

STOSSEL IN THE CLASSROOM: 2011 Edition

From: Stossel in the Classroom (<http://stosselintheclassroom.org>)

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Grade Levels: High School and Advanced Middle School (Grades 7-12)

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

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FOOD IRRADIATION

Segment Length: 5:28 minutes

Lesson Description:

Who should we believe when some people tell us food irradiation is bad and others tell us it's good? Are people who support food irradiation in the pockets of big business? Are the opponents just alarmist cooks? What about the science? What does it show? This segment looks at the debate over food irradiation.

Concepts & Key Terms:

E. coli - (Escherichia coli) – bacteria commonly found in the intestines of warm-blooded organisms, but some strains can cause serious food poisoning in humans.

Food Irradiation – a process by which food is exposed to ionizing radiation to destroy microorganisms, bacteria, viruses, and insects that might be present in the food.

Vocabulary:

Scaremongers – (noun) people who spread frightening rumors; people inclined to needlessly raise alarms.

Objectives:

Students will be able to

- explain food irradiation.
- discuss the debate over irradiation of food.
- summarize and evaluate the arguments for and against food irradiation.

Preview Activity and Questions:

Write the title of the segment, “Food Irradiation” on the board. Then have the students write one paragraph about what they think the video will be about.

When the video has finished, have them answer the questions:

- What did I learn?
- Why is it important?

Viewing Guide:

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

Answers to Viewing Guide:

1. poisoned
2. 5,000
3. hamburger
4. bacteria
5. radiation
6. nuclear energy
7. cancer, premature death, lower body weight
8. lives
9. beef, poultry
10. unnecessary

Food Irradiation: Viewing Guide

Name _____
Class _____

Date _____
Teacher _____

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

1. The Centers for Disease Control say on average, more than a million Americans are _____ every week by something they ate.
2. But food poisoning kills about _____ Americans every year.
3. My son ate a _____, got sick, and within 10 days was dead. 13 years old. Never a chance to do anything. He was a captain of the soccer team. He was a quality, straight A student. He was a great kid.
4. It's impossible to get food completely clean, especially if the _____ are inside the food. You can scrub the outside all you want. You'll get it clean, but you won't get it safe.
5. So, with so much food-borne illness, why doesn't America irradiate more food? Because _____ scares people, partly because of Hollywood fantasy.
6. You hear irradiation and you think _____, and you think meltdowns.
7. One protest group is Food and Water Watch. Its director recently wrote, "Zapped! Irradiation and the Death of Food." She claims irradiation can cause..._____, _____, _____.
8. You're scaring people stupid about something that would save _____.
9. But scare groups like this have been so effective...[protestors]...that today, just a fraction of 1% of _____ and _____ is irradiated.
10. We should be getting rid of the _____ causes of death that are easy to take care of. Food irradiation could help do that.

Discussion and Analysis:

1. Why does John Stossel say he wants to nuke your food? Why use the word “nuke”?
2. If food irradiation will prevent deaths from E.coli bacteria, why not do it?
3. Should people be allowed to buy irradiated food if they want? What if they don't want irradiated food?
4. Some businesses don't want irradiated food labeled as irradiated because they say it scares off customers. Would you buy irradiated food?
5. How would not labeling irradiated food affect your ability to choose for yourselves?
6. Why might some people oppose food irradiation?
7. How can we really know the facts about irradiated food?
8. How should this issue be resolved?

Discuss These Lines from the Video:

1. Food poisoning kills about 5,000 Americans every year.
2. It's impossible to get food completely clean, especially if the bacteria are inside the food. You can scrub the outside all you want. You'll get it clean, but you won't get it safe.
3. This isn't a new experimental idea. Astronauts have eaten irradiated food for years, that way NASA doesn't have to worry about them getting sick.
4. ...meat that's not irradiated should come with a danger warning label...
5. So, with so much food-borne illness, why doesn't America irradiate more food?
6. It may taste good. It might prevent millions of cases of food poisoning. All these major organizations staffed by real scientists say it would save lives. But scare groups like this have been so effective...
7. We should be getting rid of the unnecessary causes of death that are easy to take care of. Food irradiation could help do that.

Activities:

1. In groups, research the arguments for or against food irradiation, and conduct a classroom debate.
2. Some food suppliers that irradiate their products do not want to be required to label their food as irradiated. Why not? Do you agree with their position? Why / Why not? What might be an unintended consequence of opposing labeling?
3. Mr. Mueller, the father of the 13-year-old boy who died from eating a hamburger, initially joined the organization S.T.O.P. (Safe Tables Our Priority) after his son's death. What is S.T.O.P.? What are its goals? How does the organization try to achieve its goals?
4. Interview friends, parents, and science teachers about food irradiation. Have they heard of it? What are their opinions on this topic? What percentage of people knows what it is? Of those who do, what percentage supports food irradiation? What percentage opposes it?
5. In an essay, present the arguments in favor of irradiating food and the arguments against it.
6. In an essay, present both sides of the irradiation debate. Use statistics and other facts to form an opinion about which side of the debate has more credibility. Explain why you give more weight to the evidence presented on one side versus the other.
7. Write and produce a public service announcement (PSA) in which you support or oppose food irradiation. Be sure to advocate strongly for the side you take, using evidence to support your position. The PSA may be presented as a video (TV spot), audio (radio spot), PowerPoint or other slideshow presentation, or on a storyboard. The PSA may be a group or individual project.
8. Research which organizations support food irradiation and which organizations oppose food irradiation. Present your findings on a poster board or a typed list. Be sure to document your sources.
9. Do any fast food companies sell irradiated beef or chicken? Research. Then write a letter to one of the companies, thanking them or criticizing them. Be sure to explain why you are writing and to back up your position with facts.
10. Create a PowerPoint or other slideshow presentation of various food-borne illnesses that could be prevented by food irradiation. What are the various illnesses? What can happen to people who eat contaminated food?

Resources:

Guides to conducting classroom debates:

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

http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf

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

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

S.T.O.P. – Safe Tables Our Priority – describes itself as “a national, nonprofit, public health organization dedicated to preventing illness and death from foodborne pathogens”:

<http://www.safetables.org/index.cfm>

Competing views on food irradiation:

Pro-Irradiation

American Council on Science and Health:

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

Idaho State University’s Radiation Information Network has a wealth of information on food irradiation, including “Ten Most Commonly Asked Questions on Food Irradiation” and a lengthy list of organizations that support food irradiation:

<http://www.physics.isu.edu/radinf/food.htm>

Anti-Irradiation

Center for Food Safety:

http://www.centerforfoodsafety.org/food_irrad.cfm

Food and Water Watch:

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

Organic Consumers Association has numerous articles about food irradiation:

<http://www.purefood.org/irradlink.html>

Zapped! Irradiation and the Death of Food by Wenonah Hauter and Mark Worth

RESCUES FOR STUPIDITY

Segment Length: 7:03 minutes

Lesson Description:

Who is responsible when WE make mistakes? When we make costly mistakes, who should pay? Should our neighbors be responsible for what we do? This segment looks at risks people take and who pays the price.

