

Social Studies	Monday	Tuesday	Wednesday	Thursday (Thanksgiving Day)	Friday
Objectives	<p>Content Objective:</p> <ul style="list-style-type: none"> •TSWBAT analyze articles from three positions on Egyptian artifacts to take a position themselves on the question “Who owns Egyptian Artifacts” by sorting information in a graphic organizer and constructing a Type 3, TP3R no I. <p>AdvancED/NCA Goal Objective (DEAR):</p> <ul style="list-style-type: none"> •Students will focus on lifelong learning strategies by providing experiences, formats, frameworks, and attitudes for study in the present and future. •Students will participate in student-centered learning. 	<p>Content Objective:</p> <ul style="list-style-type: none"> •TSWBAT analyze articles from three positions on Egyptian artifacts to take a position themselves on the question “Who owns Egyptian Artifacts” by sorting information in a graphic organizer and constructing a Type 3, TP3R no I. <p>AdvancED/NCA Goal Objective (DEAR):</p> <ul style="list-style-type: none"> •Students will focus on lifelong learning strategies by providing experiences, formats, frameworks, and attitudes for study in the present and future. •Students will participate in student-centered learning. 	<p>Content Objective:</p> <ul style="list-style-type: none"> •TSWBAT analyze articles from three positions on Egyptian artifacts to take a position themselves on the question “Who owns Egyptian Artifacts” by sorting information in a graphic organizer and constructing a Type 3, TP3R no I. <p>AdvancED/NCA Goal Objective (DEAR):</p> <ul style="list-style-type: none"> •Students will focus on lifelong learning strategies by providing experiences, formats, frameworks, and attitudes for study in the present and future. •Students will participate in student-centered learning. 	<p>Content Objective:</p> <ul style="list-style-type: none"> •TSWBAT analyze articles from three positions on Egyptian artifacts to take a position themselves on the question “Who owns Egyptian Artifacts” by sorting information in a graphic organizer and constructing a Type 3, TP3R no I. <p>AdvancED/NCA Goal Objective (DEAR):</p> <ul style="list-style-type: none"> •Students will focus on lifelong learning strategies by providing experiences, formats, frameworks, and attitudes for study in the present and future. •Students will participate in student-centered learning. 	<p>Content Objective:</p> <ul style="list-style-type: none"> •TSWBAT summarize oral information based on current events through a Type 2 retelling. •TSWBAT read and discuss a poem on current events <p>AdvancED/NCA Goal Objective (DEAR):</p> <ul style="list-style-type: none"> •Students will focus on lifelong learning strategies by providing experiences, formats, frameworks, and attitudes for study in the present and future. •Students will participate in student-centered learning.
	<p>Language Objective (SLOP):</p> <ul style="list-style-type: none"> •TSWBAT write a Type 3 John Collins paper using written expression. 	<p>Language Objective (SLOP):</p> <ul style="list-style-type: none"> •TSWBAT write a Type 3 John Collins paper using written expression. 	<p>Language Objective (SLOP):</p> <ul style="list-style-type: none"> •TSWBAT write a Type 3 John Collins paper using written expression. 	<p>Language Objective (SLOP):</p> <ul style="list-style-type: none"> •TSWBAT write a Type 3 John Collins paper using written expression. 	<p>Language Objective (SLOP): TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 five minute timed retelling.</p> <ul style="list-style-type: none"> •WIDA Reading L4: Identify figurative language (e.g. “dark as night”) •S.1 Use spoken language for daily activities within and beyond the school setting. •L.1 Follow simple and complex directions.
	<p>Learning Target:</p> <ul style="list-style-type: none"> • I can (RH.6-8.1) cite specific textual evidence to support analysis of primary and secondary sources. • I can (RH.6-8.4.) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies. • I can (RH.6-8.6.) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • (GLCE W2.1) I can describe and differentiate characteristics of early civilization’s writing. • I can (HI.4.1) describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). 	<p>Learning Target:</p> <ul style="list-style-type: none"> • I can (RH.6-8.1) cite specific textual evidence to support analysis of primary and secondary sources. • I can (RH.6-8.4.) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies. • I can (RH.6-8.6.) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • (GLCE W2.1) I can describe and differentiate characteristics of early civilization’s writing. • I can (HI.4.1) describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). 	<p>Learning Target:</p> <ul style="list-style-type: none"> • I can (RH.6-8.1) cite specific textual evidence to support analysis of primary and secondary sources. • I can (RH.6-8.4.) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies. • I can (RH.6-8.6.) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • (GLCE W2.1) I can describe and differentiate characteristics of early civilization’s writing. • I can (HI.4.1) describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). 	<p>Learning Target:</p> <ul style="list-style-type: none"> • I can (RH.6-8.1) cite specific textual evidence to support analysis of primary and secondary sources. • I can (RH.6-8.4.) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies. • I can (RH.6-8.6.) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • (GLCE W2.1) I can describe and differentiate characteristics of early civilization’s writing. • I can (HI.4.1) describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family). 	<p>Learning Target:</p> <ul style="list-style-type: none"> • (GLCE C4) I can explain that nations interact with one another through trade, diplomacy, traits and economic sanctions and incentives, an military force and threat of force. • (GLCE 7-C3.6.1) I can describe the characteristics of nation-states and how nation-states interact. • (GLCE C1.1) I can describe civic life, politics and government and explain their relationships.
Assessment	<ul style="list-style-type: none"> •Visual assessment of Type 2 organizers. 	<ul style="list-style-type: none"> •Visual assessment of Type 2 organizers. 	<ul style="list-style-type: none"> •Type 3 written paper begins today. 	<ul style="list-style-type: none"> •Type 3 written paper is turned in today. 	<ul style="list-style-type: none"> • Channel One Type 2 writing: summarize 3 events from the netcast.
Vocabulary	stele, archeology, private property, partage, public interest, cultural artifacts, cite, source, quote, reason.	stele, archeology, private property, partage, public interest, cultural artifacts, cite, source, quote, reason.	stele, archeology, private property, partage, public interest, cultural artifacts, cite, source, quote, reason.	stele, archeology, private property, partage, public interest, cultural artifacts, cite, source, quote, reason.	Varies <i>crisis</i> – a time of danger; a sudden problem <i>grateful</i> – thankful; appreciative <i>harrowing</i> – disturbing; frightening <i>hither and yon</i> – here and there; all over the place <i>make amends</i> – to apologize; to make things right <i>rowdy</i> – noisy <i>scandal</i> – an event that causes public anger and outrage <i>strife</i> – conflict; a struggle

