

social studies



generation



WHAT ARE GOVERNMENTS GOOD FOR?

SOCIAL STUDIES ACTIVITIES

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Reader's Theater

How does the government affect our lives?

Setting: Curtis, Diego, Ana, and Jessie discuss the role of the government as they wait for their bus after school.

Curtis: So, this morning before civics class, Mr. Rafiq asked me what governments were good for, and I said, "Absolutely nothing!"

Diego: Tell me you did not say that, Curtis.

Curtis: I was kidding, but Mr. Rafiq wasn't impressed. He started asking, "Who do you think builds roads and bridges? Who treats the sewage and collects the garbage? Who patrols the borders? Who decides what's a crime and how to punish criminals?" He went on and on, but I must admit, it was a bunch of stuff I hadn't really thought about. I thought about government as protecting our rights—like not letting people steal from us or discriminate against us. I didn't think about that other stuff.

Ana: But Curtis, haven't you been reading *anything* in our civics textbook?

Jessie: That thing is huge. The book must weigh 10 pounds.

Ana: But it's stuff you need to know.

Curtis: Maybe, but I can think of about a thousand things I'd rather do than read about how we are **governed**.

Ana: It's a big problem that so many people don't know the first thing about how the government works, and what their responsibilities are as citizens.

Jessie: What do you mean? The government doesn't do anything for me, and I don't feel the least bit responsible for it. Who cares?

Ana: Are you kidding me, Jessie? Did you listen to anything Mr. Rafiq said this morning? The government does all sorts of stuff for us, from making sure our food is safe to running the military. And by the way, who do you think builds and runs the school we're sitting in? The government does a lot, and we have to be responsible for our part: obeying the laws, paying taxes, and voting.

Jessie: Well, my parents don't vote. They say that their votes wouldn't change anything. They say the government spies on people and wastes our taxes and gives itself **access** to our private communications.

Diego: Wow, Jessie. You are a child of conspiracy theorists!

Jessie: What? My parents are from Arizona.

Diego: Conspiracy theorists are people who believe the wacky pages on the internet about how the government is out to get us. They don't consider how hard it is keeping us all secure, and what a disaster it is when it fails.

Curtis: But Jessie sort of makes a good point. After the 9/11 attacks, the government started conducting more **domestic** and **foreign** surveillance. There's a whole lot of

prying into phone records, email, and other internet activity, and U.S. citizens are not exempt.

Diego: So you were just playing dumb, Curtis! You've been keeping up with the news. I kind of agree with you. When my brother was home from college, he was arguing with my dad that the government is **encroaching** on our right to privacy. He says the Patriot Act lets the government monitor us without any justification. But my dad says, "Well you live in a democracy. If you don't like it, do something about it."

Ana: See! That's my point! We have a responsibility here. Citizens should **prioritize** both limiting the government and supporting it.

Jessie: And I say again, why is that my responsibility?

Diego: You benefit from all the good things that government does, so you need to be part of stamping out the things you believe are bad. If there's a problem in a democracy, then all the citizens are responsible for the solution.

Curtis: My mom is always saying, "We have to make **trade-offs**." I hate to hear myself sounding like my mom, but I am seeing a **trade-off** here. We want the government to eliminate crime and to regulate foods and drugs and to repair bridges. But then we have to give things up—pay taxes and maybe sacrifice some freedoms, like letting folks monitor our email traffic. If you're not guilty, you have nothing to worry about. What's a little privacy encroachment next to getting blown up by a terrorist?

Diego: My mom always says a government is like a stomach. You never notice it when it is working well, but when something goes wrong, it's all you can think about.

Ana: Well, that's to the point. I understand why the government did what it did after the terrorist attacks, and I get that they have to keep monitoring foreigners who they think are dangerous. But now they should stop **accessing** information from U.S. citizens—that is government going wrong. And like Diego said, we have rights too! Free speech and assembly, for instance. So, Jessie, if you don't like something, vote, assemble, and protest!

Curtis: I think there were more votes in the last American Idol contest than in the last presidential election. That's kind of pathetic. What ever happened to **civic** participation in this country?

Jessie: I'm going to talk to my parents about why they don't vote. But they'll probably come to school to complain about teachers filling my head with stuff. By the way, if we have a right to assembly, do we also have a right to skip assembly? I could use the extra hour of sleep on Wednesday morning.

Identifying Different Perspectives and Support

In this Reader’s Theater, the students displayed a wide range of perspectives. Work with a partner to decide what the Reader’s Theater characters would think about the following statements. Who would agree and who would disagree with each? Keep in mind that more than one character might agree or disagree about one particular point. Also, you might not have evidence to decide what **every** character thinks about **every** statement.

