after 15 minutes have elapsed, ask students to direct their attention to the monitor/ screen. Play the film “Globalization... Who cares? ...You Do” (TRT: 7:20).
8. After the film, ask the class how their assignment related to the content of the film. Pose the following question to the group: “How did this film affect your opinions about globalization as it relates to your group’s specific lens? How did it affect your opinions about globalization on the whole?”
9. Allow 10 minutes for students to discuss their opinions on globalization using the arguments they prepared in small groups. Encourage students to play “devil’s advocate” and argue the other side regardless of their personal beliefs in order to promote a dynamic debate.

PROCEDURES CONTINUED

10. Conduct a short, whole group discussion using some or all of the following questions as a guide:

- What is the global trading system and how does it work? When did it begin?
- How does globalization encourage cross-cultural communication? How might it promote cultural disrespect or aggression?
- How might globalization prevent war?
- What is the relationship between globalization and human rights?
- What is the relationship between globalization and environmental protection and sustainability?
- How has the global trading system changed over the last 70 or so years? What will the system look like in another 70 years?
- How is global trade potentially dangerous for the U.S. economy? How is it potentially dangerous for developing economies around the globe? How is it beneficial for both?
- How does global trading affect your home and everyday life? What would be different if we did not have global trade?
- Overall, do you feel globalization is a good or bad phenomenon? Why?

11. For homework, instruct students to write an expository essay using the following quote as a prompt. Students should explain how this quote relates to the film “Globalization... Who Cares?...You Do”, and should make use of information garnered from the film, from the day’s classwork, and from additional sources and research as part of their writing. If students would like to watch the film at home, direct them to visit the website www.wetheeconomy.com/films

Globalization...a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding.

- Malcom Waters

STUDENT HANDOUT LOOKING AT GLOBALIZATION THROUGH MULTIPLE LENSES

EQUALITY

Pro: Globalization is good because it lifts poor countries out of poverty and gives wealthy countries access to cheaper labor that they couldn't get otherwise.

Con: Globalization is bad because it exploits people in developing nations and makes them work in inhumane conditions for very little money.

STUDENT HANDOUT LOOKING AT GLOBALIZATION THROUGH MULTIPLE LENSES

ENVIRONMENT

Pro: Globalization is good because it provides access to natural resources from around the globe.

Con: Globalization is bad because there are no international laws regulating environmental protection and therefore we are destroying our environment more quickly.

STUDENT HANDOUT LOOKING AT GLOBALIZATION THROUGH MULTIPLE LENSES

CULTURE

Pro: Globalization is good because it creates a "one world" mentality, with people from all walks of life and different cultures and backgrounds learning about each other and working together for mutual benefit.

Con: Globalization is bad because it provides an opportunity for wealthy and aggressive countries to impose their cultural norms and beliefs on other countries.

STUDENT HANDOUT LOOKING AT GLOBALIZATION THROUGH MULTIPLE LENSES

ECONOMICS

Pro: Globalization is good because it creates a free market for labor, materials, and other manufacturing. This brings costs down and allows for more competition, which is better for the consumer.

Con: Globalization is bad because it outsources manufacturing jobs to cheaper countries and makes it impossible for working class people in developed nations to find employment.

CLASSROOM LESSON: CITY ON THE RISE

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

DCCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “City on the Rise” (TRT 8:44).
- Prepare copies of Student Handouts for distribution

KEY WORDS AND PHRASES

Globalization, outsourcing, bankruptcy, competition, technology, unemployment, globalization, imports, exports

STUDENT OBJECTIVES

- Students will consider the evolution of the city of Detroit, particularly regarding how outsourcing and changes in the auto industry affected the city.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will gain an understanding of the relationship between education and job security, and between local industry and the larger local economy.
- Students will analyze multiple perspectives on the pros and cons of outsourcing through multiple lenses.
- Students will communicate their opinions to the class, using information collected from the film.
- Students will discuss, negotiate, debate, and advocate for specific positions and ideas.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/projector, and computer with Internet access
- Student Handout: The Global Dilemma

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, reading comprehension, large group discussion, small group work, working in pairs, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, research skills, listening skills, expository, creative, and responsive writing



PROCEDURES

1. Ask the class why the adults in their lives insist that education is important for a good career. Ask them to explain how education leads to better jobs.
2. Then ask what happens when the economy slows down and unemployment goes up. Which jobs disappear first? Which jobs are harder to find and keep? Ask the class which kind of job they think would have more security – a job that requires a specialized skill, such as a doctor or a lawyer or a teacher, or a job that does not require such a skill, such as a server in a restaurant, a retail worker, or a worker in a factory. Ask them to explain their reasoning.
3. Ask the class to imagine a city that is built around one or two large manufacturing plants. Explain that people would move to this city because they heard that there were good jobs at the plants. Ask the class what they think the majority of available jobs would be, if the main employer were a manufacturing plant. Would the majority of the jobs be skilled (requiring specialized education) or unskilled (a person with any level of education could come in, get trained, and perform the required tasks)?
4. Now ask the class to imagine that, after 40 years of employing most of the people in the city, these manufacturing plants shut down, or outsourced their labor, and laid off thousands of people. What would happen to the city, if most of those thousands of workers were unskilled workers? Ask the students to describe what they think the effect of this kind of industry layoff would be. Encourage the class to consider aspects beyond unemployment, including large numbers of people leaving, urban decay, decline in housing, quality education, tourism, rise in crime rates, loss of associated jobs (such as restaurants and stores closing due to lack of customers, etc.).
5. Now, tell the class that this is exactly what happened to the city of Detroit when the auto industry began outsourcing its manufacturing jobs to plants overseas. Explain that the remainder of the class will be spent exploring Detroit as a case study for what happens in a city when jobs disappear.