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Strategy	Modeling, independent reading, oral discussion, partner discussion.	Modeling, independent reading, oral discussion, partner discussion.	John Collins writing.	John Collins writing.	Individual learning using reading strategies. Visual and auditory modalities as a precursor to written expression.
CCSS	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. 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English Language Proficiency Standards	<ul style="list-style-type: none"> ●SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ●L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ●L.7.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases choosing flexibly from a range of strategies. ●WIDA Reading L2: Find information from text structure. ●WIDA Reading L3: Identify topic sentences, main ideas, and details in paragraphs. ●S.1 Use spoken language for daily activities within and beyond the school setting. ●L.1 Follow simple and complex directions. 	<ul style="list-style-type: none"> ●SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ●L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ●L.7.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases choosing flexibly from a range of strategies. ●WIDA Reading L2: Find information from text structure. ●WIDA Reading L3: Identify topic sentences, main ideas, and details in paragraphs. ●S.1 Use spoken language for daily activities within and beyond the school setting. ●L.1 Follow simple and complex directions. 	<ul style="list-style-type: none"> ●SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ●L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ●L.7.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases choosing flexibly from a range of strategies. ●WIDA Reading L2: Find information from text structure. ●WIDA Reading L3: Identify topic sentences, main ideas, and details in paragraphs. ●S.1 Use spoken language for daily activities within and beyond the school setting. ●L.1 Follow simple and complex directions. 	<ul style="list-style-type: none"> ●SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ●L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ●L.7.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases choosing flexibly from a range of strategies. ●WIDA Reading L2: Find information from text structure. ●WIDA Reading L3: Identify topic sentences, main ideas, and details in paragraphs. ●S.1 Use spoken language for daily activities within and beyond the school setting. ●L.1 Follow simple and complex directions. 	<ul style="list-style-type: none"> ●SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ●L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ●L.7.4. Determine or clarify the meaning of unknown and multiple- meaning words and phrases choosing flexibly from a range of strategies. ●WIDA Reading L2: Find information from text structure. ●WIDA Reading L3: Identify topic sentences, main ideas, and details in paragraphs. ●S.1 Use spoken language for daily activities within and beyond the school setting. ●L.1 Follow simple and complex directions.
31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>Content Objective:</p> <ul style="list-style-type: none"> • TSWBAT retell the role of the government in the economy by oral discussion, interpersonal communication with other students and the teacher and written expression. <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> • The student will communicate orally. • WIDA Speaking L1: <ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • WIDA Listening L2: <ul style="list-style-type: none"> • Follow multi-step oral commands/instructions. • WIDA Speaking L2: <ul style="list-style-type: none"> • Communicate in social situations. • Express needs/wants <p>Learning Target:</p> <ul style="list-style-type: none"> • I can explain the differences in the entrepreneur’s role in the economy and the government’s role in the economy. <p>Governmental decisions on taxation, spending, protections, and regulation affect the national economy.</p> <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p>	<p>Content Objective:</p> <ul style="list-style-type: none"> • TSWBAT retell the role of the government in the economy by oral discussion, interpersonal communication with other students and the teacher and written expression. <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> • The student will communicate orally. • WIDA Speaking L1: <ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • WIDA Listening L2: <ul style="list-style-type: none"> • Follow multi-step oral commands/instructions. • WIDA Speaking L2: <ul style="list-style-type: none"> • Communicate in social situations. • Express needs/wants <p>Learning Target:</p> <ul style="list-style-type: none"> • I can explain the differences in the entrepreneur’s role in the economy and the government’s role in the economy. <p>Governmental decisions on taxation, spending, protections, and regulation affect the national economy.</p> <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p>	<p>Content Objective:</p> <ul style="list-style-type: none"> • TSWBAT retell the role of the government in the economy by oral discussion, interpersonal communication with other students and the teacher and written expression. <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> • The student will communicate orally. • WIDA Speaking L1: <ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • WIDA Listening L2: <ul style="list-style-type: none"> • Follow multi-step oral commands/instructions. • WIDA Speaking L2: <ul style="list-style-type: none"> • Communicate in social situations. • Express needs/wants <p>Learning Target:</p> <ul style="list-style-type: none"> • I can explain the differences in the entrepreneur’s role in the economy and the government’s role in the economy. <p>Governmental decisions on taxation, spending, protections, and regulation affect the national economy.</p> <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p>	<p>Content Objective:</p> <ul style="list-style-type: none"> • TSWBAT retell the role of the government in the economy by oral discussion, interpersonal communication with other students and the teacher and written expression. <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> • The student will communicate orally. • WIDA Speaking L1: <ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • WIDA Listening L2: <ul style="list-style-type: none"> • Follow multi-step oral commands/instructions. • WIDA Speaking L2: <ul style="list-style-type: none"> • Communicate in social situations. • Express needs/wants <p>Learning Target:</p> <ul style="list-style-type: none"> • I can explain the differences in the entrepreneur’s role in the economy and the government’s role in the economy. <p>Governmental decisions on taxation, spending, protections, and regulation affect the national economy.</p> <p>7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p>	<p>Content Objective:</p> <ul style="list-style-type: none"> • TSWBAT retell the role of the government in the economy by oral discussion, interpersonal communication with other students and the teacher and written expression. <p>Language Objective (SIOP):</p> <ul style="list-style-type: none"> • The student will communicate orally. • WIDA Speaking L1: <ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • WIDA Listening L2: <ul style="list-style-type: none"> • Follow multi-step oral commands/instructions. • WIDA Speaking L2: <ul style="list-style-type: none"> • Communicate in social situations. • Express 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Assessment	Students will be orally and through a simulation on the topic. (See below)	Students will be orally and through a simulation on the topic. (See below)	Students will be orally and through a simulation on the topic. (See below)	Students will be orally and through a simulation on the topic. (See below)	Students will be orally and through a simulation on the topic. (See below)
Closing Activity	<p>Oral response to simulation questions. See Key Ideas Review:</p> <p>ERP-2: Choices impose costs; people receive benefits and incur costs when they make decisions. The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up.</p> <p>ERP-3: People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards that encourage and the punishments that discourage actions. When incentives change, people’s choices change in predictable ways.</p> <p>ERP-5: Understanding based on knowledge and evidence imparts value to opinions. Opinions matter and are of equal value at the ballot box. But on matters of rational deliberation the value of an opinion is determined by the knowledge and evidence on which it is based. Statements of opinion should initiate the quest for economic understanding, not end it.</p>	<p>Oral response to simulation questions. See Key Ideas Review:</p> <p>ERP-2: Choices impose costs; people receive benefits and incur costs when they make decisions. The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up.</p> <p>ERP-3: People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards that encourage and the punishments that discourage actions. When incentives change, people’s choices change in predictable ways.</p> <p>ERP-5: Understanding based on knowledge and evidence imparts value to opinions. Opinions matter and are of equal value at the ballot box. But on matters of rational deliberation the value of an opinion is determined by the knowledge and evidence on which it is based. Statements of opinion should initiate the quest for economic understanding, not end it.</p>	<p>Oral response to simulation questions. See Key Ideas Review:</p> <p>ERP-2: Choices impose costs; people receive benefits and incur costs when they make decisions. The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up.</p> <p>ERP-3: People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards that encourage and the punishments that discourage actions. When incentives change, people’s choices change in predictable ways.</p> <p>ERP-5: Understanding based on knowledge and evidence imparts value to opinions. Opinions matter and are of equal value at the ballot box. But on matters of rational deliberation the value of an opinion is determined by the knowledge and evidence on which it is based. Statements of opinion should initiate the quest for economic understanding, not end it.</p>	<p>Oral response to simulation questions. See Key Ideas Review:</p> <p>ERP-2: Choices impose costs; people receive benefits and incur costs when they make decisions. The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up.</p> <p>ERP-3: People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards that encourage and the punishments that discourage actions. When incentives change, people’s choices change in predictable ways.</p> <p>ERP-5: Understanding based on knowledge and evidence imparts value to opinions. Opinions matter and are of equal value at the ballot box. But on matters of rational deliberation the value of an opinion is determined by the knowledge and evidence on which it is based. Statements of opinion should initiate the quest for economic understanding, not end it.</p>	<p>Oral response to simulation questions. See Key Ideas Review:</p> <p>ERP-2: Choices impose costs; people receive benefits and incur costs when they make decisions. The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up.</p> <p>ERP-3: People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards that encourage and the punishments that discourage actions. When incentives change, people’s choices change in predictable ways.</p> <p>ERP-5: Understanding based on knowledge and evidence imparts value to opinions. Opinions matter and are of equal value at the ballot box. But on matters of rational deliberation the value of an opinion is determined by the knowledge and evidence on which it is based. Statements of opinion should initiate the quest for economic understanding, not end it.</p>
Vocabulary	Property rights Transaction costs Negative externalities Positive externalities Tragedy of the Commons Marginal benefits & costs	Property rights Transaction costs Negative externalities Positive externalities Tragedy of the Commons Marginal benefits & costs	Property rights Transaction costs Negative externalities Positive externalities Tragedy of the Commons Marginal benefits & costs	Property rights Transaction costs Negative externalities Positive externalities Tragedy of the Commons Marginal benefits & costs	Property rights Transaction costs Negative externalities Positive externalities Tragedy of the Commons Marginal benefits & costs

Interdisciplinary Lesson on Current Events (To be touched on and referenced this week.)

Lesson 18: “Current Events / Events Current” • The Big Idea: History & Learning & Change

To the Teacher

“There is no new thing under the sun.”
- Ecclesiastes 1:9

“Those who cannot remember the past are condemned to repeat it.”
- George Santayana

Today’s news – current events – soon becomes tomorrow’s history. Young adolescents do not always grasp the importance of national or world events; they may not realize the ways in which outside occurrences impinge on their lives. Natural disasters and catastrophes will always be with us, along with political upheavals, dastardly deeds, heroic accomplishments and inspiring adventures.

Introducing the Poem

Present one of the two quotes above to your students and briefly discuss it. Then invite six students to read “Current Events / Events Current” aloud. Student A reads verses 1 and 2 aloud; Student B reads verses 3 and 4; and so forth. You read the last verse to provide a dramatic exclamation point to the poem. Then invite a second group of six students to read the poem aloud to the class in similar fashion. In discussion, refer to the quote from Ecclesiastes and observe that (a) the Bible is a very old book and (b) there is very little that is new that hasn’t already happened before, somewhere. Also, note that the Santayana quote raises an important caution about the importance of knowing and following current events.

Vocabulary

crisis – a time of danger; a sudden problem

grateful – thankful; appreciative

harrowing – disturbing; frightening

hither and yon – here and there; all over the place

make amends – to apologize; to make things right

rowdy – noisy

scandal – an event that causes public anger and outrage

strife – conflict; a struggle

Classroom Discussion Questions

1. What is the central idea of “Current Events / Events Current”? Cite specific lines in the text to support your response.
2. What important current events interest you right now? Explain your response.
3. What predictions do you have about how these current events will turn out?
4. What does the poem’s title mean to you? Please explain.
5. What does the last line of the poem mean to you? Explain.
6. Identify three “general” examples of current events and three “specific” examples of current events in this poem.
7. Do we “need” to know what is going on in the world? Why or why not?

Individual Writing Prompts

1. Select a “current event” from today’s news and compose five journal entries over the next two weeks explaining the “who-what-when-where-why” and “how” of the story. Explain why this story is of interest to you. Also, in the fifth journal entry, predict what will happen and how this current event will end.
2. Select a “current event” story that seems to echo the past. Describe the “who, what, when, where, why” and “how” of the story. Then select a news story from the past that is similar to the first story and describe the “who, what, when, where, why” and “how” of this second story. Then compare both stories, their similarities and differences.

Small Group Activities

1. In a co-ed group of four, select three current events and create five questions about each of them. Then, pose your questions to each of the other groups in a classroom “Current Events Quiz Bowl”.
2. Bring in a different news item a day for two weeks. Then, have students in groups of four categorize these items into “specific” and “general” categories.