Concepts & Key Terms:

Moral Hazard – the theory that by insulating people against the consequences of some or all of the risks they take, they will engage in risk-taking activities more than if they bore all the costs associated with that risk.

Vocabulary:

Bunk – (noun) short for bunkum: nonsense, hogwash, baloney

Mundane – (adjective) common, ordinary

Sparsely – (adverb) thinly scattered or distributed

Objectives:

Students will be able to

- discuss problems associated with reckless behavior.
- explain the reasons for and against charging people for the negative consequences of the risks they take.
- criticize or defend use of taxpayer funds to rescue people who take silly or unnecessary risks.
- discuss and explain moral hazard.
- assess the validity of the concept of moral hazard.

Preview Activity and Questions:

What types of risks do you take? Do you take any silly risks? Who is responsible when something goes wrong?

Use Think, Pair, Share to have students answer the preview questions.

Viewing Guide:

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

Answers to Viewing Guide:

1. mistakes
2. heroic
3. lives
4. foolish
5. internet
6. emergency
7. reckless
8. taxpayers
9. accountable
10. others

Rescues for Stupidity: Viewing Guide

Name _____
Class _____

Date _____
Teacher _____

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

1. You, pay for your own _____.
2. Most every day, rescuers take _____ risk to save someone, somewhere in America.
3. Sometimes, rescuers trying to help others put their own _____ on the line.
4. Often, the rescued are adventurers who are in trouble because they took _____ risks.
5. The _____ is crammed with examples of risky behavior.
6. You're tying up _____ services. Helicopter, gotta be coming over by Coast Guard, \$4,000 an hour.
7. I learn later that that's bunk. New Hampshire still gets calls for rescues, even though it charges _____ people.
8. This county started charging for rescues after spending \$5,000 to pull this Jeep out of that crack in the canyon. They did it to protect local _____....
9. You know, when people go out and do ridiculous things, I mean, I think they ought to be held _____.
10. Oh, give me a break. Why should other people chip in to pay for people who bring it on themselves? They should take responsibility for the costs they impose on _____.

Discussion and Analysis:

1. Why do people take risks?
2. Are some risks more necessary than others? Give examples.
3. Are there different kinds of risks? Is drilling for oil the same as bicycling on a mountain?
4. Why should taxpayers have to pay for silly or unnecessary risks people take?
5. Why should taxpayers to have to pay for *any* risks other people take?
6. When people have automobile accidents, who pays the costs? How might insurance affect the way we drive? What if we didn't have insurance?
7. What is the point of insurance? How does it play a role in what we do and how we act? How might insurance be one solution, rather than taxpayers having to pay for others' behaviors?
8. The concept of moral hazard suggests that by using taxpayer funds to rescue people who take foolish risks, people will take more foolish risks. Do you agree? Why / Why not?
9. If more people choose to take dangerous and unnecessary risks, what will happen to the taxes people pay?
10. If the government should pay for reasonable risks people take, who will decide which risks are reasonable and which risks are unreasonable? Should the government—and the taxpayers—pay the costs of *any* risks people take?

Discuss These Lines from the Video:

1. You, pay for your own mistakes. That's what I'd like to say to all of you people who take dumb risks and expect the rest of us to pay for your stupidity.
2. There's no section in the law about stupidity because they could all be arrested today for that.
3. I'm not for paying if you're lost in the woods. This is America, and I believe that, you know, we all jump up, we help each other.
4. ...why should taxpayers have to pay the cost of rescuing people who do such stupid things?
5. We already pay that [the cost of rescues] in the tax dollars that we pay.

6. If you start charging people, people won't call when they truly do need help.
7. You know, when people go out and do ridiculous things, I mean, I think they ought to be held accountable.

Quotes for Discussion:

- Today, more than ever before, life must be characterized by a sense of Universal responsibility, not only nation to nation and human to human, but also human to other forms of life. – *Dalai Lama*
- Liberty means responsibility. That is why most men dread it. – *George Bernard Shaw*
- Take your life in your own hands, and what happens? A terrible thing: no one to blame. – *Erica Jong*
- We've gotten to the point where everybody's got a right and nobody's got a responsibility. – *Newton Minow*
- You cannot escape the responsibility of tomorrow by evading it today. – *Abraham Lincoln*
- Character - the willingness to accept responsibility for one's own life - is the source from which self respect springs. – *Joan Didion, "Slouching Towards Bethlehem"*
- The more freedom we enjoy, the greater the responsibility we bear, toward others as well as ourselves. – *Oscar Arias Sanchez*
- You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful. – *Marie Curie*
- Action springs not from thought, but from a readiness for responsibility. – *G. M. Trevelyan*
- Becoming responsible adults is no longer a matter of whether children hang up their pajamas or put dirty towels in the hamper, but whether they care about themselves and others—and whether they see everyday chores as related to how we treat this planet. – *Eda LeShan*
- The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realize that you control your own destiny. – *Albert Ellis*

- One can pass on responsibility, but not the discretion that goes with it. – *Benvenuto Cellini*
- Too many people confine their exercise to jumping to conclusions, running up bills, stretching the truth, bending over backward, lying down on the job, sidestepping responsibility and pushing their luck. – *Author unknown*
- Ninety-nine percent of the failures come from people who have the habit of making excuses. – *George Washington Carver*

Activities:

1. “The internet is crammed with examples of risky behavior,” John Stossel says. Research various ways people take silly or unnecessary risks. Make a note of the various search terms you use. In class, discuss or show some of your findings. Were any of the people injured or rescued? Who should pay the costs? Why?
2. Write a well-developed dialog between a taxpayer and a person who had to be rescued after taking a risk.
3. Oil companies take risks. With the April 2010 oil leak in the Gulf of Mexico, the risks of offshore drilling for oil are apparent. Research and report on the causes and effects of the oil leak in the Gulf of Mexico.
4. Moral hazards are not measurable. How do we know they exist? Research and report on one or more areas in which moral hazards might come into play: Federal Deposit Insurance Corporation, National Flood Insurance Program, International Monetary Fund bailouts, welfare, unemployment insurance, and subsidies for single parents, among others.
5. Read John Stossel’s article about national flood insurance. How does that relate to the issue of people in the video taking silly or unnecessary risks?
(<http://abcnews.go.com/Business/Insurance/story?id=94181>)
6. “Subsidizing anything makes it more popular.” How does that quote relate to the concept of moral hazard? Research the connection between subsidies and moral hazard.
7. What about those who can’t pay for their rescue or medical treatment? Research the term “safety net” as it is often associated with government assistance. What does the term mean? How is it generally used? Should there be a “safety net” for people who take foolish risks?
8. Nowadays, we hear the term “too big to fail.” Read the statement of Gary H. Stern, President and Chief Executive Officer of the Federal Reserve Bank of Minneapolis. Summarize the statement. What does the term mean? What does he say will be the

result of the policy of “too big to fail?”

