

Promote Critical Thinking and Engaging Classroom Discussion

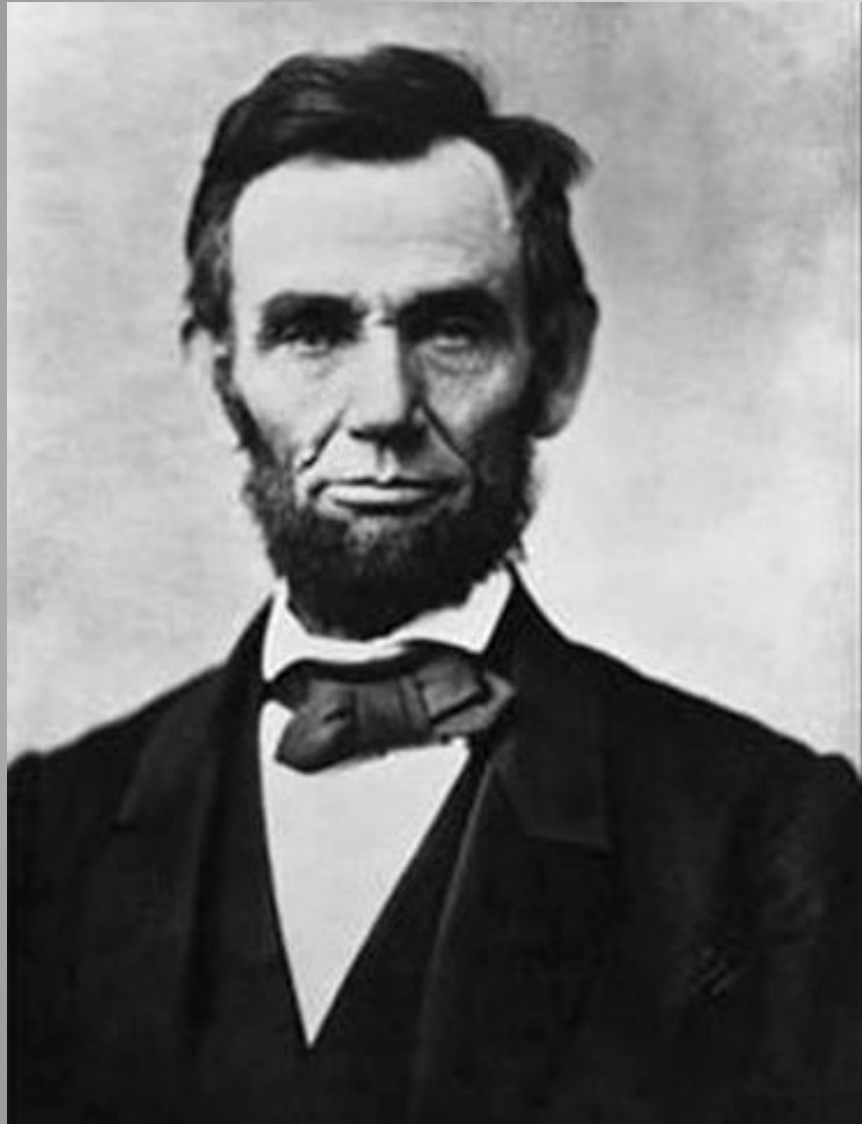
Cato Sphere Summit
Wednesday, July 15, 2020



“In 7th grade, my U.S. history teacher gave us the following advice:

Your teachers in high school won't expect you to remember every little fact. What they will expect is for you to be able to think; to know how to make connections between ideas and evaluate information critically.

I didn't realize it at the time, but my teacher was giving a concise summary of critical thinking.”



“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”

—Abraham Lincoln



What is

Critical Thinking ?

Critical thinking is the *analysis* of facts to form a judgment.

The subject is complex, and several different definitions exist, which generally include the rational, skeptical, unbiased analysis, or evaluation of factual evidence.



Edward de Bono wrote:

“Many highly intelligent people are caught in the intelligence trap: they take a position on a subject and then they use their thinking skill solely to support that position.

The more able they are to support the position, the less do they see any need actually to explore the subject: so they become trapped into one point of view.”

Critical Thinking

"
EDUCATION IS NOT
THE LEARNING OF FACTS,
BUT TRAINING THE MIND
TO THINK."

- ALBERT EINSTEIN

Critical Thinking

- **Intentions vs Outcomes**
- **Intended and Unintended Consequences**

Stossel in the Classroom

SITC helps teachers promote critical thinking in their classrooms.