Notice: All plans are tentative and subject to change at the teacher’s discretion.

“Studium decendae voluntatae quai cogi non potest constant.” - Quintillanus

3. Create a poster using actual newspaper clippings that depict at least five different “current events.” Include explanatory text for each current event.
4. Create an illustrated poem using Comic Life with pictures you find. One couplet per page and the pictures must be in the order presented in the couplet. For example, the couplet, “A famous leader now deceased; A crisis in the Middle East,” should have famous leaders who are now no longer with us in the top half of the page and pictures of crises in the Middle East in the bottom half of the page. Be sure to add a short caption for each picture so that readers who are not familiar with local events can understand why you chose that picture.

CURRENT EVENTS / EVENTS CURRENT
Ross Burkhardt

We need to know what’s going on
 Both here at home and hither and yon.

And so in school we gain some sense
 Of world affairs through current events.

But news occurs without delay;
 Facts and faces crowd each day –

A famous leader now deceased;
 A crisis in the Middle East.

The winning team; the miracle play;
 The scandal that broke just yesterday.

A narrow, harrowing escape;
 A politician caught on tape.

The fine a business had to pay
 To make amends without delay.

A fatal forest fire blaze;

THE WINNING TEAM; THE MIRACLE PLAY;

CALVIN JOHNSON MAKES AN IMPOSSIBLE CATCH.

U.S. WOMEN'S SOCCER WINS GOLD MEDAL MATCH AGAINST JAPAN.

EASTERN MICHIGAN UNIVERSITY ATHLETIC MEDIA RELATIONS OFFICE

STATEMENT FROM EMU DIRECTOR OF ATHLETICS HEAT'S DECISION TO RELIEVE RON ENGLISH FROM COACH

EASTERN MICHIGAN UNIVERSITY FOOTBALL COACH RON ENGLISH FIRED FOR PROFANE LANGUAGE.

The scandal that broke just yesterday.

A hero heaped with grateful praise.

The latest pop celebrity;
The horrible murder on TV.

A sudden earthquake causing strife;
A new device to change our life.

The kidnapper who tried to hide;
The unexpected suicide.

A growing list of names and places,
Daring deeds and sad disgraces.

And what do we learn when day is done?
“There’s not much new beneath the sun!”

Lesson 7 – **Property Rights: Is the Environment Different?**

Key Terms

Property rights	Transaction costs	Negative externalities
Positive externalities	Tragedy of the Commons	Coase Theorem
Marginal benefits & costs		

National Content Standards Addressed

Standard 1: Scarcity

Productive resources are limited. Therefore people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

- Like individuals, governments and societies experience scarcity because human wants exceed what can be made from all available resources.
- Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.
- The choices people make have both present and future consequences.
- The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.

Standard 2: Marginal Decision Making

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.

- Few choices are all-or-nothing decisions; they usually involve getting a little more or one thing by giving up a little of something else.
- To determine the best level of consumption of a product, people must compare the additional benefits with the additional costs of consuming a little more or a little less.
- Marginal benefit is the change in total benefit resulting from an action. Marginal cost is the change in total cost resulting from an action.
- As long as the marginal benefit of an activity exceeds the marginal cost, people are better off doing more of it; when the marginal cost exceeds the marginal benefit, they are better off doing less of it.
- To determine the optimal level of a public policy program, voters and government officials must compare the marginal benefits and marginal costs of providing a little more or a little less of the program’s services.

Standard 10: Institutions

Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporation, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and well enforced property rights, is essential to a market economy.

- Property rights, contract enforcement, standards for weights and measures, and liability rules affect incentives for people to produce and exchange goods and services.

Notice: All plans are tentative and subject to change at the teacher’s discretion.

“Studium decendae voluntatae quai cogi non potest constant.” - Quintillanus

Standard 16: Role of Government

There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

- Markets do not allocate resources effectively if (1) property rights are not clearly defined or enforced, (2) externalities (spillover effects) affecting large numbers of people are associated with the production or consumption of a product, or (3) markets are not competitive.
- An important role for government in the economy is to define, establish, and enforce property rights. A property right to a good or service includes the right to exclude others from using the good or service and the right to transfer the ownership or use of the resources to others.
- Property rights provide incentives for the owners of resources to weigh the value of present uses against the value of conserving the resources for future use.
- Externalities exist when some of the costs and benefits associated with production and consumption fall onto someone other than the producers or consumers of the product.

Key Ideas

1. Review:

ERP-2: Choices impose costs; people receive benefits and incur costs when they make decisions.

The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up.

ERP-3: People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards that encourage and the punishments that discourage actions. When incentives change, people's choices change in predictable ways.

ERP-5: Understanding based on knowledge and evidence imparts value to opinions. Opinions matter and are of equal value at the ballot box. But on matters of rational deliberation the value of an opinion is determined by the knowledge and evidence on which it is based.

- “The environment” or “environmental quality” is an economic good:
 - The amount we have is affected by limited resources, so it is scarce.
 - Decisions about “environmental quality” have opportunity costs. People’s choices about environmental quality respond to incentives in predictable ways.
 - The incentives that influence people’s choices about “environmental quality” are shaped by environmental laws and regulations (i.e., the rules of the game).
 - However, “the environment” or “environmental quality” may also have characteristics that make it different from many other goods.
 - For example, decisions about resource use for environmental quality may be made by people who do not bear the costs. This is source of many conflicts over environmental quality.
 - This may occur because the state of nature is such that it would cost to define and enforce ownership of the resources involved.
 - It may also occur because providing a given level of environmental quality would reallocate wealth among individuals, and government chooses not to make the correction.
2. Property rights are the formal and informal rules governing the ownership, use, and transfer of goods, services, and resources.
- Property rights may be *private*, *common*, or *collective*.
 - Private property ownership allows the owner to exclude others from the use of the resource.
 - Private property creates incentives for conservation and improvement of resources. A stable, dependable enforcement mechanism is essential for these incentives to work.
 - Common property is characterized by the inability to exclude users.
 - Common property arrangements – shared ownership arrangements where “everyone” owns the property together – create incentives for overuse, a phenomenon known as “the tragedy of the commons.”
 - Common property *can* be an effective alternative to private ownership of large-scale resources, *if* access to the resource can be kept closed to outsiders.
 - Collective property is similar to common property in that ownership is shared, but it differs in that decision-making is through government and political processes and in that individuals cannot avoid “ownership” without departing from the political jurisdiction.
 - Collective property arrangements can be either public or private.
 - A country club swimming pool is an example of a private collective.
 - A city-owned swimming pool is an example of a public collective.
 - Because users cannot be excluded, collective ownership creates incentives that lead to the tragedy of the commons.
 - If effective *exclusion* is feasible, common and collective ownership arrangements can avoid the tragedy of the commons.
 - Community run fisheries in the coastal waters off New England and Newfoundland, for example, have effectively solved the problem of depleted fish stocks that resulted from over-fishing in common waters.
 - Collective ownership (and sometimes common ownership) also creates incentives for political allocation of benefits and “rent-seeking” behavior.
3. Governments play a key role in the definition and enforcement of property rights and, therefore, the effectiveness with which nations address social concerns like environmental quality, poverty, etc.
- Clearly defined and well-secured property rights add value to goods and services, and facilitate wealth-creating trade.
 - Differences in the legal “rules of the game” that define and secure property rights vary the incentives for wealth-producing trade.
 - Analyzing historical and contemporary examples of different property rights schemes illustrates the value of looking at environmental issues as problems of incentives rather than blaming them on “bad people doing bad things”.

4. Conflicts over regulatory and eminent domain “takings” arise when property rights are not secure.
 - Example of regulatory takings: restrictions on landholders’ use of their property that result from enforcement of endangered species legislation.
 - Example of eminent domain takings: decision by a government that a private piece of property would be better put in a “public” use. Government may force the owner of the property to sell at a “fair” market price, whether or not the owner wishes to sell.
5. Externalities occur when property rights are not defined or are not effectively enforceable.
 - “Negative externalities” exist when the costs of producing a good spill over onto (are borne by) people other than those who decide how much or whether to produce that good.
 - Negative externalities result in more being produced than would be if the producers and consumers of the good bore all the costs.
 - “Positive externalities” exist when the benefits of a good or service spill over onto people other than those who decide how much or whether to produce that good.
 - Positive externalities result in less being produced – scenic views, for example – than would result if those who bore the costs could capture all the benefits.
 - When property rights are not well-defined, enforceable, and transferable, cooperation becomes more costly and markets operate less effectively to allocate resources to their most highly-valued uses.
 - The *Coase Theorem* provides insight into how the definition of property rights can facilitate “willing seller – willing buyer” exchanges that enhance environmental quality.
 - When property rights are well-defined, enforceable at low cost and transferable, property rights to resources will be traded in the market until they reach their highest-valued use—that is the use that maximizes net benefits, taking into account *all* of the costs and benefits of their use.
6. Some environmental problems arise because of a failure to account for differences in present and future values.
 - People place a premium on goods available now over goods not available until the future. (a premium reflected in a positive interest rate)
 - Sensible environmental policies take this premium into account, insisting that *more* than a dollar’s worth of benefits be received in the future before a dollar’s worth of costs are incurred today.
7. Marginal analysis helps us to determine the optimal level of pollution—that is the level that yields the highest net benefit from our scarce resources.
 - At the margin, the optimal level of pollution is higher than 0%, and the optimal level of environmental quality is less than 100%.
 - Activities like pollution abatement or environmental preservation should continue *only* up to the point where marginal benefit equals marginal cost.