	Ana 	Curtis 	Diego 	Jessie 
If citizens disagree with government acts, they should speak up in protest.	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence
Governments serve no useful purpose.	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence
Citizens have responsibilities as well as rights.	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence
Governments help protect people from risks.	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence
People need to learn more about their government and become more involved.	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence	<input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> not enough evidence

 **QUICK WRITE:**

Which perspective do you agree with the most? Why?

Identifying Different Perspectives and Support

Examine the chart below. For each action in the first column, indicate whether government (G) or citizens (C) take the action, and check whether the action is a right, a responsibility, or both.

	Government or Citizen?		A Right or a Responsibility?		
<i>Elect the president or congressional representatives</i>	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both
<i>Pay taxes to fund schools and public works</i>	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both
<i>Protest and assemble freely against invasions of privacy</i>	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both
<i>Wiretap the phones and communications of suspected terrorists</i>	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both
<i>Train and fund an army to protect national borders</i>	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both
<i>Express opposition to misguided policies</i>	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both
<i>Listen to the protests of citizens</i>	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both
<i>Protect the poor and the homeless</i>	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both

 **TURN AND TALK**

With a partner, share your responses to the activity. Discuss any differences in opinion.

 **QUICK WRITE**

Read the following quote by James Madison, one of our founding fathers and the fourth U.S. president:

“We ought to be alarmed at the first encroachment on any of our civil liberties, not waiting until we are at the precipice.” (A *precipice* is the the edge of a cliff.)

Source: Cato Institute

Write a translation of this quote that a fourth grader would understand, and then explain whether or not you agree.

Building Background Knowledge

The Patriot Act of 2001

One priority of government is to keep its citizens safe. On September 11, 2001, **foreign** terrorists attacked the United States. Members of the al-Qaeda terrorist organization flew two hijacked airplanes into the World Trade Center in New York City, and one into the Pentagon in Washington, D.C. A fourth plane was targeting the White House or the U.S. Capitol building, but heroic passengers stormed the cockpit, and the plane crashed in a wooded area in Pennsylvania. Overall, nearly 3,000 people were killed in the attack that day. Most were U.S. citizens, but 353 **foreign** nationals were also lost. The terrorists were residents of the United States when they planned and carried out the attacks.

In the weeks following this attack, U.S. lawmakers passed a law that would make it easier to listen in on both **domestic** and overseas phone conversations of people suspected of having links to terrorist organizations. Known as the Patriot Act, this law also made it easier to **access** email accounts and other forms of electronic communications of people living in the United States.

Many argued that the Patriot Act was a violation of the Fourth Amendment to the Constitution, which states:

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

In short, the Fourth Amendment states the police cannot search for evidence or arrest you for no reason or without a warrant. If they do unlawfully search you without a court warrant, then whatever they find cannot be used against you in court. However, many people believe the Patriot Act **encroached** upon this **civic** right. The Patriot Act allowed the FBI to more easily get permission to listen in on phone calls. There were also fewer restrictions on how the information obtained from these phone calls, texts, and emails could be used.

Supporters of the Patriot Act point to many cases where acts of terror were prevented because of the law. They say that relaxing privacy protections is a necessary **trade-off** for strengthening our security.

However, other people think that the Patriot Act **encroaches** upon people's rights to privacy. They say that it is important for judges to decide whether or not police can search our homes, and that the same principle should apply to our phone calls and emails. They believe that government agencies could easily abuse the power given to them under the Patriot Act.



Cellular communications array

 TURN AND TALK

What evidence could be used to argue that the Patriot Act violates the Fourth Amendment?

Building Background Knowledge

Patriot Act Provisions

Gathering information about people’s activities and possible connections to terrorist groups continues to be controversial. Government officials and the citizens who elect them must weigh the **trade-off** between privacy and security, particularly when it comes to gathering information on our own citizens.

A *provision* is a condition included as part of a law. For example, all U.S. citizens have a **civic** right to vote *unless they are under 18*. Being 18 to vote is a provision, or condition.

Directions: In the chart below are three examples of controversial provisions in the Patriot Act. With a partner or in a group, read through the provision and consider the argument about how it can fight terrorism. Then complete the chart by explaining how you think it could be misused.

