Media Literacy for Political Engagement: A Curricular Unit Design

by

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PROJECT DESCRIPTION

This curricular unit design takes up the question: *can critical media literacy skills increase students’ ability and willingness to politically engage?* The unit that follows is composed of a series of lesson plans and assessments that can be used in any high school social studies course, but which are specifically designed to meet standards found in the “Citizenship and Government” strand of the Minnesota K-12 Academic Standards in Social Studies (Minnesota Department of Education, 2011). The premise of the unit design is that by deepening their understanding of how social media technology works, evaluating strategies for evaluating sources, and comparing and contrasting historical civic action strategies, students will be prepared to apply their knowledge in addressing a public policy issue of their choice. Students will ultimately be able to create a media artifact that is designed to achieve a political purpose, and build consensus with their peers about the usefulness of social media technology for achieving political ends.

The organization of the unit design draws on the Understanding by Design model (Wiggins & McTighe, 2011). This is a “backward” model that encourages curricular planning that begins at the “end” (with learning outcomes), moves next to assessments, and finally to the specific learning experiences. The unit design below is separated into three stages, each corresponding to a stage in the Understanding by Design model and each presented in tables based on those found in Wiggins & McTighe (2011). Following the project design are the lesson plans, including daily learning targets, assessments, and materials needed. Finally, following the lesson plans are copies of all of the necessary supporting materials: slides, assessments, and handouts.
## PROJECT DESIGN

### Stage 1: Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>Transfer</th>
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</thead>
<tbody>
<tr>
<td>Minnesota K-12 Standards in Social Studies (Minnesota Department of Education, 2011):</td>
<td>Students will be able to independently use their learning to:</td>
</tr>
<tr>
<td><strong>9.1.1.1</strong> Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</td>
<td>SWBAT analyze sources for message quality, truthfulness, credibility, point of view, and audience, and consider the effects and consequences of messages.</td>
</tr>
<tr>
<td><strong>9.4.4.22</strong> Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post-World War II United States: 1945-1989)</td>
<td>SWBAT create a multimedia project that aims to change people’s behavior in order to address a public policy issue of their choice.</td>
</tr>
<tr>
<td><strong>9.4.4.23</strong> The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States’ identity, values and role in the world. (The United States in a New Global Age: 1980—Present)</td>
<td>SWBAT apply their understanding of the relationship between power and social change to consider present-day social movements and their strategies and goals.</td>
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What kinds of long-term accomplishments are desired?

SWBAT use participatory media to create effective persuasive content, considering questions of purpose, audience, and production techniques

SWBAT reflect on their own experience as consumers and creators on social media platforms, weighing their participation against social justice and ethical principles.

SWBAT solve political problems in the family, the workplace, and the community, and participate as a member of local, regional, national, and international communities.

### Meaning

**UNDERSTANDINGS:**

Students will understand that:
- Information on the Internet is not neutral; it is mediated through a variety of platforms with a variety of purposes
- Freely-available web platforms and tools can be used for organizing, debate, and political persuasion

**ESSENTIAL QUESTIONS**

Students will keep considering:
- How will I know what information I find on the Internet is trustworthy?
- How can I use social media to achieve the political goals I have for myself and my community?
- How can I gain power for myself and my...
with others; conducting civil conversations; articulating ideas and interests; negotiating differences and managing conflict with people or groups who have different perspectives; using parliamentary procedures; building consensus.

9.1.1.1.3 Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.

9.1.1.1.4 Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.

9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups.

9.4.4.23.4 Analyze the impact of twenty-first century technological innovations on society. (The United States in a New Global Age: 1980—Present)

- Individuals’ social media and Internet usage habits may be at conflict with their values
- The concept of power is complex, but relates to the ability of people to act to change something about the world.
- The concept of social change is complex, but relates to something about society being acted upon and changed.
- As an individual or group gains power (empowerment), they are better able to change society.

Stage 2: Evidence

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate a source for credibility (9.1.1.1.3)</td>
<td>PERFORMANCE TASKS:</td>
</tr>
<tr>
<td>Analyze the impact of social media technology on its users (9.4.4.23.4)</td>
<td>Social Media Journal: Students will reflect on their own social media usage use the understandings gained in class to analyze the impact of social media on their own behavior.</td>
</tr>
</tbody>
</table>
Evaluate the effectiveness of the tools and strategies used by social movements to achieve their goals (9.4.4.22.6).

Negotiate differences of opinion and build consensus with others about a set of concepts (9.1.1.1.1).

Design and implement a plan of action aimed at solving a social problem (9.1.1.1.4)

**Media Production Project:**
Students will use a social media platform of their choice (and all of the multimedia recording and editing tools that it contains) to produce a video or series of videos aimed at changing the behavior of others in order to address a social issue.

**Structured Academic Debate:**
Students will use textual evidence to defend a position in a structured debate about the effectiveness of social media in sparking meaningful social change.

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**Stage 3: Learning Plan**

**Summary of Key Learning Events and Instruction**

**Day 1:** Comparing and contrasting varying attitudes toward social media

**Day 2:** Defining and exploring the concept of power

**Day 3:** Identifying and analyzing types of data collected about people online

**Day 4:** *The Social Dilemma*; Explaining some of the harmful effects of social media use

**Day 5:** Analyzing modern-day social movements

**Day 6:** Evaluating online sources for credibility

**Day 7:** Evaluating online sources for credibility; learning new methods

**Day 8:** Comparing and contrasting historical social movements with the present day

**Day 9:** Analyzing social media posts for their component elements

**Day 10:** Researching a social issue

**Day 11:** Making plans to address that social issue using social media tools

**Day 12:** Creating a final product that addresses the social issue

**Day 13:** Sharing the final product with peers; evaluating other projects for effectiveness

**Day 14:** Structured Academic Debate; taking a position on whether social media can empower its users to make change

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**LESSON PLANS**

**Day 1**

**Learning Objectives:**

*I can compare and contrast my attitudes toward social media with those of my peers.*

*I can evaluate my own understandings of the concepts of power and social change.*

**Assessment(s):**
- Students will define “power” and “social change” in their own words as a preassessment of their conceptual knowledge.
- Students will compare and contrast their attitudes toward social media in the group learning activity.

**Resources/Materials Needed:**

- “Day 1” Slides
- “Social Media Attitude Survey”
- “Social Media Journal”
- Students’ cell phones and access to social media applications

**Instructional Moves:**

**Prior to Class**

Arrange students’ desks in groups of 4 or 5 desks each and mark the bottom of one chair in each group with a sticker or other marker. Place one copy of the social media attitudes survey on each desk. Using masking tape, create a line (at least 15 feet or so) in an empty space in the classroom. Place a sign that reads “Strongly Agree” at one end of the tape and one that reads “Strongly Disagree” at the other end.

**Activating Prior Knowledge (15 minutes)**

(Slide 2) Students will complete the survey at their desks, following the directions on the screen and using their cell phones when they finish. Circulate and re-direct students as needed.

As students finish, write the words “power” and “social change” on a whiteboard. Explain to students that much of what they will learn in political science will have to do with one or both of these concepts, and that therefore it is beneficial to begin by trying to understand what they mean. Call on individual students to define “power,” and do the same for “social change.” Generate a word web (either on the whiteboard or digitally) from student responses.