Ideas To Take Away From This Lesson

- The “tragedy of the commons” arises when property rights are not well defined or not enforced.
- Well defined property rights increase the market value of products and services.
- Many environmental problems arise because property rights are not clearly-defined or secure, and prices cannot effectively signal the (marginal) costs to the marketplace. These conditions may create a role for government action.
- When property rights are well-defined and cheaply enforceable and transferable, resources can be allocated privately by market participants in ways that maximize their net values and thus yield the highest wealth to society.
-

A Pollution Solution

Overview/background

In this activity, students acting as owners of companies emitting proscribed substances engage in a market for tradable pollution credits. So-called “cap-and-trade” programs have been used successfully to meet pollution standards while incorporating incentives to find least-cost solutions.

National Economic Content Standards addressed:

Standard 1: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Standard 2: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all-or-nothing decisions.

Standard 3: Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.

Standard 4: People respond predictably to positive and negative incentives.

Standard 5: Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

Standard 7: Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

Standard 10: Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.

Materials:

- Role cards A, B, and C: 1 per student, 1/3As, 1/3Bs, 1/3Cs
 - Use a different colored paper for each company's role cards
- Transparencies or PowerPoint slides of Visuals
- \$1 bills – 1 per student (*or use candy, bonus points, homework passes, etc, in place of cash*)
- \$5 bills – 5
- Pollution credit slips: For a class of approximately 30 you'll need:
 - 24 - "5,000 ton credit" slips
 - 12 - "1000 ton credit" slips
 - 6 - "500 Ton Credit" slips.
- Calculators – 1 per company (9 for class of 30)
- Checks for purchasing certificates – 10-15 (varies)
- Accounting sheets – one per firm – so 3 As, 3Bs an 3Cs for a class of 30 students. (copy on the same colored paper as firms' role cards)

Procedures

1. Break participants into groups or "towns" of 9-12 students with a third of the students forming company A, a third of the students forming company B, a third of the students forming company C. So for a class of 30 you would have 3 towns – each town with a company A, B and C. Explain that group members are the individual owners of the three companies,
2. Display "The Problem" visual and read through with students, answering any questions they may have about the situation.
3. Display "Potential Solutions" visual and review each solution, emphasizing the costs of the alternatives.
4. Display "The AQCC Plan" visual and explain.
5. Distribute the pollution credits to the companies at each table. Place \$14 (9 ones, 1 five) in the center of each table.
 - Company A—one 5000 ton credit slip, two 1000 ton credit slips and one 500 ton credit slip
 - Company B—three 5000 ton credit slips
 - Company C—four 5000 ton credit slips, two 1000 ton credit slips and one 500 ton credit slip

6. Display “The Challenge” visual and review with students.
7. Distribute role cards, face down, reminding participants that it is their decision how much information to share with the other businesses.
8. Distribute several blank checks to each group (*and let students know they may request more*).
9. Suggest that individual teams discuss their role and answer the questions on their role cards for 3-5 minutes before working to solve the challenge.
10. Allow teams time to work.
11. Once teams have completed their negotiations, distribute accounting sheets for each company to fill out. Collect.
12. Display the “Better Solutions” visuals and explain.
13. Award prizes
14. Debrief.

Debriefing Questions:

1. What was the least-cost method of meeting the required pollution standards?

Creating a market for emissions credits. (Remember that coercion does not count as a better solution.) Display “Better Solution” visuals to illustrate.

2. Why is this the least-cost method? *The market coordinates the information that each firm knows – its own costs of clean-up – and provides incentives for the clean-up to be undertaken by the firms with the lowest clean-up costs.*

3. What as the incentive for firms to adopt the emissions trading solution?

For this group it is the money on the table. For individual firms it would be to increase their profits.

4. Why did (might) some groups not reach this solution?

It may be that they did not think of trading, or that one firm refused to trade. Markets require willing buyers and sellers.

5. What is the significance of property rights in this activity? Who has the property rights and when?

Property rights are significant to this activity because they are necessary for a market to emerge, and it is the emergence of the market that allows the reduction of pollution at least cost. When property rights are unclear no market will develop, and the remaining options for pollution reduction are more costly.

The property right in question here is the property right to air: What are the privileges and limitations to use of the air, and who has those rights? Prior to the federal mandate to reduce pollution the property rights were unclear.

The mandate and the issuing of emission credits defined the rights – each firm had the right to use the air to emit as many tons of pollutant as it had pollution credits.

6. The United States uses pollution markets – called Cap and Trade programs – and real firms in our real economy buy and sell emissions credits. For example, since the 1990s, a market has helped to reduce SO₂ emissions from coal-fired power generating plants. Markets also exist for nitrous oxide emissions and for carbon offsets. What are the key features necessary for an emissions Cap and Trade program to work?

- *The pollutant must be measurable and traceable at low cost.*
- *Property rights for credits must be clear, enforceable (which means that emissions must be traceable), and transferable.*
- *The transactions costs of buying and selling credits must be low enough for firms to participate voluntarily.*
- *The “rules of the game” must allow (not prohibit) markets. (Remind students that there are many places in the world – and in history - where markets are either non-existent or severely constrained by governments.)*

The Problem

In the process of producing goods and services valued by people throughout the region, 3 firms in your town emit into the air a total of 90,000 tons of Yuk annually.

All 3 firms have reputations for quality products.

All 3 employ large numbers of local citizens and pay taxes that represent a substantial portion of the budgets of local governments.

The recent federally-legislated allowable level of Yuk emissions for your region is 45,000 tons/yr.

Yuk emissions are monitored and measured by the AQCC, and penalties, including fines and production shutdowns, are imposed on non-compliant regions.

The Air Quality Control Commission (AQCC), organized by local government officials and business owners, is responsible for ensuring compliance with the 45,000 ton limit in your region.

Potential Solutions and Costs

1) Require each firm to reduce emissions by 50%:

Cost To Clean Up 50%

Firm A	\$ 7,500
Firm B	\$ 30,000
Firm C	<u>\$ 67,500</u>
Total cost =	\$105,000

2) Set a limit of 15,000 tons/firm

Cost to clean up pollution beyond the allowed 15,000 tons:

Firm A	\$ 0
Firm B	\$ 30,000
Firm C	<u>\$ 90,000</u>

Total cost = \$120,000

The AQCC Plan

The AQCC has decided that the fairest method is to make each business responsible for reducing pollution by one-half. To do this, the Commission issued 45,000 credits for the emission of 1 Ton of Yuk and gave each firm credits equal to $\frac{1}{2}$ of its current Yuk emissions level.

Firms must have one credit for each ton of Yuk they emit or face fines or possible plant shut down. Firms may pollute up to the level of credits they hold without penalty. Firms may hold more credits than they were originally allocated.

Allocation of emission credits by firm:

Firm A – 7,500 ton credits

Firm B – 15,000 ton credits

Firm C – 22,500 ton credits

The Challenge

Can you clean up the Yuk to 45,000 Tons at a lower cost?

Rules:

All firms must voluntarily agree to the solution. The use of any form of coercion will result in the factory being permanently shut down and the firm losing.

Firms are under no obligation to share the information on their cards, but may do so if they choose to.

Each firm has property rights to (owns) the emissions certificates they are issued.

The Goal:

Lower total clean-up cost without making any firm worse off.

Incentive:

\$3 to each firm that meets its emissions goal at lower cost than cleaning up $\frac{1}{2}$ of their emissions

\$5 for the firm with the greatest percentage decrease in costs

If the AQCC standard of 45,000 tons for the region is not met, then all firms will be shut down and no payments will be made.

Role Card: Firm A

This is private, company information. It is up to you whether to share it with other firms.

- Your firm is a successful, profit-maximizing company
- AQCC credits received for the upcoming year = 7,500T. These credits are your private property.
- Your current emissions of Yuk = 15,000T per yr. Therefore, you must reduce emissions by 7,500T or obtain additional credits.
- Failure to meet your individual firm emissions goal will result in fines of \$4 per ton and possible closure of your firm.
- Abatement costs: Changing processes and installing new equipment would allow you to reduce emissions at a cost of \$1 per ton of Yuk.

Starter questions:

- What is the cost to your firm to meet AQCC level for your firm for the year?
- Since credits can be used in place of clean-up and your cost of clean-up is \$1 per ton, what is the least you'd be willing to sell a 1T credit for? What's the most you'd be willing to pay for a 1T credit?

Take time with your team members to answer these questions and talk about how your firm contributes to regional 45,000T Yuk goal. You may talk with other firms in your region.

Role Card: Firm A

This is private, company information. It is up to you whether to share it with other firms.

- Your firm is a successful, profit-maximizing company
- AQCC credits received for the upcoming year = 7,500T. These credits are your private property.
- Your current emissions of Yuk = 15,000T per yr. Therefore, you must reduce emissions by 7,500T or obtain additional credits.
- Failure to meet your individual firm emissions goal will result in fines of \$4 per ton and possible closure of your firm.
- Abatement costs: Changing processes and installing new equipment would allow you to reduce emissions at a cost of \$1 per ton of Yuk.