Note: This film focuses on the point of view of labor and the impact it has on a city when a major employer shuts down operations in search of cheaper labor elsewhere. While the film hints at ways communities can overcome the devastating impact of such a change, in this lesson you'll go beyond the video to explore some of the nuances, trade-offs, and possible alternate outcomes of such a scenario.

6. Divide the class into small groups of 5 students each. Once students are sitting in their small groups, have them count off in 5's. In each group, assign the following roles:
 - 1's will be a CFO of a Detroit automobile manufacturer
 - 2's will be the Mayor of Detroit
 - 3's will be an auto factory worker with a high school education
 - 4's will be a local doctor with a successful family practice in Detroit
 - 5's will be a small business owner in Detroit

PROCEDURES CONTINUED

7. Provide each group with a Student Handout. Explain to the class that they have 15 minutes to complete the assignment and that they should be prepared to share their results with the class afterwards.
8. While students are working in their small groups, write the following terms on the whiteboard, chalkboard, or on a piece of chart paper:
 - globalization
 - outsourcing
 - overseas
 - competition
 - unemployment
 - imports
 - exports
 - technology
9. After 15 minutes have elapsed, direct students' attention to the monitor or screen. Play "City on the Rise" (TRT 8:44).
10. Ask the class how their assignment related to the content of the film. Pose the following question to the group: "How was your dilemma similar or different to the dilemmas you saw represented in the film?" Encourage the class to use the terms written on the board in their responses.
11. Allow time for the small groups to share their results with the class. As they share, jot their positives and negatives on the whiteboard, chalkboard, or chart paper for the entire class to see. Encourage students to reflect not just on their outcomes, but on the experience of debating on behalf of the role they were playing, and to share what sorts of dynamics evolved as the group discussed the pros and cons of the scenario.
12. Conduct a short, whole group discussion using some or all of the following questions as a guide:
 - What is outsourcing? How does it affect our national and global economy?
 - This film shows how the auto industry has been affected by outsourcing. Similarly, how might outsourcing affect other industries such as computers, cell phones, and other forms of technology?
 - Do you know of any other American cities that have gone through a transformation similar to Detroit? Explain.
 - What pressures might American companies have to juggle when deciding how much to outsource, if it all?
 - What did you learn about economics from the activity you completed in class today?
 - What did you learn about the job market?
 - How do you think outsourcing will continue to affect our national economy?
 - What do you envision is the future of Detroit?

PROCEDURES CONTINUED

13. For homework, ask students to consider the following quote from the film *City on the Rise*:

“I expect Heinz to give back to Pittsburgh. I expect Coke to give back to Atlanta. I expect AT&T to give back to Dallas. And I expect GM and Ford and Chrysler to give back to Detroit.”

– Andre Spivey, Detroit City Councilman

Students should write a research-based paper that presents the issues that can arise when a city’s largest employer decides to outsource their manufacturing or other large operations, and provide original solutions for how these companies can protect the local economies. Students should provide creative solutions that are fact-based, using research on other cities as well as the rehabilitation of Detroit as their source material. If students would like to watch the film at home, direct them to visit the website www.wetheeconomy.com/films.

STUDENT HANDOUT THE GLOBAL DILEMMA

Directions: As a group, you represent the main demographics in a city like Detroit: the company management, the government, the unskilled factory workers, the highly skilled professionals (whose expertise is always needed in good economic times and bad), and the small business owner whose business is largely dependent on a strong local economy. Consider the following scenario: The large auto manufacturer is currently doing quite well and provides lots of Detroit’s citizens with jobs. However, they recently discovered that if they move the manufacturing overseas, they can cut their expenses by 50%. This will increase their profit margin and make more money for the company, and it will also allow many American consumers who could not previously afford their cars to be able to purchase them. Should the auto manufacturer make the decision to move their manufacturing to another country? Select one person to be the secretary for the group and record answers as you role play each of your parts and debate the pros and cons of such a scenario. Each person should feel free to advocate for their position and try to convince the others that outsourcing is a good or bad idea.

	POSITIVES	NEGATIVES
CFO (Chief Financial Officer) of a large Detroit auto manufacturer		
Mayor of Detroit		
Detroit factory worker		
Detroit family physician		
Owner of a small, family-owned Detroit restaurant		

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in social studies, civics, economics, thinking and reasoning, history, business, and government.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “Made By China in America” at www.wetheeconomy.com/films (TRT 8:25)
- Prepare copies of Student Handout: A Very Short History of the American Textile Industry
- Prepare a large “t-chart” on a whiteboard, blackboard, or chart paper that says “China” on one side and “America” on the other

KEY WORDS AND PHRASES

Globalization, foreign direct investment (FDI), urbanization, bi-directional investment, global economy, purchasing power parity, trade, outsourcing, competition

STUDENT OBJECTIVES

- Students will learn about the recent trend of China’s foreign direct investment in the United States.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will analyze multiple perspectives on China’s growing economy and investment in the United States.
- Students will communicate their opinions to the class, using information collected from the film.
- Students will discuss, negotiate, and advocate for their positions and ideas.
- Students will learn how advancements in technology and mindsets have changed and shaped the global economy.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/projector, and computer with Internet access
- Student Handout: A Very Short History of the American Textile Industry

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, problem solving, critical and analytical thinking, utilizing information sources, communicating ideas, weighing pros and cons, research skills, listening skills, categorizing and organizing ideas, understanding conflicting perspectives, responsive and expository writing



