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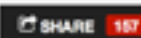
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## Obama proposes NSA reforms. Why now? (+video)

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By Peter Grier, Staff Writer / March 27, 2014

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**Obama proposes NSA reforms. Why now?**

**(+video)**

By Peter Grier (CSMonitor)

**OUTCOMES** W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

# **WORDS AND IDEAS**

## **1. First Impression**

Why should there be a NSA reform?

What do you already know about the NSA and Edward Snowden?

## **2. The Context**

What does the NSA stand for?

What is the purpose of the NSA?

## **3. Wall of Words**

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## THE NEWS

### 4. Focus Text or Media

<http://www.csmonitor.com/USA/DC-Decoder/2014/0327/Obama-proposes-NSA-reforms.-Why-now-video>

### 5. Summary

Facing an upcoming legislative deadline, the White House has proposed the reforms nearly a year after NSA leaker Edward Snowden revealed the extent of the metadata program.

### 6. Comprehension Questions

Ask these questions to develop depth and complexity in understanding and evaluating the story, understanding its implications, and analyzing how the author makes the information meaningful and clear, and how the author developed the argument and logic of the news story.

Why do you think it would be useful to keep phone call information for 18 months?

Why are some Americans upset that the government is keeping their phone call information?

Why is the government making these NSA changes now?

Why is it important for President Obama to have the trust of the American people?

Explain how it is difficult to investigate phone calls without violating someone's privacy?

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By [Peter Grier](#), Staff Writer / March 27, 2014

Washington

[President Obama](#) Thursday formally released his proposal to overhaul the [National Security Agency](#)'s bulk collection of telephone data.

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Details of the plan appear unchanged from those leaked to the press earlier in the week. [The White House](#) draft legislation would replace part of the NSA's dragnet with a more limited effort under which communications firms would retain "metadata" phone call info for 18 months, as they are already required to do by federal business regulations.

Under the current system, the NSA itself collects this data haystack.

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US spy agencies would have to get the approval of the secret [Federal Intelligence Surveillance Court](#) every time they wanted to search this data for a particular phone number, according to the White House. Their suspicions could be linked to general national security concerns, not counter-terrorism specifically.

They would then be able to further look at phone data out “two hops.” In other words, the NSA could investigate a suspicious first number, all numbers called or received by that first number, and then all numbers called or received by the second layer of numbers.

“The government’s handling of any records it acquires will be governed by minimization procedures approved by the [Federal Intelligence Surveillance Court],” said a [White House fact sheet](#) on the proposed program.

So why has the White House produced these changes now, nearly a year after NSA leaker [Edward Snowden](#) revealed the extent of the metadata program in the Guardian and the Washington Post?

From a practical point of view, the administration and the NSA are facing an upcoming legislative deadline. The part of the Patriot Act that authorizes the program, Section 215, is facing reauthorization. As White House documents on the proposal note, Obama had asked Attorney General Eric Holder and the [US](#) intelligence community to provide him with a workable plan “before the program comes up for reauthorization by the FISC on March 28th.”

This is why the White House proposal isn't the only draft bill on the table. [House Intelligence Committee](#) chairman Rep. Ed Rogers (R) of Michigan and ranking minority member [Rep. "Dutch" Ruppertsberger \(D\)](#) of Maryland have developed a competing plan that would allow the NSA somewhat more legal leeway about asking communications firms for data on particular numbers.

And any legislation on this question has to pass through the House Intelligence panel, as [the Guardian reports](#). That gives Reps. Rogers and Ruppertsberger a lot of leverage over the upcoming process.

Obviously, no bill on this subject will make it through Congress by March 28. Thus Obama is calling for a 90-day extension of the current program to cover the interim.

Obama has also made clear that he feels a need to do something to the NSA program to try and win back public trust lost by the Snowden leaks.

The implication of Obama's proposal is that the White House appears to believe that there is nothing wrong with the current program from a legal and intelligence-gathering perspective. It is the very exposure of the scope of the effort to the light of day that may have caused most of the problem.



