

## Overview of Activities

### Unit 8.1

**Session 1:** Students engage in a Reader's Theater and two activities to reflect on the rights and responsibilities of the U.S. government and citizenry.

**Session 2:** Students read an informational text about the Patriot Act of 2001 and its implications for fighting terrorism and encroaching on citizens' privacy. Students then consider multiple perspectives about the trade-off between privacy and security as they develop their own position on the topic.

**Session 3:** Students examine three case studies about government security policies in Singapore, London, and New York City. Students prepare for the unit debate by weighing the costs and benefits of these policies.

**Session 4:** Students examine a chart that presents additional information about New York City and London and then debate the question: Which city has a better strategy for controlling crime?

**Session 5:** Students consider a scenario where their cell phones have been seized by the school administration in an effort to thwart a bullying outbreak. Students articulate their perspective about the situation in a letter to the school board, using support from the unit.

**ELA:** Students discuss school surveillance after reading about depictions of government surveillance in *James Bond*, *The Hunger Games*, and 1984.

**Math:** Students use exponents to understand metadata collection and NSA civilian surveillance.

**Science:** Students read about how concerns over domestic security have driven science and math education in the United States.

**Word Chart:** Students use definitions, sample sentences, and Turn and Talk prompts to gain a deeper understanding of the weekly focus words.

**Note to Teachers:** These units are intended for middle school students of any grade. Please use them where they align with your curriculum. Most of the Common Core State Standards included in the teacher directions come from the Literacy in History and Social Studies 6-8 (<http://www.corestandards.org/ELA-Literacy/RH/6-8/>) or Literacy in Writing 6-8 (<http://www.corestandards.org/ELA-Literacy/WHST/6-8/>). Others come from the Language and Speaking & Listening strands, which are specific to each grade level, but similar enough from grades 6 through 8 that we grouped them together.



# WHAT ARE GOVERNMENTS GOOD FOR?

## SOCIAL STUDIES ACTIVITIES

<b>Session 1</b> Reader's Theater Identifying Different Perspectives and Support	2–4
<b>Session 2</b> Building Background Knowledge Class Discussion	5–8
<b>Session 3</b> Freedom vs. Security in Democracies Throughout the World Prepare for Debate	9–12
<b>Session 4</b> It's Debate Time! Debate Notes	13–14
<b>Session 5</b> Writing	15

## SUPPLEMENTARY ACTIVITIES FOR OTHER CONTENT AREAS

<b>ELA</b> Bond, James Bond	16
<b>Math</b> How does a metadata collection become so BIG?	17–18
<b>Science</b> Government Prioritizes Science	19

## FOCUS WORDS

Examining the Focus Words Closely	20
-----------------------------------	----



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.

Teacher Directions, Session 1

pages 2-4

Students engage in a Reader's Theater and two activities to reflect on the rights and responsibilities of the U.S. government and citizenry.

Reader's Theater

Procedure

1. Give students one minute to examine the cover of the booklet.
2. Read the unit question out loud and ask students:
  - a. What image(s) do you see?
  - b. Do the image(s) convey feelings or provide information?
  - c. How do the image(s) relate to or reinforce the unit question?
3. Direct students to the Reader's Theater.
4. Introduce the focus words by reading them out loud and having students repeat the words. Many students have probably read these words but never actually said them. Tell students that they will see the focus words presented several times throughout the unit. Focus words will be bolded so that they stand out.
5. Read the script. There are many ways to read the Reader's Theater, depending on the reading level of your students. Here are some options:
  - a. Teacher reads the text out loud to the class.
  - b. Choose four student readers. Assign each student one character's part to read. Have the four students read the script out loud to the class.
  - c. Divide the class into groups of four. Assign each student in the group a different character's part, then have the groups read through the script.
6. Go back to the Reader's Theater to reread the sentences that include focus words. Have student volunteers attempt to define the words based on context clues. See the word chart at the end of the unit for the definitions of all the focus words.
7. Tell students that they will learn the focus words more effectively if they attempt to use them while speaking and writing.

Teaching Tip:

Write the focus words on the board and use tally marks to keep track of how often students use them or notice them in their reading. When the class reaches a certain amount of tally marks in one week (for example, 50 tally marks) reward students with free time or another prize of your choice.

