

# BEE THE CHANGE



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Video Page



# *Bee the Change* Teacher's Guide

*This Teacher's Guide includes the following:*

- Suggested Lesson Plan
- Preview Questions
- Key Terms
- Viewing Guide
- Discussion Questions
- Activity: Who Chooses
- Quiz
- Discussion Guide for “How is Economic Freedom Measured?”
- Enrichment Activities
- Answer Key

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## **Suggested Lesson Plan**

*These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:*

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the Who Chooses Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- View and discuss “How is Economic Freedom Measured?” using questions on pages 11-13 of this guide.
- Optional: Assign one or more Enrichment Activities as homework.

# *Bee the Change*

## **Preview Questions**

*(These are meant to be read aloud by the teacher.)*

1. Why do we need bees?
2. What is an entrepreneur?
3. What do you know about Chile? Where is it? (Have students locate Chile on a map.)
4. What do you think of when you hear the term “economic freedom”?
5. How does economic freedom affect people in their everyday lives?

# *Bee the Change*

## **Key Terms and Definitions**

Central planning – an economic system in which control of the basic means of production rests with the state and resource allocation is determined by government planning rather than market forces

Communism – a political and economic system in which the central government plans and controls the economy and in which a single, usually authoritarian, party holds all power

Coup d'état – the violent overthrow or alteration of an existing government by a small group

Economic freedom – the right to choose how to produce, sell, and use your own work and resources, while respecting others' rights to do the same and to compete freely

Entrepreneur – a decision-maker who takes on the risk of trying innovative approaches and products and pursuing projects in the expectation of making profits

Junta – a group of military officers who rule a country after seizing power

Market economy – an economic system in which individuals and businesses make their own plans and decisions based on the signals and information provided by markets and prices

Nationalize – to convert from private to governmental ownership and control

Pension – a private or government fund from which regular benefits are paid to a person upon his or her retirement or disability

Political freedom – freedom from coercion; includes the right to vote, the right of free association and the right to free expression; enables individuals to determine who their rulers shall be and how they shall be ruled

Privatization – transfer of ownership from the government to the private sector

Regime – form of government (usually used in reference to authoritarian governments)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Bee the Change* Viewing Guide, page 1

1. From Zambia to South Korea, from Slovakia to Chile, newfound \_\_\_\_\_ is changing lives.
2. In the last \_\_\_\_\_ years, the world has created more wealth, reduced poverty more, and increased life expectancy more than in the 10,000 years before.
3. \_\_\_\_\_ is a stunning example of what can happen when a country embraces economic freedom.
4. John Hernandez ... his two brothers and sister pooled their money to invest in their own \_\_\_\_\_ business.
5. In 2005 there was a sudden \_\_\_\_\_ in bee populations.
6. Nearly one third of human food requires \_\_\_\_\_ from bees.
7. John's company began \_\_\_\_\_ queen bees, and even full hives, to France.
8. In 1970, Chile elected a new \_\_\_\_\_, Salvador Allende.
9. They [the Allende government] ... wanted to destroy the \_\_\_\_\_ as a way of taking over politically and then have the \_\_\_\_\_.
10. Allende \_\_\_\_\_ all businesses.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Bee the Change* Viewing Guide, page 2

11. He [Allende] greatly increased government social programs to aid the \_\_\_\_\_.
12. The economy was in chaos, and ... the government could not \_\_\_\_\_  
the programs they had created.
13. In ... \_\_\_\_\_, Army General Augusto Pinochet led a coup d'état against the Allende government.
14. He [Pinochet] handed over the restructuring of the country's \_\_\_\_\_ to a  
group of graduates of the University of Chicago.
15. Chile implemented an open \_\_\_\_\_ policy, returned businesses to  
\_\_\_\_\_ ownership, and privatized the \_\_\_\_\_ system.
16. Although economic freedom had been achieved, \_\_\_\_\_ freedom  
would not be realized until 1991.
17. Over the past three decades Chile has transformed itself. Its \_\_\_\_\_ rate  
was then 40%. Today it is 14%.
18. Beekeeper John Hernandez...believes he can help \_\_\_\_\_ problem with  
dying bees.
19. For John Hernandez and his family economic freedom has freed the \_\_\_\_\_  
spirit and brought \_\_\_\_\_ to many others.

## *Bee the Change* **Discussion Questions**

1. Can you think of some ways in which people are better off than they were 100 years ago? What are some examples of non-material improvements in the quality of life?
2. Say the average income was \$1000 (in today's dollars) in the year 1800. If it increased by 100% what would it be? If it increased by 2000% what would it be?
3. Why did the Hernandez family start a beekeeping business?
4. What did the Hernandez family do in response to the sudden decline in the bee population in 2005?
5. How did John Hernandez expand his business?
6. The Hernandez family business traditionally had no income in the months of April, May and June. What season is it in Chile during these months? How and why are the seasons different in the Southern and Northern Hemispheres?
7. What government policy made it easy for Hernandez to start exporting to Europe?
8. Why can't John Hernandez help the U.S. with its bee problems?
9. Why would Hernandez's parents have been unable to create a successful business like John and his siblings have done?
10. Where did the people of Chile turn for a solution to poverty in 1970? How did that work out?
11. Who was Salvador Allende? How and why did he take over control of Chile's economy?
12. Why wasn't the Allende government able to pay for its expanded aid programs for the poor?
13. What happened after Chile's military coup in 1973?
14. What did General Pinochet do about Chile's collapsing economy?
15. Who were the "Chicago Boys"? Which economist influenced their thinking? What kind of economy and society did they believe in?
16. List three economic reforms adopted by Chile during Pinochet's rule.

## *Bee the Change*

### **Discussion Questions, page 2**

17. Should the U.S.-trained economists have refused to work with such a brutal dictator? Why/why not?

18. Which came first in Chile – economic or political freedom?

19. What has happened to poverty in Chile since the economic reforms?

20. Place the following events in chronological order:

Chile achieves political freedom.

The Chilean army stages a coup and Pinochet is declared president.

Socialist/Communist leader Salvador Allende is elected president of Chile.

Chile's economy is in chaos, with inflation at 22% per month.

The government seizes control of Chile's economy and nationalizes businesses.

The Pinochet regime brutally represses opposition.

Chile experiences rapid economic growth.

Chile adopts free market economic reforms.

21. Why did Veronica Cerezos set up her micro-factory in an encampment of poor people?

22. What is Veronica Cerezos's goal? What about John Hernandez?

23. Why should we care about economic freedom?

24. With freedom comes responsibility. If given the choice, do you think most people would prefer a situation where they have to work hard and figure out on their own how to improve their quality of life? Or would they prefer to be taken care of and told what to do by others? Explain.



# *Bee the Change*

## **Activity:**

### **Who chooses? Who benefits? Who pays? What's fair?**

[These four questions can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking.]

As a class, or in small groups, discuss the following:

*(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)*

- When a business is privately owned, who benefits when it satisfies consumers? Who pays when it does not?
- When a government or armed militia takes over a business, who benefits from the business? How can they benefit?
- When the government and everyone else have to obey the law, what choices determine who owns what? Who benefits?
- When a ruler or armed militias can seize whatever they want, what choices determine who owns what? Who benefits?
- When the majority of the people choose a leader, does that mean they participate in every choice the leader makes? Does that mean they all benefit from these choices?
- What choices did Allende deny people? Who benefited from this? Who paid?
- What choices did Pinochet deny people? Who benefited from this? Who paid?
- Under Allende, who made decisions about which businesses failed and succeeded, and which economic transactions occurred? Who benefited when a decision went well? Who paid when it failed?
- Under Pinochet, who made decisions about which businesses failed and succeeded, and which economic transactions occurred? Who benefited when a decision went well? Who paid when it failed?
- Has fairness been achieved in Chile? Explain.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Bee the Change* Quiz, page 1

1. In the last \_\_\_\_\_, the world has created more wealth and reduced poverty more than in the previous 10,000 years.
  - A) 10 years
  - B) 100 years
  - C) 1000 years
  - D) 10,000 years
2. Over the last 30 years, Chile's poverty rate has gone from 40% to \_\_\_\_\_.
  - A) 50%
  - B) zero
  - C) 14%
  - D) 75%
3. Over the past 30 years, Chile has shown what happens when a country embraces \_\_\_\_\_.
  - A) democracy
  - B) central planning
  - C) redistribution
  - D) economic freedom
4. John Hernandez and his siblings started a(n) \_\_\_\_\_ business.
  - A) textile manufacturing
  - B) beekeeping
  - C) economic consulting
  - D) political consulting
5. Which of the following was NOT a policy of the Allende government?
  - A) privatization of pensions
  - B) nationalization of business
  - C) increased social programs for the poor
  - D) centralized control of the economy

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## *Bee the Change* Quiz, page 2

6. In 1973, \_\_\_\_\_ led a coup d'état against the government of Chile.
- A) Salvador Allende
  - B) Augusto Pinochet
  - C) Milton Friedman
  - D) The Chicago Boys
7. Which of the following was NOT one of Chile's economic reforms under Pinochet?
- A) an open trade policy
  - B) privatizing businesses
  - C) privatizing the pension system
  - D) nationalizing businesses
8. John Hernandez expanded his business by exporting to \_\_\_\_\_.
- A) Japan
  - B) The United States
  - C) France
  - D) Australia
9. The transfer of ownership from government to the private sector is called \_\_\_\_\_.
- A) nationalization
  - B) a coup d'état
  - C) communism
  - D) privatization
10. The average person's income increased by roughly 2000% in the past 200 years. This means someone living in the early 1800s earned about what fraction of today's average income?
- A) 1/20
  - B) 1/2
  - C) 1/2000
  - D) 1/5

# *How is Economic Freedom Measured?*

## **Viewing Guide, page 1**

1. The Fraser Institute has developed an objective way of measuring the \_\_\_\_\_ of a country.
2. Institutions and policies influence the opportunities that \_\_\_\_\_ have.
3. We had to collect \_\_\_\_\_ on a lot of countries, data from the World Bank, the IMF, other reputable sources.
4. You're basically looking at the kind of things that would give people \_\_\_\_\_ over their incomes, their wealth, their jobs, the freedom to start a business, to trade.
5. We take the data that is encapsulated in this idea of economic freedom and we \_\_\_\_\_ 144 countries around the world on a 0-10 scale.
6. Countries that are less free have higher rates of \_\_\_\_\_.
7. Countries that are economically more \_\_\_\_\_ grow more rapidly and achieve higher income levels.
8. The per person income of the ... highest 1/4 of the economically free countries is \_\_\_\_\_ times what the figure is for the lowest group.
9. It's not just about rising incomes overall, it's also about the \_\_\_\_\_ of the poor.
10. The most free countries have substantially \_\_\_\_\_ life expectancies, 18 years.

## ***How is Economic Freedom Measured?*** **Viewing Guide, page 2**

11. Economic freedom; sure, it's about income, it's about growth, but it's also about the \_\_\_\_\_ of life.
12. The \_\_\_\_\_ economies in the world are Hong Kong and Singapore.
13. The \_\_\_\_\_ is not as free as what it was a few years ago.
14. Generally the economic freedom index is showing a \_\_\_\_\_ in economic freedom around the world.
15. The biggest single factor contributing to the U.S. decline is the decline in the legal structure area and protection of \_\_\_\_\_.
16. Corporate lobbyists are not arguing for economic freedom, they're arguing for special \_\_\_\_\_.
17. The future entrepreneur, the taxpayer and the consumer are not well organized and therefore the \_\_\_\_\_ process seldom represents them.
18. In the long run, short term fixes erode economic freedom and limit the amount of \_\_\_\_\_ in the marketplace.

# *How is Economic Freedom Measured?*

## **Discussion Questions**

1. Why did the Fraser Institute want to come up with an objective way of measuring economic freedom?
2. How does economic freedom relate to opportunity and control over one's life? One example is the ability to engage in trade. What are some others?
3. What have researchers learned from measuring the economic freedom of countries and comparing them?
4. How does economic freedom affect average incomes?
5. What about the poorest of the poor--who is better off, those in economically free countries or those in unfree countries?
6. Does economic freedom only matter in terms of how much stuff people have? Explain.
7. What is happening to economic freedom worldwide?
8. In what ways has economic freedom been declining in the U.S. over the last decade or so?
9. Why are property rights an important component of economic freedom?
10. How do the economists respond to the idea that economic freedom favors big business and the wealthy?
11. How does political power tend to undermine economic freedom?

## *Bee the Change*

### **Enrichment Activities, page 1**

- I. **Small Group Project: Business Plan.** Working as a group, come up with an idea for a new business. Create a plan for making the business happen. Write a two-minute pitch promoting your idea to investors. Present your pitch to the class. Using play money, let class members choose which business to invest in.
  
- II. **Research Project: Economic Freedom and Prosperity.** Using the Index of Economic Freedom (see [izzit.org](http://www.economicfreedom.org) website for link) explore the connection between economic freedom and prosperity, as measured by GDP per capita. First, click on several countries on the list to learn more detail about each, including GDP per capita. Now, create a graph. Label the horizontal axis Freedom Score, with a scale of 1-100. Label the vertical axis GDP per capita, with a scale of \$0 to \$100,000. Select ten countries and plot them on your graph by making a bar to represent each country. Use a different color for each. What does your graph show? As a class, share your graphs and discuss your findings.
  
- III. **Science Research Project: Colony Collapse Disorder.** Working individually or in small groups, investigate colony collapse disorder. What is it? What are its effects on agriculture? When and where has it been happening? What are the theories about its cause? How have the theories been tested? What solutions have been proposed? Create a report and present your findings to the class.
  
- IV. **Research Project: Democracy and Economic Freedom.** Have democratically elected governments in Latin America led to more or less economic freedom for their citizens? Divide the class into small groups. Have each group select a different Latin American country to research. How has the country been ruled over the past 30 years? Have there been revolutions or military coups during that time? Does the country currently have a democratic government? If not, what form of government does it have? What economic policies are in place? How does the country rank on the economic freedom index? What is its GDP? Create a report and present your findings to the class. As a class, evaluate the small group reports and work together to answer the question posed at the beginning of this activity.

## *Bee the Change* **Enrichment Activities, page 2**

- V. Essay: Select one of the quotes below and write an essay explaining what it means and why you agree or disagree.

“Liberty means responsibility. That is why most men dread it.” – George Bernard Shaw

“Everything that is really great and inspiring is created by the individual who can labor in freedom.” – Albert Einstein

“Humanity does not care for freedom. The mass of the people realize they are not up to it: what they want is being fed, led, amused, and above everything, drilled. But they do care for the phrase.” – Joseph Schumpeter

“Happiness depends on being free, and freedom depends on being courageous.” – Thucydides

“The highest manifestation of life consists of this: that a being governs its own actions. A thing which is always subject to the direction of another is somewhat of a dead thing.” –Thomas Aquinas



# *Bee the Change*

## **Viewing Guide Answer Key**

1. economic freedom
2. 100
3. Chile
4. beekeeping
5. decline
6. pollination
7. exporting
8. president
9. market; power
10. nationalized
11. poor
12. fund
13. 1973
14. economy
15. trade; private; pension
16. political
17. poverty
18. America's
19. entrepreneurial; prosperity

## *Bee the Change* **Quiz Answer Key**

1. B) 100 years
2. C) 14%
3. D) economic freedom
4. B) beekeeping
5. A) privatization of pensions
6. B) Augusto Pinochet
7. D) nationalizing businesses
8. C) France
9. D) privatization
10. A) 1/20

## **Answer Key** **Discussion Question 19**

1. Socialist/Communist leader Salvador Allende is elected president of Chile.
2. The government seizes control of Chile's economy and nationalizes businesses.
3. Chile's economy is in chaos, with inflation at 22% per month.
4. The Chilean army stages a coup and Pinochet is declared president.
5. The Pinochet regime brutally represses opposition.
6. Chile adopts free market economic reforms.
7. Chile experiences rapid economic growth.
8. Chile achieves political freedom.

## *How is Economic Freedom Measured?* **Viewing Guide Answer Key**

1. economic freedom
2. individuals
3. data
4. power
5. rank
6. unemployment
7. free
8. seven
9. poorest
10. higher
11. quality
12. freest
13. United States
14. rise
15. property rights
16. privileges
17. political
18. competition

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