PROCEDURES

1. Distribute Student Handout: A Very Short History of the American Textile Industry and allow 15 minutes for students to read the handout and answer the Questions for Further Thinking.
2. Allow 5-10 minutes for a large group discussion about the handout. Use some or all of the following questions as a guide:
 - What is globalization?
 - How has technology contributed to globalization?
 - What do you know about America and China's economic relationship?
 - After reading the handout, can you guess what "bi-directional investment" means?
 - What is outsourcing? Have you or anyone in your family been impacted by outsourcing?
3. Ask students to direct their attention to the monitor/screen. Play the film "Made By China In America" (TRT 8:25).
4. When the film ends, divide the class in half. If students are not already sitting on two distinct sides of the room, instruct them to rearrange accordingly. Explain that each side will be opposing teams in a debate.
5. Assign one group to be pro-globalization, meaning, they believe the best thing for American business is to work with China and other countries to allow bi-directional investment in US manufacturing. Assign the other group to be anti-globalization, meaning, they believe that American business should be independent of any bi- directional investment with China or any other country. Depending on the size of the class, you may consider imposing guidelines for how many times students should participate in the debate. (For example, if you have a small class, you may consider making a rule that each student must participate at least twice to receive full class points for the day; likewise, if you have a large class, you may consider requiring that each student participate exactly once to receive full class points.)
6. Explain to the class that they will have 20-25 minutes to debate the following question: Should the United States continue to allow Chinese companies to directly invest (create and expand manufacturing) in the United States? Remind students to engage in the debate from the mindset of their assigned role rather than with their personal opinions.
7. Instruct students to rely upon the material in the film they have just watched, as well as any outside knowledge, to bring examples to the debate.

PROCEDURES CONTINUED

8. While students are discussing, make a T-chart for each side's ideas on a white board, black board, or chart paper, and write ideas in the chart as students suggest them. If students have trouble engaging with the material, consider using the following guiding questions to prompt them during the debate:
- How does China benefit from direct investment in the United States?
 - How does the United States benefit from China's direct investment?
 - What negative consequences can direct foreign investment cause for both countries?
 - How has the bi-directional investment between China and the United States over the past few years differed from investment patterns of the past?
 - How does China's direct investment relate to United States employment patterns?
 - How has technology made this type of globalization possible?
 - What motivates Chinese investment in the United States?
 - Why has China's economy grown at a faster rate than ours in recent years?
 - What effect will China's direct investment have on the United States economy in future years? Will this effect be good or bad? For whom?
 - Should we encourage more countries to follow China's lead and directly invest in the United States? Why or why not?
9. For homework, instruct students to write a one-page essay reflecting and expanding on the class activity. Ask students to consider the following questions: What did both sides agree on? What did the sides disagree on? Why do you think these agreements and disagreements occurred? Ultimately, do you think China's direct investment in the United States is good? Why or why not? Students should draw on information from the class activity as well as the film to complete this assignment. If students would like to watch the film at home, direct them to visit the website wetheeconomy.com/films.

STUDENT HANDOUT A VERY SHORT HISTORY OF THE AMERICAN TEXTILE INDUSTRY

One of the first American industries was the textile industry. From the country's very beginnings, there were artisans creating quilts, clothing, and textiles. But it wasn't until the late 1700's and early 1800's, with the Industrial Revolution, that the textile industry became an economic force. This was due to huge advancements in manufacturing, with machines such as the spinning jenny, the cotton gin, the sewing machine, and the American power loom, shifting textiles from a home-based to a factory-based industry.

As textiles became efficiently mass-produced in factories, there were other developments that took place. People were needed for the workforce, and therefore towns and cities grew around the factories, creating communities that were economically dependent on the industry because almost everyone worked for the textile company.

Aside from some job losses due to the computerization of certain functions in the 1970's and 80's, the American textile industry continued to grow for the next century. In the 1990's however, American textiles saw a major decline. This was, in large part, due to globalization, and American companies found it hard to compete with foreign countries, where labor and overhead costs are lower. In order to reduce costs, many American companies began to outsource and offshore jobs to other countries. Entire towns in states like South Carolina and North Carolina, where the textile industry was huge, found themselves dealing with massive layoffs as factories closed and jobs were moved to other countries.

Now we are seeing another trend. Whereas 20 years ago, labor costs, regulatory costs, environmental compliance costs, utilities, and transportation costs were lower in other countries like China, today, with the exception of labor costs, prices are competitive, and sometimes cheaper, in the United States. Textile companies based in China are looking to move their operations to America to save on overhead. In an interesting turn, Chinese textile companies are rebuilding abandoned factories in states like South Carolina, and hiring Americans to populate their workforce. In addition to factories, these Chinese companies are opening administrative offices and headquarters nearby as well.

QUESTIONS FOR FURTHER THINKING

1. List 5 reasons why moving foreign textile companies back to the US might be good for the US economy.
2. List 5 reasons why moving foreign textile companies back to the US might be good for the foreign companies.
3. Why might Americans be averse to foreign companies relocating to the US?
4. How would you define the phrase "Integrated World Economy"?
5. What comes to mind when you read the phrase "Made in the USA"? What comes to mind when you read the phrase "Made in China"?

