

# Technology, Privacy, and Control

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## Grades

● 9–12

## Teacher-In-Residence

● Ryann Barr

## Subjects

● English Language Arts,  
History

Carnegie  
Museum of Art

## Goals

- Connect students to the importance of technology and how it affects the world around them
- Analyze the benefits and dangers of everyday technology by understanding the history of technology
- Introduce the concept of technology and control or human lack of control

## Objectives

- Students will be able to critically think about technology around them
- Students will be able to explain the history of technology and how it has changed
- Students will be able to understand how technology impacts self, capitalism, information, etc
- Students will be able to understand the variety of entities that can have control
- Students will be able to analyze literature and art, verbally and written, and connect to current practices

# Standards

## English Language Arts

- **CC.1.3.9–10.A** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - **CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
  - **CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
  - **CC.1.4.9–10.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
  - **CC.1.4.9–10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
  - **CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
  - **CC.1.4.9–10.U** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
  - **CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - **CC.1.5.9–10.G** Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
- ## Writing in History or Social Studies
- **CC.8.6.9-10.B.\*** Write informative/explanatory texts, including the narration of historical events,

# Standards

scientific procedures/ experiments,  
or technical processes

- **CC.8.6.9-10.C.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **CC.8.6.9-10.F.** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **CC.8.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research.

## Materials

- Journals
- Copy of story “The Perfect Match”
- See/Think/Wonder Worksheet
- Posterboard
- iPads/tablets (optional)

## Vocabulary

- Surveillance
- Autonomy

## Resource

- Short Story: “The Perfect Match” by Ken Liu



## Artworks



Keith Haring, *Untitled*, 1981, Gift of Lannan Foundation, 1997.30.4

# Lesson

## Part 1

Students will come into room with Haring image on board or have a copy for each student.

- Create a “See/Think/Wonder” worksheet for each student
- Short discussion of ideas (will revisit photo after short story with more information)
- Transition to journal prompt on board: “Privacy is no longer a social norm”. –Mark Zuckerberg. Agree or Disagree.
- Students will be given time to write responses. Discussion to follow.
- Topics can include cell phones, computers, social media, Alexa type devices, watches, AI, etc.
- Bring up the concept to technology and control/Autonomy, specifically who has it, what can be controlled, et cetera.

## Part 2

Students/Groups will choose a piece of technology to research its history and present their findings in a Gallery walk.

- “Technology” can be anything from fire to video games.
- Short technology project, with simple research and a poster (flipgrid, padlet, etc).

### **Assignment: Is technology always a benefit to society?**

- Choose a modern-day technology—it can be an actual physical piece of technology, an app, an operating system, etc.
- Write 5–7 sentences really thinking about your personal/societal relationship with technology.
- Brainstorm and list 5 ideas of how your chosen technology will/can have a positive impact on the future.
- Brainstorm and list 5 ideas of how your chosen technology will/can have a negative impact on the future.
- Conduct quick historical research to explain the reasoning behind the development.
- Information can be presented visually on an ed tech or poster board.



# Lesson

- Students will respond to 5 assignments on their opinion of the tech and its impact (free write, open ended)

## Part 3

- Read “The Perfect Match” (2-3 days in class)

- Informal discussion about “Who has control in the text? Human or technology”

## Part 4

Revisit Haring piece.

- Have students get out original “See/Think/Wonder” Worksheet.
- Explain that in Haring’s bio, he states “The flying saucers represent an ultimate power—the unknown.”
- Have students edit and add on to Wonder section now knowing the artist’s intention.
- Discuss what the “ultimate power could be”. Gear conversation toward a variety of control methods (corporate, government, greed, technology, etc).

## Assessment:

- Pair share: Have students further discuss the concepts of what

controls them other than technology. Have each group share some ideas.

- Exit ticket. What did you find interesting? What are you still wondering? Has your opinion changed about technology?

## Lesson Extensions/Modifications:

This lesson can be used as an introduction to a larger work. *WALL-E* fits well into the extension of control (not just technology but other larger theories).

Supplementals for all students:

- Short story: Ray Bradbury, “The Veldt”
- Animated Movie: Pixar, *WALL-E*
- For 11/12 graders- Black Mirror episodes “Nosedive” and “White Bear” (have inappropriate language and content questionable for younger students) “Paycheck” by Philip K. Dick, *The Handmaid’s Tale* by Margaret Atwood, *Brave New World* by Aldous Huxley
- Any short story or novel with similar thematic elements can be used for this lesson.
- To cover nonfiction standards: add current event that can fall under your technology and control theme.