

Film Day: “Beyond Labels”

An 18-minute film on why political labels get used as weapons and how a two-axis map separates economic systems from political systems.

1 OR 2 CLASS PERIODS, OR HOMEWORK · GRADES 11–12 · SCREEN AND YOUTUBE ACCESS

ABOUT THE FILM

“Beyond Labels” (Free to Choose Network and izzitEDU), 18 minutes 36 seconds. It features historian Rainer Zitelmann, Advocates for Self-Government president Mike Sertic, and Daniel DiMartino. Watch free at youtube.com/watch?v=lpASNs_7Dl8.

PREVIEW FIRST

The film’s historical case includes archival footage of Nazi Germany. Preview it as you would any World War II material, and confirm that YouTube plays on your classroom network.

STUDENTS WILL BE ABLE TO

1. Explain the difference between economic systems and political systems.
2. Explain why a single left–right line misplaces some governments and some people.
3. Evaluate a film as evidence by separating checkable claims from framing.

MATERIALS

- ☐ **H5** Viewing Sheet, one per student, copied two-sided
- ☐ **T2** Study Guide and Answer Key, for you
- ☐ **Slides**, section D (optional)

Best order: run **L1** or a live Quiz session first. When the film introduces the Nolan Chart at 6:39, students have already plotted themselves on its two axes.

OPTION A · ONE CLASS PERIOD

MINUTES	STEP	WHAT YOU DO	WHAT STUDENTS DO
0–5	Cold definitions	Students write one-sentence definitions of socialism, fascism and authoritarianism before they know the film’s topic. Write the framing question on the board: “When you call someone a political name, what are you trying to do: describe them, or defeat them?”	Complete Part 1 of H5.
5–24	Watch	Run the film straight through.	Answer the starred questions (★) on H5.
24–42	Discuss	Choose two or three questions from the list below.	Discuss.
42–50	Revise definitions	Students revise one cold definition in light of the film.	Complete Part 3 of H5.

OPTION B · TWO CLASS PERIODS

Day 1. Cold definitions, then watch 00:00–10:10, with an optional pause at 8:44. Students answer Q1–Q6. Discuss the two-students example.

Day 2. Recap the two axes, watch 10:12–18:36, and answer Q7–Q12. Discuss, revise definitions, and assign an essay from **T2**.

OPTION C · HOMEWORK VIEWING

Assign the film and **H5** Parts 1 and 2 as homework. Spend the class period on discussion, the evaluating-the-film questions and Part 3.

Students without internet access at home can watch in the library or during a study period.

SEGMENTS AND QUESTIONS

TIME	SEGMENT	H5 QUESTIONS
00:00–02:30	Labels as weapons	Q1★, Q2
02:33–05:00	Where left and right came from	Q3★, Q4★
05:06–10:10	The second axis: the Nolan Chart	Q5★, Q6
10:12–13:20	The historical case: Hitler’s Germany	Q7★, Q8★, Q9
13:22–16:30	The living case: Venezuela	Q10★, Q11
16:33–18:36	The natural experiment and the close	Q12★

★ Starred questions work for a single viewing straight through. Answers are in **T2**.

DISCUSSION QUESTIONS

From comprehension to conversation

1. The film says labels sort people into tribes and deliver “a sense of moral superiority.” Where have you seen that this week, and were you the one labeling or the one labeled?
2. Restate the film’s core distinction, economic systems versus political systems, with one example of each from the film.
3. Where would each of the two students in the film land on our class chart? What single question moved them apart?

Evaluating the film as evidence

4. The film says “Nazi” was a label coined by opponents. How would you verify that independently? What sources would count?
5. East and West Germany are presented as a natural experiment. What besides the economic system differed between them that a careful historian would account for?
6. The film was made by organizations with a point of view, and says so. What is the strongest counterargument it leaves unaddressed?

Assessment. Essay and extension prompts, with a teacher answer key for Q1–Q12, are in **T2**. Grade essays with **T3**.

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