

SHOULD COMPANIES HAVE TO UNLOCK ENCRYPTED COMMUNICATION IN THE CASE OF A CRIME?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the [Thinkalong module](#). Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

AFTER APPLE CASE, ENCRYPTION VS. NATIONAL SECURITY DILEMMA HAS JUST BEGUN

NPR | April 2, 2016 | Audio

3:59 minutes

A radio story about the debate over law enforcement's access to encrypted data and how it has evolved over several years.

- The U.S. Justice Department faced off in a fight over encryption with Apple after the FBI ordered the company to unencrypt an iPhone used by the San Bernardino shooter to aid the investigation. Apple refused because they said it was an invasion of privacy and that unlocking it for the FBI would mean that they would have to unlock it for every government, leaving iPhones more vulnerable to terrorists.
- The FBI fought back on Apple's claims, but they were able to unlock the phone by paying someone else to do it.
- Congress is currently proposing two different bills regarding encryption: one that would allow federal judges to order tech companies to aid law enforcement in all investigations, and one that would create a commission on encryption and security to study these issues.
- California Congressman Ted Lieu argues that we need strong encryption everywhere and that a lack of strong encryption can lead to massive data breaches and cyber theft.
- Lieu argues that this is not a terrorism issue, but a law enforcement investigative tool issue. He says that unencrypting phones will make it easier for local law enforcement to solve crimes, but it probably won't stop terrorist activities. Lieu says that most terrorist groups use disposable phones rather than smart phones to avoid having their data unencrypted by the federal government.

BREAKING INTO IPHONE MAY HELP FIND LOUISIANA KILLER: POLICE

PBS NewsHour | April 2, 2016 | Video

9:45 minutes

A NewsHour video about how a woman's murder has intensified the call for law enforcement to be able to gain access to encrypted phones.

- A victim of a homicide had her phone at the scene of the crime, but it was after apple implemented new security encryption measures that would make it impossible to unlock a user's phone without their passcode.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

- Apple's new encryption measures completely erased a user's data if a password was incorrectly tried ten times.
- Police in Baton Rouge, LA, tried to get around the new measures by asking for access to the victim's phone, but they weren't successful.
- A similar crime happened to a man in New York, who had his phone with him when he was killed. His phone did not have the new encryption software, however, so the police were able to access the data on his phone and catch the suspect.
- Apple's new encryption policies are part of what is called the "Snowden effect," in which people and companies take extra measures to protect their information from government intrusion after Edward Snowden revealed that people's private information was being tracked by the government.

TEXAS GUNMAN'S LOCKED CELLPHONE RENEWS DEBATE OVER ENCRYPTION

NPR | November 9, 2017 | Article

732 words

An NPR article about how the precedent of allowing law enforcement access to encrypted data could affect future criminal investigations.

- The FBI's failure to unlock the phone of the gunman in a church shooting in Texas has led to further calls to evaluate encryption laws in the United States.
- Some experts say this is less about encryption and more about the FBI's failure to act swiftly to access information on tech devices. Many argue that investigators lack technical skills and the budget to properly examine these devices.
- Apple insists they offered to help law enforcement, suggesting that they could unlock the shooter's device by using his fingerprint at the scene of the crime, but that function expires after 48 hours and they weren't contacted in time.
- Tech experts assert that police need better training on what technical options are available for accessing information.
- Experts also argue that if Apple was to take measures to develop software for terrorists' phones, it could create a dangerous precedent in which other countries demand the same capability for their devices.

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Encryption
- Snowden effect
- Data
- Hacking

CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.



A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website. [Sign up here](#) to be connected.

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LET'S INVESTIGATE

NAME: _____

DATE: _____

Use this worksheet to help you investigate the media sources in the Thinkalong module.



SUMMARIZE THE TOPIC

KEY VOCABULARY

MEDIA RESOURCE 1

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

CONTEMPLATE YOUR SOURCES

NAME: _____

DATE: _____

After watching the media in the module, answer the questions below.

1. AUTHORSHIP: Who created this message?

MEDIA 1

MEDIA 2

MEDIA 3

2. FORMAT: What creative techniques are being used to grab my attention?

MEDIA 1

MEDIA 2

MEDIA 3

3. AUDIENCE: How might different people understand this message differently than me?

MEDIA 1

MEDIA 2

MEDIA 3

4. CONTENT: What values and points of view are represented? What's left out of this message?

MEDIA 1

MEDIA 2

MEDIA 3

5. PURPOSE: Why is this message being sent?

MEDIA 1

MEDIA 2

MEDIA 3



CREATE YOUR ARGUMENT

NAME: _____

DATE: _____

Create strong arguments for both sides from the resources in the Thinkalong module.



DEBATE QUESTION	
PRO ARGUMENT	CON ARGUMENT
REASONING	REASONING
EVIDENCE	EVIDENCE