(Slide 3) Read (or have a student read) the quote aloud. Explain that over the next several weeks, students will uncover how social media can and cannot be used as a tool for social change. Explain that in order to do so, we must constantly refine our understandings of the concepts of power and change.

**Introducing Learning Targets (5 minutes)**

(Slide 4) Invite students to predict why they will be focusing so intently on social media in a political science course. Call on students to provide their predictions. Then read the learning targets (Slide 5) to clarify the day’s goal.

**Group Practice (20 minutes)**
When students finish, project a slide that says “Taking a Stand” and explain that students will be moving around the room in order to express their opinions. Explain that when a new slide with a statement is projected, students must move to the “Strongly Agree” or “Strongly Disagree” sides of the room, or stand somewhere in the middle, according to their opinion. Invite students to stand.

Proceed through the series of statements, calling on students from all points in the room to defend their positions. Make clear to students that they can continually move if they change their mind about something.

**Assignment Description (5 minutes)**

Invite students to take their seats, and hand out their first assignment description (“Social Media Journal”). Explain the assignment to students and check for understanding.

**Closing (2 minutes)**

The exit ticket for Day 1 is the completed survey, along with individual definitions of power and change (on the back of the survey). Give students time to add to or change their definitions for power and change; students will turn it in as they leave the room.

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**Day 2**

**Learning Objectives:**

*I can describe the concept of power in terms of its various sources.*

*I can analyze a news article for evidence of power in governments, corporations, and individuals.*

**Assessment(s):**

- *In the group discussion and on the exit ticket, students’ conceptual understandings can be informally assessed.*

**Resources/Materials Needed:**

- “Day 2” slides
- Student devices
- Notecards for exit ticket (1 per student)

**Instructional Moves:**

**Prior to Class**

Arrange student desks in groups of 4 or 5 desks each, and create a seating chart according to how students answered the attitudes survey. Groupings will depend on the answers students provide; for example, five students
that all stated they “strongly agree” with the statement “society would thrive more without social media” can be grouped together in a common-interest group. Alternatively, mixed-interest groups can be created.

Opening (5 minutes)

(Slide 2) Project the newly-created seating chart on a slide visible to students; Students will read the “Do Now” slide, find their new seats, and begin writing in their notebooks.

After the three minutes is up, explain that the attitude survey was used to create groups in the interest of allowing for thoughtful, deep discussion. Have student share their free-write responses with their groups, then ask for volunteers to share their responses with the class.

Introducing Learning Targets and Guided Practice (10 minutes)

(Slide 3) Read the learning targets, explain to students that they will be spending the next few days trying to better understand the concept of power.

(Slide 4) One by one, read the explanations under the three sources of power, then instruct students to hold up one, two, or three fingers according to which source of power they believe matters most. Students will hold up one, two or three fingers; then invite students to share their thoughts on each source of power, why they think each is important, and examples of each.

Video/Guided Practice (15 minutes)

(Slide 5) Prior to viewing the video, read the questions on the slide to students, explaining that the video will be paused at points to allow them to write their answers.

Pause the video at 3:08, 3:50, and 6:18; at each point, students will answer the respective questions in their notebooks.

When the video ends, ask students for final thoughts and answer any questions.

Group Practice (15 minutes)

(Slide 6) Either “push out” (using GoGuardian or similar software) the website containing the article (https://www.npr.org/2020/09/20/914032065/tiktok-ban-avoided-trump-gives-oracle-walmart-deal-his-blessing) to students’ devices or tell them how to find it. Read the instructions on the screen aloud; students will read the article or listen to the audio version.

After five minutes, prompt students to begin discussing the two questions. Model what a good discussion might start with by saying, for example, “When working with a group, you might ask, ‘What do you think about question 1?’ or ‘I think this article is talking about . . .’”

After groups have discussed the questions, ask each group’s “reporter” to share what their group discussed. As
students answer, look for any disagreement or consensus between the groups.

**Closing/Exit Ticket (3 minutes)**

(Slide 7) On a notecard, students will record their answer to the exit ticket prompt and turn it in as they leave.

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### Day 3

**Learning Objectives:**

*I can identify the types of information collected about me online.*

*I can analyze specific examples of online data collection.*

**Assessment(s):**

- **Data Collection Note-Catcher:** Students will be assessed in their analysis of two news resources and identification of types of information collected about them online.
- **Exit Ticket:** Students will continue to be assessed for their conceptual understanding of power by answering the prompt.

**Resources/Materials Needed:**

- “Day 3” slides
- Student devices
- “Data Collection Note Catcher” (1 per student)
- “Resource 3: 8 ways the NSA is spying on you right now” ([https://www.expressvpn.com/blog/8-ways-the-nsa-spies-on-you/](https://www.expressvpn.com/blog/8-ways-the-nsa-spies-on-you/))

**Instructional Moves:**

**Opening (5 minutes)**

As students take their seats, prompt them if necessary to notice the “Do Now” slide (Slide 2). Students take out their social media journals and notebooks.

As students write, check journals for completion and prompt students if necessary to begin discussing the question on Slide 2.
Introducing Learning Targets (5 minutes)

(Slide 3) Invite one student from each group to share what was said in their group in response to the “Do Now” questions. Students will share their responses with the class; it may be useful to make a list of common student responses on the whiteboard to make it clearer what kinds of data are being collected.

(Slide 4) Read the learning targets and explain that this class period will be dedicated to the premise that “data (or information) is power.” Ask students for examples of how this holds true.

Guided Practice (10 minutes)

(Slide 5) Queue up the video (“Hot on Your Trail”; link in Slide 5). Use the whiteboard to show students how to make two columns in their notebook if necessary; Label the columns “what” and “who.” Explain to students that as they watch they should write down as many examples as possible of what kinds of data are being collected and who gets access to that data.

Students will take two-column notes as they watch the video. Pause as necessary to help with vocabulary (e.g. it may be useful to explain what “Internet Service Provider” means).

After the video, invite students to share out examples that they wrote down; students will share their examples.

Ask the group: “How does all of this tracking make you feel? Do you think it’s right or wrong?”

Ask the group: “What are some reasons that your data is being shared?” “What are these companies doing with it?”

Group Practice (20 minutes)

(Slide 6) Introduce the next activity, explaining that in order to better understand why our data is being collected and by whom, we will need to look at specific examples.

(Slide 7) Hand out the “Data Collection Note-Catcher” (1 per student) and several copies of each resource to each group (these can be distributed digitally as well by pushing them out to student devices or providing links to the originals). Read the instructions on Slide 7.

Students will work in their groups to analyze two of the three documents, individually recording responses to the questions in the note-catcher.

Closing/Exit Ticket (5 minutes)

When students finish recording their responses, call on students for information on each source, working to build a picture of data collection by both governments and corporations.

(Slide 8) As an exit ticket, students will write on the back of their note-catchers a one-sentence answer to the
question displayed on the slide: “Who has more power over your information, governments or corporations?” Students will turn in the note-catcher as they leave the classroom.

