



UNIT 5.06

DO WE NEED TO GIVE UP OUR PRIVACY TO PROTECT OUR COMMUNITIES?

SCHEDULE

Day 1
Action News
Reader's Theater

Day 2
Characters' Perspectives

Day 3
Word Study
Fun Word Facts

Day 4
Journals and Journeys
Informational Text

Day 5
Article
Word Work

Day 6
Article

Day 7
Math

Day 8
Prepare to Debate

Day 9
Prepare to Debate
Debate

Day 10
Writing

Action News

Do we need to give up our privacy?

Video Cameras Installed in Public Places

SHARON WRIGHT: Good day, student viewers! This is Sharon Wright, with news about a controversial step some cities across the United States have been taking to protect citizens in their communities. They're installing large numbers of video cameras in public places. They say that collecting information on people will make their communities more **secure**. Let's turn to Reid Moore, who's in Washington, D.C., to tell us what's happening there. Reid, why has there been such a huge increase in video **monitoring** in some communities?

REID MOORE: That's a good question, Sharon. Ever since 2001, when there was a major terrorist attack inside the United States, people have been more afraid that outsiders might attack their communities. In Washington, D.C., a huge number of video cameras have been installed near the national monuments to **monitor** activity. Another reason for more surveillance is that **technology** has improved and it has become easier to collect **data** on suspicious activities and people.

SHARON: I see. Is this going on in other cities, too?

REID: New York City has over 5,000 video cameras in public places. There are more than 200 in Times Square alone! California is spending millions of dollars, with help from the U.S. government, to install large numbers of video cameras. And in London, there are so many video cameras that an average person gets photographed 300 times per day. Here in Washington, D.C., the **technology** makes it possible to **network** the cameras so that police in neighboring states can share the **data** they collect.

SHARON: That's amazing! Is there any evidence that all this video **monitoring** protects people from crime?

REID: There is some debate on that subject. One report from London, for example, says that for every 1,000 cameras, only one crime is solved. Other reports, like one from New Jersey, show that the cameras have reduced crime significantly in high-crime areas. I talked to Frank Hillman, a local police official, who said that these cameras provide a hugely important service because there is no way the city can afford to have police on every corner. He said that the cameras not only make the streets safer, but they also make people *feel* more **secure**.

SHARON: I know *I'd* feel better knowing that cameras might be protecting me in a high-crime area. So why are some people so upset about these video cameras? I've seen video cameras in stores and banks for decades.

REID: That's right, Sharon. Businesses use video cameras to scare off criminals and also to have evidence when someone *does*, in fact, commit a crime. But many people feel that installing cameras in public places is an entirely different matter. Some people **perceive** being video **monitored** without their permission as an invasion of their privacy.

SHARON: I get it. People are worried about protecting their own privacy. So what's your opinion, Reid? Are we being protected or spied on?

REID: Well, I spoke to Rachel Adams, the director of *Privacy Watch*, a citizen's group here in Washington, D.C. Rachel said her group wants to protect the rights of people who are here to enjoy the sights, as well as those of people who come to the nation's capital to protest government policies. She told me that a new law allows video **data** on citizens like you and me to be kept for five years. Rachel says her group wants to know what happens to all the information being collected. You know, Sharon, I'd like to know the answer to that question, too.

SHARON: But Reid, don't we all give up our privacy these days? We share so much information on the internet, shopping online and posting information on social **networks**. We know that when we do this, companies are collecting **data** on us.

Action News continues on the next page.

Action News, continued

Do we need to give up our privacy?

REID: You're right, Sharon. These days people share photos and their personal information on social **network** sites all the time. But you do have a choice: You can decide NOT to join a social **network** or shop online or give your personal information out on the internet. You can't really make the choice to always stay inside your house and out of public places.

SHARON: I can see your point, Reid. But we all want our communities to be safe. I now see why the idea of video **monitoring** to protect communities is controversial.

REID: Sharon, as a newscaster, I assume you're aware that your face is seen across the country by thousands of people? And that we're being watched this very moment?

SHARON: Ah, but it's my choice, Reid. And besides, the fame is worth it! This is Sharon Wright, signing off.