Starter questions:

- What is the cost to your firm to meet AQCC level for your firm for the year?

- Since credits can be used in place of clean-up and your cost of clean-up is \$1 per ton, what is the least you'd be willing to sell a 1T credit for? What's the most you'd be willing to pay for a 1T credit?

Take time with your team members to answer these questions and talk about how your firm contributes to regional 45,000T Yuk goal. You may talk with other firms in your region.

Role Card: Firm B

This is private, company information. It is up to you whether to share it with other firms.

- Your firm is a successful, profit-maximizing company
- AQCC credits received for the upcoming year = 15,000T. These credits are your private property.
- Your current emissions of Yuk = 30,000T per yr. Therefore, you must reduce emissions by 15,000T or obtain additional credits.
- Failure to meet your individual firm emissions goal will result in fines of \$4 per ton and possible closure of your firm.
- Abatement costs: Changing processes and installing new equipment would allow you to reduce emissions at a cost of \$2 per ton of Yuk.

Starter questions:

- What is the cost to your firm to meet AQCC level for your firm for the year?
- Since credits can be used in place of clean-up and your cost of clean-up is \$2 per ton, what is the least you'd be willing to sell a 1T credit for? What's the most you'd be willing to pay for a 1T credit?

Take time with your team members to answer these questions and talk about how your firm contributes to regional 45,000T Yuk goal. You may talk with other firms in your region.

Role Card: Firm B

This is private, company information. It is up to you whether to share it with other firms.

- Your firm is a successful, profit-maximizing company
- AQCC credits received for the upcoming year = 15,000T. These credits are your private property.
- Your current emissions of Yuk = 30,000T per yr. Therefore, you must reduce emissions by 15,000T or obtain additional credits.
- Failure to meet your individual firm emissions goal will result in fines of \$4 per ton and possible closure of your firm.
- Abatement costs: Changing processes and installing new equipment would allow you to reduce emissions at a cost of \$2 per ton of Yuk.

Starter questions:

- What is the cost to your firm to meet AQCC level for your firm for the year?
- Since credits can be used in place of clean-up and your cost of clean-up is \$2 per ton, what is the least you'd be willing to sell a 1T credit for? What's the most you'd be willing to pay for a 1T credit?

Take time with your team members to answer these questions and talk about how your firm contributes to regional 45,000T Yuk goal. You may talk with other firms in your region.

Role Card: Firm C

This is private, company information. It is up to you whether to share it with other firms.

- Your firm is a successful, profit-maximizing company
- AQCC credits received for the upcoming year = 22,500T. These credits are your private property.
- Your current emissions of Yuk = 45,000T per yr. Therefore, you must reduce emissions by 22,500T or obtain additional credits.
- Failure to meet your individual firm emissions goal will result in fines of \$4 per ton and possible closure of your firm.
- Abatement costs: you have an older firm, and changing processes and installing new equipment would allow you to reduce emissions at a cost of \$3 per ton of Yuk.

Starter questions:

- What is the cost to your firm to meet AQCC level for your firm for the year?
- Since credits can be used in place of clean-up and your cost of clean-up is \$3 per ton, what is the least you'd be willing to sell a 1T credit for? What's the most you'd be willing to pay for a 1T credit?

Take time with your team members to answer these questions and talk about how your firm contributes to regional 45,000T Yuk goal. You may talk with other firms in your region.

Role Card: Firm C

This is private, company information. It is up to you whether to share it with other firms.

- Your firm is a successful, profit-maximizing company
- AQCC credits received for the upcoming year = 22,500T. These credits are your private property.
- Your current emissions of Yuk = 45,000T per yr. Therefore, you must reduce emissions by 22,500T or obtain additional credits.
- Failure to meet your individual firm emissions goal will result in fines of \$4 per ton and possible closure of your firm.
- Abatement costs: you have an older firm, and changing processes and installing new equipment would allow you to reduce emissions at a cost of \$3 per ton of Yuk.

Starter questions:

- What is the cost to your firm to meet AQCC level for your firm for the year?
- Since credits can be used in place of clean-up and your cost of clean-up is \$3 per ton, what is the least you'd be willing to sell a 1T credit for? What's the most you'd be willing to pay for a 1T credit?

Take time with your team members to answer these questions and talk about how your firm contributes to regional 45,000T Yuk goal. You may talk with other firms in your region.

A Better Solution

Firm A's costs below \$7,500

Firm B's costs below \$30,000

Firm C's costs below \$67,500

Total cost below \$90,000

How to Achieve a Better Solution

- Firms A and B sell the issued credits for more than their clean-up costs
 - Firm A sells for more than \$1/T
 - Firm B sells for more than \$2/T
- Firm C buys credits for less than their clean-up cost
 - Firm C purchases for less than \$3/T

Price range \$1.01/T - \$2.99/T

Teacher Guide to Alternative “better” solutions:

A better solution at low prices

Firms A and B sell the issued credits for 1¢/T more than the abatement costs them.

		Costs:		
Firm A –	eliminates 15,000 tons	\$ 15,000		
	sells 7,500T credits to Firm C for \$1.01/T	- 7,575		
	Cost to Firm A: \$7,425			
Firm B –	reduce emissions by 30,000	\$60,000	sells 15,000T credits to Firm C for \$2.01/T	-30,150
	Cost to Firm B: \$29,850			
Firm C	purchase 7,500T credits from firm A	\$ 7,575		
	purchase 15,000T credits firm B	\$ 30,150		
	use owned 25,000T credits	<u>\$ 0</u>		
	Cost to Firm C: \$37,775			

Total Cost of 45,000T reduction = \$75,000

A better solution at high prices

		Costs:		
Firm A –	eliminates 15,000 tons	\$ 15,000		
	sells 7,500 T credits to Firm C for \$2.99/T	- 22,425		
	Cost to Firm A: +\$7,425			
Firm B –	reduce emissions by 30,000	\$60,000	sells 15,000T credits to Firm C for \$2.99/T	-44,850
	Cost to Firm B: \$15,150			

Firm C	purchase 7,500T credits from firm A	\$ 22,425
	purchase 15,000T credits firm B	\$ 44,850
	use owned 22,500T credits	\$ <u>0</u>
	Cost to Firm C: \$67,275	

Total Cost of 45,000T reduction = \$75,000

Accounting Sheet: TEAM A

 BEGINNING BALANCE
\$7500 (Amount budgeted to clean up 50% of your YUK emissions)

 Add any money earned from sale of emission credits. If none, enter 0.

 Subtract any money paid to purchase emission credits from other teams.
If none, enter 0.

 SUBTOTAL

Now turn in certificates for your emissions. If you do not have certificates or you do not have enough to cover your emissions, write a check to cover the cost of clean-up.

 Subtract the amount you have to pay to clean up any YUK Emissions for which you do not have credits. If you have credits for all your emissions, enter 0.

 ENDING BALANCE

Accounting Sheet: TEAM A

 BEGINNING BALANCE
\$7500 (Amount budgeted to clean up 50% of your YUK emissions)

 Add any money earned from sale of emission credits. If none, enter 0.

 Subtract any money paid to purchase emission credits from other teams.
If none, enter 0.

 SUBTOTAL

Now turn in certificates for your emissions. If you do not have certificates or you do not have enough to cover your emissions, write a check to cover the cost of clean-up.

_____ **Subtract** the amount you have to pay to clean up any YUK Emissions for which you do not have credits. If you have credits for all your emissions, enter 0.

_____ ENDING BALANCE

Accounting Sheet: TEAM B

_____ BEGINNING BALANCE
\$30,000 (Amount budgeted to clean up 50% of your YUK emissions)

_____ **Add** any money earned from sale of emission credits. If none, enter 0.

_____ **Subtract** any money paid to purchase emission credits from other teams.
 If none, enter 0.

_____ SUBTOTAL

Now turn in certificates for your emissions. If you do not have certificates or you do not have enough to cover your emissions, write a check to cover the cost of clean-up.

_____ **Subtract** the amount you have to pay to clean up any YUK Emissions for which you do not have credits. If you have credits for all your emissions, enter 0.

_____ ENDING BALANCE

Accounting Sheet: TEAM B

_____ BEGINNING BALANCE
\$30,000 (Amount budgeted to clean up 50% of your YUK emissions)

_____ **Add** any money earned from sale of emission credits. If none, enter 0.

_____ **Subtract** any money paid to purchase emission credits from other teams.

If none, enter 0.

_____ SUBTOTAL

Now turn in certificates for your emissions. If you do not have certificates or you do not have enough to cover your emissions, write a check to cover the cost of clean-up.

_____ **Subtract** the amount you have to pay to clean up any YUK Emissions for which you do not have credits. If you have credits for all your emissions, enter 0.

_____ ENDING BALANCE

Accounting Sheet: TEAM C

_____ BEGINNING BALANCE
\$67,500 (Amount budgeted to clean up 50% of your YUK emissions)

_____ **Add** any money earned from sale of emission credits. If none, enter 0.

_____ **Subtract** any money paid to purchase emission credits from other teams.
 If none, enter 0.

_____ SUBTOTAL

Now turn in certificates for your emissions. If you do not have certificates or you do not have enough to cover your emissions, write a check to cover the cost of clean-up.

_____ **Subtract** the amount you have to pay to clean up any YUK Emissions for which you do not have credits. If you have credits for all your emissions, enter 0.