<table>
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<th>Day 4</th>
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**Learning Objectives:**

_I can explain some of the harmful effects of social media use for young people._

**Assessment(s):**

- Exit ticket: in answering a short prompt about which point from the film was most convincing, students will be assessed for their understanding of at least one of the harmful effects of social media.
- The completed documentary guide is useful for assessing general comprehension of the film’s main ideas.

**Resources/Materials Needed:**

- “Day 4” Slides
- Access to Netflix’s streaming platform
- “Social Dilemma Documentary Guide”

**Instructional Moves:**

**Opening (5 minutes)**

As students take their seats, prompt them if necessary to notice the “Do Now” slide (Slide 2). Students will take out their notebooks and begin free-writing.

After three minutes of free writing is up, students will share what they wrote with one person sitting next to them.

After letting students discuss, call on several students to share their responses.

(Slide 3) Read the learning target and explain to students the main reasons for watching “The Social Dilemma.” It provides a series of concise and very compelling arguments made exclusively by people who used to work for social media and other tech companies for how those companies’ products are harming us. Expect some pushback from students; if you do, explain that this is just one perspective on social media of many that will be addressed in this unit.

**Group Practice (40 minutes)**
(Slide 4) Read the instructions on Slide 4 aloud, explaining that the class will not watch the film in one piece, but instead will watch a series of clips separated by short periods of discussion. Hand out copies of the “Social Dilemma Documentary Guide.”

Prepare the film (open Netflix) and follow this procedure for all six short clips:

1. Play the film clip, directing students to the appropriate section of their documentary guide.
2. Students record answers for the 2-3 questions in each section as they watch the clip.
3. Pause the film and ask students to compare their responses with their groups. Students compare their responses, discussing any misconceptions or differences and helping each other fill in any blanks that were missed.
4. Ask for volunteers to share questions and responses.

**Exit Ticket (5 minutes)**

(Slide 5) Students will answer the final question on their discussion guides and turn the discussion guides in as they leave.

<table>
<thead>
<tr>
<th>Day 5</th>
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<tr>
<td><strong>Learning Objectives:</strong></td>
</tr>
<tr>
<td><em>I can explain the relationship between power and social change.</em></td>
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<tr>
<td><em>I can analyze a modern-day social movement in terms of the methods it uses to spark change and mobilize supporters.</em></td>
</tr>
<tr>
<td><strong>Assessment(s):</strong></td>
</tr>
<tr>
<td><em>Social media journal check/feedback</em></td>
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<tr>
<td><em>Exit ticket: assess initial conceptual understanding of the relationship between power and social change.</em></td>
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<tr>
<td><strong>Resources/Materials Needed:</strong></td>
</tr>
<tr>
<td><em>“Day 5” Slides</em></td>
</tr>
<tr>
<td><em>Student cell phones</em></td>
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<tr>
<td><em>“Jigsaw Graphic Organizer” (1 per student)</em></td>
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<tr>
<td><em>Social movement “artifacts” (1 set per group) taken from recent social movements or actions; for an example, see “Sunrise Movement Artifacts”</em></td>
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<tr>
<td><strong>Instructional Moves:</strong></td>
</tr>
<tr>
<td><strong>Opening (15 minutes)</strong></td>
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</tbody>
</table>
As students take their seats, prompt them if necessary to notice the “Do Now” slide (Slide 2). Students will take out their nearly-completed social media journals and phones and begin scrolling on their social media app of choice.

Check social media journals for completion and give quick feedback on their responses, asking individual students whether their attitudes and understandings have changed.

Call out, “stop!” when finished checking journals, and ask students to share what they see. As a class, the teacher and students will attempt to categorize the content on students’ feeds. (For example, ask: “How many of you are looking at somebody you know personally?” or “How many of you see something that you could call ‘news?’”) This discussion can tie back to what students learned in the previous lesson about the attention-grabbing nature of social media feeds.

**Introducing Learning Targets/Direct Instruction (10 minutes)**

(Slide 3) Introduce the learning targets. Provide students with the guiding question for the video (Slide 4) and play the video from a 2018 New York Times story about the aftermath of the Parkland school shooting. As they watch, students should consider what tools and methods the students use to create change.

After the video, ask for volunteers to share any thoughts related to the guiding question.

Explain that having some background vocabulary will be helpful when thinking about social change. If necessary, show students how to take two-column notes and guide students as they take notes on the following three vocabulary terms (Slides 5-7):

1) Social movement
2) Ideology
3) Mobilization

While explaining the vocabulary, pause in each slide and ask groups to come up with their own examples in order to aid understanding. In addition, it may be helpful for each vocabulary term to ask, “How does this relate to the video we just watched and the Parkland student-activists?”

**Group Practice (20 minutes)**

(Slide 8) TW explain the guidelines for the jigsaw discussion and hand out the graphic organizer and one set of “artifacts” to each group.

In their home groups, students will explore the artifact and read about the social movement, and collaborate to complete the graphic organizer. Display a digital timer and assist groups as needed.

After 10 minutes, the timer will go off and students will switch to “expert” groups. Display another digital timer; students will discuss in these groups the social movements they learned about, completing the graphic organizer.
(Slide 9) Students will write a response to the question, “What is the relationship between power and social change?” on the back of their graphic organizers.

Day 6

Learning Objectives:

*I can evaluate an online source for credibility.*

Assessment(s):

- Completed social media journals will show students’ evolving (or not) thinking about social media.
- Completed copies of “Is it Credible – First Method” will serve as a formative assessment of students’ abilities to evaluate online sources.

Resources/Materials Needed:

- “Day 6” Slides
- “Is it Credible – First Method”

Instructional Moves:

Opening (10 minutes)

As students take their seats, prompt them if necessary to notice the “Do Now” slide (Slide 2). Students will take out their social media journals and begin discussing the prompt.

(Slide 3) Ask the class about their takeaways from the social media journal assignment. “What did you learn? What surprised you? What would you change about your behavior, if anything?” Students will share their individual takeaways with the class.

Introducing Learning Targets/Direct Instruction (15 minutes)

Introduce the learning target (Slide 3) and explain that the next several lessons will be spent addressing the question of how one can become an empowered user of technology in spite of the goals of tech companies and/or governments.

(Slide 5) Queue up the final clip from the Social Dilemma (the ending credits: 1:30:00 – 1:33:00) and prompt students to take note of any strategies that they hear in the video. Students will watch and write or take mental note of the strategies.

When the clip ends, ask students to share, individually, what they heard. Collect student responses on
One of the empowerment strategies listed in the film is “evaluating sources.” If necessary, guide students to include this in their list.) Explain that in order to be an empowered, engaged user of technology, one needs to be able to interpret different online sources.

**Individual Practice (15 minutes)**

Hand out copies of “Is it Credible – First Method” and explain to students that before giving them a method the teacher knows to be useful, they should try to evaluate sources using methods they already know. As an example, explain “one thing that many of you already know to look for is the date. In space on your worksheet, you can write “date” and the date of the article’s publication.”

Invite students to collectively come up with a topic that is receiving widespread attention at the time of the lesson. Direct students to search for a source that talks about that topic and use the “Is it Credible – First Method” worksheet to evaluate the source for credibility. This should be independent work, as the worksheet will serve as a formative assessment of students’ skills at evaluating sources.