CLASSROOM LESSON : SUPPLY CHAIN REACTION

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.7.SPA.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CCSS.MATH.CONTENT.HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “Supply Chain Reaction” at www.wetheeconomy.com/films (TRT 7:40)
- Prepare copies of Student Handout: The Supply Chain and You for distribution

KEY WORDS AND PHRASES

Human rights, labor, competition, demand, ethics, exploitation, morality, consumerism, profit, supply chain, regulation

STUDENT OBJECTIVES

- Students will learn about our global economy and how consumerism in wealthier nations affects human rights around the globe.
- Students work in pairs to evaluate shared knowledge regarding their own consumer habits.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will analyze multiple perspectives on the global supply chain and its relationship to human rights violations.
- Students will communicate their opinions to the class, using information collected from the film.
- Students will discuss, negotiate, and advocate for their positions and ideas.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, and computer with Internet access
- Student Handouts: The Supply Chain and You

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, reading comprehension, large group discussion, working in pairs, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, research skills, listening skills, expository, creative, and responsive writing



PROCEDURES

1. Instruct the class to break into groups of two. Provide each pair with a Student Handout: The Supply Chain and You.
2. Explain to the class that they have 15 minutes to complete the Student Handout, and should be prepared to share their answers aloud with the class.
3. Allow 15 minutes for students to complete their Student Handouts.
4. While students are working in their pairs, write the following terms on the whiteboard, chalkboard, or on a piece of chart paper:
 - human rights
 - ethics
 - profit
 - competition
 - consumerism
 - supply chain
 - exploitation
 - economic opportunity
5. When the class has completed their assignments, or, alternatively, after 15 minutes have elapsed, ask students to direct their attention to the monitor/ screen. Play the film “Supply Chain Reaction” (TRT 7:40).
6. When the film ends, ask the class how their assignment related to the content of the film. Pose the following question to the group: “What is the supply chain, and what role do you play in it?” Encourage students to use the terms written on the board, as well as the answers from their pair-work, as they share their ideas.
7. Ask the class how the abstract concept of overseas manufacturing affects their own personal belongings. Encourage students to share their answers from the Student Handout when they respond. As they share, copy some of the key ideas onto the whiteboard, chalkboard or chart paper.

PROCEDURES CONTINUED

8. Conduct a whole group discussion using some or all of the following questions as a guide:
- How does overseas labor benefit the United States? How does it benefit overseas laborers?
 - Paradoxically, how does overseas labor negatively affect both United States consumers and overseas laborers?
 - Is it possible to create a global marketplace in which labor practices do not exploit overseas labor? If so, how?
 - How is the “supply chain” a parallel concept to the “food chain”?
 - Whose job is it to make decisions about overseas labor practices? The government? Private companies? Consumers? Why?
 - Are comfortable working conditions human rights? How do we decide what is comfortable and what is not? Who decides?
 - How does American consumerism affect the global economy?
9. For homework, instruct students to write a reflection on the idea of “quality of life on the planet.” Have them consider the following quote, which ended the film: “People have the right to live in dignity and they have the right not to be exploited and they have labor rights and they have environmental rights – in other words, we shouldn’t have to choose. All are needed for the quality of life on the planet.” Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT THE SUPPLY CHAIN AND YOU

DIRECTIONS: Think about a piece of technology that you use on a regular basis – maybe it’s your phone, tablet, video game, or the television in your living room at home. With this object in mind, think about all the steps your chosen technology goes through to get to you. Answer the following questions to the best of your ability.

Your item: _____

What company makes this item?

What components do you think make up your item?

Where do you think these components are found?

Who do you think puts these components together and assembles your item?

What would you do if you found out that the workers who assembled your item were forced to work in unsafe, inhumane conditions?

How much more would you be willing to pay for your item if it meant the laborers who made it received better working conditions?

What is the relationship between you purchasing your item and the working conditions of people in many developing nations?

List at least 3 ways that you, as a consumer, can affect that relationship.

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and history.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “The Unbelievably Sweet Alpacas!” at www.wetheeconomy.com/films (TRT 5:47)
- Prepare copies of Student Handouts for distribution
- Prepare strips of paper into “status labels” as follows:
 - 2 strips with the word ELITE written on them
 - 6 strips with the word PRIVILEGED on them
 - 24 strips with the word UNDERSERVED written on them
- Prepare 100 “wealth” items such as pennies, pieces of candy, pencils, etc. Items should be divided into 3 piles of 35, 50, and 15.

KEY WORDS AND PHRASES

Inequality, taxes, global trade, government policy, economic ladder, mobility, inflation, income gap, satire

STUDENT OBJECTIVES

- Students will evaluate some of the potential forces behind the inequality in our nation’s current economic class structure and propose solutions.
- Students will work in small groups to negotiate and reach consensus.
- Students will analyze the various factors that fuel inequality in this country.
- Students will consider various approaches to closing the income gap.
- Students will learn how satire plays a role in political dialogue.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, and computer with Internet access
- A quantity of 100 “wealth” items such as candy, pencils, or pennies
- Paper “status” labels, enough for one per student
- Student Handouts: Income Distribution by Chart

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, small group work, problem solving, critical and analytical thinking, literary analysis, balancing various viewpoints, comparing and contrasting information sources, research skills, listening skills, expository and responsive writing