Provision (What the government is allowed to do)	How it can help fight terrorism	How it can be misused
→ Roving Wiretaps: This means that all existing and future electronic devices being used by a suspicious person can be accessed after initial approval has been granted.	<i>Law enforcement agencies like the FBI would not have to get separate approval for each new device a suspected terrorist purchases, e.g., for every new cell phone or tablet.</i>	
→ Access to Records: This provision requires businesses to turn over records of phone calls, purchases, and internet searches by suspected terrorists.	<i>This information can help investigators determine a pattern of behavior and communication that suggests a person is planning a terrorist attack.</i>	
→ Sneak and Peek: This provision allows the FBI to search a home, but they do not need to immediately notify the suspect that his or her home was searched. A judge must approve the search.	<i>FBI agents can search the home of a terrorist suspect without the suspect’s knowledge. This way, the suspect will continue to plan and communicate with others, allowing the FBI to uncover more details about a terrorist plot. If the suspect were told about the search, all communication with other terrorists would stop.</i>	

Class Discussion

Report from the Field

Reporter Paige Reider: I'm here at the scene of a small but growing protest over the use of **domestic** surveillance under the controversial Patriot Act. While this protest started out with just a dozen or so opponents of the Patriot Act, now Patriot Act supporters have also begun to assemble. They are challenging opposition to tactics they believe have kept them safe since 9/11. When asked why they are here today, here is how several people on both sides of the street responded:

DO WHAT YOU GOTTA DO!

"Three thousand people died in terrorist attacks on September 11, 2001. Until the Boston Marathon bombings, there had not been a successful major terrorist attack in the U.S. in nearly 12 years. Do I want the government **encroaching** on my privacy? Certainly not. But am I willing to accept the **trade-off** for the level of protection we've had? You betcha! I support for the Patriot Act! I'm here today because . . ."

NO MORE GUILT BY ASSOCIATION!

"During World War II, my grandmother's family was sent to a prison camp in the middle of the California desert just because they were of Japanese descent. Japan had attacked U.S. soil on December 7, 1941, and although my grandparents were U.S. citizens, the U.S. government feared that they could be spies for Japan! They lost their home and suffered in the harsh desert conditions. All this tragedy because the government said they might be spies due to their Japanese descent! The Patriot Act makes it easier for the government to create lists of people whose national origin happens to be the same as many terrorists. I'm here today because . . ."

SNEAK AND PEEK? NO THANKS!

"So someone makes a few phone calls to relatives in Pakistan who happen to know someone who knows someone who might be linked to al-Qaeda. Suddenly, the FBI gets approval for a 'sneak and peek' in this guy's house to see what he's up to, and they find out that he's selling a little marijuana to his friends. The guy has no links to terrorism but is arrested on drug charges! Ok, so he's doing something illegal—but it wasn't terrorism, and that's what 'sneak and peek' is intended for. I'm here because the government is abusing this power and making it easier to throw someone in jail. When I look at how easy it is for governments in some countries to lock up innocent citizens, it makes me worry that if we start down this path, we'll go too far. I'm here today because . . ."

GOT NOTHING TO HIDE! CHECK OUT MY SOCCER SCORES.

"Look, if you're not doing anything wrong, who cares if the government can **access** your phone records or internet searches? I don't think that the FBI is going to take the time to look into my phone calls to my cousins in El Salvador, or care that I check the soccer scores five times a day during playoffs. If someone is googling how to make a bomb and calling people in those **foreign** countries where al-Qaeda members live, then I want the government to know all about it! I'll give them my Verizon bill and hand over my browser history if that's what it takes to stay safe. I'm here today because . . ."

THAT PATRIOT THING? IF IT AIN'T FOOTBALL, I DON'T CARE.

"I post where I'm going and what I'm doing on Facebook several times a day. I like people to know what movies I've seen or how hard I've been studying and practicing. I even check-in when I am at Dunkin' Donuts to get an iced coffee! I realize that I don't **prioritize** privacy. None of my friends do. The Patriot thing? Who cares about that stuff? I'm here today because . . ."

Session 2

trade-off • civic • domestic • govern • access • foreign • encroach • prioritize

Class Discussion

Report from the Field

Paige Reider's interviews were edited incorrectly, and the interviewees' last lines were cut out of the news story. What do you think they said? Draw a line linking the interviewee with the last line he or she would have said.



Possible Last Lines

"I'm here today because I want people to remember what can happen when this country allows security to **encroach** upon people's privacy. I don't want history to repeat itself."

"I'm here today because I support my country's **domestic** and **foreign** efforts to defeat terrorism. Good law-abiding people like me have nothing to worry about."

"I'm here today because I want to Instagram a photo of me with a protester and update my Facebook status to 'At Patriot's Protest...no sign of Tom Brady.'"

"I'm here today because it's clear that the provisions under the Patriot Act are working. It's a **trade-off** of privacy for security that I'm willing to accept."

"I'm here today because I worry about how the government is using provisions under the Patriot Act to solve crimes unrelated to terrorism."

Interviewees

DO WHAT YOU GOTTA DO!

NO MORE GUILT BY ASSOCIATION!

GOT NOTHING TO HIDE! CHECK OUT MY SOCCER SCORES.

SNEAK AND PEEK? NO THANKS!

THAT PATRIOT THING? IF IT AIN'T FOOTBALL, I DON'T CARE.

QUICK WRITE:

Which person do you agree with the most? Why?