**Group Practice/Closing (10 minutes)**

(Slide 8) Pose to students the two questions on Slide 8 and ask in addition, “Who here thinks they found a very credible source?” and “Who here found a source that they think is definitely not credible?” Guide students to reach a consensus about which kinds of information matter when evaluating a source.

(Slide 9) Ask the meta-cognitive questions on Slide 9, taking note of which students are well-practiced in source evaluation and which found it difficult.

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**Day 7**

**Learning Objectives:**

*I can evaluate an online source for credibility.*

*I can build a consensus with others about which types of information matter most in evaluating a source.*

**Assessment(s):**

- *Completed copies of “Is it Credible – Three W’s” will show students’ skills at finding types of information in a given source and forming an evaluating.*
- *Completed exit tickets will show how easy or difficult it is for students to build consensus about which types of information matter.*

**Resources/Materials Needed:**
• “Day 7” Slides
• “Is it Credible – Three W’s”
• “Comic: Fake News can be Deadly” (https://www.npr.org/2020/04/17/837202898/comic-fake-news-can-be-deadly-heres-how-to-spot-it)
• Four online sources, of varied levels of credibility (for misinformation, use a website such as FactCheck.org’s “Misinformation Directory” https://www.factcheck.org/2017/07/websites-post-fake-satirical-stories/)
• Notecards for exit tickets

**Instructional Moves:**

**Opening (10 minutes):**

(Slide 2) As students take their seats, prompt them if necessary to notice the “Do Now” slide. Students will individually read the copy of the comic from NPR (“Fake News Can Be Deadly”) and consider the prompted questions.

After several minutes of individual reading, pose the questions on Slide 2 to the class, and help students to analyze the comic, looking for strategies that the author suggests. Give students opportunities to share their own experiences with misinformation online.

**Direct Instruction (15 minutes)**

(Slide 3) Introduce the learning target and explain that, unlike the previous day’s lesson, in which students independently attempted to evaluate sources, it can be useful to use a media analysis tool to do so.

Guide students through the use of the “Three W’s” analysis tool by analyzing a source related to the same event or story that was chosen the previous day. Question by question, using classroom technology and a web source, show students where to look for each piece of information.

After completing the evaluation of one source for credibility, TW ask students for thoughts on the question at the bottom of the “Three W’s” analysis tool: “Is it credible?” Invite a diversity of responses; students should eventually come to understand that evaluating sources is difficult and ultimately subjective. Stress that it is fine to disagree in the final evaluation.

**Group Practice (20 minutes)**

Hand out paper copies of the online sources, or digitally push them out to student devices, ensuring that each group receives at least one copy of each source. Also hand out copies of the “Is it Credible – the Three W’s” handout. Each student will be expected to read one of the sources and evaluate it for credibility using the analysis tool. Ensure differentiation by assigning sources ahead of time to certain students.

(Slide 5) Set a digital timer. Students will independently read and evaluate their source for credibility; take note during this time which students are doing well and which are struggling, and answer questions as necessary.
When the timer goes off, prompt students to individually present their findings to the group. Students will discuss and then rank their four sources in terms of credibility.

(Slide 6) Guide the class in a discussion related to the two questions on the slide. Students will provide feedback about what kinds of information they looked for in order to determine overall credibility, and draw comparisons between different credible sources.

**Closing (3 minutes)**

(Slide 6) TW hand out notecards; SW complete the exit ticket independently and turn it in as they leave.

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### Day 8

**Learning Objectives:**

*I can compare and contrast the strategies used by social movements in the past with those used by current-day social movements.*

*I can deepen my understanding of the relationship between power and social change.*

**Assessment:**

- *Student responses during the carousel brainstorm will demonstrate students’ ability to compare and contrast the strategies used by various social movements.*
- *The completed exit ticket will show students’ evolving understanding of the conceptual relationship between power and social change.*

**Resources/Materials Needed:**

- “Day 8” Slides
- Chart paper (1 piece per group)
- Document sets (for example, see “Women Fight for the Vote”)
- Colored markers
- Notecard for exit ticket

**Instructional Moves:**

**Prior to Class**

Put up one piece of chart paper on a wall in the classroom for every 4-5 students in the class. Cut out individual documents from each document set (for an example of a document set, see “Women Fight for the Vote”) and tape them to the wall near each piece of chart paper.

**Opening (10 minutes)**
(Slide 2) As students take their seats, they will notice the “Do Now” slide, take out their notebooks, and begin writing on the prompt.

When the three minutes is up, ask them to share their response with the person sitting next to them. Call on individual students to share what they wrote with the class, paying attention to students’ developing understandings of the key concepts.

**Introduce Learning Targets/Group Practice (25 minutes)**

(Slide 3) Introduce the learning targets, explaining that today’s class will be about analyzing some of the strategies of social movements in the past in order to figure out what might be successful strategies to use today.

(Slide 4) Break up students into small groups (keeping the groups the same as the seating chart or choosing new ones) and give each group at least one colored marker. Each group should have a different color. Groups of students will begin at different places around the room. Read the instructions on the slide: in the first round, students will write any ideas they have about their movement’s ideology, goals, and strategies on the chart paper.

(Slide 5) After students have been given enough time to record their ideas, students will rotate to the next station (a digital timer may be useful for this). At the next station, they will look at the resources, read through the previous group’s comments, and add comments or ideas of their own. Repeat this step until students return to their original stations.

(Slide 6) Gallery walk. In this stage, students will walk once again through all of the stations, coming away with one main idea about each social movement.

When students sit back down, ask for volunteers to share one takeaway from each social movement.

**Direct Instruction/Closing (15 minutes)**

(Slides 7-12) Introduce students to Marshall Ganz’s “core practices of movement building,” encouraging students to take notes and come up with examples of how these core practices show up in the social movements they just examined. On Slide 8, for example, the teacher can ask “what is an example in a social movement you examined today of relationship-building?”

As an exit ticket, students will respond to the conceptual relationship question (same as day 5), making reference to historical social movements and strategies.

---

**Day 9**

**Learning Objectives:**

*I can analyze a social media post for its component elements.*
I can examine a social issue by defining the problem.

**Assessment(s):**

- Completed copies of “Issue Brainstorm” will show students’ ability to define a social issue
- In the class discussion, students will have opportunities to analyze a social media post for its component elements.

**Resources/Materials Needed:**

- “Day 9” Slides
- “Issue Brainstorm”
- “Media Production Project”

**Instructional Moves:**

**Opening (15 minutes)**

(Slide 2) As the “Do Now,” students will open their favorite social media application and find a post that, for any reason, they find compelling.

(Slide 3) Ask students to first share their posts with the people sitting next to them, then share out as a class. Together, the teacher and students will work to identify different elements in the posts and explore what makes them effective and who they are intended to reach. For example, a post on TikTok might include a catchy song and bits of text that are familiar to students. Ask: “What makes it effective? What makes you want to watch it?” Prompt students to ask questions of audience: “What audience is it intended to reach?”

**Direct Instruction (10 minutes)**

(Slide 3) Introduce the learning targets, then (Slide 4) open the link to the New York Times story and explain that the class will be reading it together; pass out paper copies of the story or give students the link to open it themselves. Preview the story by asking, “What do you predict this news story will be about?” and “Have you ever heard or been a part of a ‘hype house?’”