_____ ENDING BALANCE

Accounting Sheet: TEAM C

_____ BEGINNING BALANCE
\$67,500 (Amount budgeted to clean up 50% of your YUK emissions)

_____ **Add** any money earned from sale of emission credits. If none, enter 0.

_____ **Subtract** any money paid to purchase emission credits from other teams.
 If none, enter 0.

_____ SUBTOTAL

Now turn in certificates for your emissions. If you do not have certificates or you do not have enough to cover your emissions, write a check to cover the cost of clean-up.

_____ **Subtract** the amount you have to pay to clean up any YUK Emissions for which you do not have credits. If you have credits for all your emissions, enter 0.

_____ ENDING BALANCE

Date _____

Pay to: Company \$ _____
_____ / 100 Dollars

Memo: for _____ Tons Emissions credits
Signature _____
Company _____

μ76009283 35378 129856μ

Date _____

Pay to: Company \$ _____
_____ / 100 Dollars

Memo: for _____ Tons Emissions credits
Signature _____
Company _____

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Date _____

Pay to: _____ \$ _____
_____ / 100 Dollars

Memo: for _____ Tons Emissions credits

Signature

Company _____

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**EMISSION CREDIT
CERTIFICATE**

1000 T

**This certificate entitles the holder to emit
1000T Yuk**

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Egypt demands artifacts' return

Luxor, Egypt (BBC Article: http://news.bbc.co.uk/2/hi/entertainment/arts_and_culture/7842594.stm)

Otto Smith dug in various locations across Egypt

Egypt has asked Sweden for the return of 212 artifacts taken out of the country in the 1920s.

Egypt's chief archaeologist Zahi Hawass said they were taken in an "illegal manner" by Swedish collector Otto Smith from locations like Saqqara and Luxor.

He said lawyers for the country's Council of Antiquities have contacted Sweden's Ostergotlands County Museum.

The museum confirmed Egypt was seeking to recover about 200 items, but was awaiting a formal request.

Museum director Maria Jansen said she had been contacted by the Egyptian Embassy in Stockholm about the matter, but could not comment further.

She said the items were one of the museum's most "important" collections.

Neglect

Mr. Smith took the objects home to Sweden with him, and after his death his family gave the pieces to the Ostergotlands Museum, asking the museum to look after them, according to Mr. Hawass.

Mr. Hawass claimed the museum displayed some of the artefacts in its restaurant, which caused damage and neglect.

He added that the Smith family has now accused the museum of breach of contract and also wanted the pieces returned to Egypt.

The family could not immediately be reached for comment.

Mr. Hawass said the objects include items from the pharaonic era and ancient Egyptian Coptic pieces.

Louvre to return Egyptian frescos

(BBC Article: <http://news.bbc.co.uk/2/hi/europe/8299495.stm>)

Archaeologists in tomb near Luxor (file pic)

The richly decorated tombs near Luxor are a magnet for archaeologists

The Louvre museum in Paris will return five ancient fresco fragments to Egypt within weeks, France's government says.

The announcement comes two days after the head of antiquities in Cairo said he would cease all co-operation with the museum until they were sent back.

The Egyptians say the Louvre bought the Pharaonic steles in 2000 even though it knew they had been stolen in the 1980s.

They are believed to be from a 3,200-year-old tomb of the cleric, Tetaki, in the Valley of the Kings, near Luxor.

The steles, which are each only 15cm (5.9in) wide and 30cm (11.8in) high, are currently part of the Louvre's reserve collection.

'Acquired in good faith'

The decision to return the disputed fragments came after the French Culture Minister, Frederic Mitterrand, convened a special meeting of a national committee empowered to rule on restitution.

"Restitution is now a matter of weeks away."

- French ministry of culture

The committee's experts were said to have been satisfied with the evidence presented by the Egyptian authorities showing they had been stolen.

"Restitution is now a matter of weeks away," the culture ministry told the AFP news agency after the meeting, adding that the committee had voted unanimously to return the artefacts.

The ministry also said the steles had been "acquired in good faith" by the Louvre. Four were purchased from the Maspero gallery in France in 2000, while the fifth was acquired at auction in Paris in 2003.

Ancient Egyptian artworks and relics are displayed in many of the world's top museums, but in recent years the Egyptian government has stepped up pressure to repatriate some of them.

Egyptian Citizen Perspective:

The Udjat, an online blog (<http://blog.centerformaat.com/2009/10/new-yorks-metropolitan-museum-of-art.html>)

Friday, October 30, 2009

New York's Metropolitan Museum of Art Returns Artifact to Egypt

Officials at New York's Metropolitan Museum of Art returned an artifact to the Egyptian government on Thursday. The red granite fragment was on loan to the museum from an unnamed private owner. As museum staff inspected the artifact, which has never been displayed on the premises, they realized that the fragment was the corner of the base of a shrine enclosure meant to contain the statue of a deity. The shrine was dedicated to Amun, the chief deity of Karnak (Ipet-Isut), by Amenemhat I.

Dorothea Arnold, the Chairman of the Museum's Egyptian Art Department recognized the piece, "For a long time, I puzzled about the object to which this fragment belonged. I finally pieced it together when I came across a photograph showing the Naos in Karnak which is missing a corner in an article by Luc Gabolde in the journal *Egypt Afrique et Orient* ... We decided that, in these circumstances, the appropriate thing to do was to alert the Egyptian authorities and to make arrangements with the owner so that we could return the fragment to Egypt." The MET purchased the granite block, which was acquired last October on the antiquities market, in order to repatriate it.

This was not the first time that the MET returned "ill-gotten" objects to Egypt. 8 years ago the museum returned a 19th dynasty relief displaying the head of a goddess. The item was recognized by a Dutch Egyptologist, who had studied a chapel dedicated to Seti I at Memphis (originally Men-Nefer). Similar to the latest repatriated relief, the Seti I relief was purchased by the museum to facilitate its return.

Most media outlets hailed the relief's return as a victory for Zahi Hawass, the very visible head of Egypt's Supreme Council of Antiquities. Hawass has lead a public battle to return many of Egypt's most noted artifacts on foreign soil, including the Rosetta Stone (British Museum) and the disputed bust of Queen Nefertiti (Neues Museum in Berlin). After refusing to return a golden burial mask of a noblewoman, Hawass cut ties with the Saint Louis Art Museum. He next lobbied France's Louvre to return 5 painted wall fragments. The Louve relented after Hawass cut ties with the museum by halting their excavations and cancelling a lecture by a former staff member. Hawass has still remained "chilly" to France's Minister of Culture after the return of the items.

Regular readers of The Udjat should know that I am certainly no fan of Zahi Hawass (read one of my posts on the topic here). He has worked diligently to deny the African origins of the Ancient Egyptians. I am also routinely annoyed by his obligatory inclusion in virtually any documentary by the History Channel on Kemet. He very seldom adds anything of value to the discussions. I must give Hawass credit, however, for his dogged commitment to the return of Egypt's ancient artifacts. I regularly ask who "owns" the artifacts and legacy of Kemet. While I don't think that the region's current Arabic inhabitants are this lofty civilization's heir, I do think that the wholesale rape of these historic treasures by foreign nations is a great tragedy. Our current fixation is on a slab of red granite from an important shrine. I'd like to know when we'll begin to discuss the "ownership" of mummies by these same museums. After all, these are actually human bodies; individuals who never thought they would ever be removed from their resting places. How would you feel if the body of a cherished uncle, or ever a grandparent was exhumed for public display. Do you think the Vatican (or any other Christian country) would allow the exhumation of the body of an early Pope? What's the difference? Who speak for Ancient Africans? Currently ... no one.

Okay. I think you've heard enough of my ranting. I'm sure you're probably thinking that without all of these artifacts in a variety of countries around the world, we would know much less about the early civilization that paved our way. That's probably true. However, I think I really want to hear much more honest public discourse about these facts. Public discourse which includes the descendants of these wonderful forbearers. Even though they are now among the most downtrodden inhabitants of the planet. Up you might race, you can accomplish what you will! Shem em Hetep (Go forth in peace)!

(Side note: The Pope opened the box that is alleged to contain the remains of the Apostle Peter, generally recognized as the first "Pope". So his argument that Christians wouldn't do this is nulled.)

The Rosetta Stone (The British Museum: http://www.britishmuseum.org/explore/highlights/highlight_objects/aes/t/the_rosetta_stone.aspx)

Egypt, Ptolemaic Period, 196 BC

A valuable key to the decipherment of hieroglyphs, the inscription on the Rosetta Stone is a decree passed by a council of priests. It is one of a series that affirm the royal cult of the 13-year-old Ptolemy V on the first anniversary of his coronation.

In previous years the family of the Ptolemies had lost control of certain parts of the country. It had taken their armies some time to put down opposition in the Delta, and parts of southern Upper Egypt, particularly Thebes, were not yet back under the government's control.

Before the Ptolemaic era (that is before about 332 BC), decrees in hieroglyphs such as this were usually set up by the king. It shows how much things had changed from Pharaonic times that the priests, the only people who had kept the knowledge of writing hieroglyphs, were now issuing such decrees. The list of good deeds done by the king for the temples hints at the way in which the support of the priests was ensured.