Common Core State Standards

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

**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**

**Procedure**

1. Read the directions for the activity.
2. Examine the chart by reading the column and row titles.
3. Do one or more examples as a class, returning to the text to determine whether each character would agree or disagree with the statement. Tell students that there may be specific textual evidence for some boxes, but others may require students to make an inference.
4. Allow students to work in partners to complete the activity.
5. Review the answers as a class. Have student volunteers explain their choices. Please note that some questions have more than one possible answer choice. Students should be encouraged to argue and discuss their choices using evidence from the Reader's Theater.
6. Have students complete the quick write.

**Answers:**

Ana	Curtis	Diego	Jessie
agree	not enough evidence	agree	disagree
disagree	disagree	disagree	agree
agree	agree	agree	disagree
agree	agree	agree	disagree
agree	agree	agree	disagree

**Teaching Tips:**

1. Have students underline or highlight the lines in the Reader’s Theater that helped them select their answers.
2. If you are short on time, have students check the boxes for two characters only. Then review the answers as a class.
3. Provide sentence frames for English language learners: “I think \_\_\_\_\_ would agree/disagree because he/she said \_\_\_\_\_.”

**Common Core State Standards**

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**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?		
	<input type="checkbox"/> G	<input type="checkbox"/> C	<input type="checkbox"/> Right	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Both
<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.

---



---



---

**Identifying Different Perspectives and Support, continued**

**Procedure**

1. Read the directions for the activity.
2. Examine the chart structure by reading the column and row titles.
3. Discuss the terms *right* and *responsibility*. A *right* is something that a person should be allowed to have, get, or do. A *responsibility* is something that a person is required or expected to do.
4. Do one or two examples as a class.
5. Have students work individually to complete the chart and then have them discuss their answers in partners.
6. Ask students to share the points where there were differences in opinion. Discuss these points as a class.
7. Read the quote under the Quick Write heading as a class. Have students talk about its meaning and then write their translations. Here is one possible translation: *We should speak out as soon as our rights have been violated, even in the smallest ways.*

**Common Core State Standards**

CCSS.ELA-Literacy.L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**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?

**Teacher Directions, Session 2**

pages 5-8

Students read an informational text about the Patriot Act of 2001 and its implications for fighting terrorism and encroaching on citizens’ privacy. Students then consider multiple perspectives about the trade-off between privacy and security as they develop their own position on the topic.

**Building Background Knowledge**

**Procedure**

1. Review the focus words and their definitions. Ask students if they have seen, heard, or used any of the words since the last session. Invite students to share their responses.
2. Ask students to think of ways the government keeps citizens safe. Have students share their responses.
3. Have a brief discussion about privacy. Ask students what privacy means to them and why it is important.
4. Read the title of the text. Tell students that the Patriot Act was an act passed by Congress that was intended to protect Americans from terrorist attacks. Tell students that they will read about the history and controversy surrounding the Patriot Act.
5. Read the text as a class. Spend time unpacking the Fourth Amendment. Break down the complex sentence into its parts, and work as a class to rephrase and derive meaning from the amendment.
6. As a class, briefly discuss the Turn and Talk question. Encourage students to use evidence from the text to support their assertions.

**Common Core State Standards**

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.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.

**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
<p>➔ <b>Roving Wiretaps:</b> This means that all existing and future electronic devices being used by a suspicious person can be <b>accessed</b> after initial approval has been granted.</p>	<p><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></p>	
<p>➔ <b>Access to Records:</b> This provision requires businesses to turn over records of phone calls, purchases, and internet searches by suspected terrorists.</p>	<p><i>This information can help investigators determine a pattern of behavior and communication that suggests a person is planning a terrorist attack.</i></p>	
<p>➔ <b>Sneak and Peek:</b> 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.</p>	<p><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></p>	

**Building Background Knowledge, continued**

**Procedure**

1. Tell students that they will be exploring the Patriot Act in more detail.
2. Read the text above the chart and answer any questions that come up.
3. Have students work through the chart in partners or groups.
4. As a class, briefly discuss each provision and have students share their group’s findings.