Read the introduction to the piece, and play the TikTok posts in the story for the class as you read. Ask students again what they notice in the clips, what makes them effective, and who they are intended to reach. When finished with the article, ask students what the main idea of the article is.

**Individual Practice (10 minutes)**

Hand out copies of the “Issue Brainstorm” worksheet, explaining to students that they will first complete it silently before comparing their issues to those of their peers.

Give students time to complete the worksheet, answering questions as necessary.
**Group Practice (10 minutes)**

Ask students to share their responses with their peers, looking for common ground. After a few minutes, ask the class, “What issues do you hold in common?”

Explain that the time that remains in class will be spent finding common ground about what social issues we care about the most, and that for the upcoming media production project, students will work with groups to address these issues.

With students, work to narrow the list to about 4-6 issues that students feel could be addressed on social media.

**Closing (10 minutes)**

Hand out copies of the “Media Production Project” assignment sheet and rubric, explaining as necessary and answering student questions about the upcoming project.

(Slide 6) As an exit ticket, ask students to use the co-created list and write down the three issues they would most like to research. Explain that this will be used to create their groups for the next several days of class.

---

**Day 10**

**Learning Objectives:**

*I can evaluate online sources for credibility.*

*I can examine a social issue by defining the problem.*

**Assessment(s):**

- Completed copies of the source evaluation (turned in with the final project) will show students’ abilities to use the source evaluation tool to evaluate sources for credibility.

**Resources/Materials Needed:**

- “Day 10” Slides
- “Source Evaluation”

**Instructional Moves:**

**Prior to Class**

Use student responses from the previous day’s exit tickets to form project groups, limiting the number
of students per group to about four.

**Opening (10 minutes)**

(Slide 2) “Use the seating chart to find your group and topic. In your groups, begin answering the questions on the board.”

(Slide 3) Read the day’s learning targets, then (Slide 4) explain: “Today will be dedicated to researching your social issue. In order to come up with a detailed plan of action, you first need to understand your issue.”

(Slide 5) Explain the required steps, then offer students an example by choosing an online source to quickly evaluate. Ask students what information from that source they might choose to write down if they were researching the topic.

**Individual and Group Practice (35 minutes)**

As students find and evaluate sources and take notes, some will need guidance. Answer students’ questions, taking note of students’ progress in evaluating sources and ability to find relevant information in a given source.

This is also time to gauge whether this is a one-day or two-day lesson. Some classes may need several days to find good sources on their topics; in that case, this lesson can be repeated.

**Closing (5 minutes)**

Ask each group to report several interesting findings to the whole group.

---

**Day 11**

**Learning Objectives:**

*I can design a clear and realistic plan of action that can help solve a specific social issue.*

**Assessment(s):**

- *Completed copies of “Strategy Page” will show students’ abilities to design plans*
- *In group conferences, students will demonstrate their knowledge of the social issue and ability to formulate an action plan.*

**Resources/Materials Needed:**

- “Day 11” Slides
- “Strategy Page”
**Instructional Moves:**

**Opening (5 minutes)**

(Slide 2) Students will discuss the opening discussion prompts in their project groups. After a few minutes, ask for individuals to share their responses with the class. “What do these examples have in common? What do these social media posts do to grab your attention?”

**Individual and Group Practice (40 minutes)**

(Slide 3) Read the day’s learning targets, then (Slide 4) explain: “Today will be dedicated to coming up with a goal and a strategy for your group. What is the point of making social media posts? Whose behavior are you going to try to change? What is it that you want, exactly?”

Ask students to review: “What are the different kinds of things that a social media campaign can get people to do?” By this point in the unit, students have had many opportunities to view “successful” social media posts and will be able to identify what it is that social media campaigns want.

Students will write their goals and strategies. Meet with each group to answer any questions, and make sure they are writing goals that are clear and realistic. This is a good opportunity to note students’ understandings of their social issue and their ability to apply their knowledge of social movements to the task.

**Closing (5 minutes)**

Ask each group to share their goal with the whole class, and guide the class in evaluating together how clear and realistic each group’s goal is.

---

**Day 12**

**Learning Objectives:**

*I can create a video on a social media platform that can help to solve a social problem.*

**Assessment(s):**

- Students can be assessed informally during the creative process for originality, teamwork, and conceptual understandings (notes taken can be used in scoring the final Media Production Project rubric).

**Resources/Materials Needed:**

- Student phones and access to social media applications like TikTok
- Notecards for exit tickets
Instructional Moves:

Opening (5 minutes)

(Slide 2) As a last bit of inspiration, students will check their social media feeds for a post that uses some technique or element that is creative or novel. Students will share those posts with their group; then ask each group to share one creative post with the class. Ask “is that technique something you would like to include in your own videos?” Encourage students to edit their strategy page as necessary.

Individual and Group Practice (40 minutes)

(Slide 3) Read the learning target, then (Slide 4) provide the day’s structure to the students. This is the final independent work day (again, this can be stretched as needed to cover multiple days depending on students’ needs and abilities), and students are expected to remain with their groups to record and edit their videos.

Meet with each group to answer any questions they have, and ask prompting questions about how the filming and editing choices they are making fit with the strategy page they created.

Closing (5 minutes)

(Slide 5) Students will record their answers to the prompt, writing about what they are most proud of about their projects and where they could still improve.

Day 13

Learning Objectives:

I can share my social media videos with my peers and answer questions about its elements.

I can analyze social media posts for purpose, effectiveness, and creativity.

Assessment(s):

- The completed “Share and Evaluate” form can be used for evidence of students’ abilities to analyze social media posts.

Resources/Materials Needed:

- “Day 13” Slides
- “Media Production Project: Share and Evaluate”
- “Structured Academic Debate”

Instructional Moves:
Opening (5 minutes)

This lesson is dedicated mostly to students sharing their videos, asking questions about others, and evaluating others’ projects. For the “Do Now” (Slide 2), students will make sure their projects are ready to share.

Group Practice (30 minutes)

(Slide 3) Read the learning targets, then explain (Slide 4) the format. Students will spread out throughout the classroom, with half of the groups sharing their projects first. Guide students as necessary to ensure that everyone is occupied, either presenting or evaluating.

Students will share and evaluate each other’s work, asking questions as necessary to determine the goals of their projects.

Self-Evaluation and Work Submission (5 minutes)

(Slide 5) Give students time to collect the materials they need to submit and to evaluate themselves using the rubric (“Media Production Project” assignment sheet). For work submission, students can provide a link to their work (if shared online) or upload a video file to a shared drive.

Assignment Description/Closing (10 minutes)

Hand out copies of the “Structured Academic Debate” assignment pages, and explain to students that the next day’s class will be dedicated to a final conversation about power, social change, and social media.

Explain that students will be assigned a position and a group, regardless of how they might feel about the question initially. If time permits, hand out the “Structured Academic Debate” document set and allow students to preview the documents.

As an exit ticket (Slide 6), students will respond to the prompt (“Overall, do you think that projects like the ones you created and watched today can inspire social change? Why or why not?”). This is a preview of the conversation they will have the following day in the Structured Academic Debate.

