



## **K-12 Teach EU Studies Bootcamp Summer 2023**

### **Privacy in the EU and US**

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Language Arts, Grades 6-8



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**Lesson Planner****Teacher:****Date:**

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<b>Standard(s)</b>	<b>K12.EE.1.1, 2.1, 5.1, 6.1; 8.R.1.1; 8.C.1.3; 8.C.4.1; 8.V.1.3, K12.EE.3.1</b>
<b>Learning Goal(s)</b>	<ul style="list-style-type: none"> <li>● I can cite evidence to explain and justify reasoning.</li> <li>● I can read and comprehend grade-level complex texts proficiently.</li> <li>● I can effectively provide elaboration to support my text evidence.</li> <li>● I can write to argue a position.</li> <li>● I can properly cite using MLA format.</li> <li>● I can work collaboratively in a group using accepted academic vocabulary.</li> </ul>
<b>Materials</b>	Student textbook <i>myPerspectives</i> , Brightlink, Quote Quest Textual Evidence Chart, student binders, Supplemental Articles
<b>Instructional Strategy</b>  <b>I do:</b>  <b>We do:</b>  <b>You do:</b>	<p>After briefly checking and discussing daily “Warm Up,” the teacher will introduce today’s topic/activity and ask for a summary of what the class previously read in Unit 5 in order to check for understanding. Focus will be to prompt students to find examples of being “pushing boundaries” and “privacy” and review the general perspectives toward issues taken by the EU &amp; US using HOT question starters. “. . .” etc.</p> <p>Teacher will provide a review of proper citation expectations.</p> <p>Students will receive a handout and the teacher will review the example already completed on the worksheet. As a class, with the teacher, we will search for a second example. Then students will be put into predetermined groups to search for more quotes cooperatively.</p> <p>After allotted time, the class will return to the whole group and discuss text evidence. (Jigsaw)</p>
<b>Assessments:</b> <b>Formative (check for understanding):</b>  <b>Summative:</b>	<p>Students will be assessed informally through class discussion and completion of the Quote Quest: Textual Evidence Chart.</p> <p>As a summative assessment students will write an argumentative essay demonstrating their understanding of the EQ, the prompt, English language conventions, and how to properly cite textual evidence in MLA format. Additionally, students will complete progress monitoring throughout the school year (FAST).</p>

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<p><b>Differentiation</b></p>	<ul style="list-style-type: none"><li>• Above grade level class periods will be challenged to provide more elaboration for their text evidence and will ultimately have a higher word count requirement.</li><li>• Grade level class periods will be provided more guidance during the activity and prefilled portions, as well as a lower word count requirement.</li><li>• In all class periods the teacher will pause at key points to allow for questions and discussion and to model annotations.</li><li>• Concept vocabulary ( . . . ) was already introduced prior to reading of texts to scaffold for IEP, 504, and ELL students and to activate background knowledge for all students.</li><li>• Textual Evidence Chart Handout provided</li></ul>
<p><b>Small Group Rotations</b></p>	<p>Students will work in small mixed ability groups to search for text evidence. The teacher will float among the groups to monitor progress and facilitate learning/participation.</p>

Students will read, analyze, and discuss the following resources in order to facilitate their understanding of the standards and objectives of the lesson plan. The curated list will provide background information and supplemental understanding of the issues of privacy as addressed within the United States as compared to the European Union.

myPerspectives 8th Grade textbook published by Pearson Learning

- Excerpt from the diary of Anne Frank
- The Frank Family Timeline
- *The Diary of Anne Frank* adaptation by Hackett and Goodrich
- “The Grand Mosque of Paris”
- Excerpt from *To Fly* by Neil deGrasse Tyson
- “Uncle Marcos” by Isabel Allende

Supplemental Resources:

- *Words We Live By: Your Annotated Guide to the Constitution* by Linda Monk
- *A Kids’ Guide to the Bill of Rights: Curfews, Censorship, and the 100-Pound Giant* by Kathleen Krull
- “The Right to Privacy” (1890) by Warren and Brandeis
- “Two Western Cultures of Privacy” by Whitman
- <https://gdpr-info.eu/>
- Raymond Wacks, *Privacy: A Very Short Introduction*, 2nd edn. Oxford University Press, 2015.
- Daniel J. Solove, *Understanding Privacy* Harvard University Press, 2008
- Henry Farrell & Abraham L. Newman, “Of Privacy and Power: The Transatlantic Struggle Over Freedom and Security” Princeton University Press, 2019