**Possible Answers:**

Provision	How it can be misused
Roving Wiretaps	The conversations, e-mails, and text messages of every person that the suspect communicates with can also be monitored. This <b>encroaches</b> on the privacy of people who may be innocent.
Access to Records	The government could eventually have access to all of our phone calls and internet searches, and might use this information for reasons other than terrorism.
Sneak and Peek	The FBI could use this power for activity not connected to terrorism, such as immigration or drug dealing. As the FBI becomes accustomed to this power, it may <b>encroach</b> further and further on our privacy.

**Update:** Many of the Patriot Act critics’ fears were valid: In 2013, Edward Snowden exposed government mass surveillance of citizens—surveillance of everyday people who had no links to terrorism. Here is the wikipedia article about Edward Snowden: [https://en.wikipedia.org/wiki/Edward\\_Snowden](https://en.wikipedia.org/wiki/Edward_Snowden).

**Teaching Tip:**

Break up the chart by having each student read a different provision and its implications and then explain it to the other members of the group.

**Common Core State Standard**

CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**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 . . ."

**Class Discussion**

**Procedure**

1. Read the text at the top of the page. Make sure that students understand the context of the protest.
2. Have student volunteers read the different statements as the rest of the class follows along. Tell students to mark statements that support the Patriot Act with a plus sign (+) and statements that oppose the Patriot Act with a minus sign (-).
3. Have student volunteers identify portions of the text (i.e., language used, information included) that helped them to identify whether or not the protestor supported the Patriot Act.

**Teaching Tip:**

Select students in advance to read the protesters' statements. Allow them to practice so they can read more emphatically. With advance preparation, struggling readers and English language learners will feel confident reading in front of the class.

**Common Core State Standards**

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

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

Interviewees

"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."

DO WHAT YOU GOTTA DO!

"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."

NO MORE GUILT BY ASSOCIATION!

"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.'"

GOT NOTHING TO HIDE! CHECK OUT MY SOCCER SCORES.

"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."

SNEAK AND PEEK? NO THANKS!

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

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

QUICK WRITE:

Which person do you agree with the most? Why?

Three horizontal lines for writing.

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?

Class Discussion, continued

Procedure

- 1. Read the directions at the top of the page. Ask students to share ideas about how to approach the activity.
2. Review the example that has been done for the students. Show how the last line supports the statement made by 'That Patriot Thing?' on the previous page (the protester mentions football and posting on social media in both places).
3. Have students work through the rest of the activity, underlining the portions of the text on the previous page that helped them to make their choices. Circulate and provide support as necessary.
4. Review the answers a class.
5. Have students complete the quick write.
6. Have students discuss the Turn and Talk in partners.

Common Core State Standards

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**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 canded 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?



**Teacher Directions, Session 3**

pages 9-12

Students examine three case studies about government security policies in Singapore, London, and New York City. Students prepare for the unit debate by weighing the costs and benefits of these policies.

**Freedom vs. Security in Democracies Throughout the World**

**Procedure**

1. Review the unit focus words. Challenge students to use each word in a sentence related to the Patriot Act.
2. Tell students that today they will learn about other policies that were intended to keep citizens safe, but come at the expense of citizen freedoms.
3. Tell students that they will be reading about Singapore, London, and New York City. Identify each city on a classroom map.
4. Have students read through the case studies and answer the Turn and Talks. This can be done in one of the following ways:
  - a. Whole group: Read each case study as a class then have students discuss the Turn and Talk prompts.
  - b. Rotating partners: Students read through a case study with a partner and then discuss the Turn and Talk. Have students switch partners and repeat for the next two case studies.
  - c. Jigsaw: Have students work in groups of three. Each student will read one of the case studies, then report about it to the group. The groups will discuss the Turn and Talks together.

**Teaching Tips:**

- Have students underline or highlight each case study in two different colors: one to mark examples of freedoms being restricted, and one to mark examples of citizens being protected. Also, encourage students to write comments and reactions in the margins.
- Give English language learners background about each city’s policy before asking them to read the case study.