TURN AND TALK

Do you think the **trade-off** between privacy and security established in the Patriot Act is acceptable? Would you prefer more privacy or more security?

Freedom vs. Security in Democracies Throughout the World

SINGAPORE: Flush That Toilet!

Singapore is an affluent, organized, modern, island city-state in Southeast Asia. The **governing** system of Singapore is based on English common law, and like the United States, it has three branches: Executive, Legislative, and Judiciary. But Singapore’s system is also very different from the American or British legal system. If someone is suspected of committing a crime, a judge decides if that person is guilty or innocent. The judge also decides the punishment, which can be quite severe.

Michael Fay, an 18-year-old American living in Singapore, was found guilty of vandalizing private property by spray-painting cars. He was sentenced to being beaten with a cane for the offense. Some people thought this was excessive punishment, but Singaporeans claim that these strict laws prevent crime. For example, in 1994, the year Michael Fay was caned for vandalism, there were 58 murders in the entire nation. By comparison, there were over 1,000 murders that same year in Los Angeles, a city with a smaller population than Singapore.

Singaporean law is seen as overly strict by many watchdog groups while others see strict laws as a worthwhile **trade-off** for ensuring **domestic** security. Singaporeans enjoy a well-running, clean, and safe society. According to the Singapore 2013 Crime and Safety Report from the U.S. State Department, “The crime rate is one of the lowest in the world.”

While many believe that Singapore’s laws **encroach** on privacy, others welcome these laws because they provide security. Three of Singapore’s **domestic** laws are focused on **access** to clean public spaces. One is a law that punishes people who do not flush public toilets after use. To **enforce** this law, public restrooms are frequently checked by police. You might have to pay a large fine if you are found guilty of failure to flush!

A second Singapore law defines littering as a punishable offense. A law enacted in 1968 and designed to keep the country clean imposes a fine of \$1,000 and community service for throwing garbage on the street. If you are caught littering three times, you have to wear a sign around your neck reading, “I am a litter lout.” While many of us worry about stepping on gum on a hot summer day, this minor inconvenience wouldn’t happen in Singapore. After the government found that people were leaving large amounts of chewed gum in subway stations and cars, the *sale* of gum became illegal. While it is not illegal to chew gum, if a person leaves gum anywhere else besides the trash can, he or she may face a huge fine.

Mini-Glossary

Watchdog group – a group of people who monitor the actions of governments, industries, or organizations so they can alert the public to abuses or encroachments upon the public interest

TURN AND TALK

When someone litters at your school, leaves the bathroom a mess, or puts chewing gum under the desk, is there a punishment? What should happen to students who are disrespectful in these ways? How severe should the punishment be?



Freedom vs. Security in Democracies Throughout the World

LONDON: No Guns But Lots of Video Cameras!

London, the capital city of England, is appreciated for its history and diversity. Visitors regularly express surprise that police officers carry no weapons as they patrol the streets. Many residents of London believe that police officers not carrying firearms makes situations less likely to escalate into gun violence, while others want officers to carry guns to protect people from criminals. Rather than relying on guns, London authorities promote **domestic** security through the use of surveillance cameras.

London authorities monitor individuals with thousands of surveillance cameras every day. These cameras were first introduced in 1961 at one London Transport station. Today, cameras can be found in all stations as well as in soccer stadiums and on street signs. The government has **prioritized** the use of cameras because they believe that cameras on city streets and in other public spaces increase the chances of capturing criminals and preventing criminal behavior. The cameras make some people feel more secure knowing that potential criminals are being watched. Others, especially privacy rights activists such as the **civic** organization Big Brother Watch, oppose the idea of monitoring individuals' public movements. They believe that the cameras **encroach** on citizens' rights. In its 2015 report, Big Brother Watch stated, "Britain is home to 20% of the world's population of CCTV cameras, despite being home to just 1% of the world's population. One study suggested the average Londoner is caught on camera more than 300 times every day."* Although Big Brother Watch agrees that limited surveillance is an important tool in current-day policing, they argue that cameras are not a substitute for armed police officers.

TURN AND TALK

Would you rather have your police officers carry guns or not?



Freedom vs. Security in Democracies Throughout the World

NEW YORK CITY: The City That Will Frisk You!

New York City is the largest and, some say, the most dynamic city in the United States. Tourists flock to the sights and sounds of the Statue of Liberty, Times Square, and Broadway. Some believe that with the Statue of Liberty in its harbor, New York City should be a beacon of freedom. In the 1980s and 90s, residents and tourists were troubled by high levels of street crime in NYC. In 1994, Mayor Giuliani adopted a policy giving police officers more power to crack down on small crimes and behaviors associated with crime, such as loitering, begging, and being in high-crime neighborhoods.