(http://www.minneapolisfed.org/news_events/pres/sterntestimony05-06-09.cfm)

9. In an essay, present the arguments in favor of billing people who are rescued and the arguments against billing people who are rescued.
10. Read the article “When a Safety Net Can Lead to Risky Behavior” by David Leonhardt. Use the RAPS (Read, Analyze, Paraphrase, and Share) method of summarization. (There is also a “RAP” strategy, which stands for Read a paragraph or article; Ask myself, “What was the main idea and two details?” and Put it into my own words.) (<http://www.nytimes.com/2008/03/18/business/18hazard.html>)
11. Write and perform a rap (or other type of) song, either live or on camera, about people who take risks and the consequences they face.

Resources:

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

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

Moral Hazard – One of eight brief economics videos, with examples

<http://www.freedomandprosperity.org/econ101/moralhazard/moralhazard.shtml> (3:38)

The lessons of childhood responsibility, by Walter Williams:

<http://econfaculty.gmu.edu/wew/articles/99/Moral-Hazards.htm>

A PowerPoint presentation by Jac Sykes and Chris Kirkland about the National Flood Insurance Program:

<http://www.strom.clemson.edu/becker/prtm320/archive/Insurance101.ppt#1>

A brief discussion of moral hazard and incentives

http://www.heartland.org/article/24083/doesnt_anyone_care_about_moral_hazard_anymore.html

Two articles about New Hampshire charging for rescues:

“State Will Be Able To Charge More Hikers For Rescues”

<http://www.wmur.com/news/18401773/detail.html>

“Those Lost in Wilderness May Find Bill for a Rescue”

http://www.nytimes.com/2008/12/29/us/29rescue.html?_r=2

ENDANGERED SPECIES

Segment Length: 7:01 minutes

Lesson Description:

How can endangered species be saved? Why are they at risk of becoming extinct? What's the solution? This segment presents a non-traditional solution to the diminishing numbers of certain animal species and questions the commonly accepted methods.

Concepts & Key Terms:

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

Think Outside the Box – Think creatively, unimpeded by orthodox or conventional constraints.

Tragedy of the Commons – generally, property owned in common is not taken care of as well as privately owned property. More specifically, the situation in which shared property—owned or used in common—will be depleted of one or more resources as multiple people, acting independently and supposedly in their own best interests, will ultimately deplete a shared limited resource even when it is clear that it is not in anyone's long-term interest.

Vocabulary:

Poachers – (noun) a person who illegally kills or captures animals from the wild

Objectives:

Students will be able to

- identify ways that people and governments try to protect endangered species.
- compare and contrast the different ways of saving endangered species.
- evaluate the effectiveness of the various ways of saving endangered species.

Preview Activity and Questions:

Why are some animals endangered? Who endangers them? How can we save them from extinction?

Use Think, Pair, Share to have students answer the preview questions. Suggest that they “think outside the box” when trying to develop ways to save endangered species. (Following the video, review the students' answers to see how different or similar they are to the solution John Stossel suggests.)

Viewing Guide:

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

Answers to Viewing Guide:

1. eat
2. worked
3. own
4. incentive
5. protect
6. poachers
7. tourism
8. private
9. farm
10. marketable

Endangered Species: Viewing Guide

Name _____
Class _____

Date _____
Teacher _____

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

1. Tigers may soon be extinct. How do we save them and other endangered species?
Well, here's an idea, let's _____ them.
2. But the case isn't closed because outlawing buying and selling hasn't _____.
3. Terry Anderson of PERC, the Property and Environment Resource Center, points out that governments have repeatedly failed when they tried to save animals by banning their sale. PERC suggests that the opposite would be more likely to work. Let people _____ wild animals, farm them, and sell them.
4. Millions of these animals once roamed America. But 100 years ago, they were almost extinct. Why? Because no one owned them. No ranchers, like the Knowles, had an _____ to protect them. People just killed them and sold their hides.
5. So people began to fence bison in, and eat them. Now, America has half a million bison. That's a way to save animals. Does America have a shortage of chickens? No. Because we eat them. Do we have a shortage of minks? No. Because people have a reason to _____ them.
6. Obviously, this must be stopped. But this is simple-minded. Look at the real world. In Africa, rhinos were disappearing. _____ kill them for their horns. African governments banned poaching, but this did little good.
7. Brian Childs spent years in Africa trying to save the rhino. What finally worked, he said, was letting land owners own them, and make money off _____.
8. There's a lot more rhinos alive on _____ land where there were no rhinos 50 years ago, 40 years ago.
9. And I found them totally convincing, because I don't think you can stop human nature. I think the evidence is that where they _____ animals, they have kept them alive.
10. If we make animals a _____ product, they will be saved.

Discussion and Analysis:

1. What does it mean that some animals are endangered?
2. Why are some animals endangered?
3. In what ways do governments usually attempt to protect endangered species?
4. How can no one owning something make it more likely to be abused? Compare your yard to a local park. What do you think “tragedy of the commons” means?
5. How do John Stossel and the people at the Property & Environment Resource Center say that endangered species can best be saved?
6. How can eating something save it from extinction?
7. The bison went from being nearly extinct to plentiful. How did that happen?
8. John Stossel compares bison and chickens, saying private ownership is what keeps them plentiful. Would owning tigers be bad, even if that were a way to save them from extinction?
9. Might non-traditional ideas, ideas that come from thinking “outside the box,” such as farming tigers, be worth trying?

Discuss These Lines from the Video:

1. Tigers may soon be extinct. How do we save them and other endangered species? Well, here's an idea, let's eat them.
2. ...outlawing buying and selling hasn't worked. The international ban has been in effect 33 years, but the population of wild tigers has continued to shrink.
3. Millions of these animals [bison] once roamed America. But 100 years ago, they were almost extinct. Why? Because no one owned them. No ranchers, like the Knowles, had an incentive to protect them. People just killed them and sold their hides.
4. Does America have a shortage of chickens? No. Because we eat them. Do we have a shortage of minks? No. Because people have a reason to protect them.
5. Look at the real world. In Africa, rhinos were disappearing. Poachers kill them for their horns. African governments banned poaching, but this did little good.
6. Brian Childs spent years in Africa trying to save the rhino. What finally worked, he said, was letting land owners own them, and make money off tourism. Suddenly, each tribe had... an incentive to protect its own rhinos.

7. There's a lot more rhinos alive on private land where there were no rhinos 50 years ago, 40 years ago.
8. I don't think you can stop human nature. I think the evidence is that where they farm animals, they have kept them alive.
9. So, to save animals, eat them and sell them?

