

Free or Equal Questions

While watching **Free or Equal**, complete the following statements for questions 1-9. Use the **precise** language from the video. Question 10 asks you to analyze a proposal and provide your unique perspective.

1. Professor Milton Friedman's research led him to believe in the power of _____ and _____.

Answer #1	Free Markets
Answer #2	Economic Freedom

2. If the government gives everybody the same freedom to work . . . some will do better than others. The result will be _____, but not _____.

Answer #1	Equality of opportunity
Answer #2	Not equality of outcome

3. After World War II, Hong Kong became a refugee camp with millions of extremely poor people. Hong Kong had no _____, no _____ and little _____. But almost by accident it was given _____. . . . As a result, Hong Kong became an _____.

Answer #1	Prospects
Answer #2	Natural Resources
Answer #3	Land that could be cultivated
Answer #4	Economic Freedom
Answer #5	Economic Powerhouse

4. In the small Baltic country of _____, Prime Minister Mart Laar took his inspiration from Professor Friedman's book **Free To Choose**. What three things did he do to imitate the Hong Kong model?

Answer #1	Estonia
Answer #2	Zero Tariffs
Answer #3	Flat Tax
Answer #4	Minimum of regulation

5. Adam Smith's concept of the "invisible hand" was illustrated in the example of buying a tomato. The following 3 points were made:

- ▶ We vote with our _____.
- ▶ Every purchase _____.
- ▶ To make your life better, you have to _____.

Answer #1	Pocketbooks
Answer #2	Sends a message
Answer #3	Better the lives of others

6. Economists call the constant renewal of the economy _____. To increase our wealth and opportunities, we have to stop doing old things in _____ and start doing innovative things in _____.

Answer #1	Creative destruction
Answer #2	Old ways
Answer #3	better ways

7. Swedish entrepreneurs are the _____ in the world. Young Swedes and entrepreneurial immigrants have moved from Sweden to Britain and the U.S. because the _____ are much greater there, where _____ are lower.

Answer #1	Oldest
Answer #2	Rewards
Answer #3	Taxes

8. The Founding Fathers had learned the lesson of history. The great danger to freedom is the _____, especially in the hands of a _____.

Answer #1	Concentration to power
Answer #2	government

9. As Milton Friedman said, "The society that puts equality before freedom will _____. The society that puts freedom before equality will end up with a _____."

Answer #1	Will end up with neither
Answer #2	great measure of both

10. Professor Friedman compares the concept of “equality of opportunity” to a race where everyone begins at the starting line at the same time. In contrast, “equality of outcome” guarantees that everyone finishes at the same time. Today, “equality of outcome” is referred to as “fair shares for all.”

If we applied the “fair shares for all” concept in this class, all students would receive an average grade of “C.” This would be accomplished by taking points away from students earning A’s and B’s to give to students earning D’s and E’s. Distributing points equally would result in “fair grades for all.”

- ▶ Would you approve of this method in calculating your final grade? Why or why not?
- ▶ How would this differ from “fair shares for all” economically?

For example, what’s the difference between a successful student being required to give up some of his/her hard-earned grade and a successful person being expected to give more of his/her hard-earned income? If you support “redistribution of income and wealth,” shouldn’t you also be willing to redistribute academic grades? After all, many of your fellow students may not have had the advantages in education and upbringing that you’ve had.

Text

- ▶ Address the above questions in your own words, in a minimum of 3 paragraphs.

I am not one that gets A's in every class. I don't however, think that it is fair for me to receive a higher grade from them if they worked harder for it than I did. However, on the flip side, I think that it could be fair if I worked really hard and still didn't get a great grade and they are willing to share the grade. That still doesn't feel right, but what if it was what we knew? Would that drive the smart to dumb it down? Would that drive the average person to not try at all? If it's going to be equal no matter what, would we see progress?

I think that some people who have worked hard for their income should be able to do what they want with it. There is something to be said to people who are giving to others and are willing to give more than just what is required of them, or a minimum amount. I think that fair grades for all could hinder progress of those who truly want to succeed and be more than just a fair graded student. It would hinder how we look at applications for jobs- what if that person you are trying to hire didn't really get that grade in chemistry? You might have a lazy worker who doesn't know what the heck they are doing.

I think that it would be a fair that if you support the redistribution of income and wealth that you should be willing to support the redistribution of academic grades. I don't know enough of outcomes that would be great on either side, but from what this documentary has gone over, I think that there is something out there that is a good option for freedom of wealth. How are we as Americans able to achieve that with so much debt to overcome? I really agree with the Professor Friedman's concept of “equality of opportunity”. It rings true in so many situations.

Reflective Writing

Compose 2-3 paragraphs explaining how watching **Free or Equal** helped you achieve at least 2 of the [SLCC Learning Outcomes](#):

Watching Free or Equal has helped me gain an insight as to what Professor Friedman has been saying throughout his life. He was a pioneer in some ways to just have another opinion brought to your attention and backed up with facts. He also had the visual effect by having cameras around and recording the actuality of what he was saying. He was upbeat, positive, and straight forward.

I have been able to have some critical thinking attached with this 52ish minute movie. It was so interesting

to hear what other countries have been able to do. I would have never thought that Hong Kong had the most economic freedom and they started from so little. That is some serious motivation! It is refreshing to have facts given, and a solution for some of the issues. A way of thinking outside the box because the thoughts and actions taking place inside the box aren't doing us the ultimate good that they