PROCEDURES

1. Randomly pass a pre-labeled strip of paper to every student, ensuring that at least 1-2 students receive an “elite” label. Note: numbers below are approximations and will vary based on the size of the class.
 - 1-2 students should receive “elite” labels
 - 4-6 students should receive “privileged” labels
 - 20-24 students should receive “underserved” labels
2. Have the students rearrange themselves so they are sitting by group. Pass out your chosen “wealth” item to students. Give the elite group 35 items, the privileged group 50 items, and the underserved group 15 items.
3. Explain to the class that they have 15 minutes to complete the following assignment. Give the “elite” group their Student Handout first. A few minutes later, give the “privileged” group their Student Handout. Wait at least 5 more minutes before giving the “underserved” group their Student Handout.
4. Allow 15 minutes from when the “elite” group received their Student Handout for students to complete their assignments. As groups are working, spend 5 minutes sitting with the “elite” group, helping them with their assignment, giving them answers, etc. Then, spend 2-3 minutes with the “privileged” group, doing the same. Do not assist the “underserved” group at all.
5. When 15 minutes have elapsed from the time that the “elite” group got their Student Handout, instruct groups to stop working. Pose the following questions to the class:
 - What did you notice about today’s activity that felt unfair? Explain.
 - What made it easier for the elite group to complete their assignment?
 - What made it harder for the underserved group to do so?
 - How did you divide up your group’s items? How many items did each of the members of your group receive? What does this amount allow for each member to afford each month?
 - How did you feel when you saw that some groups were getting more time, more items, and more assistance?
6. Direct their attention to the monitor/ screen. Play the film “The Unbelievably Sweet Alpacas!” (TRT 5:47).
7. After the film, conduct a whole group discussion reflecting on both the film and the assignment, and how they related to each other. Use the following questions to guide the discussion:
 - How does today’s class activity relate to the content of the film? How does it relate to the economic breakdown of our country?
 - How might the film “The Unbelievably Sweet Alpacas” be considered political or social satire?
 - How did the way our class was divided into groups compare to the three alpacas in the film?

continue on next page

PROCEDURES CONTINUED

- Is income inequality a good or bad thing? Why?
 - What is causing the rising gap between the richest and poorest Americans?
 - How is income distributed amongst different occupations and demographics in the United States? Why is our distribution like this?
 - Do you think the government should aim to decrease income inequality? If so, how?
 - How do minimum wage and inflation affect income inequality?
 - Why do you think the filmmaker chose to spoof a well-known cartoon to communicate his message? What does he accomplish by using this method rather than a traditional documentary?
 - How does the film communicate serious issues in a humorous way?
8. For homework, ask students to write an expository essay that answers the following question: How is a nation impacted when there is a large gap between its rich and its poor? What is your solution to the problem of an increasing gap between our nation's elite and its underserved? Provide specific examples to support your hypothesis. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT DISTRIBUTION OF WEALTH AND OPPORTUNITY

DIRECTIONS: First, without looking them up, provide definitions for the following terms. Use examples to illustrate their meaning whenever possible. Then, complete the assignment at the bottom of the page.

1. Inequality
2. Inflation
3. Minimum wage
4. Mobility
5. Economic policy
6. Income gap

As a group, divide your wealth items among yourselves; consider the general cost of living that is outlined below. Your goal is to ensure that everyone in the group has their basic needs covered.

- Rent: 4 items/month
- Food: 2 items/ month
- Utilities: 2 items/month
- Extra Expenses, such as: clothing, transportation (car, fuel, or train/bus fare), entertainment (lectures, movies, concerts, etc.), school tuition, savings: amount of items is variable, based on ability
- Additional Items (describe):

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in social studies, civics, economics, thinking and reasoning, history, media studies, business, government, and finance.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “Monkey Business” at www.wetheeconomy.com/films (TRT 6:06)
- Prepare tokens to be offered as prizes (i.e., candies, trinkets)
- Prepare a series of classwork review questions to be used in the quiz show activity

KEY WORDS AND PHRASES

Income, inequality, parity, technology, globalization

STUDENT OBJECTIVES

- Students will be introduced to the term “income inequality.”
- Students will learn to empathize with some potential emotional responses to the experience of inequality.
- Students will analyze the various causes of income inequality in society.
- Students will explore various experts’ responses to the topic of income inequality and develop their own position on the topic.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will communicate their opinions in writing and verbally, using information collected from the film and from additional sources.
- Students will deepen newly acquired information with independent, in-depth research.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/projector, and computer with Internet access
- Tokens for prizes

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, problem solving, critical and analytical thinking, utilizing information sources, communicating ideas, weighing pros and cons, research skills, listening skills, categorizing and organizing ideas, research and expository writing



PROCEDURES

1. Tell the class that today they will be participating in a “quiz show” game for classwork review. They will be placed in teams, and asked questions about material they have learned in class, and if they answer correctly, they will win prizes.
2. Divide the class into 4 groups. Instruct students to rearrange themselves so they’re sitting in their teams.

Note: For the purposes of this activity, groups should not be randomly selected. If possible, try to place all the students with the chosen “special skill” (see Procedure 4, below) on one team. Pay extra care not to arrange a team with all of the perceived high-achievers or perceived low-achievers in the class. Team selection should be based on a special skill not related to this specific class.

3. Tell each team to choose a representative to provide the team’s official answer. The team can and should confer in order to reach a response, but this representative must raise his/her hand and be called on in order for the team’s answer to be considered.
4. Begin asking questions. These questions can be about any information covered in class over the past several weeks.

Note: The purpose of this activity is to illustrate some of the root causes of economic inequality, as well as the feeling that inequality creates in individuals. Therefore, as the moderator of the game, abide by the following rules:

- A. In an obviously disproportionate amount, call on the same group (privilege and nepotism).
 - B. Make sure at least one category of questions depends on a skill that only students on one of the teams have (i.e., computer skills, competency in another language, sports skill, etc.), therefore limiting the number of teams capable of answering the question (technology).
 - C. At random intervals, call “Bonus Prize!” and inform the class that you are doubling the amount of tokens that the winning team currently has (therefore the team with the most tokens will suddenly have exponentially more than the others) (governmental regulation).
 - D. Allow a “tie” to occur, where the representatives of 2 teams raise their hands simultaneously. In response, offer the question to the team that is first willing to take half a token for a correct response rather than a whole token (globalization, outsourcing jobs for lower pay).
5. Allow 15 minutes for the class to play the game, enough time for the “rules” above to become somewhat apparent. Students may begin complaining that the game is “unfair.”
 6. When enough of the kids in the class are frustrated by the inequity of the game, call the game and reconvene as a large group.