One aspect of Giuliani's crackdown was the stop-and-frisk policy. In most cities in the United States, if you are walking down the street and haven't done anything wrong, a police officer does not have the right to stop you. But in New York City, the law states that if a police officer thinks you are suspicious, he or she can stop and frisk you. In 2012, out of 532,911 stops that occurred in the NYPD's stop-and-frisk program, 6,436 weapons were found (or approximately 1 weapon was found for every hundred people stopped). Some would say that stopping suspicious people protects the public, and the thousands of weapons recovered are proof. Others wonder whether police should have the right to decide someone is suspicious. This issue is the center of debate in New York City (and Boston and Chicago, where stop-and-frisk policies have also been advocated) because the majority of stop-and-frisk suspects are young black or Latino males. As the role of government in New York City focuses on protecting **domestic** life, **civic**-minded citizens critique the injustices and encroachments of privacy caused by the stop-and-frisk policy. In 2013, a judge ruled that police officers must fill out a form justifying why they stopped someone. The judge's ruling, along with other policy changes, has decreased the use of stop-and-frisk. However, it is still legal to do so.



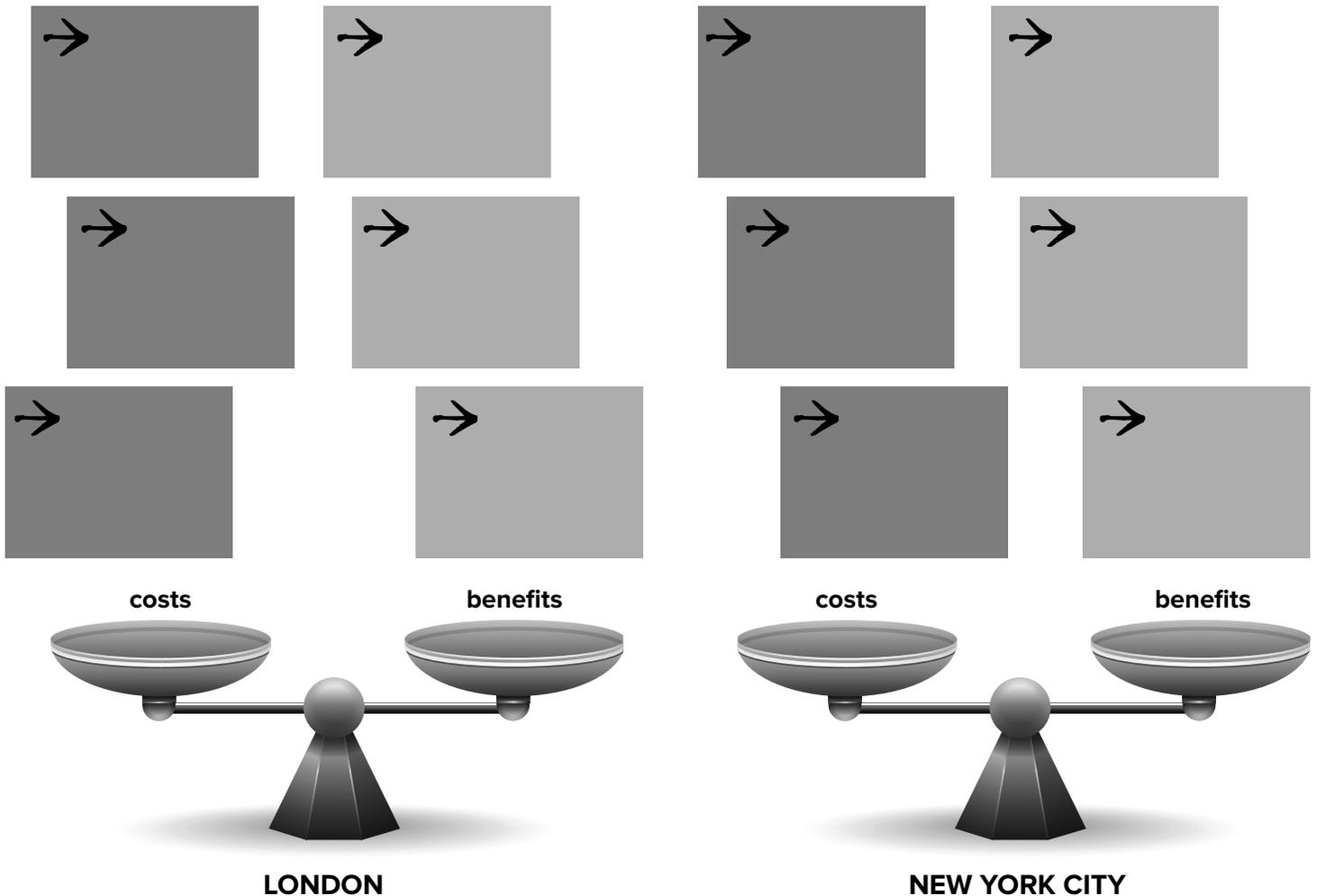
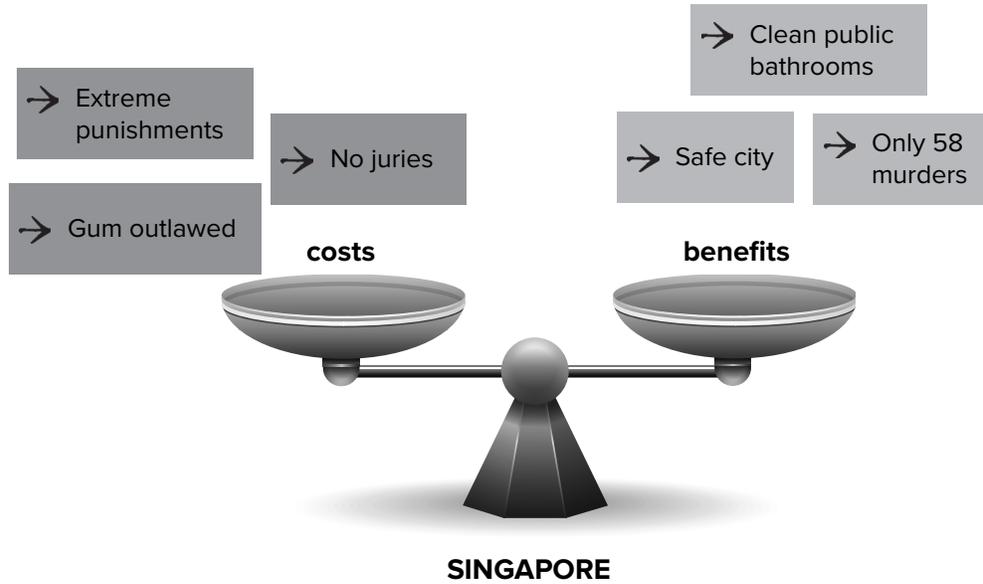
Session 3