Discussion question: Think about video cameras that exist in your community. Do you think they are helpful or harmful?



wordgen.serpmedia.org/action_news

Reader's Theater

Do we need to give up our privacy?

Discussing Freedom and Security

On Monday, when the students in Ms. Jackson's class entered the room, they noticed that she had written something on the board: "Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety." Some students asked each other what the sentence meant. Ms. Jackson's students were having trouble figuring out the line, but they realized it must be important.

Line

- 1 **Shania:** Ms. Jackson, what you wrote sounds like a serious warning. Did we do something wrong?
- 2 **Ms. Jackson:** No, Shania. Benjamin Franklin wrote those words 250 years ago. He was talking about something very different, but today some people quote him in debates about whether we should give up our privacy so we can be safer. I was thinking of it because I just came from a meeting with the principal and the other teachers. The principal **perceives** a need to install video cameras to **monitor** the bathrooms, hallways, and the playground to keep our school community safer. I'm trying to decide what I think about this idea, and I wanted to find out how you all feel about it.
- 3 **Darnell:** Well, I think having cameras around is a great idea. You know, we've had a problem with bullies here in school. We're okay in our classrooms but not in places where the teacher's not watching. Video cameras could make us feel more **secure** everywhere in the school.
- 4 **Shania:** I don't think it's worth it, Darnell. When I'm with my friends in the hall, or outside the school, or combing my hair in the bathroom, I don't want someone watching me. I can't stand the idea that I'd have no privacy anywhere in this school.
- 5 **Darnell:** But school is really a public place. That's why they call it public school! It's not like being in your room at home.
- 6 **Paula:** If I were doing anything wrong, or even thinking about doing something wrong, I wouldn't want any video cameras in school. But as long as I'm not doing anything wrong, the cameras wouldn't bother me.
- 7 **Shania:** But even if I don't do anything illegal or wrong, if I said something about a teacher or did something embarrassing—could they get that in the video? That sounds like an invasion of my privacy.
- 8 **Alfie:** But Shania, you're always taking pictures of people and sending them around. Maybe you shouldn't be doing that if you care so much about privacy! I agree with you, though. What if somebody hacks into the video **network** and lets our parents—or even complete strangers—watch us in school? **Technology** is great until it gets into the wrong hands.

Reader's Theater continues on the next page.

Reader's Theater, continued

Do we need to give up our privacy?

- 9 **Shania:** Which is why I don't want other people taking videos of me. At least it's my choice what photographs I post on social media. I wouldn't have any control over the school video **network**.
- 10 **Alfie:** You might feel like you're in control, but your phone collects **data** about you all the time. If someone stole your phone and then robbed a store, your phone's GPS would place you at the crime scene. That might seem crazy, but I watch the news and people misuse **technology** all the time.
- 11 **Ms. Jackson:** So, what do you all think Benjamin Franklin meant when he said, "*Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety*"?
- 12 **Alfie:** I think he meant we shouldn't give up our freedom just to be safe.
- 13 **Shania:** And that freedom is worth more than security.
- 14 **Paula:** Maybe that to deserve freedom we have to be willing to take risks?
- 15 **Darnell:** Wait, privacy and liberty are not the same thing, right? Having a camera up doesn't mean I can't do the same things I would do if it weren't there.
- 16 **Shania:** But if I knew a teacher could show my parents a video of me, I probably wouldn't act the same. So it would affect my freedom.
- 17 **Ms. Jackson:** These are great answers! I wish I had video recorded this discussion.
- 18 **Shania:** Ms. Jackson! That would have been an invasion of my privacy.
- 19 **Ms. Jackson:** I would have requested your permission first, ma'am!
- 20 **Darnell:** I disagree, Shania. I think it would be great to video record discussions about topics like these.
- 21 **Ms. Jackson:** We're out of time; I've got to get you all to lunch. Let's talk about this more tomorrow during social studies class, okay?
- 22 **Paula:** Awesome! I love talking about freedom and security.
- 23 **Alfie:** You are very strange.
- 24 **Paula:** Yes! But I'm free to be strange!



Discussion question: How do you feel about being videotaped in school?

Characters' Perspectives

Do we need to give up our privacy?