Our videos and educational materials have inspired millions of students to expand their understanding of free markets, government, and life.

Engaging Classroom Discussion

Some of the many strategies....

- **Socratic Seminar** – open-ended questions that encourage students to think critically
- **Think, Pair, Share**
- **Pyramid Discussion** – T/P/S gradually adding pairs
- **Accountable Talk** - summarize, clarify, express
- **Debates** – students take contrary positions
- **Jigsaw**

Stossel

IN THE CLASSROOM

Stossel in the Classroom neither seeks nor accepts government funds.

Announcing our contest winners!

We're excited to announce the winners of our 2020 Essay and Video Contests!

[Essay Contest Winners](#) / [Video Contest Winners](#)

[REGISTER NOW!](#)

[VIDEO LIBRARY](#)

[BOTH SIDES OF THE ISSUE](#)

[ORDER YOUR FREE DVD](#)

[STUDENT CONTESTS](#)

[ADDITIONAL RESOURCES](#)



VIDEO SPOTLIGHT

Everyone's A Criminal

Have you broken a law today? You might be surprised!

If you'd like to download this video, head on over to the [Video Page](#).

Tools That Help You Teach Better

Stossel in the Classroom is committed to helping educators bring better economic education to our school systems. We believe that by bringing a balanced approach to economic education, we can help the next generation become better caretakers of society.

[REGISTER NOW!](#)

Teacher's Guides

We have developed teaching guides for many of our videos filled with compelling questions to help continue the conversation in the classroom.

Online Quizzes

Our Online Quizzes are a great way to get even more out of our videos. You can assign quizzes and activities tied to specific videos and manage your students' results using our handy Classroom Management Tool.



Video Library

Over 300 videos, including Stossel, Federalist Society, FEE, IJ, izzit, Learn Liberty, Mercatus, and Reason to provide teachers with a “best in class” experience.

And we take suggestions!

VIDEO LIBRARY

Search Video Library

Search

"BOTH SIDES OF THE ISSUE" SERIES >

VIDEO SEGMENTS

Each segment in our library was selected to encourage critical thinking and create dynamic classroom conversations. You can access all these videos without even registering an account, but to take full advantage of our resources (including free classroom DVDs), register your free account today!



Coronavirus Overreach



Everyone's A Criminal



Bankrupting America



These Students Know More Than Politicians



The Red Tape Pandemic



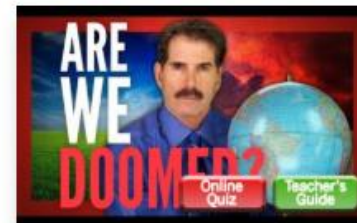
Life is Getting Better



Online Quiz
Teacher's Guide



Online Quiz
Teacher's Guide



Online Quiz
Teacher's Guide

Indicates Quiz and/or Teacher's Guide

Why Register?

Mow Your Lawn or Lose Your House!

Jul 9, 2019 | 2020 DVD, Teacher's Guide Available, Video Segments

Not Logged In



VIDEO DESCRIPTION

Florida man may lose home because he didn't cut his grass.

To download this video or the Teacher's Guide that goes along with it, please [login](#). If you don't have an account, [register now for free!](#)

This video is included in our [Online Quizzes](#) section.

Mow Your Lawn or Lose Your House!

Jul 9, 2019 | 2020 DVD, Teacher's Guide Available, Video Segments

Logged In



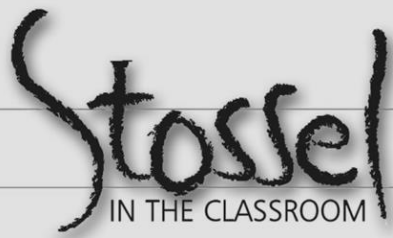
VIDEO DESCRIPTION

Florida man may lose home because he didn't cut his grass.

[DOWNLOAD TEACHER'S GUIDE](#)

[DOWNLOAD VIDEO \(.MP4 FILE\)](#)

This video is included in our [Online Quizzes](#) section.



Teacher's Guides

Mow Your Lawn or Lose Your House!

Segment Length: 4:31 minutes

Lesson Description:

When does a fine become excessive or even oppressive? Do local governments impose fines for the benefit of their communities or their budgets? In this segment, John Stossel reports that a person might lose his home because of a \$30,000 fine for long grass.

Concepts & Key Terms:

Eighth Amendment – included in the Bill of Rights in the U.S. Constitution. The amendment states: “Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.”