trade-off • civic • domestic • govern • access • foreign • encroach • prioritize

Prepare for Debate

Whole Class Discussion

Directions: In the chart below, fill out the costs (cons) vs. the benefits (pros) of how the government of each city approaches securing the safety of its citizens. What does each government **prioritize**?



It's Debate Time!

Directions: Below is a chart comparing New York City to London. One of the main functions of government is to keep its citizens safe. However, the best way to protect citizens from **domestic** and **foreign** threats is a topic of national debate. What should those who **govern** **prioritize**? Who should have **access** to guns? How much **access** to information about citizens (phone calls, emails, and video recordings) should those in government have? Think about these questions and then defend your position: Which city has a better strategy for controlling crime?

	NYC	Greater London
<i>Population</i>	~ 8.3 million	~ 8.4 million
<i>Number of police officers</i>	Approximately 34,500	Approximately 33,000
<i>Number of CCTV cameras</i>	Government maintains over 3,000 cameras; system is called the "Domain Awareness System"	Government maintains over 8,000 cameras; system is referred to as the "Ring of Steel"
<i>Number of people shot and killed by police officers 2010–2013</i>	41	2
<i>Number of people shot and injured by police officers 2010–2013</i>	66	0
<i>Number of police officers shot and killed 2010–2013</i>	1	0
<i>Total number of homicides 2010–2014</i>	2138	502
<i>Total number of robberies in 2014</i>	16,539	22,307
<i>Public gun regulations</i>	Handguns, assault weapons, semi-automatic guns, shotguns, and rifles are legal.	Only shotguns and rifles are legal with permit. Handguns (small guns), semi-automatics, and all types of assault weapons are illegal.
<i>Police with issued guns</i>	All	A small number of officers are trained as Authorized Firearm Officers; these officers are only deployed when guns are needed in a situation.

Debate Notes

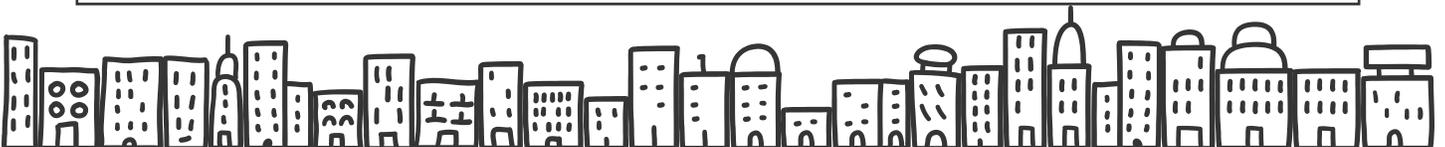
Which city has a better strategy for controlling crime?

- London
- New York

Provide support for your city: Why should people want to live there? How safe would a tourist be visiting your city?