**Common Core State Standards**

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6/7/8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

## 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.

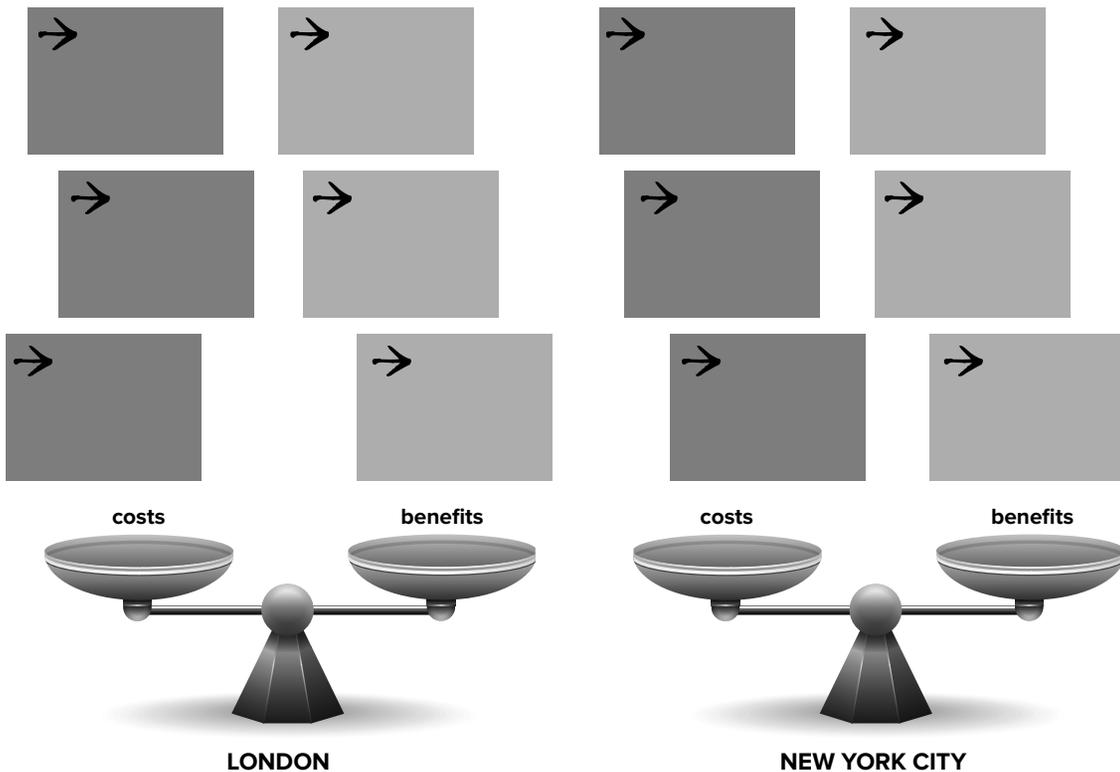
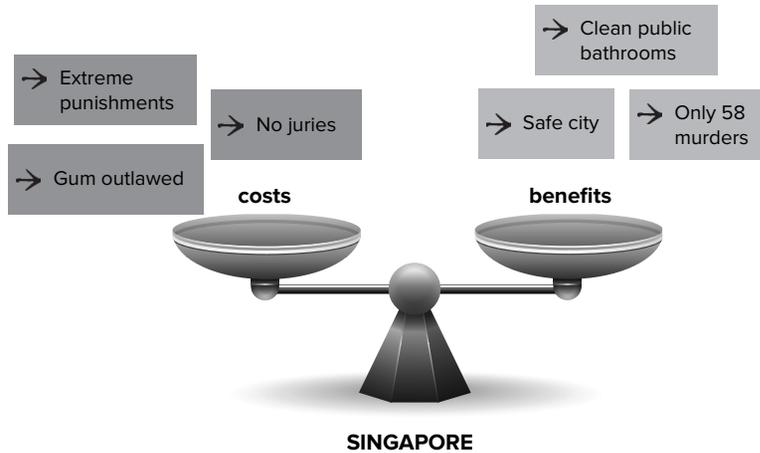
One aspect of Giuliani's crackdown was the stop-and-frisk policy. In most cities in the United States, if you are walking down the street and haven't done anything wrong, a police officer does not have the right to stop you. But in New York City, the law states that if a police officer thinks you are 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.



**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**?



**Prepare for Debate**

**Procedure**

1. Tell students that in the next session they will debate which city best has a better strategy for controlling crime. In preparation for the debate, they will weigh the costs and benefits of the policies described in the three case studies.
2. Draw attention to the scales. Ask students to think about why scales are used to illustrate costs and benefits. Explain that costs and benefits are often weighed against each other to determine whether something is a good idea.
3. Have students work in partners to complete the cost-benefit scales for London and New York City.
4. Review the answers as a class.