In a statement issued Thursday Obama says he is making his proposals “to give the public greater confidence that their privacy is appropriately protected, while maintaining the tools our intelligence and law enforcement agencies need to keep us safe.”

National security journalist and NSA expert [Marcy Wheeler](#), a critic of the US surveillance network, writes Thursday that [the Obama proposal is better](#) than the House Intelligence Committee effort and “an improvement over the status quo.”

Ms. Wheeler does note that both plans would require communications firms to tailor their metadata records to provide the intelligence community what it needs – something they don’t do at the moment.

“In other words, these ‘reforms’ seem to arise as much from the fact that the outrage against this dragnet provides the government with an opportunity to build a system more appropriate to the task at hand rather than what they could jerry-rig together in secret,” Wheeler writes in her initial reaction to Thursday’s White House proposal.

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# Privacy Advocates Laud Obama NSA Phone Record Plan

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## **TAKE IT APART**

### **7. Analysis from Close Reading**

Analyze this key paragraph selected from the new story to develop depth and complexity in understanding and evaluating the story, understanding its implications, and analyzing how the author makes the information meaningful and clear, and how the author developed the argument and logic of the news story.

In a statement issued Thursday Obama says he is making his proposals "to give the public greater confidence that their privacy is appropriately protected, while maintaining the tools our intelligence and law enforcement agencies need to keep us safe."

### **8. Writing Prompt**

**Integrity requires wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.**

In an informative paragraph, explain how the U.S. government has shown efforts to improve the integrity of the NSA. Provide three facts from this article.

### **9. Closing Thought**

As a class, discuss ideas to improve the NSA so that they can protect American citizens without violating privacy.

How do you feel about the NSA keeping track of your phone call information?

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# Human Science



# Human Science

## Day 3 –What's wrong with that doggie in the window?

### Outcomes for Today

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7.a. Students know why natural selection acts on the phenotype rather than the genotype or an organism.

## PREPARE

**1. Background** Background knowledge to engage the content

### **What is the origin of the phrase; survival of the fittest?**

The idea that species adapt and change by natural selection with the best suited mutations becoming dominant. This expression is often attributed to Charles Darwin and, although it appears in the fifth edition of his *Origin of Species*, 1869, it is there attributed to Herbert Spencer: "The expression often used by Mr. Herbert Spencer of the survival of the fittest is more accurate..." Spencer had published *The principles of biology* in 1864. In that he referred to 'survival of the fittest' twice: "This survival of the fittest, implies multiplication of the fittest. "This survival of the fittest... is that which Mr. Darwin has called 'natural selection, or the preservation of favored races in the struggle for life'." By 'fittest', of course, Spencer and Darwin didn't have in mind the commonly used meaning of the word now, i.e. the most highly trained and physically energetic. The 'fittest' referred to here are those animals which are the most suited to their environment, i.e. those which are best fitted to survive

<http://www.phrases.org.uk/meanings/340400.html>

**2. Wordwall** vocabulary words to teach and add to the Word Wall.

**Allele:** An allele is an alternative form of a **gene** (one member of a pair) that is located at a specific position on a specific **chromosome**. These **DNA** codings determine distinct traits that can be passed on from parents to offspring

**Natural Selection:** The process in nature by which, according to Darwin's theory of evolution, only the organisms best adapted to their environment tend to survive and transmit their genetic characteristics in increasing numbers to succeeding generations while those less adapted tend to be eliminated. Also known as "survival of the fittest".

**Phenotype:** The expression of a specific trait, such as stature or blood type, based on genetic and environmental influences.

**Genotype:** The combination of alleles located on homologous chromosomes that determines a specific characteristic or trait.