Quotes for Discussion:

- Each species on our planet plays a role in the healthy functioning of natural ecosystems, on which humans depend. – *William H. Schlesinger*
- We share this planet with many species. It is our responsibility to protect them, both for their sakes and our own. – *Pamela A. Matson*
- As children, small creatures endlessly fascinate us; as adults, we can protect them so as to inspire future children. – *Les E. Watling*
- People can visit sacred shrines and imagine the spirits and the murmur of the voices of past generations. Likewise, we should go into natural places and imagine the spirits and murmurs of future generations hoping to experience the diversity of nature. – *Paul Dayton*
- Many of the Earth's habitats, animals, plants, insects, and even micro-organisms that we know as rare may not be known at all by future generations. We have the capability, and the responsibility. We must act before it is too late. – *The Dalai Lama*

Activities:

1. Which animals are currently endangered? In which countries are those animals endangered? How are the governments or other groups within those countries trying to save the endangered animals from extinction?
2. Why do people hunt animals to extinction? Doesn't it make sense not to? Research the concept called "tragedy of the commons." Create a PowerPoint or other slideshow presentation showing this concept as it relates to other real life issues. Be sure to include visual examples to demonstrate how this concept applies to real life.
3. Does it matter if animal or plant species go extinct? Why? Research the reasons for wanting to keep forms of life from becoming extinct.
4. In groups, research the arguments for and against private ownership of endangered species, and conduct a classroom debate.

5. What does it take to put an animal or plant species on the endangered species list? Who creates and updates the list? What species have been added to the list within the past two years? Why?
6. What does it take to take a species off the endangered species list? Who creates and updates the list? Have any plant and animal species been taken off the list within the past few years? Why?
7. Do you like Mosquitoes? Slugs? What about bees, hornets, wasps, yellow jackets? Would it be such a bad thing if they were to disappear from the earth? Research one or more of these, and write a report. Try to find and include reasons for not wanting them to become extinct.
8. Have students play the Tragedy of the Bunnies game in class. This game will allow students to have fun while learning a valuable lesson.
Tragedy of the Bunnies game:
<http://www.izzit.org/games/index.php>
9. John Stossel points out that conventional ways to protect endangered species don't always work. Read the article "Endangered Species Listings May Backfire" (link below) about the Endangered Species Act in the United States. Summarize the article.
10. Create a tri-fold brochure about an endangered species. Research information about the species and the country or countries in which they live, and the ways that governments and other groups are trying to save them.
11. In an essay, present the two ways of saving animals from extinction, as presented in the video. Use statistics and other facts to form an opinion about which side of the debate has more credibility. Explain why you give more weight to the evidence presented on one side versus the other.
12. Look at the websites for Conservation International and Property & Environment Resource Center. Compare and contrast the two organizations.

Resources:

Guides to conducting classroom debates:

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

http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf

Conservation International:

<http://www.conservation.org/Pages/default.aspx>

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

http://earthsendangered.com/index_s.asp

“Endangered Species Listing May Backfire”:

http://www.heartland.org/environmentandclimate-news.org/article/14038/Endangered_Species_Listings_May_Backfire.html

Property & Environment Resource Center:

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

Tragedy of the Bunnies game:

<http://www.izzit.org/games/index.php>

NEEDY SENIORS OR GREEDY SENIORS?

Segment Length: 6:20 minutes

Lesson Description:

Are our senior citizens living at the expense of our youth? Shouldn't senior citizens pay for their own health care? What was the purpose of Medicare? Who is responsible for our health care? This segment looks at the costs of health care for senior citizens and the future of the Medicare program.

Concepts & Key Terms:

Baby Boomer – a person born in the post-World War II baby boom, usually considered 1946-1964.

Lobbying Group – an organization that works to influence elected or appointed officials, asking policymakers to take a position on a particular piece of legislation.

Ponzi Scheme – Named after Charles Ponzi, who is infamous for making millions of dollars through a deceitful investment system. The term “Ponzi scheme” is often used interchangeably with the term “pyramid scheme,” in which initial investors are paid off with money taken in from later investors. The scheme falls apart when an insufficient number of new investors is brought in to pay off earlier investors.

Vocabulary:

Beneficiary – (noun) a person who receives benefits

Tsunami – (noun) a destructive harbor wave. Metaphorically, a tsunami is a disastrous event that occurs without much warning.

Objectives:

Students will be able to

- explain the debate over Medicare benefits.
- criticize or support the government spending tax dollars on health care for all senior citizens.
- evaluate the Medicare program.

Preview Activity and Questions:

What does the government spend money on that you directly benefit from? Why does it spend that money on you? What programs does the government have for older Americans, senior citizens? Who pays their medical bills? From where does the government get all this money?

Use Think, Pair, Share to have students answer the preview questions.

Viewing Guide:

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

Answers to Viewing Guide:

1. elderly
2. Medicare
3. Everyone
4. young
5. morally
6. six
7. social life
8. dues
9. vote
10. lobbying
11. monetary

Needy Seniors or Greedy Seniors?: Viewing Guide

Name _____
Class _____

Date _____
Teacher _____

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

1. It's an issue that dwarfs everything else. Isn't it time America did less for the _____?
2. And even though these folks are doing quite well, they get a bonus. Thanks to _____, you pay for most of their health care.
3. _____ likes getting free stuff.
4. Harvard Business School Professor Regina Herzlinger says Medicare cheats the _____.
5. How do they feel _____ that they're living in these \$300,000, \$500,000 homes and they're still, you know, not paying for their own health care.
6. The government spends around \$_____ on seniors for every dollar it spends on children.
7. But you're not paying for your new _____ _____ at the doctor's office, the government is.
8. Some seniors said, "We've paid our _____." Every paycheck, money was deducted.
9. And what seniors want, they usually get, because they _____.
10. This decade, AARP spent \$150 million _____. It runs ads reminding lawmakers, "We're watching you."
11. I hear what the kids are saying. And talking strictly from a _____ point of view, they're right. When they get to be our age, there may not be any Medicare.

Discussion and Analysis:

1. What is Medicare? Who is eligible to collect benefits?
2. How fair is it that the government pays for health care for people with a lot of money? What about people who don't have a lot of money?
3. Should the government treat people differently because of how much they earned or how much they saved?
4. If you saved your money your whole life, and your neighbors spent their money, how would you feel about other people or even the government saying that your neighbors deserve free health care because they don't have money, but you don't because you have the money you saved?
5. How does subsidizing health care lead to increased demand for it? What example in the video supports this?
6. Are taxpayers paying for senior citizens' healthcare, or are the seniors getting the benefits of paying Medicare taxes while they worked?
7. The national debt is over \$13 trillion, and is increasing at an average rate of over \$4 billion each day. With all the government debt that is accruing, is it time the government did less for all people and began to pay off the trillions of dollars in debt it has amassed?
8. The U.S. government currently spends nearly \$2 for every \$1 it takes in. The rest of the money it borrows. With that growing debt in mind, should the government be paying for anyone's health care?
9. What is the point of insurance? Is Medicare an insurance program, or something else?