PROCEDURES CONTINUED

7. Conduct a whole-group debrief using some or all of the following questions as a guide:
 - What did you notice in terms of how the game was moderated? Did you notice that some teams had an advantage over the others?
 - How did it make you feel when you noticed that there was a disparity among the teams?
 - What were some of the advantages that you noticed as you were playing the game?
8. As the class answers the last question, jot some of their answers on the chalkboard, whiteboard, or chart paper. Explain to the class that the game they just played was meant to illustrate some of the ways in which economic inequality might develop in a society.
9. Define economic inequality for the class: “Economic inequality is a disproportionate gap between a society’s rich and a society’s poor.” Tell the class that they will now view a short film that talks more about economic inequality, and offers some of the factors that cause it. Direct their attention to the monitor or screen and play “Monkey Business” (TRT 6:06).
10. After the film ends, allow time for a whole-group discussion. Elicit the 3 causes of economic inequality that were listed in the film: Globalization, Technology, and Government. Ask students to draw parallels between these 3 economic factors and the way the game was played earlier in the class. Use some or all of the following questions to guide the discussion:
 - Why do you think the audience laughed at the monkey’s response to this experiment? Were you surprised by the monkey’s response?
 - How does the fairness study with the 2 monkeys relate to economic inequality?
 - What is the state of income inequality in our country? When did this state of inequality start?
 - What are the three main causes of income inequality?
 - How did the game we played earlier model the three main causes of inequality we learned about in the film?
 - How does globalization contribute to inequality?
 - How does technology contribute to inequality?
 - How does government contribute to inequality?
 - What are some of the solutions that the economists offer in the film?
 - What do the economists disagree on?
 - How might inequality be proven to be a natural side effect of a free market economy?
 - What was the point that economist Larry Mishel was trying to make when he said “if you starve the monkeys, eventually they’ll end up working for cucumbers”?
 - What kind of society do you want – do you want most Americans to get grapes or cucumbers? Explain.
 - Does the film offer a solution to income inequality?

PROCEDURES CONTINUED

11. Ask students to return to their groups. Explain that for the rest of the class period, and for homework, they will be working together to create a supporting document for a statement that will be assigned to them.
12. Tell the class that because the film ended with a question, they'll be using information from the film, their own opinions, and information gathered from research to explore different solutions for income inequality. Assign the following statements, one to each group:
 - Income inequality is a problem that needs to be addressed by implementing regulatory changes such as stronger laws to prevent abuses by large banks and corporations and to shape market forces rather than leaving those forces to chance.
 - Income inequality is a problem that needs to be addressed by shifting money away from the top 1% with changes such as increasing taxes on the rich, limiting tax loopholes and tax breaks, changing the rules of lending so the middle and lower classes can get loans, and raising minimum wage.
 - Income inequality is a problem that needs to be addressed by increasing support programs for the poor and young, such as focusing on improving public education, subsidized healthcare, and incentivizing welfare to work.
 - Income inequality is an important by-product of a healthy free market economy and should not be addressed.
13. For homework, students should conduct additional research on their assigned statement and gather additional information to support it, complete with citations. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and should incorporate data or information from other sources including films, books, articles, etc.

Note: If time allows, an option is to reconvene groups in subsequent class periods so students can combine their information into one response paper, or, alternatively, conduct a whole-class debate where groups present their findings to their classmates. If time does not allow, students should write individual research papers on their assigned topic for homework.

CLASSROOM LESSON : THE VALUE OF WORK

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in social studies, civics, economics, thinking and reasoning, history, and business.

SAMPLE STANDARDS ALIGNMENTS

CCSS.MATH.CONTENT.HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “The Value of Work” at www.wetheeconomy.com/films (TRT 8:05)
- Prepare copies of Student Handouts for distribution

KEY WORDS AND PHRASES

Minimum wage, free market system, mobility, wage scale, politics, inflation, fairness, economic justice, economic growth, unemployment

STUDENT OBJECTIVES

- Students will learn about the importance and impact of a federal and state minimum wage.
- Students will work in small groups to negotiate and solve a problem.
- Students will analyze multiple perspectives on an issue.
- Students will communicate their opinion to the class, using data collected from a secondary source.
- Students will discuss, negotiate, and strategize to reach consensus.
- Students will analyze media through a specific lens.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, and computer with internet access
- Student Handouts: Work- What’s It Worth?

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, small group work, problem solving, critical and analytical thinking, comparing and contrasting information sources, communicating ideas, weighing pros and cons, research skills, listening skills, categorizing and organizing ideas

PROCEDURES

1. Write the term “MINIMUM WAGE” on the whiteboard, chalkboard, or on a piece of chart paper. Ask students to respond to this term, allowing 5 minutes for a short discussion. Create a word-web of student responses, using some or all of the following questions as a guide:
 - What does the phrase “minimum wage” mean?
 - What images does the term conjure for you?
 - What do you know about the minimum wage?
2. Ask students to direct their attention to the monitor/ screen. Play the film “The Value of Work” (TRT: 8:05).
3. When the film ends, divide the class into groups of 4-5 students each. Instruct each group to sit together for the duration of the following activity. Explain that each group is going to role-play an activity as if they were a small business.
4. Instruct the students in each group to assign, by consensus, one of the following jobs to each member of the group:
 - An entry-level worker: with no real education or skills, in a position to earn money and potentially learn a trade. Full time job comes with benefits like health insurance, and store discounts.
 - A shift manager: not entry level, but with direct contact and oversight with minimum-wage workers, dependent on them to show up for their shifts, do a good job. Responsible for morale.
 - A store supervisor: higher level than the shift manager, is responsible for balancing the store budgets and justifying store policy to central management.
 - A member of senior management: A CEO, CFO, or SVP of the company. No necessary direct contact with store employees, but responsible for the economic health, public relations, and growth of the overall business.
 - A customer, client, or “end user” to whom this business caters/ sells/ markets its services/ products.
5. Distribute a copy of Student Handout: Work – What’s It Worth? to each group, and explain that they have 15 minutes to complete the assignment.
6. While students are working in small groups, draw a replica of the chart from the Student Handout on the whiteboard, chalkboard or chart paper.
7. After 15 minutes have elapsed, reconvene as a large group. Allow time for each small group to share their results with the class. As they share, copy their ideas in the “effect” column on the large chart for the entire class to see.