Shania, Darnell, Paula, and Alfie

Think back on the characters from the Reader's Theater. How does each character feel about choosing between privacy and security? Choose the correct statement for each character below. Using evidence from the Reader's Theater, make sure that you can explain why you chose each statement.

Shania thinks that:

- Companies are collecting **data** from our cell phones.
- Video cameras are alright as long as the school doesn't share the **data** with outsiders.
- It's not worth feeling more **secure** with video cameras if it means giving up privacy.

Evidence: _____

Darnell thinks that:

- Giving up some privacy is worth it if the video cameras will make students more **secure**.
- It is unfair to use video cameras to **monitor** students because it's a violation of their privacy.
- Benjamin Franklin's words are too confusing for people to understand them.

Evidence: _____

Paula thinks that:

- Video cameras should be allowed in school but not in other public places, like the Capitol.
- No one should own cell phones because too much **data** is being collected on their owners.
- Being videotaped is fine because if you're not doing anything wrong, it doesn't matter.

Evidence: _____

Alfie thinks that:

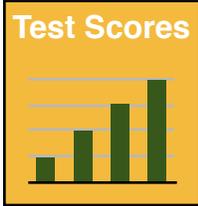
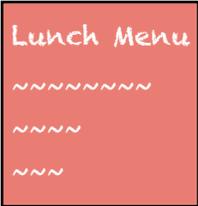
- Technology** can be used in ways we can't predict.
- There should be an agency that **monitors** how **technology** gets used so that the American people's privacy is protected.
- Technology** protects us so people shouldn't complain about losing their freedom.

Evidence: _____

Word Study

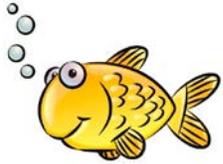
Do we need to give up our privacy?

A Closer Look at Our Focus Words

| | secure | perceive | data |
|---|--|--|---|
| <p>Definition</p>  | <p>(<i>adjective</i>) safe</p> <p>(<i>verb</i>) to get a firm hold on something and keep it safe</p> | <p>(<i>verb</i>) to notice or become aware of something; to view or interpret something in a particular way</p> | <p>(<i>noun</i>) factual information such as measurements or statistics</p> |
| <p>Turn and Talk</p>  | <p>What makes you feel secure?</p> | <p>How can you perceive that you have upset someone?</p> | <p>Share some data about your family with your partner. (For example, how many sisters, brothers, or cousins do you have? How old are they?)</p> |
| <p>Other Forms of the Word</p>  | <p>insecure (<i>adjective</i>) unsafe</p> <p>security (<i>noun</i>) safety</p> | <p>perception (<i>noun</i>) a sense or awareness of something</p> | <p>datum (<i>noun</i>) singular form (rarely used)</p> |
| <p>Choose a picture</p>  | <p>Where is the most secure place to put money?</p>   | <p>What do many children perceive about adults?</p>   | <p>Which picture shows important data on students?</p>   |
| <p>Cognates</p>   | <p>seguro (Sp)</p> | <p>percevoir (Fr)</p> | <p>dados (Por)</p> <p>datos (Sp)</p> |

Word Study, continued

Do we need to give up our privacy?

| | network | monitor | technology |
|--|--|--|--|
| <p>Definition</p>  | <p>(noun) a system of connections</p> <p>(verb) to connect with others in order to share information</p> | <p>(verb) to watch closely</p> <p>(noun) someone or something that keeps watch</p> | <p>(noun) tools or equipment, often electronic or digital products or systems</p> |
| <p>Turn and Talk</p>  | <p>In what ways is it helpful to have a large network of friends?</p> | <p>Do you think parents should monitor what their children watch on television? Why or why not?</p> | <p>What is your favorite kind of technology?</p> |
| <p>Other Forms of the Word</p>  | | | <p>technological (<i>adjective</i>) related to science, industry, or engineering</p> |
| <p>Choose a picture</p>  | <p>Circle the picture that shows a network.</p>   | <p>Which picture shows a monitoring device?</p>   | <p>Circle the picture that is an example of technology.</p>   |
| <p>Cognates</p>  | | <p>monitorar (Por)</p> | <p>technologie (Fr) tecnologia (Por) tecnología (Sp)</p> |

Confusing Data

For a short word, the word **data** can be very confusing! For one thing, there are two pronunciations. Most people pronounce it like “day-ta,” but it can also be pronounced as if it were “dat-a.”