Discuss These Lines from the Video:

1. Isn't it time America did less for the elderly?
2. And even though these folks are doing quite well, they get a bonus. Thanks to Medicare, you pay for most of their health care.
3. Everyone likes getting free stuff.
4. And Medicare often makes going to the doctor just about free. Some of these folks go all the time.

5. These high school students in Dayton, Ohio, say they're eager to help the needy. In fact, they volunteer here at a food bank. But they're angry that Medicare forces them to pay for even wealthy seniors.
6. How do they feel morally that they're living in these \$300,000, \$500,000 homes and they're still, you know, not paying for their own health care.
7. I paid in [to Medicare] for 40 years, okay?
8. \$34 trillion worth of promises, no cash.
9. Medicare's the world's biggest Ponzi scheme.
10. But ultimately, somebody's gonna have to give up some medical treatment they've been getting.

Quotes for Discussion:

- As we age we are just as good as that old bottle of wine.... Someone eventually will pay a lot for us, even if it is Medicare. – *Terri Mackinnon*
- There's a massive build-up of future Social Security and Medicare spending that will explode, and this makes the problem much worse. – *Chris Edwards*
- And because of these programs like Medicare, Medicare prescription drugs, Social Security, we now have the healthiest and wealthiest group of senior citizens that the world has ever seen. – *James T. Walsh*
- Never trouble another for what you can do for yourself. – *Thomas Jefferson*
- I believe we ought to subsidize some health care for the poor, but Medicare subsidizes everyone's health care. – *James Q. Wilson*
- Have you noticed the debt is exploding? And it's not all because of Medicare. – *Ron Paul*
- I believe honor thy mother and father is not just a good commandment to live by, it is good public policy to govern by. That is why I feel so strongly about Medicare. – *Barbara Mikulski*
- Medicare provided guaranteed equal coverage, something that the private sector could not. – *Bennie Thompson*
- I place economy among the first and most important republican virtues, and public debt as the greatest of the dangers to be feared. To preserve our independence, we must not let our rulers load us with perpetual debt. – *Thomas Jefferson*

- For society as a whole, nothing comes as a 'right' to which we are 'entitled'. Even bare subsistence has to be produced.... The only way anyone can have a right to something that has to be produced is to force someone else to produce it... The more things are provided as rights, the less the recipients have to work and the more the providers have to carry the load. – *Thomas Sowell*

Activities:

1. Why was Medicare created? Research the history of the federal government's Medicare program.
2. What exactly does Medicare pay for? Go to Medicare.gov, the Official U.S. Government Site for Medicare, and research what kinds of treatment the government pays for. Present your findings in a research paper.
<file://localhost/http://www.medicare.gov/coverage/home.asp>
3. What is a Ponzi scheme? Research Charles Ponzi and write a biography about him.
4. Research and report on pyramid schemes. What are they? How do they operate? Why do some people call Medicare and Social Security pyramid schemes?
5. The U.S. government currently spends nearly \$2 for every \$1 it takes in. The rest of the money it borrows. Research government spending and government revenue. Where does the money come from? Where does it go? Create charts or graphs to help demonstrate.
6. Draw a political cartoon or comic in which a senior citizen and a high school student discuss the implications of government paying for senior citizen's health care.
7. Write a dialog in which you try to convince a senior citizen that the government should reduce Medicare spending so it doesn't have to borrow so much money. Be sure to present the fictitious senior citizen's arguments against reducing Medicare services.
8. Sometimes, senior citizens believe that young people argue against spending money on Medicare because the young people want the government to spend money on themselves instead. Take a survey of your class to see how many of the other students feel that way. Then, write and deliver a speech to your class, arguing that the government needs to reduce borrowing and spending. Use visual aids to help you make your point. Then, survey the class again. Did you convince anyone?
9. In an essay, present the arguments for keeping Medicare a program for all senior citizens and the arguments for making Medicare a need-based program.
10. Write and produce a public service announcement (PSA) in which one or more high school students call for Medicare to be kept as is or changed. You may take any position you want, providing you advocate strongly for the position you take. The

PSA may be presented as a video (TV spot), audio (radio spot), PowerPoint or other slideshow presentation, or on a storyboard. The PSA may be a group or individual project.

11. The AARP is one of many lobbying groups in the United States. What does it mean to lobby? Research lobbying groups and how much money they spend on lobbying efforts. How do the groups spend their money?
12. For years, the government in Greece, like the United States government, has been spending money it doesn't have. And just as the U.S. government has, the Greek government has borrowed to maintain its spending. In the spring of 2010, there were riots in Greece in which people were killed. Research the financial crisis in Greece. How bad is it? How is the government trying to solve the problem? How are some people reacting? Are there any other parallels to the looming financial crisis in the United States? What lessons can we learn from the problems in Greece?

Resources:

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

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

How to write a research paper:

<http://www.ipl.org/div/aplus/toc.htm>

<http://www.infoplease.com/homework/writingskills1.html>

<http://owl.english.purdue.edu/owl/resource/658/01/>

How to write a biography:

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

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

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

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

Metaphors: what they are and how to use them successfully. A good resource for teachers:

<http://www.how-to-study.com/study-skills/en/language-arts/7/metaphors/>

Information about the national debt and Medicare, from the Peter G. Peterson Foundation:

<http://www.pgpf.org/about/nationaldebt/>

Six charts related to Medicare spending:

<http://perotcharts.com/category/challenges/medicare-and-medicaid/>

Who Killed Health Care? by Professor Regina Herzlinger

“Some Inconvenient Truths About Medicare and the New ‘Public Plan’” by Regina Herzlinger and Robert Book

http://www.realclearpolitics.com/articles/2009/07/25/some_inconvenient_truths_about_medicare_97617.html

“The Medicare Ponzi Scheme” by John Stossel:

http://townhall.com/columnists/JohnStossel/2009/05/20/the_medicare_ponzi_scheme

UNIVERSAL PRE-K

Segment Length: 6:05 minutes

Lesson Description:

Should all children go to preschool? What are its advantages? Are the benefits of universal pre-k worth the expense? Is universal pre-kindergarten the answer? If it is, what is the question? This segment looks at debate over universal pre-k.

Concepts & Key Terms:

Head Start – According to its mission statement, “Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.”