Anticipate and respond to support for the other city: Why should people think twice about living there? What advice would you give someone who decides to visit there?

Anticipate and respond to concerns about your city. Why might people hesitate to live there? How would you respond to people who say your city is more dangerous?



Bond, James Bond

Spy novels and movies are a popular form of entertainment. Ian Fleming, the author of the James Bond books, had actually been a British spy himself. There have been 23 James Bond movies since the first film in 1963. Fictional Agent 007 – James Bond – is a secret spy working for the British intelligence agency M16. His orders come from government officials trying to protect Britain’s **domestic** interests; however, most of the bad guys in these movies come from **foreign** countries. Bond’s tactics for **accessing** information to give to his government are extreme and illegal but fun to watch. Because James Bond is so cool and the villains so evil, viewers do not worry about whether or not these villains’ rights are being **encroached** upon.

But there is another popular theme in books and movies that shows another side of spying and what could happen when a society **prioritizes** order over individual rights. *The Hunger Games* and its sequels depict a society in which the leaders **govern** through fear and maintain constant surveillance over their citizens. In *The Hunger Games*, the government uses sophisticated technology to monitor talk in public and private spaces. The government’s desire for constant security makes rebellion practically impossible.

Long before *The Hunger Games*, a book called *1984* by George Orwell was widely read. In *1984*, the government watches everything its citizens do all the time in the name of security. Those in charge **govern** by fear, placing cameras everywhere and posting signs that read “Big Brother is Watching You.”

Today there are TV shows in the United States and England called *Big Brother*, where you can see everything that happens in the lives of the participants on the show. The people who sign up to participate on these shows hope that the **trade-off** for their privacy is fame.

Who’s watching you?

Imagine that your school is considering purchasing computer tablets for all students rather than textbooks. These tablets will connect to the internet so that students can **access** online resources. However, to make sure that students are not playing video games or checking social network sites, the school wants to install cameras in all of the classrooms. Students will not know when they are being watched, but they will know that they will lose privileges if caught off task.

 **TURN AND TALK**

Knowing that the computer tablets will only be provided if the school community agrees to allow the video cameras, would you be willing to accept this **trade-off** of privacy for the convenience of having a computer tablet?

How would you respond if the school began using the cameras to monitor other bad behavior like cheating or bullying?



How does a metadata collection become so BIG?

Edward Joseph Snowden was a contractor with a company that provided technical support to the National Security Administration (NSA), a U.S. government agency. In the spring of 2013, Snowden disclosed to the media that his job was to intercept telephone data and conduct internet surveillance. He was amazed and horrified at how much information was **accessed**.

How did the NSA end up **accessing** so many **domestic** phone records and email exchanges? And if the NSA's priority is to investigate people who may be terrorists, how do they end up **encroaching** on the privacy of so many ordinary people? The answer is measured in purely mathematical terms called *hops*. What is a hop? Each time you can broaden your search is one hop. First, let's think about hops in party planning.

Part 1:

You are having a party, and you tell your friend Jethro that he may invite three friends (hop 1), each of whom should bring a beverage to the party. Next, each of these three guests gets to invite three friends (hop 2), each of whom must bring a dessert.

1. How many desserts will be at your party?
2. Write this number as a power of 3.

Next, each person who brings a dessert gets to invite three of their friends (hop 3), telling them to each bring an uploadable song. Continue the sketch for hops 2 and 3, and write the number of songs you will have at the party in standard form and as a power of 3.



Suppose each person who brings a song is also allowed to bring three friends (hop 4), each of whom will bring a bag of chips. Write the number of bags of chips in standard form and as a power of 3.

TURN AND TALK

What is the total number of people at the party? How many hops would be needed for everyone in your grade to be invited to the party?

How does a metadata collection become so BIG?**Part 2:**

The NSA discovers a suspicious person in Boston. Making one “hop,” the NSA looks at 10 of the person’s local email contacts. Suppose each of these 10 people have 10 additional Boston email contacts. The NSA executes a second hop when it investigates all of these contacts.

1. Write the number of contacts the NSA investigates when it executes the second hop in standard form and as an exponent.

Now suppose each person who was investigated on the second hop also has 10 Boston contacts.

1. Write the number of contacts the NSA would investigate, if it were authorized, in a third hop in standard form and as an exponent.
2. After three hops, what is the total number of people investigated?

Challenge Question:

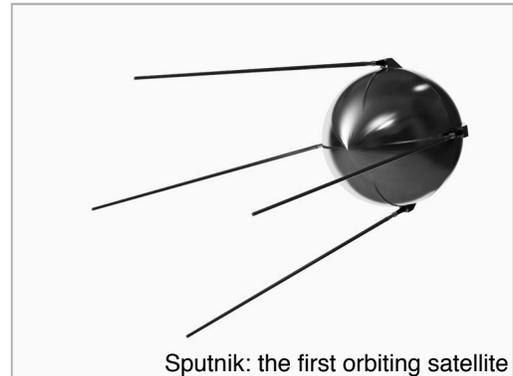
How many hops would be required to include every person in Boston in the investigation? The population of Boston is 656,000.