---

Day 14

Learning Objectives:

- I can use evidence to defend my position in a structured debate.
- I can synthesize evidence from opposing viewpoints in order to reach a consensus.
- I can explain the relationship between power and social change.

Assessment(s):
- Students’ completed assignment sheets will demonstrate their ability to find and use evidence in the debate.
- Students’ completed evaluations and the final discussion will demonstrate their own and their peers’ understanding of the relationship between power and social change.

### Resources/Materials Needed:

- “Day 14” Slides
- “Structured Academic Debate Document Set”

### Instructional Moves:

**Opening/Individual Practice (15 minutes)**

Group students in mixed-ability groups and post the groups and positions on the board. Students will take note of their assigned position and begin looking for evidence to support their position in the document set and other course materials.

**Group Practice (25 minutes)**

(Slide 3) Read the learning targets, then (Slide 4) explain the procedure for the Structured Academic Debate. Students also have printed directions on their assignment sheet.

Ensure teams are ready to go, then begin the timer for the first round. Students will take turns presenting their arguments, recording the opposing team’s evidence, repeating back what they heard and asking clarifying questions.

Finally, give teams enough time to come to a consensus. “Can you find a middle ground between your arguments? What can you agree on?”

**Closing (10 minutes)**

Give students time to fill out their self- and peer evaluations. This will give one final insight into the growth of students’ conceptual understandings. As time permits (Slide 6), ask the class one final time about the conceptual relationship. “How has your understanding of the relationship changed over time?”
DAY 1: POWER, CHANGE, AND SOCIAL MEDIA

DO NOW:

Complete the survey at your desk. While waiting for others to finish, you can
1) Write more of your thoughts next to “explain” in each section
2) Use your phone to find your total screen time (look in Settings)
WHAT IS INTERESTING IS THE POWER AND THE IMPACT OF SOCIAL MEDIA... SO WE MUST TRY TO USE SOCIAL MEDIA IN A GOOD WAY.

Malala Yousafzai

BUT WHY SOCIAL MEDIA?

(ISN'T THIS SUPPOSED TO BE A CLASS ABOUT POLITICS?)
TODAY’S GOALS:

• I can compare and contrast my attitudes toward social media with those of my peers.
• I can evaluate my own understandings of the concepts of power and change.

TAKE A STAND!

• MOVE TO “STRONGLY AGREE” OR “STRONGLY DISAGREE” (OR STAND SOMEWHERE IN THE MIDDLE) AFTER HEARING THE STATEMENT.
• BE READY TO DEFEND YOUR POSITION!
• IF YOU CHANGE YOUR MIND ABOUT SOMETHING, MOVE!
TIKTOK IS BETTER THAN SNAPCHAT

SOCIAL MEDIA DOES MORE HARM THAN GOOD.
CHILDREN UNDER THE AGE OF 13 SHOULD NOT BE ALLOWED ON SOCIAL MEDIA.

SOCIAL MEDIA HAS EDUCATED ME MORE THAN MY SCHOOL HAS.
SOCIAL MEDIA IS NOT REAL LIFE.

EXIT TICKET

In your own words, define power and social change (the back of your survey). If you need to change or add anything, do it now. Turn in your completed survey.
Social Media Attitudes Survey

**Directions:** For numbers 1-8 below, check the box that most represents *how you’re currently feeling.* Optional: use the space below each question to explain your answer.

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Social media (Facebook, Snapchat, TikTok, etc.) is mostly a good thing.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I spend more than 3 hours on social media daily.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Explain:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I have been bullied on social media.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Explain:</td>
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<tr>
<td>4.</td>
<td>Children under the age of 13 should not be allowed on social media.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Social media has educated me more than my school has.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Social media can cause young people to hurt themselves.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Social media makes you anti-social.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Explain:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Society would thrive more without social media.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Explain:</td>
<td></td>
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</tbody>
</table>
After completing the activity, answer the following questions in the space below.

1. In your own words, define *power*.

2. In your own words, define *social change*.
Social Media Journal

**Purpose:** Social media use can affect our attitudes and beliefs, and it can change the way we feel. The purpose of this unit is to better prepare you to use social media in ways that benefit you and your community, while gaining awareness of the ways it can also be harmful. In order to begin reflecting on your own social media use, it is important to begin tracking more specifically how you are using the Internet and how it is making you feel.

**Grading/Feedback:** This assignment will be graded for completion and feedback will be given verbally in the form of two in-class “journal checks.” Written feedback will be provided after turning in the assignment.

**Directions:** Each day for five consecutive days, answer the questions in the chart below.

<table>
<thead>
<tr>
<th>Date: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Media Platforms Used and Time Spent on Each (list all)</strong></td>
</tr>
<tr>
<td>For example: Instagram 40 min., Facebook 10 min., TikTok 3 hours</td>
</tr>
<tr>
<td><strong>What is one thing that you either posted or saw/read on social media today that you consider positive?</strong></td>
</tr>
<tr>
<td>Positive:</td>
</tr>
<tr>
<td>Negative:</td>
</tr>
<tr>
<td><strong>How did using social media make you feel today? Why? (e.g. happy, anxious, angry, etc.)</strong></td>
</tr>
<tr>
<td>For example: I felt _______ because</td>
</tr>
<tr>
<td><strong>What is something that you want to do differently tomorrow and/or in the near future?</strong></td>
</tr>
<tr>
<td>For example: Tomorrow, I want to ____________</td>
</tr>
<tr>
<td>Date: __________________</td>
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</tbody>
</table>

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**Social Media Platforms Used and Time Spent on Each (list all)**

For example: Instagram 40 min., Facebook 10 min., TikTok 3 hours

**What is one thing that you either posted or saw/read on social media today that you consider positive?**

Positive:

Negative:

**How did using social media make you feel today? Why? (e.g. happy, anxious, angry, etc.)**

For example: I felt _______ because

**What is something that you want to do differently tomorrow and/or in the near future?**

For example: Tomorrow, I want to ____________
DAY 2: WHERE DOES POWER COME FROM?

DO NOW:

1. Find your newly assigned seat.
2. Free write (3 minutes) on this prompt:
   “At school, do you mostly feel powerful or powerless? Why?”
TODAY’S GOALS:

• I can describe the concept of power in terms of its various sources
• I can analyze a news article for evidence of power in governments, corporations, and individuals.

WHERE DOES POWER COME FROM?

1. RESOURCES
Power means having more money or resources than other people, allowing you to do more.

2. KNOWLEDGE
Power means understanding something deeply in order to produce a result.

3. FORCE
Power means using physical force or the threat of force to achieve a result.
“HOW TO UNDERSTAND POWER”

As you watch, think and write:

1. Which of the six sources of power is most relevant to you today?
2. What does it mean to say “power is like water”?
3. What does it mean to “read power” and “write power”?

https://www.youtube.com/watch?v=c_Eutci7ack

TikTok: Who has the power?

In your pods, silently and independently read the news article or listen to the news story.

Then discuss the following questions:

1. Who has the power? Individuals? Companies? The government?
2. What source of power is this article talking about? Why?

