

Economics: A Christian Worldview. Newspaper Headline & Story
Based on the Short Film “Why High Taxes Benefit the Rich, Explained”

TEACHER INSTRUCTIONS/KEY

Purpose

Students demonstrate that they understood the main ideas of a short video or book chapter by turning those ideas into newspaper headlines, subheadlines, and short articles.

Prep

Print this instruction page and a copy of Pages 2 & 3 (front to back!) for each student.

Time

20-25 minutes

Instructions

1. Play the short film “Why High Taxes Benefit the Rich, Explained” (5:45):

https://www.youtube.com/watch?v=tK_d9s2pqrk

2. Tell students: *TAKE GOOD NOTES ON THIS FILM!*

Main ideas of this film:

- People typically think that taxing the rich punitively will solve all kinds of economic issues and increase “equality.”
- In the 1950s, the top income tax rate was 91 percent on income more than \$200,000 (the equivalent of \$2.7 million today).
- 20 brackets/percentages, from 20 percent to 90 percent
- The 1950s had four recessions in 11 years; unemployment was up, etc.
- Powerful, wealthy individuals got exemptions from income taxes.
- Tax code = 11,000 pages; 2 pages with rates, 10,998 pages of exceptions
- Louis B. Mayer (MGM head) was only subject to 25 percent (he hired a lobbyist).
- The rich hid their money from taxes instead of letting it help economic growth.

3. Pass out Pages 2 & 3 and read the instructions together. Give students 15-20 minutes to complete individually.

4. Tell students to **keep their headlines and articles secret**; tomorrow we’ll read them in class!

5. Remind student to **BRING THEIR STORIES TO CLASS TOMORROW.**

Economics: A Christian Worldview: Newspaper Headline & Story

Based on the video you just watched about taxing the rich **or** the chapter “Taxes and Exactions,” create (1) a main, large newspaper story headline, (2) a subheadline that gives short details, and (3) a story that sums up the points made in the video or the chapter.

On the back of this page is a short article on which you can base **the writing style** of your story. Your headline must capture the main idea quickly and clearly, like a newspaper, and your story should use short, punchy lines, not long sentences.

Keep your headline, subheadline, and story secret! Use this page to brainstorm and generate ideas; put these in some kind of order before writing your big headline, subheadline, and article on the template on the back of this page. (You’ll see the specific spaces in which to write your big headline, subheadline, and article.)

Feel free to have fun with this and use humor, but make sure your writing shows knowledge about “taxing the rich” or unfair taxes (exactions)!

Brainstormed Ideas:

ECON STUDENTS WRITE THEIR OWN NEWS STORIES, HAVE SO MUCH FUN THEY START CRYING UNCONTROLLABLY

By **S. C. NOTFILC**
Economics Writer

A classroom full of students studying *Economics: A Christian Worldview* recently turned into what witnesses described as “a full-scale newsroom,” after students were assigned to write their own news stories explaining what they learned from a short economics video or recent chapter.

The assignment sounded simple enough: watch the five-minute video or read the chapter, think about the economic reasoning presented, and write a short newspaper article summarizing the main ideas.

What followed, however, was something closer to controlled chaos.

Students quickly began scribbling headlines, debating economic points, and trying to outdo one another with dramatic news-style language. One student reportedly shouted, “Extra! Extra! Read all about it!” while waving his paper in the air.

Another student announced that writing a headline about incentives and taxation felt “like discovering hidden treasure in the economy.”

Observers say several students laughed so hard at their own headlines that they nearly fell out of their chairs. One particularly enthusiastic group reportedly insisted on reading their articles aloud in exaggerated “newspaper announcer voices.”

By the time the assignment ended, students had produced a stack of front-page stories explaining how tax policies can sometimes produce unexpected results—especially when incentives, investment, and economic behavior are taken into account.

One economics teacher (who requested anonymity) described the scene as “the most excited anyone has ever been in the history of the world—or even longer—about writing economics articles.” Economists say this may be the first recorded case of students becoming enthusiastic about tax policy.

Experts are still investigating. ■