The decree is inscribed on the stone three times, in hieroglyphic (suitable for a priestly decree), demotic (the native script used for daily purposes), and Greek (the language of the administration). The importance of this to Egyptology is immense.

Soon after the end of the fourth century AD, when hieroglyphs had gone out of use, the knowledge of how to read and write them disappeared. In the early years of the nineteenth century, some 1400 years later, scholars were able to use the Greek inscription on this stone as the key to decipher them.

Thomas Young, an English physicist, was the first to show that some of the hieroglyphs on the Rosetta Stone wrote the sounds of a royal name, that of Ptolemy. The French scholar Jean-François Champollion then realized that hieroglyphs recorded the sound of the Egyptian language and laid the foundations of our knowledge of ancient Egyptian language and culture.

Soldiers in Napoleon's army discovered the Rosetta Stone in 1799 while digging the foundations of an addition to a fort near the town of el-Rashid (Rosetta). On Napoleon's defeat, the stone became the property of the British under the terms of the Treaty of Alexandria (1801) along with other antiquities that the French had found.

The Rosetta Stone has been exhibited in the British Museum since 1802, with only one break. Towards the end of the First World War, in 1917, when the Museum was concerned about heavy bombing in London, they moved it to safety along with other, portable, 'important' objects. The Rosetta Stone spent the next two years in a station on the Postal Tube Railway 50 feet below the ground at Holborn.

Stolen Sarcophagus Handed Over to Egypt

Published March 10, 2010

UNEDITED TRANSCRIPT:

A stolen ancient Egyptian sarcophagus is returning home.

The sarcophagus, nearly 3,000 years-old was seized by U.S. Immigrations and Customs Enforcement, or I.C.E., during a routine shipments inspection at the Miami International Airport in 2008 Agents became suspicious when they noticed inconsistencies in the shipment's documentation.

Customs investigated the importer and the seller in Spain and concluded the sarcophagus was indeed stolen property.

An Egyptologist verified that the sarcophagus is an authentic Egyptian artifact.

With its elaborate hieroglyphs, the wooden coffin belonged to a prominent man named Imesy who lived during the 21st Dynasty of Egypt.

After the sarcophagus was seized, the United States and the Spanish art gallery that sold the artifact engaged in a legal battle over ownership. Eventually the gallery abandoned its challenge and Egypt's ownership was ensured

ICE. arranged a repatriation ceremony at National Geographic Society headquarters in Washington, DC to officially return the sarcophagus to its home country. To prepare for its journey, agents thoroughly wrapped and boxed the delicate delivery for its departure from Miami.

Agents accompanied the sarcophagus to Washington and were greeted by staff from the National Geographic who were on hand to make sure the precious cargo arrived safe and sound. The sarcophagus was carefully unpackaged and further inspected.

At the repatriation ceremony, representatives from the Egyptian and United States governments signed the official custody documents. Dr. Zahi Hawass, Secretary General of the Egyptian Supreme Council of Antiquities and a National Geographic Explorer-In-Residence, accepted the sarcophagus on Egypt's behalf.

Once the sarcophagus safely returns home it will be put on display at the Global Egyptian Museum in Cairo in early April in an exhibition showcasing artifacts recovered in the last 8 years.

So far approximately 31,000 Egyptian artifacts have been repatriated yet the number of items that are still illegally distributed and owned is unknown.

The repatriation of the sarcophagus called attention to the ongoing struggle to protect ancient art and antiquities from the black market trade. Egyptian artifacts are often smuggled because there is a high demand for them on the international market, and as a result countries such as Egypt have been robbed of their history and culture.

The U.S. Immigration and Customs Enforcement is the largest investigative agency in the U.S. Department of Homeland Security, and it plays a leading role in combating the trafficking of lost or stolen cultural properties, art and antiquities, and returning them to their countries of origin.

Notice: All plans are tentative and subject to change at the teacher's discretion.

“Studium decendae voluntatae quai cogi non potest constant.” - Quintillanus

Museum as Archaeologist
Published: December 28, 2010 in the New York Times.

To the Editor:

In “Museums Should Dig In” (Op-Ed, Dec. 23), Bernard Frischer proposes that museums start sponsoring excavations at archaeological sites, in partnerships with countries around the world. In fact, the Metropolitan Museum of Art has been actively engaged in such partnerships for decades.

The museum takes pride in its international efforts not only to analyze and preserve ancient artifacts, but also to share museological knowledge with colleagues throughout the world, especially in areas where art is most likely to be neglected and endangered.

The Met’s long history with Egypt, for example, began in 1906. The majority of the 36,000 objects in our Egyptian collection were excavated there over the next 30 years under the prevailing system of partage, which authorized the Met to split its finds with the Egyptian government.

Even without partage, the museum has active excavations in Egypt at the Middle Kingdom pyramid sites of Lisht and Dahshur — sites I was privileged to visit only recently — as well as the New Kingdom palace and temple complex of Malqata.

The Met also participates in excavations at Tell Mozan and Umm el-Marra in Syria, at Palaikastro in Crete and at Amorium in Turkey. These excavations go on without any system of partage — they are scholarly endeavors, scientifically executed, and critical to deepening our understanding of the cultures represented in our collections of ancient art.

Our international partnerships extend far beyond archaeological excavations. For example, we recently shipped much-needed conservation materials to Afghanistan through the American Embassy, and we help to train conservators in Erbil, Iraq.

These efforts foster an understanding of all art and culture, and in turn encourage a more global perspective. They have long been a vital part of our mission and will continue to enrich the visitor experience in our galleries.

Thomas P. Campbell
Director, Metropolitan Museum of Art
New York, Dec. 23, 2010

Protestors in Cairo attack artifacts in the Egyptian Museum of Antiquities.

http://www.necn.com/01/29/11/Thousands-of-demonstrators-defy-curfew-i/landing_nation.html?blockID=400329&feedID=7511

(NECN/CNN) - Egypt's capital is descending further into chaos. Thousands of protesters have been in the streets, defying a curfew for the second night.

They are standing their ground in Cairo's main square, demanding Egyptian President Hosni Mubarak step down.

More than 70 people have died since the anti-government protests began.

People in Cairo boarded up their homes and set up neighborhood watches. Citizens armed with guns, clubs and knives stood guard against looters.

The military is protecting major tourist and archaeological sites. The country's antiquities chief says would-be looters broke into the Egyptian museum, ripped the heads off two mummies, and damaged about 10 small artifacts before being caught by soldiers.

Egypt's president named a vice president for the first time since coming to power nearly 30 years ago. State television says President Mubarak appointed his intelligence chief and close confidant, Omar Suleiman. Mubarak has already dismissed his cabinet.

As the sun set in Cairo, Ivan Watson was out amongst the protesters, asking about their plans for the evening.

Who owns archaeological artifacts?

by Charles W. Bryant

<http://science.howstuffworks.com/environmental/earth/geology/own-archaeological-artifacts.htm/printable>

The archaeologist and his team have been hard at work excavating an ancient site, digging deep into the sand of Egypt's Valley of the Kings. As the sun fades on the 120th day, a shout is heard near the dig's center. A hired hand has unearthed the entrance to the undiscovered tomb of an ancient pharaoh. The burial room is large and filled with a treasure trove of artifacts. After the initial euphoria over this cultural jackpot fades, a burning question sets in: Now what? Luckily for the archaeologist, there are a host of laws that spell out exactly what should happen next, laws that any legitimate archaeological team is bound to by an even stricter set of personal ethics.

The question of "who owns archaeological artifacts" isn't one that's easily answered. Each country and each region within each country has its own laws regarding the right to cultural property. Most of these laws have a set year established that draws the line between which objects belong to the state or country, and which are essentially "finders keepers." For instance, in New Zealand, all items found after April 1, 1976 are property of the Crown. The Antiquities Act of 1975 states that anything found must be reported to the Ministry of Culture and Heritage within 28 days. Then the ministry decides what to do with it. If the item was found before 1976, then it belongs to whoever found it.

Sweden has some of the most aggressive and specific laws pertaining to cultural finds. If more than one object is found at a single site, it must be reported to the government. The government encourages this by attaching a finder's reward to the object. If someone finds only a single object, they have to report it only if it's partly made of precious metals or copper alloy. If it's an ancient wooden bowl, then it's the finder's to keep, sell, or do whatever he or she would like to do with it. Here's where it gets tricky in Sweden: The actual land owner has very few rights. And since there are no laws in Sweden that forbid trespassing on private property, a person may cross through someone's yard, find an artifact and lay claim to it. And if you find that you have a genuine archaeological site discovered on your land, you may as well be a renter from the government.

In the United States, the National Historic Preservation Act and the Archaeological Resources Protection Act work hand in hand to both preserve and claim artifacts found on U.S. soil. These acts spell out what constitutes a historical site or archaeological resource site. For the latter, the site must be at least 100 years old, and remains must be related to past human life or activity. The acts also spell out strict penalties for persons found executing an excavation without a permit.

Legitimate archaeologists are in favor of these kinds of laws because they help protect the integrity of the site. Professionals in the field do not keep, sell or trade artifacts they uncover. Their goal is to record history, plain and simple, and if possible, move the objects as a collection for research and display. Anything found is property of the public, and it's the responsibility of the finder to care for the item for the sake of the public. If you aren't an archaeologist and you happen to stumble upon an artifact in the United States, then you must report your finding. Each state has an office of historical preservation or archaeology, as well as a state archaeologist. They're great resources and the perfect place to start if you find something that has cultural significance.