I pronounce it
“day-ta”

Well, I
pronounce it
“dat-a”

Another confusing fact: Some people use the word **data** as both singular and plural, even though the singular form is datum.

The shift of **data** from plural to either singular or plural is an example of “language change.” Languages change all the time.

New technology brings new words.

New topics are one reason we need new words. With new **technology** we need to invent new words. For example, *upload*, *download*, *log on*, *texting*, and *email* are all words that have emerged in the last 20 years. And old words like *crash*, *program*, *file*, and *folder* have taken on entirely new meanings!

Question: If **monitor** means “to watch closely,” why do we call the part of the computer we read from the **monitor**?



ESP

Some people believe in ESP, or *extrasensory perception*. Extrasensory perception is the ability to sense or know something without actually seeing, hearing, feeling, smelling, or tasting it (the five senses). People who believe in ESP believe that knowledge can be **perceived** in other ways. That's why some people say ESP is a sixth sense! One way to test for ESP is the Zener Card test, which uses the cards pictured below. In this test, one person picks a card, and another person guesses which image is on the card without looking. If this person guesses correctly most of the time, people who believe in ESP would say this person has extrasensory perception. About 96% of scientists believe ESP is not real. What do you think?



Zener Cards

Journals and Journeys

Do we need to give up our privacy?

Hester's Journal

Providence, 1638

Dear Journal,

I have not had time to write for many days because of our move to Providence. Now we are here! The journey was not long, but it still feels like a new world. So many things are different from Boston! Very few people live here because Roger Williams just recently started the community. I miss the large common we had in



Boston. Our network of friends there was much larger, so we had news from all over. But I am also enjoying the peace and quiet.

Another part of our life is very different here—our relationship with the Natives. Mr. Williams speaks the language of the Narragansett tribe and is even writing a book about it! My father says that Mr. Williams perceives advantages to closer relations with the Natives. He may be right.

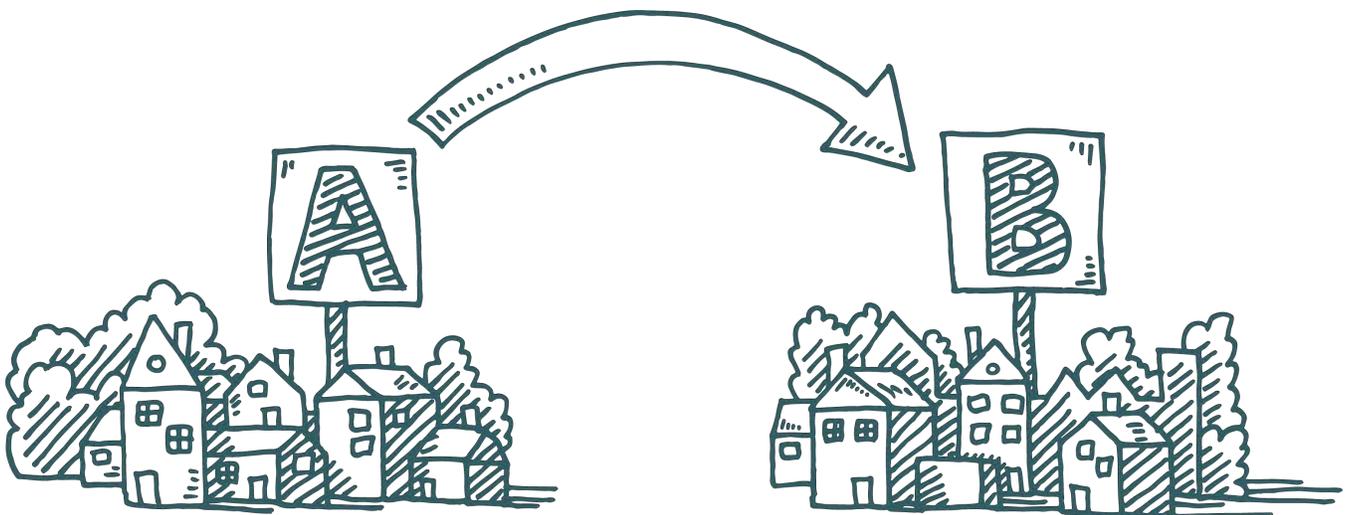
I learned something new about the horrible massacre of the Pequot that happened when we lived in Boston. The Narragansett told Mr. Williams about the movements of the Pequot, which he then told to the settlers in Boston to help them monitor their security. He did not anticipate what they would do. They killed so many innocent people that he felt betrayed. How painful to provide information that is used for a terrible end! Mr. Williams thought he was helping to protect the Massachusetts Bay community, but instead he unknowingly participated in this terrible event. May this never happen again!