Public interest law firm – a law firm which works to advance a particular legal cause, such as adherence to the Eighth Amendment; these firms are often non-profit organizations that do not bill clients for their work.

Objectives:

Students will be able to:

- discuss the concern about local governments using fines as sources of revenue.
- identify reasons local governments have regulations on the appearance of people's property.
- explain the Eighth Amendment and relate it to fines imposed by local governments.
- propose solutions to the problems caused by local government-imposed fines.

Preview Activity:

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

Why do local governments have laws requiring lawns to be mowed?

What enforcement options do they have?

Viewing Guide:

We recommend 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

- Lesson Description
- Concepts/Key Terms
- Objectives
- Preview Activity
- Viewing Guide
- Discussion & Analysis Qs
- Key Lines from Video
- Quotations
- Activities
- Worksheets (Graphic Organizers, KWLs, PMIs, Cloze Readings)

Mow Your Lawn or Lose Your House!

Viewing Guide

Name _____ Date _____

Class _____ Teacher _____

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

1. City officials then started fining Ficken \$ _____ a day because his grass had grown longer than ten inches.
2. Because Ficken doesn't have \$30,000, the city says it will _____ on his home to collect the fine.
3. Dunedin's politicians wouldn't talk to us. Instead, they paid \$25,000 to this public relations firm to speak to the _____.
4. They could have done what their own ordinances permit them to do, which is hire a _____ to come out and mow the grass, and send Jim a bill for 150 bucks, but they didn't do that.
5. The city is just a bunch of _____, and they expect people not to stand up to 'em because to stand up to 'em requires expensive legal help.
6. So we should be grateful for the Eighth Amendment. It protects us from _____ and what's more excessive than politicians taking your home because you didn't cut your grass?

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

The City of Dunedin has the authority to enforce its lawn ordinance by hiring groundskeepers and sending the bill to the homeowner. Why is this relevant to the story?

What if you lived next to a person whose front yard you considered an eyesore--grass a foot high or whose lawn was strewn with "stuff." Would you care? _____ Why / Why not? _____

What solutions could you suggest? _____

Discussion and Analysis:

1. Why might local governments have regulations on the appearance of people's property?
2. Why fine people for tall grass? To deter homeowners from letting their grass grow too long? To punish homeowners for creating an eyesore with their lawns? To compensate the community for the nuisance of long grass?
3. Without regard to being excessive, what enforcement mechanisms might be effective?
4. The Eight Amendment says excessive fines shall not be imposed. When does a fine become excessive?
5. Why might a city want to raise revenue through fines rather than raising taxes?
6. If people don't like their local government's regulations, why don't they just move?
7. Should Jim Ficken have to pay a fine? If so, how large a fine should he have to pay? Is forcing him to sell his house to pay his fines appropriate? Excessive?
8. Does it matter that Jim Ficken was a repeat offender?
9. In the video, there was a news clip about a church in North Carolina being fined \$100 a branch for excessive pruning. Is a fine of \$100 a branch excessive? Why / Why not?
10. Why would there be regulations on the number of branches people could cut from their trees?
11. If public interest law firms such as Institute for Justice didn't exist, how would regular people such as Jim Ficken or even us be able to fight back when our local governments impose excessive fines?
12. What lessons can we get from this video?

Discuss These Lines from the Video:

1. Because Ficken doesn't have \$30,000, the city says it will foreclose on his home to collect the fine.
2. In every instance that the city asked him to do something, Jim did it.
3. The city has gone nuclear: \$500 per day for the violation of having tall grass, and now he's facing the loss of his home.
4. Dunedin's politicians wouldn't talk to us. Instead, they spent \$25,000 to this public relations firm to speak to the media.
5. The PR firms says Dunedin has "no desire to impose large fines" their goal is just to "ensure that Dunedin's a high-quality community"
6. Eleven years ago, Dunedin collected \$34,000 in fines...last year, \$1.3 million.
7. Private citizens are being, essentially, extorted by their governments, and fined incredible amounts of money for really, really small violations.

8. We should be grateful for the Eighth Amendment. It protects us from excessive fines. And what's more excessive than politicians taking your home because you didn't cut your grass?