Designate a “reporter” from your pod to share your answers with the class.
EXIT TICKET:

ON THE NOTECARD, WRITE:

1 THING YOU LEARNED TODAY
1 QUESTION YOU HAVE
DAY 3: IS DATA POWER?

DO NOW:

1. Journal check! Take out your social media journals.

2. In your notebook, make a list of all of the types of information that you share online.
   * For example, your list might start like this: 1) birth date/age, 2) location . . .

3. Then, with the people next to you, discuss: Who do you think gets to see that information?
What kinds of data do you share?

Who gets to see it?

TODAY’S GOALS:

• I can identify the types of information collected about me online.
• I can analyze specific examples of online data collection.
“Hot on Your Trail: Privacy, Your Data, and Who Has Access to It”

https://www.youtube.com/watch?v=bqWuioPfHz0&t=4s

EXAMPLES OF DATA COLLECTION

Netflix

Google

National Security Agency
United States of America
EXAMPLES OF DATA COLLECTION

Directions:
1. With your group, choose two resources to read.
2. Write the title of each source on the blank.
3. Working as a group but writing individually, record your responses to the questions in the note-catcher.

EXIT TICKET:
On the back of your note-catcher, answer the following question in 1 sentence.
Who has more power over your data: the government or corporations? Why?

Example: The government has more power over our data because …
# Data Collection Note-Catcher

**Directions:** With your group, choose two resources to read. Write the title of each source on the blank. Then, working as a group but writing individually, record your responses to the questions in the note-catcher below.

<table>
<thead>
<tr>
<th>(Source #1)</th>
<th>(Source #2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What type of information is being tracked?</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Who is tracking it?**  
(Are they an individual, corporation, or government?) |  |
| **Why are they tracking it?** |  |
| **What are some pros and cons to this type of tracking?** |  |
DAY 4: SOCIAL MEDIA AND POWER

DO NOW:

In your notebooks, free write (3 minutes) on this prompt:

“Could you give up your phone for a week? What would be different if you did?”
TODAY’S GOAL:

I can explain some of the harmful effects of social media use among young people.

“THE SOCIAL DILEMMA”

- As you watch, follow along and answer questions in your documentary guide.

- We will pause after each clip for discussion.
EXIT TICKET

- Answer the last question on your documentary guide, and turn it in as you leave.
“The Social Dilemma”
Documentary Guide

Directions: As you watch the film, answer the questions below.

Clip #1: Introduction (0:00 – 5:50)
1. After watching the introduction, what do you predict the main idea of this documentary will be? Why do you think so?

Clip #2: Attention Seekers (11:40 – 15:40)
2. Companies like ____________ and ____________ are some of the wealthiest and most successful of all time.
3. “If you’re not paying for the product, then you __________________.”
4. What do companies like Facebook, Snapchat, and Twitter compete for? What do they want?

Clip #3: The goals (16:25 – 21:58)
5. At a lot of technology companies, there are three main goals: the _______________ goal, the _______________ goal, and the _______________ goal.
6. How was the social media app able to get Ben to look at his phone?
Clip #4: Addiction (24:16 – 31:00)

7. “Growth hacking” is about hacking people’s ______________________ so they can get more growth, more user sign-ups, more engagement.

8. What is the difference between a bicycle (and other tools) and social media?

Clip #5: Depression and Anxiety (32:45 – 42:30)

9. It’s not just that social media controls where kids spend their attention. It also starts to take over kids’ sense of __________________ and __________________.

10. The number of teenage girls who were admitted to a hospital because they harmed themselves has gone ______________________ since 2011.

11. Generation Z (born after 1996) is the first generation in history that got on social media in ______________________________.

Clip #6: Political Polarization (54:00 – 1:00:12)

12. A new study of 10,000 American adults finds us more __________________ than ever.

13. The former YouTube engineer explains that YouTube is not actually trying to give you what you want. What is it actually trying to do?

Exit Ticket

14. “The Social Dilemma” explains a number of ways that using social media can be harmful: they compete for your attention, they are addictive, they can lead to anxiety and depression, and they lead to polarization. Which of these points do you find most convincing, and why?
DAY 5: SOCIAL MEDIA, POWER, AND SOCIAL CHANGE

DO NOW:

1. Journal check! Take out your social media journals.
2. If you use social media, open an app on your phone and start scrolling!
   When I say “stop,” stop scrolling!
TODAY’S GOALS:

• I can explain the relationship between power and social change
• I can analyze social media posts for elements of social movements and social change.

INTRODUCTION: PARKLAND

As you watch, consider: what tools and methods are the students using to create change?

### VOCABULARY

<table>
<thead>
<tr>
<th>Ideology</th>
<th>the set of ideas reflecting the social needs and goals of an individual, group, class, or culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example: <em>Feminism is an ideology that advocates for equality for women.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Movement</th>
<th>a group of people with a common ideology who try together to achieve certain general goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example: <em>#NeverAgain is a social movement that is trying to prevent gun violence in the United States</em></td>
</tr>
</tbody>
</table>
VOCABULARY

Mobilization

The process by which individuals come together and gain the power to act.

Example: When the Iraq War began in 2003, millions of people around the world mobilized to protest it.

JIGSAW!

Step 1: Home Group
In your “home” groups, use the graphic organizer to become experts on one current social movement.

Step 2: Expert Group
Jigsaw! Move into an “expert” group, where everyone (now experts) will share what they learned and complete the graphic organizer.
EXIT TICKET

On the back of your graphic organizer, answer the following prompt:

What is the relationship between power and social change? Use examples from the class in your answer.
**Jigsaw! Graphic Organizer**

**Step 1: Home Group**

Directions: in your groups, record all of the details you can in answering each question.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. <strong>Identify the social movement.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is it called? How many people are a part of it? When did it begin?</td>
</tr>
<tr>
<td>2. <strong>Identify the ideology.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do members of the social movement believe? Why?</td>
</tr>
<tr>
<td>3. <strong>Explain how it is mobilizing.</strong></td>
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<tr>
<td></td>
<td>How does it attract new members? What does it ask its members to do? What specific tools and strategies (like social media platforms) does it use?</td>
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**Step 2: Expert Group**

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<tr>
<td>4. <strong>Which of the social movements you learned about do you think is most interesting?</strong></td>
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<tr>
<td>5. <strong>What is one way that social movement has gained power? What tools and strategies does it use?</strong></td>
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</tbody>
</table>
Sunrise Movement Artifacts

Artifact 1: YouTube/social media post

https://www.youtube.com/watch?v=OhV4hDdwNuQ

Artifact 2: Sunrise Movement’s “About Me” page

https://www.sunrisemovement.org/about/?ms=AboutTheSunriseMovement

Artifact 3: Tweet

https://twitter.com/sunrisemvmt/status/1378403680114851844
DO NOW:

1. You should now be finished with your social media journals. Take them out and be ready to discuss.

2. With the people next to you, discuss (3 minutes) this prompt:

   “Will anything that you learned so far change your behavior? If so, what will and why?”
TODAY’S GOAL:

I can evaluate an online source for credibility.

SOCIAL MEDIA JOURNAL: TAKEAWAYS?
“THE SOCIAL DILEMMA” FINAL THOUGHTS

• As you watch the final credits, take note of all of the strategies named that can empower you online.