Yours as ever,

Hester



 **Turn and Talk:** Imagine that you moved away from the place you live now. What are some ways you could stay in touch with your current friends? Think of some ways that involve **technology** and some that don't.



Article

Do we need to give up our privacy?

The Use and Misuse of Video Monitoring

Many big cities are using video cameras in public places. In 2005, for example, leaders in the city of Baltimore were worried about rising crime rates, so they decided to place 50 cameras in busy downtown areas. The crime rate stopped rising, and the program was expanded. There are now more than 500 police cameras collecting **data** 24 hours a day. Crime has declined by 25% in the targeted areas. In 2012, Baltimore Mayor Stephanie Rawlings-Blake announced that the police cameras would be **networked** with those set up by businesses and citizens.

Meanwhile, some Massachusetts citizens are complaining about the misuse of cameras placed inside businesses and places of work. For example, Salem State College security officers installed hidden cameras in offices where they thought an employee might be committing crimes. Gail Nelson, a secretary at the college, had never committed even the smallest of crimes, but she was filmed without any notice while she changed her clothes in her office to go to the gym after work! You can imagine how she felt when she learned about the hidden camera. There was a similar case at the Boston Sheraton Hotel. A camera was installed in the locker room to try to catch an employee suspected of drug dealing. The suspected drug dealer was not caught, but dozens of other employees were being watched when they thought they were alone.

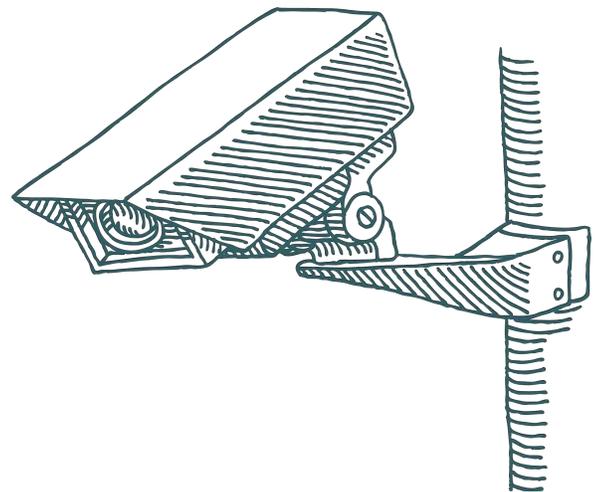
Some would argue that people should not be recorded without their permission, and that the money to install hundreds of cameras is not well spent. Others would say it is the responsibility of mayors, police, and employers to keep everyone **secure** on the street and in the workplace and that cameras help with that.



Mayor Rawlings-Blake



Turn and Talk: What do you think about video cameras in public places? What about private places? Where do you stand on this issue?



Word Work

Do we need to give up our privacy?

Adding Prefixes to Change Meanings

Adding a prefix to a word can change its meaning. Adding the prefix *mis-* to a verb changes its meaning a lot!

For example, you know how to *behave* well in school, but have you ever *misbehaved*? If you say “never” we might conclude you are *misrepresenting* the truth! Adding the prefix *mis-* to a verb changes the meaning of the root to indicate you are doing the action incorrectly.

For example, you *use* a pencil correctly when you write with it, but you *misuse* a pencil if you poke people with it. See if you can figure out the meanings of the new *mis-* words you write into the table below:

| Original verb | Add <i>mis-</i> prefix | Define |
|-----------------|------------------------|---------------------------|
| use | misuse | use something incorrectly |
| behave | | |
| spell | | |
| perceive | | |
| pronounce | | |
| count | | |
| interpret | | |
| lead | | |

Now, work with a partner to fill in the blanks in the paragraph below with the missing verb.