**Possible Answers:**

London

Costs:

- cameras monitor innocent people
- unarmed police can't fight armed criminals
- cameras can't stop a crime while it's happening

Benefits:

- criminals know they are being watched
- police can't shoot innocent people
- police can identify suspects easily

New York City

Costs:

- innocent people searched by police
- racial minorities targeted
- police can decide who is suspicious

Benefits:

- fewer guns on the street
- police can stop crimes before they start
- New York has become safer

**Common Core State Standards**

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

**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.

**Teacher Directions, Session 4**

pages 13-14

Students examine a chart that presents additional information about New York City and London and then debate the question: *Which city has a better strategy for controlling crime?*

**It's Debate Time!**

**Procedure**

1. Begin by reviewing the focus words. Have students practice saying them out loud and identifying their parts of speech.
2. Explain that students will continue to learn about two cities they explored in the last session: New York City and London.
3. Invite students to share information that they recall about each city from the previous session.
4. Read the opening text and answer any questions that come up.
5. Explore the chart as a class. For example, what information is being presented? Is the chart making a comparison, showing changes over time, or providing results from an experiment?
6. Go through the chart as a class, discussing each parameter and inviting students to share their reactions to the information. Make sure that students compare each parameter and discuss whether it supports one city being safer than the other.

**Common Core State Standards**

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

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?



Debate Notes

Procedure

1. Tell students that they will be debating the question: *Which city has a better strategy for controlling crime?*
2. Read through the questions in the boxes. Provide clarification if necessary.
3. Assign each student to New York City or London. Give students several minutes to gather evidence from the chart and the previous session.
4. Run the debate in one of the following ways:
  - a. As a whole class, with two teams assembled on either side of the classroom and a few students representing a committee of judges. Debating as a class allows the teacher to monitor students as they debate.
  - b. In small groups, with students assembled in groups of four (2 students from each position). Debating in small groups ensures that all students take on an active and engaged role in the debate.
5. Conclude by having students share feedback about the debate. You might pose the following questions:
  - a. Did everyone have a chance to participate?
  - b. Were the norms followed?
  - c. Were the points articulated effectively?
  - d. Were the focus words used consistently?

Teaching Tip:

Give students sentence frames to articulate their arguments:

\_\_\_\_\_ prioritizes safety because \_\_\_\_\_ .

Common Core State Standards

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Writing

Writing an Argumentative Essay

Scenario:

One day you walk into school and are told that everyone has to surrender his or her cell phone at the door. There has been an outbreak of bullying text messages, and the school plans to search all personal phones to identify those students who are involved. The school has the right to search and seize anything that students bring to school with them. The principal argued that **encroaching** on student privacy was justified. She was **prioritizing** safety because one student had already been seriously hurt.

Directions:

In the space below, write a letter to the school board about this situation. Do you support your phone being **accessed** and read by the school to protect bullied students, or do you believe the **trade-off** is unjustified, and your rights have been violated? Use evidence from the unit to support your answer.

Lined writing area for the student's argumentative essay.



Teacher Directions, Session 5

page 15

Students consider a scenario where their cell phones have been seized by the school administration in an effort to thwart a bullying outbreak. Students articulate their perspective about the situation in a letter to the school board, using support from the unit.

Writing

Procedure

- 1. Read the writing assignment out loud and answer any questions that come up.
2. Give students a few minutes to work with a partner to think out loud about the assignment and develop their opinions.
3. Ask students to look through the unit and mark information that can help build their arguments. After a few minutes, have students share their findings with the class or in small groups.
4. Discuss the intended audience and go over appropriate greetings and closings. Remind students to use the focus words in their writing. Allow time to write.
5. If time permits, have student volunteers share their writing with the class, in partners, or in small groups.

Teaching Tips:

- Tell students to hook in the reader by beginning their letters with a thoughtful question or quote.
• Ask students to underline their argument to ensure that it is clearly stated.
• Help struggling writers build their arguments using a graphic organizer, then have them draft their letters independently.

Common Core State Standards

CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## 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**

**K** owing 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?

**Teacher Directions, Supplementary Activities**

pages 16-19

**ELA Activity**

Students discuss school surveillance after reading about depictions of government surveillance in James Bond, *The Hunger Games*, and *1984*.