## READ

### 3. View

#### Video:

Go to: [www.discoveryeducation.com](http://www.discoveryeducation.com)  
(Subscription Based Website)

Search: Natural Selection *This video supports, why natural selection acts on the phenotype. You can use it in its entirety or use segments to fit your needs.* Article: Go to:

[www.pbs.org](http://www.pbs.org) Search: Natural

Selection Locate: NOVA: Are We Still Evolving? *This article gives two sides to the question of Are Humans Still Evolving?*

## **RESPOND**

### **4. Visual Process.**

There is no visual process in today's lesson

## EXPLORE

**5. Activity** Explore more deeply with a visual or oral language activity.

Web Activities: These are good activities for students to explore individually in class or at home. Sex and the Single Guppy Go to:

[www.pbs.org](http://www.pbs.org) Search: Natural Selection  
Locate: The Evolution Library Multi-media activities are located at the top of the screen.

- Sex and the Single Guppy

<http://www.pbs.org/wgbh/evolution/sex/guppy/index.html> • Coral Reef Connections

<http://www.pbs.org/wgbh/evolution/survival/coral/index.html> • The Mating Game

<http://www.pbs.org/wgbh/evolution/sex/mating/index.html>

**6. Discussion** Ask discussion questions that engage at many levels

**Key Questions** • If you know you have a genetic mutation for a certain trait do you have the responsibility to not breed to ensure your child has a better chance of survival without that trait? • Is it in a parents best interest to have genetic testing prior to pregnancy to determine if they want to conceive? • If you found out your child was expected to inherit a certain defect that would harm it for the rest of its life – what would you do? • Why do males and females of certain species have different coats, feathers, plumage, scales, etc? How does that affect each ones chance of survival? • Based on today's article, do you think humans are still evolving? What about adapting? What is the difference?



## EXTEND

### 7. Write, Draw or Speak.

Science Journal: Why it important for a species to continue to evolve and adapt? If basic necessities like food, water, and shelter are easy to come by will a species be able to survive during a shortage? Explain?

**8. Close** Close by extending today's lesson to what you can do in your life and the world.

Students should complete the chart below based on their learning from the day. They should fill in the chart with one change and one habit per day.

- *Change I can make = decreasing bad habits and bad choices;*
- *Habit I can build = Increasing healthy habits and choices*



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- *Habit I can build = Increasing healthy habits and choices*

# American Studies

## **American Studies**

### **Number the Stars: Lesson Plan 10 of 15**

#### **Outcomes for the Novel**

W1. Write arguments to support claims with clear reasons and relevant evidence. W8.

Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility and accuracy of each source: and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## PREPARE

**1. Background** Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Danish Fishing Boats

[www.hmh.org/ViewExhibits.aspx?ID](http://www.hmh.org/ViewExhibits.aspx?ID) Baltic Sea and Straits between Sweden and Denmark

[www.worldatlas.com](http://www.worldatlas.com) Also see images

**2. Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

encased (89)

pleading (90)

grasp (93)

commotion (93)

pride (93)

## **READ**

**3. Review** Review the timeline from the beginning every day.

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages. stopping at the end of the chapter\_

**p. 88-94**

## RESPOND

**5. Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Peter distributes the coats and blankets to the people in the room.
- Mama gives Kirsti's sweater to the baby because there's nothing small enough for her in the casket.
- Peter gives medication to the baby to keep her quiet.
- Mama packs snacks for the travelers.
- Peter is going to lead a group of people to the harbor and asks Mr. Rosen to deliver an important envelope to Henrik, when he gets to the boat.
- Mama is instructed to wait 20 minutes and then lead the Rosen family to Henrik's boat.

**6. Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

## **EXPLORE**

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

One possible activity: KWL Chart – Brainstorm all the things you know about the people who helped Jews escape from the Nazi soldiers. What do you already know about these brave individuals? What did they risk? What else do you want to know?

**KWL Chart: What You Know, Want to Know, and Learn**

**Materials:** · KWL Chart

**Step One: Read the chapter or segment you wish to analyze**

**Step Two: Fill out the K [know] column: what do you know?**

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information. 2. Write this information concisely in the K [What do you know?] column.

**Step Three: Fill out the W [want] column: what do you want to know?**

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?  
2. Write this information concisely in the W [What do you want to know?] column.