Quotes for Discussion:

The fines kept accruing the entire time Jim was away—totaling about \$7,000 by the time he returned home. But because the city issued no notice, Jim still had no idea he was being fined. And, like his grass, the fines continued growing. — Ari Bargil

The City has had to intervene 12 times since 2007 to get the owner to properly maintain his property. Each time, the property was brought into compliance but only after intervention by the City. — City of Dunedin, FL

Fines are preferable to imprisonment and other types of punishment because they are more efficient. With a fine, the punishment to offenders is also revenue to the State. — Gary Becker

According to the Eighth Amendment, there can never be a legitimate government interest in imposing an excessive fine.... A government that could impose excessive fines would not be defending law and order, but instead would be a danger to the rule of law—able to ruin persons who do not deserve to be ruined. — David Kopel

The right against excessive fines traces its lineage back in English law nearly a millennium, and from the founding of our country, it has been consistently recognized as a core right worthy of constitutional protection. As a constitutionally enumerated right understood to be a privilege of American citizenship, the Eighth Amendment's prohibition on excessive fines applies in full to the States. — Justice Clarence Thomas

The Excessive Fines Clause traces its venerable lineage back to at least 1215, when Magna Carta...required that economic sanctions “be proportioned to the wrong” and “not be so large as to deprive [an offender] of his livelihood.” — Justice Ruth Bader Ginsburg

Activities:

1. Distribute copies of the Cloze Activity and have students complete in class or for homework.
2. Read and write a summary of one of the following articles:
 - A) “Minor Violations Lead to Massive Prosecution Fees in Two California Desert Towns” by Scott Shackford
<https://reason.com/2017/11/16/minor-violations-lead-to-massive-prosecu>
 - B) “This California City is Threatening a Family Over Property Fines Sent to a Dead Woman at the Wrong Address” by Scott Shackford
<https://reason.com/2018/01/18/this-california-city-is-threatening-a-fa/>
 - C) “She’s Allergic to Grass Pollen, and the Local Government is Forcing Her to Grow Turf Grass” by John-Michael Seibler and Jonathan Zalewski
<https://www.dailysignal.com/2018/09/04/shes-allergic-to-grass-pollen-and-the-local-government-is-forcing-her-to-grow-turf-grass/>

D) “Small Town Uses Code Enforcement Laws For Big Payoffs” by William R. Maurer
<https://ij.org/11/december-2015-volume-24-issue-6/small-town-uses-code-enforcement-laws-big-payoffs/>

E) “South Florida Cities Struggle to Collect Millions in Code Enforcement Fines” by Brian Ballou
<https://www.sun-sentinel.com/local/broward/fl-davie-lien-amnesty-program-20160710-story.html>

2. Write two short, persuasive essays in which you argue BOTH for and against expensive fines for long, unkempt lawns. Challenge yourself to make a convincing argument with which you disagree and be sure to address rebuttals in each essay.
3. Produce a “man-on-the-street” video in which you ask people how large a fine they think it is appropriate for a city to issue a homeowner in violation of a lawn ordinance. Then, share Jim Ficken’s story with them and ask for their reaction.
4. Pretend you work for the public relations firm representing the City of Dunedin. Create a written or video statement on behalf of the city to defend the fine imposed on Jim Ficken.
5. Research the Federalist vs. Anti-Federalist debate over the Bill of Rights and make an eye-catching poster to communicate the arguments of either side.
6. Research and write a report on the *Timbs v. Indiana* (2019) U.S. Supreme Court case and its significance for a lawsuit such as Jim Ficken’s.
7. Research and write a report on the Institute for Justice.
8. Research and create a slideshow presentation to explain the history of the Eighth Amendment and of Incorporation of the Bill of Rights, by which the Eighth Amendment is made to apply to state and local governments. (Hint: the 2019 U.S. Supreme Court case *Timbs v. Indiana* will prove useful.)
9. Conduct a classroom debate on whether city governments should use fines as revenue streams.
10. Present an oral argument supporting one of the following scenarios:
 - a. The City of Dunedin’s ordinance against long lawns and \$500 per day fine for repeat offenders is acceptable, but an exception should be made for Jim Ficken because he was away taking care of his mother’s estate.
 - b. The City of Dunedin should not have an ordinance against long lawns.
 - c. An ordinance against long lawns is acceptable, but the fine is excessive.
 - d. Jim Ficken ought to pay the fine in total.
 - e. A lesser fine would be acceptable, but no exceptions should be made.

In your argument, present a rebuttal for each of the other options. Consider what the purpose of such an ordinance might be, how each option would fulfill that purpose, and other considerations the City of Dunedin should take into account when writing ordinances.

Name _____

Date _____

Class _____

Teacher _____

Mow Your Lawn or Lose Your House!

Cloze Activity

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

violations	nuclear	spending	protects
residents	incarceration	expensive	enforcement
grateful	foreclose	ordinances	estate

The city of Dunedin, Florida, wants Jim Ficken's home.