Each of the verbs begins with “mis” and can be found in the chart above.

When we try to read aloud a word that is spelled in a tricky way, we might _____ it.

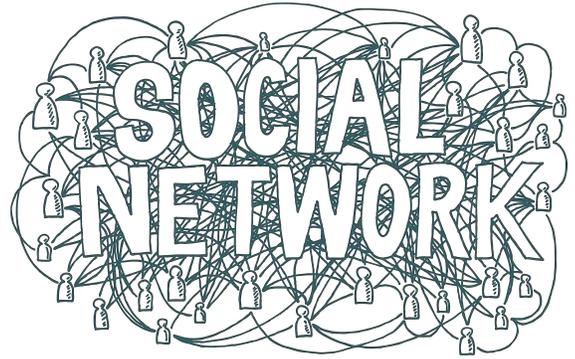
One example is the word **technology**. The spelling could _____ you into thinking the word is pronounced with a “ch” like in “chocolate.” If you remember how it appears in the unit, you will not _____ the word when you write it. Some people _____ familiar words as easier to spell than infrequent words. That’s not always so. Think of common words like “diaper” and “recipe,” for example. Whatever you do, however, be patient with yourself when you try to pronounce, read, or write a challenging word, and don’t _____, even if you get frustrated!

Article

Do we need to give up our privacy?

Social Networks and Privacy

Today when we think of social **networks**, we think of Facebook, Instagram, or Twitter, but social **networks** have been around for almost as long as we have! As stated by author Francesca Davis DiPiazza in her 2012 book, *Friend Me! 600 Years of Social Networking in America*, “Social **networks** are groups of people connected by common interests and needs.” Even many hundreds of years ago, people used social **networks** to share information about finding food and the best places to hunt and fish. Although they shared information mostly face-to-face, they also used writing and pictures to send messages. Communities can use social **networks** to stay connected, find resources, and keep their members **secure**.



In our world today, communication happens with the help of **technology** such as telephones and computers. Many young people first think of social media sites like Facebook, Instagram, and Twitter, though their grandparents are more likely to reach for a telephone or maybe even write a letter. People who use social **networking** sites are members of a growing social media community. Facebook alone has over 1 billion members!

One of those members is Emily, a sixth grader from Toronto, Canada. Emily spoke to Word Generation reporters about how Facebook helps her stay in touch with friends she makes at summer camp. “Being online helps me to connect with different people that don't live in Toronto, rather than saying ‘I'll see you next summer’ and forgetting about them.” Emily also enjoys the creativity that she has on social media. “Being able to express myself, designing my page, and uploading artsy pictures are other reasons I stay on Facebook.”

Matthew, Emily's twin brother, opened an account on Facebook but recently decided to close it. “I deleted my account because someone hacked into it,” Matthew told Word Generation reporters. “What happened was that I wasn't checking my account very often and my friends told me that someone was writing nasty messages. My close friends knew it wasn't me.” After Matthew closed his account the first time, his friends told him that they were still receiving the inappropriate messages. “I asked one of my friends who is a computer nerd to help me. We figured out that the hacker had my password. We changed my password to something really complicated, and then we closed the account again. It's okay now.” Matthew was upset because his privacy had been violated, and he never figured out who was responsible. “I had to send apologies to all my friends,” Matthew recalled. “It was really embarrassing.”

Many parents **monitor** how their children use the internet because they want to protect them from the risks of having people with bad intentions collect **data** on them and their friends. Yet even if kids understand the risks, they can feel pressured to get online to stay in touch with friends. These days, making the choice between staying connected and protecting our privacy is a difficult dilemma!



Discussion question: Is it worth giving up some of our privacy to enjoy the connection that we get from belonging to social **networks**?

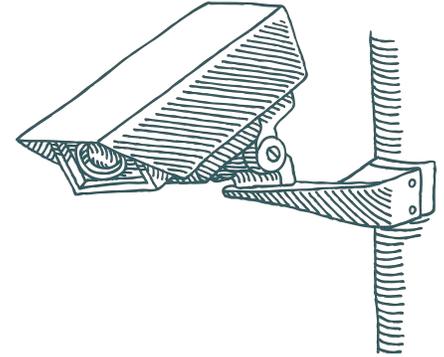
Math

Do we need to give up our privacy?