Vocabulary:

Facilitating – (verb) bringing about; making easier

Flagrant – (adjective) obvious and offensive; blatant

Myriad – (noun) an unspecified large number

Revered – (verb) regarded, with deference and tenderness of feeling, as worthy of a great honor

Spin – (noun) a point of view, emphasis, or interpretation, for the purpose of influencing opinion

Objectives:

Students will be able to

- identify arguments in support of and against universal pre-k.
- compare and contrast the benefits and drawbacks to providing universal pre-k.
- evaluate the two sides in the argument over universal pre-k

Preview Activity and Questions:

Did you go to preschool? If so, what did you learn? What would you have done if you didn't attend preschool? If you didn't go, what did you do when you were four? Do you think children who went to preschool had an advantage in kindergarten? Why did your parents send you or not send you to preschool?

Viewing Guide:

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

Answers to Viewing Guide:

1. Kindergarten
2. government
3. spin
4. facilitating
5. subsidies
6. outpace
7. other options
8. Head Start
9. behavior
10. control

Universal Pre-K: Viewing Guide

Name _____
Class _____

Date _____
Teacher _____

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

1. Did you go to preschool? I didn't, when I was a kid, few people did. But now, there's a new movement, Universal Pre-_____.
2. And 67% of Americans now favor universal pre-k, funded by the _____.
3. But this whole thing, it's a scam. It's like some kind of a _____ that they want everybody to believe.
4. Parents are being told that we're not capable of _____ our child's learning...
5. Most American kids already attend preschool. Parents pay for it themselves. If you can't afford it, there are _____ and free programs like Head Start. But under universal pre-k, taxpayers would pay for every child.
6. We've let our grades slip, our schools crumble, our teacher quality fall short and other nations _____ us.
7. Universal pre-k would create one size fits all regulations. That would reduce competition. Mia has to work hard to improve her schools, as she knows parents have _____.
8. By the second, third, fourth grade, they can't tell the difference between the kids that went to _____ and the kids that didn't.
9. Problem six, studies find too much preschool may lead to disruptive and aggressive _____.
10. This time, we're going to get it right. We can't get it right with Head Start, we can't get it right with k-12, but if you give us _____ of the preschool market in America, this time, it will be high-quality.

Discussion and Analysis:

1. What is universal pre-k?
2. Do you think all four-year-old children are ready to be in school? How about three-year-olds? How young is too young?
3. Do children lose out by not being home with a parent or another adult in a smaller, more personalized setting?
4. Should universal pre-k be mandatory? Should parents have any say in whether or not their children go to pre-k?
5. Why do you think most Americans would support universal pre-k, funded by the government?
6. John Stossel said that studies find too much preschool may lead to disruptive and aggressive behavior. What might cause that?
7. In the video, Libby Doggett says, “Your children will learn more in pre-k than you can imagine.” What will they learn?
8. Should universal pre-k be incorporated into the public school system? What are some of the benefits and drawbacks you see with this?
9. John Stossel suggests that universal, government-funded pre-k would reduce competition among preschools. Would that be bad? Why / Why not?
10. Is too much time already organized for children? Not only do they have school, but church, Little League, soccer, dance, and many other activities. Should children have some time to grow up in an unstructured setting?
11. Do you think some parents look at pre-k as a babysitting service paid for by the taxpayers? Should it be? Why / Why not?
12. If universal pre-k is instituted, who other than the preschoolers will benefit? What are the other constituencies involved.
13. What is the problem that universal pre-k is supposed to solve?

Discuss These Lines from the Video:

1. Every child in America should have a chance to start school before kindergarten. Isn't that a wonderful idea?

2. Of course it sounds good. All they hear about is a little sweet preschool program and it's for little children, and how can you say no to little children?
3. But this whole thing, it's a scam. It's like some kind of a spin that they want everybody to believe.
4. Most American kids already attend preschool. Parents pay for it themselves. If you can't afford it, there are subsidies and free programs like Head Start. But under universal pre-k, taxpayers would pay for every child.
5. Why are we gonna let the system that's already failed our children educationally in this country k through 12, why are we gonna let them start with our 4-year-olds?
6. We've let our grades slip, our schools crumble, our teacher quality fall short and other nations outpace us.
7. Why give more control to a government school monopoly that's struggling now?
8. Universal pre-k would create one size fits all regulations. That would reduce competition. Mia has to work hard to improve her schools as she knows parents have other options.
9. Head Start is revered for raising test scores, but by grades three or four, those gains vanish, says education policy expert Lisa Snell. By the second, third, fourth grade, they can't tell the difference between the kids that went to Head Start and the kids that didn't.
10. Studies find too much preschool may lead to disruptive and aggressive behavior.
11. Your children will learn more in pre-k than you can imagine.
12. Now, with the economy being what it is, you're telling me that we're gonna devote billions of dollars that we don't have? It's a waste of money.

Quotes for Discussion:

- ...this is about working people and children...[providing access to pre-k] recognizes the daily struggles and challenges people have in their lives. – *Christine C. Quinn*
- A child educated only at school is an uneducated child. – *George Santayana*
- And we should raise the bar when it comes to early learning programs.... Today, some early learning programs are excellent. Some are mediocre. And some are wasting what studies show are – by far – a child's most formative years. – *Barack Obama*

- According to the United States Department of Health and Human Services, 62 percent of mothers of children under age 6 are now in the labor force. As stay-at-home fatherhood isn't all that widespread, it's fair to assume that these families require some form of childcare. – *Judith Warner*
- Those who argue in favor of universal preschool education ignore evidence that indicates early schooling is inappropriate for many four-year olds and that it may even be harmful to their development. – *Edward Ziglar*, co-founder of Head Start
- Young children are better off at home. We are in danger of overinstitutionalizing them. A child will develop naturally if the parents give the child what he or she needs most in the formative years—plenty of love and attention. In this way, the brain can develop freely. – *Michael Smith*
- Effective preschool education can help make all children ready to learn the day they start school and, more importantly, help close the enormous gap facing children in poverty. – *Eliot Spitzer*

Activities:

1. Research the Head Start program and the claims made in support of the program, as well as the criticism that the gains made by students in Head Start vanish within three or four years.
2. Develop your own preschool. What will the children do there? What will they learn? Be specific as you plan out your preschool and a typical day for a preschooler. How can you be sure what you decide to teach them is better than what they would learn at home? Present your preschool in a PowerPoint or other slide show presentation, or in a pamphlet produced by the preschool you have developed.
3. What are the arguments in favor of sending children to school earlier than kindergarten? What are the arguments opposed to it? In an essay, present the arguments on both sides. Based on the video and your research, decide which side of the debate you support more. After presenting both sides, be sure to explain why you support one side and not the other.
4. In the video, John Stossel says that universal pre-k in Oklahoma and Georgia has not had impressive results. What have been the results? Research the programs in these two states and report back to the class.
5. Michigan's Perry Preschool study is said to show the benefits of preschool. Research the HighScope Perry Preschool Study. How did was the study conducted? Was it typical of most preschools? What was the number of students involved? How long did the study last? What were the results?
6. Conduct a classroom debate about the benefits and drawbacks of universal pre-k.