History or Art?

In recent years, there's been a trend where countries have laid claim to artifacts that museums have had in their possession for decades or even hundreds of years. It all started with the Culture Minister of Italy in 2006, when he decided to mount a campaign to have dozens of archaeological finds returned to their country of origin, Italy. Other countries that zealously guard their cultural heritage have since jumped on board. For example, Egypt asked for the return of the bust of Nefertiti from Germany, and Peru demanded artifacts from Machu Picchu from the United States.

Now the questions are these: Are objects found on archaeological digs art or history, and are these objects the property of the country of origin or humanity as a whole? Art museums have firmly voiced that the objects are art and should be displayed for the broadest possible audience. In other words, museums want to keep their worldly collections intact. Museums aren't the only ones vulnerable to losing items from their collections. The Italian cultural minister went after a private collector for one piece and got it back. It should come as no surprise that the countries with the richest

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bevy of ancient history are the ones leading the charge. The 1970 Unesco Convention established a set of international standards for the rights to cultural property, and while there's no requirement to join the convention, more than 100 countries have ratified it. Under the convention, the rights to these objects have fallen on the side of the source country.

For legitimate archaeological teams who conduct business on the up and up, this is all good news. These laws and conventions help to reduce what has become a serious problem -- looting and black market sales. Some archaeologists have labeled the current looting problem an international crisis. When archaeological sites are looted, not only is it impossible to know where the artifacts have ended up after a profitable sale, but the site itself is also usually destroyed in the process. With archaeology, it's important to not only find the object, but to also analyze the state and placement of the object to determine its age.

Archaeologists contend that the many laws to help protect these sites have essentially failed. Both private collectors and museums have been guilty of buying looted items in the past. Archaeologist David Gill, from Swansea University in Wales, examined Egyptian artifacts that were sold at auction between 1998 and 2007, and discovered that 95 percent of them could not be traced to their place of origins. This doesn't mean that they were all looted, but Gill believes that a great deal of them likely were.

In the field of archeology, there's a general hope for a shift from the treasure-hunter-for-hire model back to digs sanctioned by, or operated in conjunction with, the host country or state. Some people have proposed other means of sharing finds between countries, like leasing programs. Another idea is partage, a system that worked pretty well up through the first part of the 20th century. With partage, the countries where the artifacts are found keep the lion's share of the objects, and the finder is permitted to bring a small share home to the university or museum that sponsored the excavation. These days, the host country gets to keep nearly everything, regardless of who's footing the bill for the dig. No matter which way the archaeological field goes, it's clear that the market for antiquity, or who owns history, is still ambiguous.

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Findings

A Case in Antiquities for 'Finders Keepers'

By JOHN TIERNEY

Zahi Hawass regards the Rosetta Stone, like so much else, as stolen property languishing in exile. "We own that stone," he told Al Jazeera, speaking as the secretary general of Egypt's Supreme Council of Antiquities.

The British Museum does not agree — at least not yet. But never underestimate Dr. Hawass when it comes to this sort of custody dispute. He has prevailed so often in getting pieces returned to what he calls their "motherland" that museum curators are scrambling to appease him.

Last month, after Dr. Hawass suspended the Louvre's excavation in Egypt, the museum promptly returned the ancient fresco fragments he sought. Then the Metropolitan Museum of Art made a pre-emptive display of its "appreciation" and "deep respect" by buying a piece of a shrine from a private collector so that it could be donated to Egypt.

Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass's demand for its star attraction, a bust of Nefertiti.

These gestures may make immediate pragmatic sense for museum curators worried about getting excavation permits and avoiding legal problems. But is this trend ultimately good for archaeology?

Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient "cultural property" discovered within their borders. But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade in antiquities.

In some cases, it makes aesthetic or archaeological sense to keep artifacts grouped together where they were found, but it can also be risky to leave everything in one place, particularly if the country is in turmoil or can't afford to excavate or guard all its treasures. After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen several years ago from its new home in Turkey.

Restricting the export of artifacts hasn't ended their theft and looting any more than the war on drugs has ended narcotics smuggling. Instead, the restrictions promote the black market and discourage the kind of open research that would benefit everyone except criminals.

Legitimate dealers, museums and private collectors have a financial incentive to pay for expert excavation and analysis of artifacts, because that kind of documentation makes the objects more valuable. A nation could maintain a public registry of discoveries and require collectors to give scholars access to the artifacts, but that can be accomplished without making everything the property of the national government.

The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners who helped prevent an Egyptian from becoming the leader of Unesco, the United Nation's cultural agency. But whatever the particular motivation, there is no doubt that the cultural-property laws have turned archeological discoveries into political weapons.

In his book "Who Owns Antiquity?", James Cuno argues that scholars have betrayed their principles by acquiescing to politicians who have exploited antiquities to legitimize themselves and their governments. Saddam Hussein was the most blatant, turning Iraqi archeology museums into propaganda for himself as the modern Nebuchadnezzar, but other leaders have been just as cynical in using antiquities to bolster their claims of sovereignty.

Dr. Cuno advocates the revival of *partage*, the traditional system in which archeologists digging in foreign countries would give some of their discoveries to the host country and take others home. That way both sides benefit, and both sides have incentives to recover antiquities before looters beat them to it. (To debate this idea, go to nytimes.com/tierneylab.)

As the director of the Art Institute of Chicago, Dr. Cuno has his own obvious motives for acquiring foreign antiquities, and he makes no apology for wanting to display Middle Eastern statues to Midwesterners.

"It is in the nature of our species to connect and exchange," Dr. Cuno writes. "And the result is a common culture in which we all have a stake. It is not, and can never be, the property of one modern nation or another."

Some of the most culturally protectionist nations today, like Egypt, Italy and Turkey, are trying to hoard treasures that couldn't have been created without the inspiration provided by imported works of art. (Imagine the Renaissance without the influence of "looted" Greek antiquities.) And the current political rulers of those countries often have little in common culturally with the creators of the artifacts they claim to own.

Dr. Hawass may consider the Rosetta Stone to be the property of his government agency, but the modern state of Egypt didn't even exist when it was discovered in 1799 (much less when it was inscribed in 196 B.C., during the Hellenistic era). The land was under the rule of the Ottoman Empire, and the local historians were most interested in studying their Islamic heritage.

The inscribed stone fragment, which had been used as construction material at a fort, didn't acquire any significance until it was noticed by Napoleon's soldiers and examined by the scholars on the expedition.

When the French lost the war, they made a copy of the inscriptions before surrendering the stone to the English victors, who returned it to the British Museum. Eventually, two scholars, working separately in Britain and in France, deciphered the hieroglyphics.

This all happened, of course, long before today's nationalistic retention laws and the United Nations' Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. But what if the Rosetta Stone were unearthed in modern times?

Were the Rosetta Stone to appear on the art market without the proper export permits and documented provenance, Dr. Cuno says, a museum curator who acquired it would risk international censure and possible criminal charges. Scholars would shun it because policies at the leading archeological journals would forbid the publication of its text.

"Not being acquired or published, the Rosetta Stone would be a mere curiosity," Dr. Cuno writes. "Egyptology as we know it would not exist, and modern Egyptians would not know to claim it as theirs."

The Supreme Council of Antiquities wouldn't even know what it was missing.

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International Treaty:**1970 Unesco Convention****1970 UNESCO CONVENTION ON THE MEANS OF PROHIBITING AND PREVENTING THE ILLICIT IMPORT, EXPORT AND TRANSFER OF OWNERSHIP OF CULTURAL PROPERTY**

The Convention :

1970 UNESCO CONVENTION (Paris, 14 Nov 1970, Entry into force 24 April 1972)

The 1970 UNESCO Convention is an international treaty. It formulates basic principles for the protection of cultural goods and contains minimum standards for legislative, administrative, and international treaty measures, which the member states must implement to prevent illicit trafficking of cultural goods. As of 3 October 2003, 102 countries have ratified the Convention.

What is it?

The Convention is non-self executing; the convention requires that the obligations be implemented into national law at the time of ratification. Some of the most important obligations include:

- Fighting illicit import, export, and transfer of cultural goods (Art. 2)
- Establishing a national inventory of protected property whose export would constitute an appreciable impoverishment of the national cultural heritage (Art. 5)
- Taking the necessary measures to prevent museums and similar institutions within their territories from acquiring cultural property originating in another State party to the Convention, which has been illegally exported, after this Convention enters into force (Art. 7)
- Prohibiting the import of cultural property stolen from a museum or a religious or secular public monument or similar institution in another State party to the Convention after the convention enters into force, or returning the object to the country of origin (Art. 7)
- Imposing penalties or administrative sanctions (Art. 8)
- Cooperating with parties to the Convention whose cultural heritage is in jeopardy from pillaging of archaeological or ethnological materials (Art. 9)
- Obliging antique dealers to maintain a register recording the origin of each item as well as to inform the purchaser of possible existing export prohibitions (Art. 10)
- Preventing by all appropriate means the transfer of ownership of cultural property likely to promote illicit import or export of such property (Art. 13)
- Recognising the right of each State party to the convention to declare certain cultural property as inalienable, which should therefore by the very nature of the case (ipso facto) not be exported (Art. 13)