Government Prioritizes Science

The Cold War, Sputnik, and National Defense

During the 1950s, the United States and the Union of Soviet Socialist Republics (USSR) were engaged in a “cold war.” It was called cold because there were threats and hostility, but no actual battles. The Soviet Union has since broken up into several smaller countries, the biggest being Russia. The U.S. and Soviet Union governments **prioritized** building up their armies and developing nuclear missiles.

The United States and the Soviet Union were competing with one another in every way. In 1959, for example, U.S. Vice President Richard Nixon hosted Soviet Premier Nikita Khrushchev in an exhibition of new American technology, including a model of a modern kitchen. The two got into a heated argument about which nation had more developed technology.



Sputnik: the first orbiting satellite

Although Americans had better televisions, toilets, and kitchens, the Soviets had already launched the first orbiting satellite, Sputnik, two years earlier. Americans were shocked that another nation had beaten them into space. Sputnik shook the belief of Americans in their superior technology. Furthermore, Americans saw Sputnik as a threat to their security. What would keep the Soviets from launching a nuclear bomb into space?

If the Soviets could put a satellite into orbit, what other capabilities might they have? The U.S. federal government responded quickly with new **domestic** policies **prioritizing** efforts to improve math and science education. Congress passed a bill called the *National Defense Education Act* that linked educational achievement directly to **domestic** security. As a result of these efforts, the United States became a world leader in the design and manufacturing of technology. However, now, more than 50 years after Sputnik, other countries are outperforming the United States in math and science education. Many U.S. companies claim they have to hire **foreign** employees from India, China, Pakistan, Iran, and other places because there are not enough qualified American workers to fill the high-tech jobs.

The federal government is once again **prioritizing** math and science education, now under the title “STEM education.” STEM stands for “Science, Technology, Engineering, and Mathematics.” Below are some facts about STEM education and STEM careers in the United States from the STEM Education Coalition:

- 60 percent of U.S. employers are having difficulties finding qualified workers to fill vacancies at their companies.
- The average annual wage for all STEM occupations was \$77,880 in May 2009, significantly above the U.S. average of \$43,460 for non-STEM occupations.
- Although most parents of K–12 students (93 percent) believe that STEM education should be a priority in the U.S., only half (49 percent) agreed that it actually is a top priority for this country.
- Only one in five STEM college students felt that their K–12 education prepared them extremely well for their college courses in STEM.
- In almost every state, children will get less time for science in elementary school than they did 15–20 years ago.

TURN AND TALK

Why is the federal government interested in promoting better science education? Should STEM education in American schools be considered part of our **domestic** security?

Examining the Focus Words Closely

SoGen Unit 8.1

FOCUS WORD	DEFINITION	SAMPLE SENTENCE	 TURN AND TALK
trade-off (<i>noun</i>)	the exchange of one thing for another; a compromise	Although Ming was happy to make some extra money at her part-time job, the trade-off was having less time with her friends.	<i>Have you ever had to make a trade-off in order to help someone in your family?</i>
civic (<i>adjective</i>)	relating to citizens, a city, or citizenship	It is the civic responsibility of all citizens to vote.	<i>What should be the main civic responsibility for eighth graders?</i>
domestic (<i>adjective</i>)	having to do with anything within a particular country	In civics class, we learn about U.S. domestic issues.	<i>What domestic issue is most important to you?</i>
govern (<i>verb</i>)	to rule over a group of people	A good leader must govern with fair rules.	<i>Does your principal govern your school fairly?</i>
access (<i>verb, noun</i>)	(v) to gain entry or get to something (n) the ability or right to get to something	Students could not access the gym because someone vandalized it. Tanya promised to drive her brother to soccer practice if her parents gave her access to the family car.	<i>Have you ever had your ability to access something taken away because of someone else's behavior? Do you think students should have access to school computers without supervision? Why or why not?</i>
foreign (<i>adjective</i>)	in or from another place or part of the world	Going to a foreign country is exciting because you get to learn about a new place.	<i>If you could visit any foreign country, which country would you want to visit and why?</i>
encroach (<i>verb</i>)	to gradually take over space, rights, or property	Isabelle's mess encroached on her sister's side of their bedroom.	<i>Discuss a time someone encroached on your space.</i>
prioritize (<i>verb</i>)	to organize items or tasks according to their importance	After getting a C- in history class, Indera realized she needed to prioritize studying over fun.	<i>Have you ever prioritized your time differently after getting a bad grade?</i>