#### **Step Four: Fill out the L [learned] column:**

what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?

2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column. Step Five: Review the chart when it is complete

#### Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.

2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.

3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study. 4. You can do this individually, in pairs, in a small group, or as part of a large group.

#### Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

**8. Discussion** Ask discussion questions of all 9 types.

**Key Questions** 1. Why did Peter insist on giving the baby the drug? 2. What was the reason for two groups of travelers, and leaving 20 minutes apart? 3. What did Annemarie mean when she said there were other sources of pride?

**9. Analyze** Analyze the key paragraph.

Key Paragraph – Page 90

“Peter’s voice was firm. ‘We can’t take the chance,’ he said. He inserted the dropper of the bottle into the baby’s tiny mouth, and squeezed a few drops of liquid on her tongue. The baby yawned, and swallowed. The mother closed her eyes; her husband gripped her shoulder.”

## **EXTEND**

**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Despite the protests of the baby's mother, Peter gives medicine to a small baby so she will not cry. For such a small baby the medicine has the risk of putting the baby to sleep permanently. Write a paragraph that argues for or against Peter's position that the risk to the baby is outweighed by the risk a baby's cry might be to all the travelers.

**11. Close** Close by extending today's lesson to life and the world.

**Extend the reading to the students' lives or to the world.**

# Global Studies

## **Global Studies**

### **The Good Earth: Lesson Plan 27 of 27**

#### **Outcomes for Today Standards for Writing:**

**W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## **PREPARE**

**1. Background** Gather background knowledge about a place, time, event, person, or thing.

**Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.**

**What is justice? (for discussion) What can you do to be a little more just today, this week, this year?** To be just means you give fair rewards and punishments. To give law and determine rights within the law. To be fair, impartial, just. Doing the right action. To be righteous and truthful. In today's reading Wang Lung asks Pear Blossom to kill for him. Because Wang Lung has been fair and just to her she wants to care for the poor fool after Wang Lung dies. Wang Lung is coming to the end of his life and realizes that he has lived a good and just life. Of course there are things that he regrets and would like to take back but he realizes that he cannot and is OK with his position in life now.



**2. Wordwall** Here are five vocabulary words to teach and add to the Word Wall.

flares (375)

wander (376)

gratitude (377)

snickered (379)

mincing (384)

## **READ**

**3. Review** Review the timeline from the beginning every day.

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**Pg. 375-385**

## **RESPOND**

**5. Timeline** Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline · discuss the story to *fix the facts*: who, what, when, where, why · decide on the 3-5 most important events and add these to the timeline

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

**Map:**

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

**Justice Poster:** Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc. Have students choose one item to take action on. They should report their action and results to the class.

## **EXPLORE**

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait Complete your OMP for Wang Lung. What do you think he is thinking and feeling as he comes to the end of his life? Add 5-7 thoughts to your OMP.

Head Stone Create a head stone for Wang Lung. Although, he has not passed his is preparing to leave this world. Create a headstone that represents who Wang Lung is as a person. Include: • Name; • Birth and death date; • Motto; • Symbol or picture that represents him; • Phrase or saying that describes him.

**8. Discussion** Ask discussion questions of all 9 types.

### **Key Questions**

**9. Analyze** Analyze the key paragraph.

#### **Key Paragraph pg. 376**

"I can scarcely kill an insect and how could I take this life? No, my lord, but I will take this poor fool for mine because you have been kind to me —kinder than any in all my life, and the only kind one."

## **EXTEND**

**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung wants to make sure the poor fool is cared for once he dies. He asks Pear Blossom to kill her. She knows that she will not be able to but is willing to care for her as long as she can. She makes this promise because Wang Lung has shown her kindness and justice. Do you believe that Wang Lung's decision for his daughter reflects kindness and justice?

**Write an argumentative letter either supporting or arguing against Wang Lung's decision regarding the poor fool.** Remember, justice requires restraint. How is Wang Lung restraining himself? How is he not restraining himself? What would you have done in his situation?

**11. Close** Close by extending today's lesson to life and the world.



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