Ficken's mom died, so he went to South Carolina to take care of her

_____. He asked a friend to look after his house. But then the friend died, and no one cut Ficken's grass. When it grew to 10 inches, Dunedin officials started fining him \$500 a day. The fine is now about \$30,000. City officials say they will _____ on his home if he doesn't pay the fine.

"The city has gone _____!" complains his lawyer, Ari Bargil. They could have done what their own _____ permit them to do: hire a lawn service to come out and mow the grass, then send Jim a bill for 150 bucks. But they didn't do that." Why not? Bargil and Ficken say it's because Dunedin's officials want the money.

Dunedin's politicians have no problem _____ money, paying \$25,000 on a public relations firm to speak with the media about this very case.

Eleven years ago, Dunedin fined people \$34,000. Today, they want about that much from Ficken alone. Last year Dunedin collected \$1.3 million in fines from _____.

"It's pretty apparent that code _____ is a major cash cow for the city," says Bargil. Ficken adds, "The city is just a bunch of bullies, and they expect people not to stand up to 'em because to stand up to 'em requires _____ legal help."

Name _____

Date _____

Class _____

Teacher _____

Mow Your Lawn or Lose Your House!

Cloze Activity (Answer Sheet)

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

violations	nuclear	spending	protects
residents	incarceration	expensive	enforcement
grateful	foreclose	ordinances	estate

The city of Dunedin, Florida, wants Jim Ficken's home.

Ficken's mom died, so he went to South Carolina to take care of her estate. He asked a friend to look after his house. But then the friend died, and no one cut Ficken's grass. When it grew to 10 inches, Dunedin officials started fining him \$500 a day. The fine is now about \$30,000. City officials say they will foreclose on his home if he doesn't pay the fine.

"The city has gone nuclear!" complains his lawyer, Ari Bargil. They could have done what their own ordinances permit them to do: hire a lawn service to come out and mow the grass, then send Jim a bill for 150 bucks. But they didn't do that." Why not? Bargil and Ficken say it's because Dunedin's officials want the money.

Dunedin's politicians have no problem spending money, paying \$25,000 on a public relations firm to speak with the media about this very case.

Eleven years ago, Dunedin fined people \$34,000. Today, they want about that much from Ficken alone. Last year Dunedin collected \$1.3 million in fines from residents.

"It's pretty apparent that code enforcement is a major cash cow for the city," says Bargil. Ficken adds, "The city is just a bunch of bullies, and they expect people not to stand up to 'em because to stand up to 'em requires expensive legal help."

Name _____

Date _____

Class _____ Per _____

Teacher _____

Are We Doomed? K-W-L Chart

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

K	W	L
What I know about the climate change debate:	What I want to know about the climate change debate:	What I've learned about the climate change debate:

After watching this video and discussing it, my view of climate change: ___ stayed the same ___ changed

Why? _____

Name _____

Date _____

Class _____ Per _____

Teacher _____

Save Lives, Sell Organs PMI Chart

P = Plus: What might be some positive effects of allowing people to sell their own organs?

M = Minus: What might be some negative effects of allowing people to sell their own organs?

I = Interesting: What are some interesting aspects of allowing people to sell their own organs?

+ Plusses +	- Minuses -	I

Weighing the plusses and minuses of selling one's own organs, do you favor or oppose such a ban? _____

Explain: _____

If your only means of survival was to purchase an organ from someone willing to sell one, would you answer differently? _____

Explain: _____

Should people have the right to decide for themselves? _____ Why / Why not? _____

Names: _____ and _____

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

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

– Arnold Schwarzenegger

Names: _____ and _____

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

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

Names: _____ and _____

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

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

Name _____

Admit One

I believe it would be acceptable for the government to acquire individuals' property for public use if / when:

