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Lesson Title: Has Big Brother Always Been Watching? (1-2 Days)

Grade Level: 10-12

Essential Question: *How have events in US history shaped the use of domestic surveillance by the United States' government?*

Lesson Foundations

Content Standards	<u>AM.H. 33.</u> <i>The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.</i>		
Learning Objective(s)	<p>LO1: SWBAT describe events in US History that have shaped domestic surveillance</p> <p>LO2: SWBAT evaluate the use of domestic surveillance by the United States' government</p>	Assessment(s)	<p>A1 Check for Understanding</p> <p>A2 Stations Handout</p> <p>A3 Exit Ticket</p>
Materials & Resources	<ul style="list-style-type: none"> • Stations Questions Worksheet • Primary Source Documents (linked on digital handout): Excerpts from <i>America's "Big Brother": A Century of U.S. Domestic Surveillance: Origins: Current Events in Historical Perspective</i>, Excerpt from <i>History's Lesson about Domestic Surveillance</i>, Excerpt from ACLU's page on NSA Surveillance, Excerpt from <i>Did the Patriot Act Change US Attitudes on Surveillance?</i>, Big Brother image, WikiLeaks timeline, NSA Domestic Spying timeline 		

Instructional Procedures/Steps

Opening	<p>Intro of Essential Question and Learning Objectives: Teacher will have the learning objectives and essential question displayed prominently. These will be read to the students and students will be asked to predict what the focus of the lesson will be.</p> <ul style="list-style-type: none"> • <i>What do these learning objectives and compelling question tell us about our focus for today?</i> <p>Bell Ringer: Teacher will present students with an image of Big Brother from the novel, <i>1984</i>. This is Document I on the sources template. Students will be instructed to answer the following questions individually about the image.</p>
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	<p>This will help students to start thinking about the idea of Big Brother and domestic surveillance in the United States.</p> <ul style="list-style-type: none"> • <i>What book does Big Brother come from?</i> • <i>Who is Big Brother? What does he represent?</i> • <i>Is Big Brother fact or fiction?</i>
Instruction	<p>Stations Activity:</p> <ul style="list-style-type: none"> • Teacher will introduce the lesson by explaining where the 4 stations are set up around the room to students. • Teacher will hand out the stations worksheet while explaining the directions. Students will have 10 minutes at each station, there will be a timer displayed prominently for students to keep track of the time. After 10 minutes, students will be told to rotate to the next station. • Students will then be instructed to choose their starting station and start answering the questions on the station handout. <p>Station 1:</p> <ul style="list-style-type: none"> • Station 1 will be focused on the leaking of national documents. These two sources cover the Church Committee and WikiLeaks. • This station will have printouts of Document A and Document B from the source templates available for students to read at the station. • Teacher will have questions for students to answer at station 1. These can be found on the station handout. <p>Supporting Question for Station 1:</p> <ul style="list-style-type: none"> • <i>What do these documents have in common?</i> <p>Station 2:</p> <ul style="list-style-type: none"> • Station 2 will be focused on federal government agencies. These two sources cover the FBI and COINTELPRO and some of their original goals with domestic surveillance. • This station will have printouts of Document C and Document D from the source templates available for students to read at the station. • Teacher will have questions for students to answer at station 2. These can be found on the station handout. <p>Supporting Questions for Station 2:</p>



- *What is the FBI?*
- *What is COINTELPRO?*

Check for Understanding:

After students have completed two of the stations, teacher will conduct a check for understanding. This will be a mini class discussion to gauge student understanding of the material before moving onto the remaining two stations.

- *What are some changes in domestic surveillance that have taken place in the United States?*
- *Reiterate EQ: How have events in US history shaped the use of domestic surveillance by the United States' government?*

Station 3:

- Station 3 will be focused on domestic tensions during the Cold War era and why domestic surveillance was seen as necessary. These two sources cover how the fear of communism fueled the domestic surveillance in the United States.
- This station will have printouts of Document E and Document F from the source templates available for students to read at the station.
- Teacher will have questions for students to answer at station 3. These can be found on the station handout.

Supporting Question for Station 3:

- *What was the Red Scare?*

Station 4:

- Station 4 will be focused on modern day surveillance in the United States. These two sources cover the ALCU's stance on domestic surveillance and the Patriot Act.
- This station will have printouts of Document G and Document H from the source templates available for students to read at the station.
- Teacher will have questions for students to answer at station 4. These can be found on the station handout.

Supporting Question for Station 4:

- *Why would 9/11 spark an increase in domestic surveillance?*



	<p>Whole Class Synthesis Discussion: After students have completed all 4 stations, teacher will call the class back together. Teacher will instruct students to return to their seats. Students will participate in a whole class discussion to wrap up the lesson. This will also be used to tie all four stations together.</p> <ul style="list-style-type: none"> • <i>How has the use of domestic surveillance changed over time in the United States?</i> • <i>What events in history have fueled this change in the use of domestic surveillance?</i>
<p>Closure</p>	<p>Exit Ticket: The exit ticket will be students drawing a political cartoon that is related to one of the topics covered at the stations.</p> <ul style="list-style-type: none"> • <i>Consider the topics from the 4 stations you just visited. What stood out to you the most? Draw a political cartoon that could have been in a newspaper or magazine during that time period to demonstrate that topic.</i>
<p>Accommodations/ Enrichment</p>	<p>Accommodations: Longer articles are chunked into smaller excerpts and students may work in groups while going through the stations; key ideas are targeted in the lesson plan to provide teachers with guidelines for further chunking and/or using different sources to meet student needs.</p> <p>Enrichment: Using the timeline linked below, students will look at a more complete history of domestic surveillance in the United States from 1791-2015. Students will be tasked with choosing 3-5 of the most important events from the timeline and explaining why they felt those were the most important in the history of U.S. domestic surveillance. Link: https://www.eff.org/nsa-spying/timeline</p>