London Video Cameras

1. In the newscast we learned that in London there are so many video cameras in public places that an average person might be videotaped over 300 different times in one day!

a. George Orwell was visiting London and left his hotel at 8:00 am and returned at 9:00 pm. That day, he was recorded 286 times by **networked** cameras around the city. Using this datum, how many times on average was Orwell photographed during each hour that he was outside his hotel?



b. How many times would Orwell be video recorded in one week?

2. During his visit to London, George Orwell decided to ask everyone he talked to whether or not the cameras made them feel more **secure**. He found that $\frac{5}{7}$ of the people he surveyed said that the cameras did make them feel more **secure**.

a. If 60 people said that the cameras made them feel more **secure**, then how many people did Orwell survey in all?

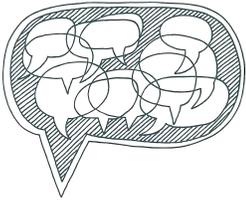
b. Use the space below to explain how you found your answer.



Discussion question: If you were trying to decide how many cameras to install in a city, what **data** would you like to have?

Prepare to Debate

Do we need to give up our privacy?



Is it worth giving up our privacy to make our communities more secure?

For tomorrow’s debate, your teacher will assign you to one of these positions:

Yes.

It is worth giving up our privacy to make our communities more **secure**.

No.

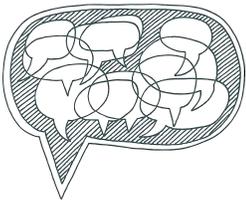
It is not worth giving up our privacy to make our communities more **secure**.

Today you will work in a team to prepare for the debate. Use the chart below to prepare to support your position and argue against the other team’s position. Use evidence from the unit, other sources, and your personal experience.

| Support for my side’s position | |
|--|---------------------------------------|
| | |
| What will be the other side’s main argument? | How will we respond to this argument? |
| | |

Debate

Do we need to give up our privacy?



Is it worth giving up our privacy to make our communities more secure?

| | |
|---------------------------|--|
| <p>Use of focus words</p> | <p>Tally how many times the focus words were used. </p> <p>secure _____ data _____ monitor _____</p> <p>perceive _____ network _____ technology _____</p> |
| <p>Fairness</p> | <p>Did everyone get an opportunity to speak?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Examples: _____</p> <p>_____</p> <p>_____</p> |
| <p>Norms</p> | <p>Did everyone follow the debate norms?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Examples: _____</p> <p>_____</p> <p>_____</p> |
| <p>Debate</p> | <p>Was the debate interesting?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Why? _____</p> <p>_____</p> <p>_____</p> |
| <p>Arguments</p> | <p>What arguments did others use?</p> <p>Examples: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Writing

Do we need to give up our privacy?

Stolen Backpacks

Harrison Elementary School is facing a disturbing problem: The backpacks of three fifth graders were recently stolen from their lockers. The principal **perceives** that this problem is making everyone at school feel less secure. Everyone is worried that there may be more than one thief. Some parents are angry that the school has not done more to prevent these thefts – or at least catch the thief or thieves!

The principal feels pressured to do *something*. She is thinking about installing video cameras to **monitor** the hallways and the area just outside the school. The video cameras would be **networked** so that someone in the office could **monitor** all the **data** they collect. But first, the principal wants to ask students for their perspectives on this issue.

Imagine that you have been selected to attend a meeting with the principal, a few teachers, and some parents. Write a draft of what you would say at the meeting. You can choose to write from either of two positions: someone directly affected by the theft, or someone who feels strongly about the issue but didn't lose their backpack.

Check off which position you will take:

- I'm a student who had my backpack stolen.
- I'm a student who did not have a backpack stolen.



- Reread the perspectives of the characters in the Reader's Theater to support your argument.
- Explain whether or not you think the principal's approach to solving the crime will make the classroom safer.
- Explain what this approach might mean for students' privacy and students' rights.

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