**Procedure**

1. Ask students whether they think that people will have more or less privacy in the future. Have some students share their answers.
2. Explain that students will read about popular movies and novels related to security and privacy.
3. Have the students read through the text individually, in partners, or as a class.
4. Have students compare James Bond, *The Hunger Games*, and *1984*. Ask: *Which two are the most alike? Why?*
5. Read the “Who’s watching you?” text and have students discuss one or both of the Turn and Talk questions.

**Extension:**

Have students read the first chapters of *The Hunger Games* and *1984*, and then have them compare the portrayals of the protagonists’ sense of security and freedom.

**Common Core State Standards:**

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**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?

**Math Activity**

Students use exponents to understand metadata collection and NSA civilian surveillance.

**Procedure**

1. Ask students if they think that their communications would ever be searched. Allow a few students to share their thinking. Tell students that they will learn about how government searches are conducted.
2. Read the opening text. Answer any questions that come up.
3. Read Part 1. Have students work through questions 1 and 2 individually or with partners. Review the answers.
4. Have students move on to questions 3 and 4. Have students answer the questions individually or with partners. Require students to use pencils to complete the exponent tree, as they may have trouble gauging the appropriate spacing on the first attempt. Note that students do not have to show the fourth hop on the exponent tree, just simply write the exponent.
5. Review the answers to questions 3 and 4.
6. Have students discuss the Turn and Talk.
7. Read part 2 on the next page and allow students to work on questions 1, 2, and 3 individually or with partners. If students finish early, have them answer the challenge question. Circulate and provide support as needed.
8. Review the answers.

**Answers:**

Part 1:

1. desserts = 9
2.  $3^2$
3. songs =  $27 = 3^3$
4. chips =  $81 = 3^4$

Part 2:

1.  $100 = 10^2$
2.  $1,000 = 10^3$
3. 1,110 people (or 1,111 including the original suspicious person)

Challenge: 6 hops (1,111,110 people)

**Common Core State Standards**

CCSS.Math.Content.8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**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:**

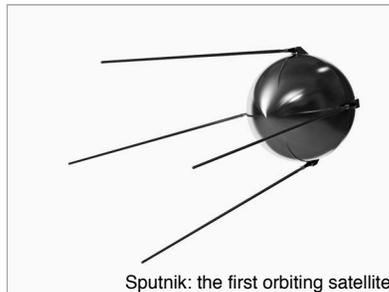
How many hops would be required to include every person in Boston in the investigation? The population of Boston is 656,000.

**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.



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?

**Science Activity**

Students read about how concerns over domestic security have driven science and math education in the United States.

**Procedure**

1. Ask students if they would consider going into a career that involves science, technology, engineering, or math (STEM). Allow some students to share their responses.
2. Read through the text as a class. Ask students one or more of the following questions:
  - a. What is a cold war?
  - b. Who was involved in the Cold War?
  - c. What was the Soviet Union?
  - d. Why was Sputnik a turning point?
3. Read the facts about STEM education and careers. Invite students to share their reactions to the information.
4. Have students discuss the Turn and Talk questions, referencing the text and facts whenever possible.

**Teaching Tip:**

This short (>2 minute) video can give students a sense of the role Sputnik played in opening the space age:

<https://www.youtube.com/watch?v=qvPzUAeWZZY>

**Common Core State Standards**

CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics

CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Examining the Focus Words Closely

SoGen Unit 8.1

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

Teacher Directions, Focus Words

page 20

Examining the Focus Words Closely

Students use definitions, sample sentences, and Turn and Talk prompts to gain a deeper understanding of the weekly focus words.

Procedure

1. Say each focus word out loud and have students repeat after you.
2. Begin with the first word. Read the definition and sample sentence out loud to the class.
3. Raise the first Turn and Talk question. Invite students to share their answers. Make sure that students use the focus word when they are answering the Turn and Talk prompt.
4. Have students work through the chart by reading the definitions and sample sentences, and answering the Turn and Talk prompts.
5. Conclude by having students share their responses to some of the Turn and Talk questions.

Teaching Tip:

Create a classroom word wall with the Word Generation focus words. Have students do different activities with the words. For example, they can categorize by part of speech, research etymology, find synonym or antonym pairs, write stories, or have a classroom spelling bee.

Common Core State Standards

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

CCSS.ELA-Literacy.L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.