7. In the video, John Stossel says studies find that too much preschool may lead to disruptive and aggressive behavior. Research this. What do the studies show about increased rates of bad behavior? Do the studies explain what it is about children being in preschool that leads to that behavior?
8. In the video, Lisa Snell suggests that the benefits of pre-k might not be lasting. Read “Universal Preschool Is No Golden Ticket: Why Government Should Not Enter the Preschool Business” or “Benefits of Preschool Don’t Last.” Summarize the article you read.
“Universal Preschool Is No Golden Ticket: Why Government Should Not Enter the Preschool Business” by Darcy Ann Olsen, Cato Institute
http://www.cato.org/pub_display.php?pub_id=1192
9. Create a tri-fold brochure advocating universal pre-k. Research information about universal pre-k and the benefits its advocates claim the program offers.
10. Draw a political cartoon relating to the debate over universal pre-k.

Resources:

Guides to conducting classroom debates:

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

http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf

Office of Head Start – Administration for Children & Families, U.S. Department of Health and Human Services

<http://www.acf.hhs.gov/programs/ohs/>

Pre-K Now

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

“Universal Preschool Is No Golden Ticket: Why Government Should Not Enter the Preschool Business” by Darcy Ann Olsen, Cato Institute

http://www.cato.org/pub_display.php?pub_id=1192

“Benefits of Preschool Don’t Last” by Darcy Ann Olsen, Cato Institute

<http://www.cato.org/research/education/articles/prebenefits.html>

BORDER PATROL

Segment Length: 6:02 minutes

Lesson Description:

Does America need to build a wall to keep foreigners out? How can the government protect America's borders? Who exactly is trying to come in and why don't some people want them to? This segment looks at the efficacy of building a fence between the United States and Mexico.

Vocabulary:

Vigilante – (noun) a person who takes the law into his own hands; a self-appointed doer of justice; a member of a volunteer committee organized to suppress crime when the enforcement of laws is viewed as inadequate

Impenetrable – (adjective) impossible to get in or through

Imperative – (adjective) absolutely necessary

Interdiction – (noun) the act of preventing the activities, advance, or entry of

Objectives:

Students will be able to

- identify reasons for building the border fence and arguments for not building it.
- theorize about how the government can effectively protect our borders.
- defend or criticize the building of the border fence.
- evaluate the effectiveness of the border fence.

Preview Activity and Questions:

What are “illegal migrants” (or “undocumented/illegal aliens”)? How do they get here? Should the government try to stop them? What should the government do?

Viewing Guide:

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

Answers to Viewing Guide:

1. foreigners
2. secured
3. Border Patrol
4. wall
5. thousands
6. better life
7. migrants
8. legally
9. Canada
10. work

Border Patrol: Viewing Guide

Name _____
Class _____

Date _____
Teacher _____

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

1. How does America protect itself from _____ who wanna come here and freeload? Or kill us?
2. These borders have to be _____. We're at war.
3. The _____, we protect America.
4. But the border's long. Border Patrol agents can't be everywhere. So recently, Congress decided the best way to protect America is to build a _____.
5. But the fence hasn't stopped the illegals. After all, the fence is hundreds of miles long, but the border is _____ of miles long.
6. They put most in a bus and return them to Mexico. Will that teach them a lesson? Convince them not to try again? Of course not. They keep trying because they want the _____ that America offers.
7. And even if we build an impenetrable fence, one that's a mile high, it would only solve part of the problem, because lots of undocumented _____ don't sneak in.
8. In fact, half the illegals who are now in America came here _____ through checkpoints like this one in San Diego, or they flew here and overstayed a tourist visa or a student visa.
9. Last year, more illegal Middle Eastern nationals were caught crossing from _____ than from Mexico.
10. It should be, if you want a _____, you get your papers and come in here and work.

Discussion and Analysis:

1. How effective is the border fence that is being built?
2. Is there a better way to keep out people entering the country illegally?
3. What about those who enter legally but overstay their visas? How do we deal with them?
4. What does it mean to “protect our borders”? Protect against whom?
5. John Stossel said that the cost of the 670 mile fence is \$2 billion. What is the cost per mile? Per foot?
6. Should people be allowed to come more easily to the United States if they are coming here to work? Would it be as much of an issue if the taxpayers felt that illegal migrants weren't coming here to receive government assistance and benefits?
7. What is the effect of immigrants, both legal and illegal, coming to the United States to work? How do they affect labor rates? How is this an issue of supply and demand? Do immigrants keep wages for others low? Who is helped by that? Who is hurt?

Discuss These Lines from the Video:

1. How does America protect itself from foreigners who wanna come here and freeloader? Or kill us?
2. But the fence hasn't stopped the illegals. After all, the fence is hundreds of miles long, but the border is thousands of miles long.
3. They will try to come up over the fence, they will try to come underneath the fence, they'll try to swim around.
4. There is no evidence that the fence has reduced the number of illegals who cross.
5. Better work. Better opportunities. More money. They can catch me one, two, three, four, five times, 10 times, I'm gonna cross.
6. And even if we build an impenetrable fence, one that's a mile high, it would only solve part of the problem, because lots of undocumented migrants don't sneak in.
7. In fact, half the illegals who are now in America came here legally through checkpoints like this one in San Diego, or they flew here and overstayed a tourist visa or a student visa. A fence won't have any effect on them.

8. The 9/11 terrorists came here on tourist and student visas. They flew to America legally.
9. I don't know how anybody can't see that this stupid fence is a waste of money.
10. What is it worth to the American people to not have another 9/11?
11. It's so hard to get a guest worker permit and all that stuff. There're so many red tape hoops you have to jump through. It's easier to sneak across the border.

Quotes for Discussion:

- Good fences make good neighbors. – *Robert Frost*
- And, of course, millions of us cross the border to work in US homes and gardens and factories and carpentry shops and restaurants, and if you go to a restaurant pretty much anywhere in the United States, the chances are that the dishes will be washed by a Mexican. – *Alma Guillermoprieto*
- As the number of available jobs has decreased in border states like Texas, cities halfway across America have begun to see an influx of illegal immigrants in search of employment. – *Spencer Bachus*
- Emergency health care for illegal aliens along the southwestern border is already costing area hospitals \$200 million a year, with perhaps another \$100 million in extended care costs. – *Gary Miller*
- In fact, the place where we have indicted more terrorists or potential terrorists, is our Northern border. – Tom Tancredo
- The problem we are dealing with at the border is not a Democratic problem. It is not a Republican problem. It is an American problem. – *J. D. Hayworth*
- There are a lot of people who waited a lot of years to become citizens. These people just walked across the border. – *Alvin Williams*
- By encouraging its citizens to violate our border, Mexico is pushing a tremendous welfare burden off of its shoulders and onto ours, while also benefiting from the significant sums of U.S. currency that these workers will eventually send back home to their families. – *Spencer Bachus*
- Illegal immigration is not just a matter of interest in states along our border with Mexico. It is having an effect on local economies, schools, health care delivery, and public safety all across the country. – *Roger Wicker*