Admit One

EXIT TICKET

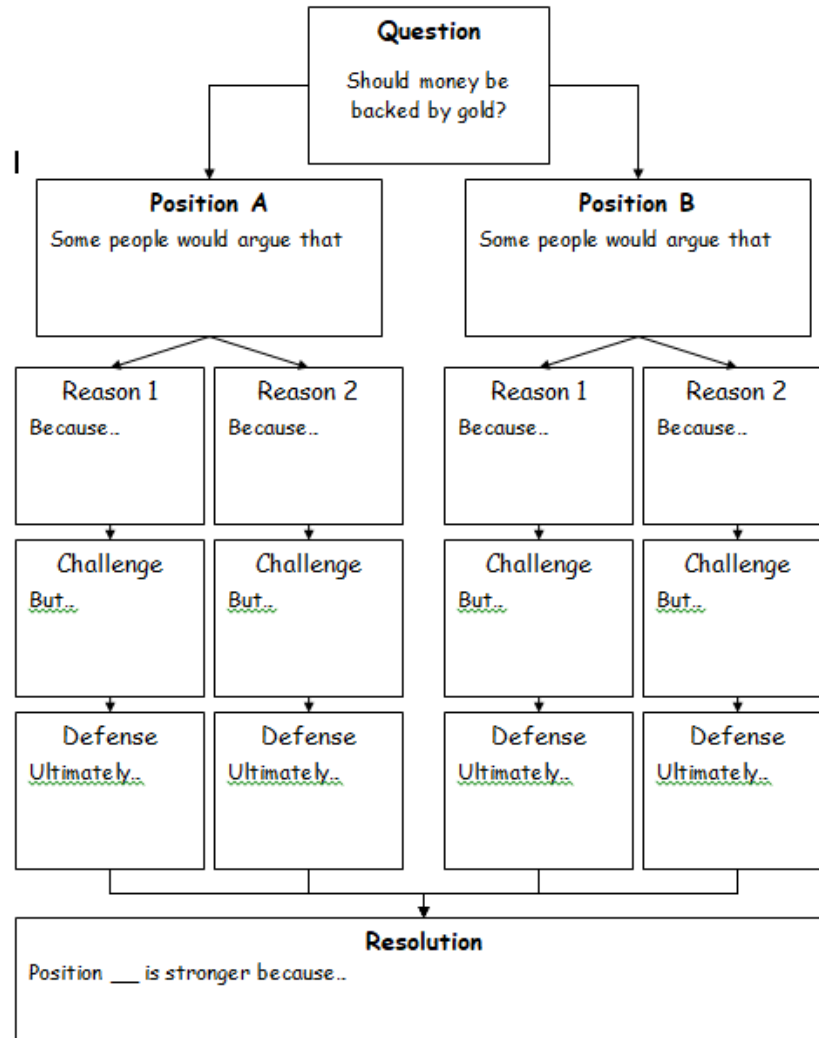
Money, Money, Money

Flow Chart

Name _____ Date _____

Class _____ Teacher _____

Directions: Use the flow chart below to layout the arguments for and against gold-backed currency and to challenge and defend those arguments.



The Rise of Citizen Journalists

Quotes Activity

Name _____

Date _____

Class _____

Teacher _____

Directions: First, read each quote and place a P on the line to indicate the quotation is pro (in favor of) new media journalism and an A to indicate the quotation is anti (against) new media journalism. Then, either write a persuasive essay in which you take a position on new media journalism vs. traditional journalism. Be sure to address the opposing argument in your essay, or complete the accompanying Stakeholders Chart.

_____ The need for gatekeeping in today's media environment is stronger than ever, as there needs to be an honest public sphere which provides academic, cultural, historic, and ethical news, which has been filtered through by gatekeeping journalists.... Professional journalists need to assert control over news construction and protect their statuses among the public. – Gabrielle Tutherford

_____ More voices, more sources, more access, more perspectives in news is better, and that's what the internet age has given us, and that's good for consumers of news.... – Brian Doherty

_____ Our social media friends have become the "managing editors" deciding what we see. An article needs to be "liked" and shared multiple times before many people see it in their feed.... There are also many "fake news" websites that compete for attention with sensational headlines and ridiculous storylines that tend to get shared more often due to the lack of readers fact checking or reading more than the headline. That means that authentic content is hard to come by now. In fact, fake news is actually more likely to spread than the truth. – Nicole Martin

_____ Eyewitnesses to breaking news can tweet pictures from scenes, when professional journalists aren't always present. People who are victims of oppressive regimes can publish text, videos and photos from the world's conflict zones instantaneously, bearing witness as citizen journalists and allowing the masses to see and consume history, unfiltered. – Daniel Petty

The Rise of Citizen Journalists

Stakeholders Chart

Name _____

Date _____

Class _____

Teacher _____

Directions: Fill in the chart below based on the video, the quotes supplied in the Quotes Activity, your perceptions of the stakeholders, those impacted by traditional and new media journalism.

Stakeholders	Possible Point of View	Your Reasoning / Explanation
Traditional journalists		
New media journalists		
Viewers who want the truth		
Viewers who want the media to reassure them they are right		
Antifa		
What conclusions can be drawn about the debate over new media journalism?		