PROCEDURES CONTINUED

8. Conduct a whole group discussion using some or all of the following questions as a guide:
- What factors must a business owner weigh when deciding how much to pay his or her workers?
 - How can raising the minimum wage have a potentially positive effect on our national economy? Negative effect? Why?
 - Should the government regulate minimum wage? If so, should this be the responsibility of the national or state governments? Why?
 - What did you learn about economics from the activity you completed in class today? What did you learn about your own community?
 - How does minimum wage relate to the increasing gap between the upper and lower classes in the U.S.? Do you think this gap is good or bad?
 - What is the difference between a minimum wage and a living wage?
 - How do minimum wage and inflation affect income inequality?
 - What pressures are put on our social welfare system when employers pay workers less than a living wage?
 - How do we define poverty? Who decides what salary is high enough to be considered fair and livable?
9. For homework, instruct students to take a piece of notebook paper and fold it in half vertically. On one side, at the top write “Worker.” Under this heading, make a list of all the expenses a family of four might incur on a monthly basis. Remind students to consider factors such as food, housing, education, clothing, transportation, electricity, water, childcare, and any other essentials. On the other side, write “Small Business Owner.” Under this heading, make a list of all expenses a small business might incur on a monthly basis, including taxes, rent, salaries, overhead costs, licensing costs, marketing, packaging, etc. Consider the impact if the wage is lower, allowing small businesses the ability to grow and invest in the local economy, but limiting the working class’s ability to spend locally. Then consider the impact if the wage is higher, allowing working class people more income to support their families and invest in the local economy as consumers, but making it harder for businesses to open, and stay open. Then, ask students to decide what they think would be an appropriate living wage for a family in their city. Students should draw on information from the class activity as well as the film to complete this assignment. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT WORK - WHAT'S IT WORTH?

DIRECTIONS: Imagine that your group is a small business. Your business currently has approximately 20 minimum wage workers. These workers are currently making \$10/hr. You have recently read in the news that the city council is voting to increase minimum wage. On one hand, you've heard from your workers that they are having trouble paying their rent, buying groceries and cannot afford the price of a college education for their children. However, your business is on a tight budget and you fear that you may not be able to raise your workers' salaries without cutting back elsewhere, or increasing the cost of your product to the public. What do you do? As a group, fill out the following chart. Then, answer the questions at the bottom of this sheet. Use the back of this paper to record your responses. Be prepared to share your decision and reasoning with the class.

Type of Business (i.e., restaurant, retail, manufacturer, service provider): _____

End-User Product (what your company provides to the public): _____

ACTION	EFFECT
Option A: You continue to pay your workers \$10/hr.	
Option B: You lower salaries to \$9/hr.	
Option C: You raise salaries to \$14/hr.	
Option D:	

What does the entry-level employee want to do? Why?

What does the shift manager want to do? Why?

What does the store supervisor want to do? Why?

What does the senior executive want to do? Why?

What does the customer want the company to do? Why?

What does your group decide to do? Why?

CLASSROOM LESSON: THIS WON'T HURT A BIT

CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in economics, thinking and reasoning, business, technology, history, civics, government, health, science, and finance.

SAMPLE STANDARDS ALIGNMENTS

DCCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

LESSON PREPARATION

- Prepare a monitor with Internet access to screen “This Won’t Hurt a Bit” at www.wetheeconomy.com/films (TRT 7:29)
- Prepare copies of Student Handout: Who Should Decide? for distribution

KEY WORDS AND PHRASES

Regulate, insurance, pharmaceutical, lobbyist, malfeasance, sue, free market, privatization, intervention

STUDENT OBJECTIVES

- Students will hear a brief history of how private health insurance evolved in the United States.
- Students will work in pairs to discuss, negotiate, and establish positions on the role that government and private industry should have in the healthcare system.
- Students will analyze the various pros and cons of privatizing healthcare.
- Students will compare the healthcare system in the U.S. to healthcare in other countries.
- Students will develop their own opinions on how healthcare should be managed in the U.S.
- Students will analyze the use of literary devices such as personification and allegory in film and whether or not they are effective tools to communicate an idea.

REQUIREMENTS

MATERIALS

- Monitor/projector, and computer with Internet access
- Blackboard, whiteboard, or chart paper
- Student Handout: Who Should Decide?