Activities:

1. In groups, research the arguments for or against building a border fence, and conduct a classroom debate.
2. In the video, former Congressman Duncan Hunter said that “if you want to come into the United States, you’ve got to knock on the front door.” Drew Carey said, “It’s so hard to get a guest worker permit and all that stuff. There’re so many red tape hoops you have to jump through. It’s easier to sneak across the border.” How difficult is it to legally immigrate to the United States? What are the steps necessary? Go to the website of the Immigration and Naturalization Service to find out what and how long it takes to come to the United States and stay here legally.
3. Why do people try to come and stay in the United States? Research the reasons people immigrate.
4. Would you want to be a Border Patrol agent? What is it like to be a Border Patrol agent? What do they do? How much do they earn? Research the job requirements and what Border Patrol agents do?
5. How many people from other countries are legally allowed to immigrate to the U.S. each year? For what reasons are they allowed to come here?
6. How many illegal immigrants are in the United States? From which countries do they come? How can we know? Research and report to the class, using charts and graphs to demonstrate.
7. Do you know an immigrant living in America without legal status? Interview him or her. Remember to ask polite, thought-provoking questions.
8. In an essay, present the arguments in favor of the border fence and the arguments against it. (You might find that there is more than one argument in favor of it and more than one argument against it) Use statistics and other facts to form an opinion about which side of the debate has more credibility. Explain why you give more weight to the evidence presented on one side versus the other.
9. Who is your congressional representative? How did he or she vote on the border fence? Find out; then write a letter to your representative supporting or opposing that vote. Be sure to explain why you are writing and to back up your position with facts.
10. Create a PowerPoint or other slideshow presentation about the building of the border fence or about people entering the United States illegally.
11. Research the actual building of the fence. Remember to include the who, what, when, where, why, and how of the story.
12. What organizations support the border fence? What organizations oppose the fence? Research the groups that are involved in this debate.

Resources:

Guides to conducting classroom debates:

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

http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf

How to conduct a good interview:

http://www.ehow.com/how_5288264_conduct-essay-journalism-writing-tips.html

<http://www.nychsj.com/resources/Techniques+of+Interviewing+-+OK.pdf>

<http://www.youtube.com/watch?v=4eOynrI2eTM> (5:08)

Immigration: The Beckham Factor - Drew Carey's reason.tv show:

<http://reason.tv/video/show/immigration> (4:42)

Jason Riley on Immigrants: Let Them In - on reason.tv:

<http://reason.tv/video/show/wall-street-journals-jason-ril> (33:10)

Mountain Minutemen – the vigilante border patrol group referenced in the video

<http://mountainminutemen.com/>

Let Them In: The Case for Open Borders by Jason L. Riley

ADDITIONAL RESOURCES

- The Center for Civic Education posts the national standards for civics and government, as well as programs for teachers and students, such as “We the People: The Citizen and the Constitution”
<http://www.civiced.org/index.php?page=stds>
- EconEdLink and Thinkfinity provide online lessons for all social studies and economics standards and concepts.
http://www.marcopolosearch.org/MPSearch/Advanced_Search.asp?orgn_id=3
- Common Sense Economics website includes instructor resources, student resources, including links to some economics activities and comics
<http://www.commonseconomics.com>
- EconomicsAmerica® offers a list and description of each national voluntary standard in economics. Online lessons for each standard and all concepts are offered.
<http://www.ncee.net/ea/standards/>
- High School Economics Topics, with definitions and articles
<http://www.econlib.org/library/Topics/HighSchool/HighSchoolTopics.html>
- Education World® posts various links to national standards in social studies, U.S. history, and civics. The site offers various activities that integrate current events into the study of these subjects.
http://www.education-world.com/standards/national/soc_sci/index.shtml
- Federal Resources for Educational Excellences provides links to teaching and learning resources in U.S. history and government, created by various federal government agencies. All resources are electronic or available to teachers at no cost.
http://www.free.ed.gov/subjects.cfm?subject_id=178
- Smithsonian Education offers various resources linked to U.S. history, culture and other subjects.
<http://www.smithsonianeducation.org/educators/index.html>
- Produced by Annenberg Media, Learner.org provides free professional development and teacher resources in many subjects.
<http://www.learner.org>
- A simple guide to Bloom's taxonomy
<http://www.techweb.org/eddevel/edtech/blooms.html>
- Discovery Education provides lesson plans and resources in many subject areas.
<http://school.discoveryeducation.com/>

- For rubrics, graphic organizers, and portfolio ideas
<http://school.discoveryeducation.com/schrockguide/assess.html>
- The Library of Economics and Liberty offers resources for students, teachers, researchers, and aficionados of economic thought.
<http://www.econlib.org/>
- The Fraser Institute's Economic Freedom of the World Project
<http://www.freetheworld.com/>
- Gapminder is a non-profit venture promoting sustainable global development...by increased use and understanding of statistics and other information about social, economic and environmental development at local, national and global levels. Videos, charts, visually friendly
<http://www.gapminder.org>
- National Council on Economic Education – EconomicsAmerica® includes economics lessons that relate directly to state standards
<http://www.ncee.net/ea/index.php>
- The website of the Foundation for Economic Education has an online library, a searchable index of past articles from its monthly journal, and information on seminars for students and teachers
<http://www.fee.org/>
- A global organization working to fight corruption
<http://www.transparency.org>
- Character Education resources, lessons, character building experiences, and more
<http://www.goodcharacter.com/>
- Free educational resources for everyone, from the Verizon Foundation
<http://thinkfinity.org/>
- For a daily current events service and classroom videos by television producers who create and distribute programs that spark curiosity and lively classroom discussions
<http://www.izzit.org>
- ReadWriteThink is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. It provides lessons, standards, and student materials
<http://www.readwritethink.org/about.html>

- For a wealth of resources for K-12 science educators, and standards-based Internet experiences for students
<http://www.sciencenetlinks.com>
- Teaching resources for English teachers, includes resources, lessons, and activities
<http://www.webenglishteacher.com>
- How to create a wiki - video
<http://www.commoncraft.com/video-wikis-plain-english>
- How to create a wiki – slide show
<http://www.slideshare.net/suesbent/how-to-create-a-wiki/>
- Creating animation projects can be an exciting addition to any classroom.
xtranormal.com

Teachers who would like to recommend websites as additional resources for future inclusion by “Stossel in the Classroom” may submit their suggestions by email to custsvc@stosselintheclassroom.org, subject: resource to add.

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