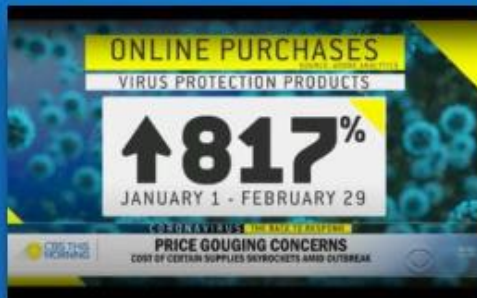
BOTH SIDES OF THE ISSUE

Search "Both Sides of the Issue" Library

Search

We created the **Both Sides of the Issue** series to help teachers present balanced lessons on the topics that John Stossel addresses. Each month, we pair two of John's videos with videos from outside sources representing opposing arguments. Our goal is to provide students with different viewpoints and encourage open discussion and critical thinking.

Every **Both Sides of the Issue** pairing includes a list of discussion questions, so it's never been easier to get the conversation started.



Both Sides: Price Gouging Revisited



Both Sides: Does America Need A Wealth Tax?



Both Sides: Medicare for All?

Both Sides: What Should We Do About Student Debt?

Jan 20, 2020 | Both Sides of the Issue



[DOWNLOAD DISCUSSION QUESTIONS](#)

What Should We Do About Student Debt?

Segment Length: 2:02 minutes; 5:46 minutes

Videos:

“Robert Reich: The Student Debt Crisis”

<https://www.youtube.com/watch?v=WILR0IxcxE>

“Solving Student Debt”

<https://www.youtube.com/watch?v=swiCHcdqJ7Y>

Guide:

The questions below will help students achieve a better understanding of the arguments made on either side of a contentious topic. Because these questions often touch upon statements made briefly in the videos, we recommend reading the questions before watching each video.

Students are encouraged to take notes during the videos, and it may be helpful for students to break into groups, each taking responsibility for only a few questions, before coming together for discussion.

Analysis Questions:

1. Robert Reich proposes free tuition to public colleges and universities, but John Stossel says that free college tuition would lead to “welfare for the rich.” What does Stossel mean by this?
2. Both videos propose that loans should take into account a student’s future earnings, but how do their approaches differ in this area?
3. John Stossel’s video suggests Income Share Agreements as a solution to the student debt crisis. Would you consider something like this? Why/Why not?
4. Beth Akers says, “We should think about investing in students the same that we invest in startups.” Do you think this is a good approach to higher education? How would Robert Reich respond?
5. While Beth Akers thinks we should invest in students as if they were businesses, Robert Reich thinks students should be able to refinance their loans and file for bankruptcy like a business. Is this an example of common ground between the two sides? Why/Why not?
6. Robert Reich argues that higher education is a public good, because it benefits everyone and makes the nation stronger. Does this mean it should be paid for by the government? How would John Stossel respond?
7. Both videos offer unique solutions to the student debt crisis. Are the two sides compatible? Why/Why not?

ONLINE QUIZZES

Teachers,

Your students can access all of our quizzes below, but if you want to manage your students and view their quiz results through our website, you'll need to [Register Your Classroom](#). Once registered, you'll have access to our [Classroom Management Tool](#).

Students,

You can access all of our quizzes below. If your teacher has registered you as part of their classroom, they'll have access to your progress and results. You can also access these quizzes and your results on your [Account](#) page under Learndash.

Free



Let People Work

[See more...](#)

Free



My Brother's Life-Saving Discovery

[See more...](#)

Free



Coronavirus Overreach

[See more...](#)

Quizzes

- Five-question, multiple-choice quizzes

Quiz – Let People Work

Courtney Haveman was denied her cosmetology license because she _____.

failed the required course

was convicted of a DUI eight years earlier

refused to pay for a cosmetology license, claiming it violated her freedom

was terrible at cosmetology

contests

-VIDEO CONTEST-

Check out these great prizes for students!

FIRST PLACE: \$2,500

SECOND PLACE: \$1,000

THIRD PLACE: \$500

10 FINALISTS: \$200 each

25 SEMI-FINALISTS: \$100 each

50 HONORABLE MENTIONS: \$50 each

-ESSAY CONTEST-

Check out these great prizes for students!

FIRST PLACE (COLLEGE DIVISION): \$2,500

FIRST PLACE (HIGH SCHOOL DIVISION): \$2,500

SECOND PLACE (COLLEGE DIVISION): \$1,000

SECOND PLACE (HIGH SCHOOL DIVISION): \$1,000

10 FINALISTS: \$200 each

We have prizes for teachers, too!