TIME:

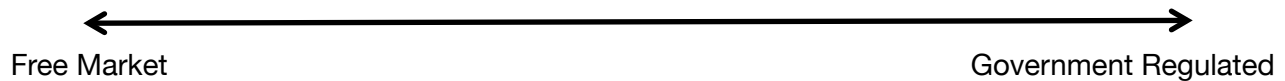
- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, large group discussion, working in pairs, problem solving, critical and analytical thinking, cinematic analysis, weighing pros and cons, listening skills, creating solutions, considering abstract consequences, expository writing and research

PROCEDURES

1. Ask the class how much they pay for a candy bar.
2. Now ask, what if one store sold a candy bar for \$1, and another store, located only a block away, sold the same exact candy bar for \$.75? Where would they go to buy the candy bar?
3. Now ask, what if four stores in the neighborhood sold the same candy bar, but one sold it for \$1, one for \$.75, one for \$3, and one for \$65. Ask the students what would happen. What if the stores didn't list their prices, so you didn't know how much the candy bar cost until after you bought it? Is there any governmental agency that prevents this sort of price inequity? If not, should there be?
4. Ask the class what would happen if the candy bar was made with rotten chocolate in a dirty factory. Who makes sure that the food we eat is safe and clean? Is there any governmental agency that prevents this sort of malfeasance? If not, should there be?
5. Draw a horizontal line on the whiteboard, chalkboard, or on chart paper in the front of the room. On one end of the line write "Free Market" and on the other write "Government Regulated"



6. Elicit definitions from the class: what does it mean for something to be government-regulated? What does it mean for something to be based on a free market economy?
7. Explain that in our country, various goods and services fall in different places on this continuum. Some are completely regulated by the government, some are completely privatized, and some are a combination of both. For example, the price of a candy bar is driven by a free market economy. But the quality of the product (sanitation, safety, etc.) is regulated by the governmental agency, the Food and Drug Administration (FDA).
8. Conduct a short discussion about the pros and cons of government regulation vs free markets using some or all of the following questions as a guide:
 - Does a free market economy help to keep costs low, or drive costs up? Explain.
 - Does governmental regulation help to keep costs low, or drive costs up? Explain.
 - What might some of the benefits of privatization be?
 - What might some of the benefits of governmental regulation be?
 - Besides cost, what other things might the government regulate?

PROCEDURES CONTINUED

9. Tell the class that you will be calling out the names of some goods and services, and that they should, as a group, decide where on the continuum these goods and services should fall. When you call on a student for a response, ask for their reasoning behind their placement on the continuum, and then write the term's correlating placement on the board. Allow for cross-dialogue and debate. The class may decide via consensus to move the item on the continuum based on discussion. Encourage students to consider governmental regulation in other areas besides costs, including safety. Use some or all of the following goods and services to spark class discussion:
 - Housing
 - Food
 - Education
 - Drugs
 - Firearms
 - Healthcare
 - Clothing
 - Print and Broadcast Journalism
10. Once each good and/or service has been covered thoroughly in the class discussion, tell the class that they will be watching a short film on the pros and cons of regulated healthcare. Instruct students to consider where on the continuum they think healthcare should fall, based on the information they gather in the film.
11. Instruct students to stop working and direct their attention to the monitor/screen. Play the film "This Won't Hurt a Bit" (TRT 7:29).
12. After the film ends, conduct a short, whole group discussion using some or all of the following questions as a guide:
 - In the film, what reasons does the doctor give for him doing the blood draw instead of the nurse?
 - In the film, what reasons does the doctor give for doing so many tests from the start?
 - Why do some tests cost less in some states than others? Why do tests cost less in other countries than in the U.S.?
 - How did the early hospital insurance policies evolve?
 - How did private health insurance evolve?
 - What systems do other countries use?
 - Who fought the development of public healthcare in the U.S. and why?
 - What public healthcare programs do we have now?
 - What private healthcare programs do we have now?
 - What are some of the factors that make U.S. healthcare so expensive?
 - What is the role of privatized pharmaceutical companies – pro and con?
 - What is the role of privatized insurance companies – pro and con?
 - Why and how is personification used in the film? Is it effective?
 - How is humor used in the film? Consider the "intervention" scene.
 - How would you answer the patient in the film when he asks, "Why can't you charge one price for the whole procedure instead of for every blood test and an aspirin? Why can't hospitals list their prices and why isn't there price control like in other countries?"



PROCEDURES CONTINUED

13. Divide the class into pairs. Distribute one copy of the Student Handout: Who Should Decide? to each pair. Allow 15 minutes for students to work in pairs to complete the handout.
14. After 15 minutes have elapsed, or, alternatively, students have completed their worksheets, reconvene as a large group to talk about their findings. Use some or all of the following questions to guide the discussion:
 - In the areas where you decided there should be more government regulation, what affected your reasoning? Did you decide that the state or the federal government should have more oversight?
 - When did you and your partner feel that individual doctors should have more of a say? What about the patient themselves?
 - When did you and your partner feel that the drug (pharmaceutical) companies should have more of a say?
 - Based on the way you rated the insurance companies, what role should they play in making healthcare decisions?
15. For homework, students should conduct research on the healthcare system in two of the following countries: Sweden, Japan, Italy, Canada, and compare their findings to their understanding of the healthcare system in the United States in a 5-7 page report. Data should include the role of the government in healthcare, costs to individuals, costs to the government, and the role of private insurance, as well as access to medicine, procedures, and overall health of the population. Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.

STUDENT HANDOUT WHO SHOULD DECIDE?

Who should make the final decisions regarding each of the following elements of healthcare? Number each entity from 1 to 5, with 1 being the least responsible for the decisions and 5 being the most responsible. Be sure to take notes on your reasoning in the space provided below.

ELEMENT OF HEALTHCARE	DRUG COMPANIES	INSURANCE COMPANIES	FEDERAL	STATE	INDIVIDUAL DOCTORS	PATIENTS
Drug Safety						
Hospital Sanitation						
Physician Conduct and Qualifications						
Nurse Conduct and Qualifications						
General Standards of Care						
General Liability						
What tests should be ordered for a patient						
What drugs should be prescribed to a patient						
How much a drug should cost						
How much a test should cost						
What insurance should cost						
What tests should be covered by insurance						
What drugs should be covered by insurance						

Notes: