

TEACHER'S GUIDE



■ *The Tragedy of Urban Renewal*



■ *DC Taxi Heist*

WHO OWNS WHAT?

PROPERTY RIGHTS AND REGULATIONS



■ *Battle for the California Desert*



■ *How to Save a Dying Ocean*

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Who Owns What?

Teacher's Guide

This Teacher's Guide includes the following:

- Suggested Lesson Plan
 - Preview Questions and Key Terms
 - Viewing Guides
 - Discussion Questions
 - Enrichment Activities
 - Quiz
 - Answer Key
-

Suggested Lesson Plan

As a class, discuss the Preview Questions and define the Key Terms.

For each of the four video segments on the DVD—

- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video segment, pausing if needed to facilitate understanding and note-taking.
- Using the Answer Key as a guide, review and discuss answers to the Viewing Guide.
- Use the Discussion Questions to spark class discussion, or assign these questions as homework or small group work.

Optional: Replay the entire DVD as preparation for the Quiz. Administer and grade the Quiz, using the Answer Key as a guide.

Optional: Assign some of the Enrichment Activities.

Who Owns What?

Preview Questions

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

1. What is private property? How is it created or protected? Who would you expect to benefit from it? Who or what can take away people's private property?
2. Given that people have different interests, goals and lifestyles, can the government work in everybody's interests? If so, how? What should be the role of government when it comes to people's private property?
3. What makes a good neighborhood? How is one created? Who decides when the neighborhood should be torn down, gotten rid of, or rebuilt?

Key Terms and Definitions

Eminent domain – the right of a government to take private property for a public purpose, usually with just compensation of the owner. The power of eminent domain is granted to the government in the Fifth Amendment to the U.S. Constitution.

Entrepreneur – a decision maker who assumes the risk of trying innovative approaches and products and pursuing projects in the expectation of realizing profits. A successful entrepreneur's actions will increase the value of resources.

Magnate – a person of great influence, importance, or standing in a particular enterprise or field of business; a business leader.

Lobbyist – a person who tries to influence legislation on behalf of a special interest; a member of a lobby.

Corruption – dishonesty, especially bribery.

Scrutiny – a searching examination or investigation; a close and searching look.

Incentive – any factor, financial or non-financial, that provides a motive for a particular course of action, or counts as a reason for preferring one choice to the alternatives.

Name: _____

Date: _____

The Tragedy of Urban Renewal Viewing Guide

1. In the 1950s and 60s, the _____ forced 300,000 families from their homes.
2. Phillip Payton, Jr. bought buildings on Manhattan's Upper West Side and rented apartments to _____.
3. Many families stayed on West 99th and 98th streets for _____.
4. In 1949, President Truman signed the National Housing Act, creating a program called _____.
5. The goal was to replace chaotic old neighborhoods with _____.
6. West 99th and 98th streets were declared a _____ and everyone living there was told to leave.
7. While these people were poor, that didn't mean they had a bad life, as long as they had their _____.
8. The new housing was to be built by _____ hand-picked by the city.
9. _____ had the power to pick and choose which companies got the condemned land.
10. "I couldn't understand why they wanted to tear my _____ down. It was not a slum."

The Tragedy of Urban Renewal

Discussion Questions

1. How did blacks come to live in a previously all-white neighborhood in Manhattan?
2. Who was Billie Holliday?
3. What kind of memories do people have of living on West 99th and 98th streets? What was it like to grow up there?
4. What was the intent of urban renewal? What were the effects? Was urban renewal a good thing or a bad thing? Explain.
5. What happened to West 99th and 98th streets in 1951?
6. What were the goals or aims of people living in that neighborhood?
7. What is a slum? Are all poor neighborhoods slums? Who decides what a good neighborhood is and what a slum is?
8. Who was Robert Moses? How did he decide who got the condemned land?
9. Why is Manhattan real estate so valuable?
10. What does it mean to say the property was sold for a token sum?
11. Why did some people refuse to move? What happened to them?
12. Who benefited from New York City's urban renewal program? Who paid for it? Who decided certain buildings needed to be torn down?
13. What should government do with people who refuse to leave their homes or businesses and therefore are standing in the way of urban renewal projects? Are there any conflicting rights between the people who refuse to move and the people who want the neighborhood renewed? How should conflicts like this be resolved?

The Tragedy of Urban Renewal

Enrichment Activities, page 1

1. Research the National Housing Act of 1949. What did its proponents say about it at that time? Did anyone oppose it? Why?
2. Research the Constitutional origins of eminent domain. Why was it included in the Constitution? How has the interpretation of “public use” changed over time?
3. Select one U.S. city and research how urban renewal changed one or more neighborhoods in that city. What was torn down? What types of buildings were built? Was there any opposition? What happened to the people who were forced to move? What is the neighborhood like now?
4. *Kelo v. City of New London* was a U. S. Supreme Court case decided in 2005. What was the case about? Who is Suzette Kelo? What did the City of New London do? Why? What were the results of the case? What were some of the Supreme Court justices' comments in favor of New London? In favor of Suzette Kelo? What is on that land now?
5. The U. S. Supreme Court, in the case *Berman v. Parker*, ruled that the way the District of Columbia was using eminent domain to redevelop neighborhoods was constitutional. Research this case. What was it about? What was the Court's ruling? Why is it considered a landmark case? How did it green-light urban renewal projects across the country?
6. Rod's Grill in Arcadia California faced eminent domain proceedings. Research this and answer the following questions: Why was the city council attempting to use eminent domain proceedings to purchase Rod's land? What was traditionally considered "public use" in the Fifth Amendment? How has that changed over time?

The Tragedy of Urban Renewal **Enrichment Activities, page 2**

7. Imagine you are a city planner. Prepare a slideshow of an area in your town or city that some people might argue is run-down and in need of renewal. Propose what the local government might do with the land to improve the area. Be sure to discuss what you will do with the people and businesses that occupy that space now.

8. Locate an area in your town or city that might be considered run-down. Interview several residents who live there and some business owners or people who work in that area. Some questions you might ask are: How do they like living in that neighborhood? How would they feel if the government wanted to tear down their residence or business to redevelop the property? What would they do?

9. Write a persuasive essay in which you argue for or against urban renewal projects. Be sure to address the opposing side of the argument in your essay.

Name: _____

Date: _____

DC Taxi Heist **Viewing Guide**

1. Like most DC cab drivers, Nathan Price is an _____ who works when he wants to.
2. DC's cab industry is among the _____ in the nation.
3. "If you took my business away from me, you just took the _____ out of my life."
4. Now Washington, DC is considering requiring every cab in the district to have a permit, known as a _____.
5. The medallions will be offered to cab companies, who could turn around and _____ them to drivers.
6. Medallion systems have pushed out individual entrepreneurs and put them to work for _____ companies.
7. Cities with medallions have cab fares that are _____ higher.
8. Jerry Schaffer will get a bunch of the medallions when they're offered for sale at _____ apiece.
9. The DC Taxi Commission has a history of _____.
10. When Pete Tucker was arrested, _____ stormed out of the meeting in protest.

DC Taxi Heist

Discussion Questions

1. What does it mean to the cab drivers to own their own cabs?
2. What is the medallion bill? How would it work?
3. Why do some cab drivers want to kill the medallion bill?
4. Why would DC only issue 4,000 medallions?
5. Who would get the medallions first? Is this fair? Why/why not?
6. In Prince Georges and Montgomery counties, how much do cab drivers have to pay medallion owners?
7. Why is the medallion bill being proposed?
8. Who is Jerry Schaffer? How will the medallion bill affect him?
9. Who is John Ray? Why does he say the DC cab industry needs to be regulated?
10. Why doesn't the DC Taxi Commission allow photos to be taken at its meetings?
11. Who is Pete Tucker? Why was he arrested?
12. What do the cab drivers want?
13. "We know tyranny when we smell it." What is tyranny? Why might some people consider government interference in the taxicab business "tyranny"?
14. Taxicab driver is considered an entry-level job—a stepping stone—for immigrants and those without much education. How does limiting the number of taxicabs affect people who might not be able to find employment elsewhere? If these people can't find jobs, the government will often give them financial support. What's best for people? How does working or not working affect people's lives?

DC Taxi Heist

Enrichment Activities

1. At the beginning of the video, there are people shouting "Kill the medallion bill," and one man says, "It's about being free in the United States of America." What is the connection? What does freedom mean? Research the topic of freedom in America. What are some of the different concepts of "freedom"?
2. Numerous cities have restrictions on the number of taxicabs, sometimes designated by medallions. Write a persuasive essay in which you argue for or against limiting the number of taxicabs. Be sure to address the opposing side of the argument in your essay.
3. If limiting competition among taxicabs is good, why shouldn't the government limit competition among food stores or fast food restaurants? Research the movements in some communities to limit large stores or supermarkets, and compare that to the push for limiting the number of taxicabs in Washington, D.C. What do the arguments have in common? How are the arguments different? What are the results of the restrictions?
4. What is the right number of taxicabs in a city? Research a city that limits the number of taxicabs. What is the number of taxicabs the city has set? Why has the city selected that number? Is there any research that shows that is the optimal amount? When was the last time the city increased that number? Why? Draw your own conclusions about the restrictions that city has put on the number of taxicabs.
5. Research the movement to limit the number of taxicabs in Washington, D.C. Who supports the restrictions? Who opposes the restrictions? Who benefits from the restrictions? Who gains?
6. In the film, it is alleged that limiting the number of taxicabs helps rich people at the expense of the poor. What is the argument in support of this? Research taxi licensing in other cities. Is there any evidence that it harms the poor and benefits the rich?
7. Research the Washington D.C. taxi commission. What does the commission do? What has it or its members been accused of in the past? Would you support giving this commission more power or less? Why?

Name: _____

Date: _____

Battle for the Desert Viewing Guide

1. Nuisance Abatement Teams are _____ county inspection squads that target zoning and code violations.
2. Kim Fahey was jailed and forced to destroy his own _____.
3. The county told Joey Gallo he could keep his land, but he would not be allowed to _____.
4. Oscar Castaneda lived in the desert for 22 years without any help from, or problems with _____.
5. "If you don't know your _____, you don't have any."
6. Too many vehicles on the property and an improper water tank, the county said, are a _____ and _____ to Castaneda's neighbors.
7. The county ordered Castaneda to get a _____ to keep his home on the property.
8. A group called the _____ is fighting back against the county.
9. A county video gives no insight about the government's _____ for land that is cleared of residents.
10. Tony Bell said the county is simply responding to _____ complaints from neighbors in the area.

Battle for the Desert

Discussion Questions

1. Why don't many people want to live in the Antelope Valley? How would you describe the lifestyles of those who do?
2. What does it mean to be a nuisance? To whom were the residents a nuisance? Why?
3. What did the government tell Joey Gallo to do? Why?
4. Who is Oscar Castaneda? Why does he think he's not bothering anyone?
5. Why did the county say it was there to help Castaneda?
6. Why doesn't Castaneda want to connect to the county's power grid?
7. Do you agree with reporter Mars Melnicoff that the county is picking on those who are defenseless? Why/why not?
8. What is the Antelope Valley Truckers Organization? Why was it formed? What is its purpose?
9. What do you think about the theories Antelope Valley residents have about why the government is trying to force them off their land?
10. Why did reporters question County Supervisor Mike Antonovich at a Board of Supervisors meeting?
11. What is the purpose of building codes?
12. Do you think the county has legitimate concerns about building code violations in Antelope Valley? Explain.
13. Governments usually claim their actions are in the public interest. Are the Antelope Valley residents a part of the public? What kinds of people do council members and other politicians think of as "the public" when they think about serving the public?
14. How do you think the situation in Antelope Valley should be resolved?

Battle for the Desert

Enrichment Activities

1. What are the zoning laws in your town? Research your community's restrictions on home building and additions, and other limitations on the use of the property at which you reside. What are some arguments in support of those zoning restrictions? What are some arguments against them?
2. In groups, develop zoning laws for a new town that is being developed. What restrictions will you and your group create and enforce on the property owners in this new development? Why? How much say will you allow the property owners to have over their own property? Do you think you are using government power properly by enacting such restrictions? Explain.
3. Research the Los Angeles Department of Building and Safety through their website. What is the department's mission? What is the role of the nuisance abatement teams? Does the website include any information about forcing people out of their homes or off their land? Take a look at one of the department's online newsletters, such as the December 2010 newsletter. How does the department represent itself? Why do you think the department represents itself that way?
4. Write a letter to the Los Angeles City Council or the editor of the Los Angeles Times about what you have seen in the video. Take a position in support of either the city council and department of building and safety, or the residents who are the targets of the nuisance abatement teams.
5. In groups, research the arguments for and against zoning laws, and conduct a classroom debate.
6. Draw a poster advocating or opposing zoning laws, or the treatment of Joey Gallo or Oscar Castaneda.
7. Use the internet to research the Antelope Valley. What is it? Is there any plan to increase development there? Could the homes portrayed in the video be a hindrance to that development? If so, why?
8. Research and explain Antelope Valley Area Plan. What is it? Why is an area plan needed? Should government plan out the use of all land? Why / Why not? Who makes the decisions about what goes into the plan and what doesn't? How much input do the property owners have?

Name: _____

Date: _____

How to Save a Dying Ocean **Viewing Guide**

1. Hidden cameras exposed chefs serving sushi made from the _____ Sei whale.
2. About a third of the world's _____ have already collapsed.
3. Relying on lawsuits and _____ hasn't prevented over-fishing.
4. Hotel bathrooms are clean because someone _____ them.
5. The tragedy is we're all going to _____ to get a bigger share of the resource.
6. Giving fishermen _____ to make fish populations grow is the only thing that works.
7. It's called _____ because fishermen get a share of the total catch.
8. Over-fishing was ravaging the _____ population until officials switched to the catch share method.
9. The _____ is being harnessed not for plunder but for preservation.
10. Saving the whales may be trickier, but at least we know the catch share system could save the _____.

How to Save a Dying Ocean

Discussion Questions

1. Why are fish populations decreasing?
2. What happens when government tries to preserve fish populations by limiting the fishing season?
3. How is the ocean like a public bathroom?
4. What is the tragedy of the commons? What are some other examples of the tragedy of the commons?
5. Can "greed" be used to help increase the fish populations? If so, how?
6. Explain how catch shares works. How does it avoid a race to exploit the resource?
7. What is the most profitable way to fish when nobody owns the oceans? What is the most profitable way under catch shares?
8. When a catch shares system is not in place (in other words, in a "race to catch" system), if a group of fishermen decided to unselfishly limit their catch in order to avoid depletion, would this succeed? Explain.
9. Why do environmentalists like catch shares? Why do fishermen like it?
10. Can you think of other areas in which a catch shares-type system could be used to help solve problems with tragedy of the commons concerns?
11. In the film, an activist says that pursuit of profit is behind most immoral things people do. Can you think of bad things people do pursuing something other than profit? List three. Can you think of good things they do pursuing profit? List three.
12. Why wouldn't catch shares work to save the whales? Can you think of a system that would use the incentives of ownership to preserve the whales?
13. Compare the goals and strategies of the protesters in the film with those of the people advocating catch shares. Which do you think is more effective? Why?

How to Save a Dying Ocean

Enrichment Activities, page 1

1. Watch the documentary "The Cove." Then report on it to the class.
2. "We're raping and harvesting the ocean unsustainably," said Louie Psihoyos, director of The Cove. The director said that they made the film to "give the oceans a voice." Why do the oceans need a voice? Research Louie Psihoyos and write a biography of him.
3. In an essay, explain the comparison between public bathrooms and the oceans.
4. Register at Sciencemag.org to read "Can Catch Shares Prevent Fisheries Collapse?" and other articles related to catch shares.
5. Read and summarize "The Tragedy of the Commons," by Garrett Hardin. The article appeared in the December 1968 edition of Science. Why did Hardin call the problems he observed "the tragedy of the commons" and why did he consider this a "moral issue"?
6. Produce a visual report—slideshow, video, or collage—demonstrating a tragedy of the commons in your community.
7. Read "The Commons: Tragedy or Triumph," by Bruce Yandle, published in The Freeman. What are some examples the author uses to demonstrate the tragedy of the commons?
8. Read and create a posterboard or other visual presentation of "Tragedy of the Commons" in the Shared Resources section of Oceanography in the 21st Century – An Online Textbook.
9. Wild animals are being hunted to near extinction in various parts of the world. Pick a wild animal or a part of the world in which you believe this is occurring. Does the tragedy of the commons idea explain that? How can catch shares or a modified form of it help reduce the likelihood of animals being hunted to extinction?
10. How have catch shares worked with the Alaska halibut? Research the changes to the Alaska halibut population since the catch shares program was initiated.

How to Save a Dying Ocean Enrichment Activities, page 2

11. Research the catch shares system discussed in the video, and do one of the following:
 - A) Explain how the system works, either through a poster board, slideshow, or video; or
 - B) Explain the arguments in favor of and against such a system. What groups are working in favor of catch shares as a solution? Are there any unusual allies working for catch shares? Are there any groups that oppose catch shares? If so, which ones? What are their arguments?

12. Wenonah Hauter, the executive director of Food & Water Watch, wrote "Catch shares: A dangerous weapon in 'war' on environment." In the article, the author called catch shares an "environmentally destructive" program "that consolidates and industrializes our fisheries." Read the article and explain the author's argument. What evidence does she offer that catch shares is a destructive program? What does she suggest as an alternative solution?

Name: _____

Date: _____

Who Owns What? **Quiz, page 1**

1. The decision to tear down apartment buildings on West 99th and 98th streets was made by:
 - A) neighborhood residents
 - B) owners of the buildings
 - C) the government
 - D) developers

2. The benefits of New York's urban renewal program went to:
 - A) neighborhood residents
 - B) politically connected developers
 - C) poor people
 - D) immigrants

3. The DC taxi drivers in the film want to:
 - A) quit working
 - B) work for Jerry Schaffer
 - C) stop the medallion bill
 - D) get the medallion bill passed

4. A taxi medallion is:
 - A) an award for customer service
 - B) an agreement to charge lower fares
 - C) already required in Washington, D.C.
 - D) a permit to drive a taxi

5. Nuisance Abatement teams targeted _____ in Antelope Valley.
 - A) drug dealing
 - B) violent crime
 - C) zoning and code violations
 - D) illegal immigration

Name: _____

Date: _____

Who Owns What? **Quiz, page 2**

6. The Antelope Valley Truckers Organization is fighting to help residents:
- A) keep their homes
 - B) move to better neighborhoods
 - C) receive more services from the county
 - D) sell their land to the county
7. In the film the ocean is compared to:
- A) a public bathroom
 - B) a big lake
 - C) a restaurant
 - D) a fishing boat
8. A system of catch shares can prevent:
- A) the profit motive from working
 - B) fish stocks from being depleted
 - C) restaurants from closing
 - D) whales from migrating
9. The right of a government to take private property for a public purpose, usually with just compensation of the owner, is called:
- A) nuisance abatement
 - B) catch shares
 - C) eminent domain
 - D) search and seizure
10. A person who tries to influence legislation on behalf of a special interest is called:
- A) a regulator
 - B) a bureaucrat
 - C) an entrepreneur
 - D) a lobbyist

Who Owns What?

Viewing Guide Answer Key, page 1

The Tragedy of Urban Renewal

1. federal government
2. blacks
3. generations
4. urban renewal
5. planned communities
6. slum
7. neighborhood
8. private companies
9. Robert Moses
10. home

DC Taxi Heist

1. owner/operator
2. freest
3. free enterprise
4. medallion
5. rent
6. politically connected
7. 25%
8. \$10,000
9. corruption
10. cab drivers

Who Owns What?

Viewing Guide Answer Key, page 2

Battle for the California Desert

1. armed
2. home
3. live on it
4. the government
5. rights
6. nuisance, danger
7. building permit
8. Antelope Valley Truckers Organization
9. goal
10. code violation

How to Save a Dying Ocean

1. Endangered
2. fisheries
3. regulation
4. owns
5. race
6. an incentive
7. catch shares
8. halibut
9. profit motive
10. fish

Who Owns What? **Quiz Answer Key**

1. C) the government
2. B) politically connected developers
3. C) stop the medallion bill
4. D) a permit to drive a taxi
5. C) zoning and code violations
6. A) keep their homes
7. A) a public bathroom
8. B) fish stocks from being depleted
9. C) eminent domain
10. D) a lobbyist

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