TEACHING RESOURCES

Free DVDs Teacher's Guides
John's Columns Standards Tool
Additional Resources

To assist teachers who are required to teach based on Common Core standards or other state standards, we are providing this tool to help you identify which of our materials meet the various standards in your state.

Segments from our [FREE DVDs \(2013-2020 Editions\)](#), as well as most of our other streaming video segments, have been matched to the standards requirements. This tool should in no way be construed as endorsement of Common Core or other state standards by Stossel in the Classroom.

SELECT STATE
Please Select...
SELECT GRADE
Please Select...
SELECT SUBJECT
Please Select...

ADDITIONAL RESOURCES

John Stossel's 20/20 Specials on DVD

- [Freakonomics](#) available on Amazon.
- [Greed](#) available on Amazon.
- [Myths, Lies & Downright Stupidity \(Parts 1 & 2\)](#) available on Amazon.
- [The "In Crowd" and Social Cruelty](#) available on Amazon.
- [Stupid in America \(2006 version\)](#) available on Amazon.

General Resources 

Finding the Right College 

Scholarships and Financial Aid 

ORDER YOUR FREE DVDS

Stossel in the Classroom – 2020 Edition



Past Editions

Have you missed out on our past editions? Now you can get caught up by ordering some of our older DVDs. Feel free to order multiple copies for classroom sets or to share with your fellow educators!



2018 Edition



2017 Edition



2016 Edition

JOHN'S COLUMNS

Below you'll find a selection of John's columns, specially picked for Stossel in the Classroom. These pieces are suitable for teachers and students alike.



Let People Try Gelsolin!

APRIL 29, 2020

We need new drugs to fight COVID-19 and other diseases. But our government's approval process makes that too hard. This...



Government Goes Too Far

APRIL 22, 2020

I'm "social distancing." I stay away from people. I do it voluntarily. There's a big difference between voluntary — and...

Some SITC Links

Students Discuss SITC:

- <https://stosselintheclassroom.org/2019/01/10/sitc-impact/>

Teacher Registration:

- <https://stosselintheclassroom.org/user-registration/>

Both Sides Video Pairings:

- <https://stosselintheclassroom.org/both-sides/>

Video Library:

- <https://stosselintheclassroom.org/video-library/>

Our work is never done!

SITC

- **Teacher Guides**
- **Quizzes**
- **Both Sides Pairings**
- **Video Recommendations for SITC**
- **Recommendations for New Stossel Videos**

Want to help?

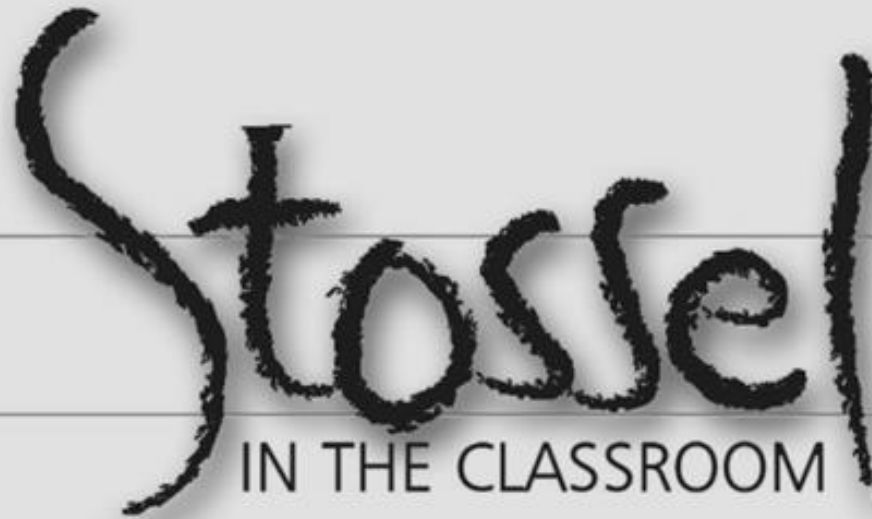


**Thanks to each of you
for participating**

and

Thanks to Cato

for the opportunity to showcase SITC!

The logo for StosSEL features the word "StosSEL" in a large, black, hand-drawn script font. Below it, the words "IN THE CLASSROOM" are written in a smaller, black, sans-serif font. The entire logo is set against a white background with two horizontal lines passing through the text.

StosSEL
IN THE CLASSROOM

Thanks!

Questions? Suggestions?

Rob Schimenz

Rob@SITC.org