WHAT STRATEGIES CAN EMPOWER YOU ONLINE?
1. What kinds of information did you look for in order to evaluate the source?

2. What do the credible sources have in common? What do the not-so-credible sources have in common?
EVALUATING SOURCES

Was this activity easy? Difficult? How well do you think you are able to evaluate sources for credibility?
Is it credible?

Source: _____________________________________________

What kinds of information are you looking for in order to determine the source’s credibility? (List at least three).

After answering the question above: is it credible? (circle one)       Yes       No

Explain why:
DO NOW:

1. Individually, read the comic in front of you.
2. As you read, think:

   “What types of advice does the author give?”

   “What types of misinformation have you personally seen?”
TODAY’S GOALS:

• I can evaluate an online source for credibility.
• I can build consensus with others about which types of information matter most in evaluating a source.

EVALUATING SOURCES:

THE THREE W’S
DIRECTIONS:

1. Evaluate your source using the “Three W’s”
2. When the timer goes off, share your findings with your group.
3. As a group, rank the four sources in terms of credibility from 1-4 (1 being the most credible, 4 being the least).

DISCUSSION

After comparing each group’s rankings:
1. Why did groups rank sources differently?
2. What types of information did your group determine were most important?
EXIT TICKET:

On the notecard, write your name and answer the following questions:

What was easiest about this activity? What was most difficult?
Is it credible? The three Ws

Source: ____________________________________________________________

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<td>What is the source’s bias? Does it take a specific side?</td>
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After answering the questions above: is it credible? (circle one)  Yes  No
DAY 8: HISTORICAL EXAMPLES OF EMPOWERMENT

DO NOW:

Free write (3 minutes): read the quote below and record your thoughts. Do you agree with the quote? Why or why not?

“The power of social media is that it forces necessary change.”

- Erik Qualman
TODAY’S GOALS:

• I can compare and contrast the strategies used by social movements in the past with those used by current-day social movements.

• I can deepen my understanding of the relationship between power and social change.

ACTIVITY: CAROUSEL BRAINSTORM

Stage 1: Brainstorm ideas.

What is this movement’s ideology?

What are their strategies for mobilizing people?

What words, symbols, or objects are they using?
**Stage 2: Comment**

1. Read through the previous teams’ ideas and comments.
2. Add any further ideas and comments your team has.

What did the other teams miss?
What connections can you make to today?

**Stage 3: Gallery Walk**

Move again through the stations, reading all of the comments.

What is one important takeaway from each social movement?
MOVEMENT-BUILDING: FIVE CORE PRACTICES

(According to Marshall Ganz)

1. RELATIONSHIP BUILDING

“People move people, and people are moved by examples of people moving people.”
2. DEVELOPING A NARRATIVE

“The purpose of the story is to articulate the challenge that is to be faced and bring alive the values to be drawn upon in order to find the moral or emotional resources to confront that challenge.”

3. STRATEGIZING

“At its most basic level, strategizing is figuring out how to turn what people have – resources – into what they need – power – in order to get what they want.”
4. ACTION

“Unless strategy, story, and relationships turn into effective, clear, measurable, recognizable action, nothing much is happening.”

5. STRUCTURES

“Effective movements identify and recruit leaders and develop levels of organization that help sustain each other.”
EXIT TICKET:

ON THE NOTECARD, ANSWER:

WHAT IS THE RELATIONSHIP BETWEEN POWER AND SOCIAL CHANGE? USE EXAMPLES FROM TODAY’S CLASS IN YOUR ANSWER.
Document 1: The Transatlantic Campaign for Suffrage

“Suffragists on both sides of the Atlantic informed, inspired, and financed each other. Harriot Stanton Blatch arranged several American speaking tours for her friend, militant British suffragette Emmeline Pankhurst. In December 1910, Blatch plastered advertisements throughout New York for a lecture by Pankhurst’s daughter Sylvia, a socialist labor activist who shared Blatch’s goal of attracting more working-class women to the cause. Sylvia gave lectures in early 1911 and again in 1912. Emmeline’s third American trip in 1913 received heightened publicity when immigration officials detained her at Ellis Island until President Wilson approved her entry.”

Document 2: “Tools of the Trade When Spreading the Word”

By 1900, suffrage-themed political artwork, handbills, broadsides, postcards, leaflets, and other publications began appearing everywhere, fostered by the availability of inexpensive, machine-produced paper and cost-saving innovations in printing processes. Some of this political literature was mailed and some distributed at meetings and on street corners, creating the need for carts, satchels, and bags, including this one used by a salesgirl or “newsie” for the Woman’s Journal, the weekly newspaper of the National American Woman Suffrage Association.

Women Suffrage Literature Bag, white duckcloth with two handles, between 1900 and 1917. On loan from Smithsonian’s National Museum of American History. Initially from the NAWSA Records, Library of Congress. Gift of Edna M. Stantial (050.01.00)
Document 3: The Earliest Marches for Women’s Rights

Open-air political meetings, outdoor processions, and other media-grabbing events challenged existing social conventions of women’s place in public, where streetwalking was associated with prostitution. Resurrecting some of Susan B. Anthony’s earlier tactics and guided by experience gained working with the British campaign, American suffragists held parades in California and Iowa in 1908 and the first large “march” in New York in 1910. Children were included, as they were in this New York parade in May 1912, visually challenging the stigma and demonstrating that mothers needed the vote.

Alice Paul (1885–1977) and Lucy Burns (1879–1966), graduate students studying abroad who met in a British prison during that country’s suffrage campaign, sought to inject more militancy into the American movement. They began planning a massive national parade, modeled on the elaborate pageants in Britain and the marches in New York, to be held in Washington, D.C., on the eve of President Woodrow Wilson’s inauguration. Handbills and pledge cards, with helpful logistical details, were widely distributed for this “most conspicuous and important demonstration.”

Harris & Ewing. “Distributing hand bills advertising Inaugural Suffrage Parade... Washington, D.C., 1913.” Photograph. NWP Records, Manuscript Division, Library of Congress (062.00.00)
DAY 9: MEDIA PRODUCTION

DO NOW:

If you use social media, open your app, start scrolling, and find a post that especially catches your eye. Be ready to share!
SOCIAL MEDIA SHARE

• What elements (video, audio, text, images) are present in the post?
• What makes it effective? What makes you want to watch it?
• What audience is it intended to reach?

“THE POLITICAL PUNDITS OF TIKTOK”

**ISSUE BRAINSTORM**

**EXIT TICKET**

From the list on the board, write your top three issues on the notecard. Your list will be used to place you in a group!
Issue Brainstorm

Description:
The purpose of this activity is for you to brainstorm ideas for social issues that could be a focus for your project. **This is just practice; you do not need to choose this issue for your project.**

Directions:
Brainstorm ideas for your issue using the questions below.

1. What problems exist...
   - At your school?
   - In your neighborhood?
   - In your city?
   - In your state?
   - In the country?
   - In the world?

2. Which of these issues gets you the most fired up?
Media Production Project

Purpose: This project will allow you to research, create, and share videos that serve a specific social purpose. You and your group will research a social issue, making sure you find credible sources that allow you to better understand it. You will then strategize about how to solve that issue given the tools at your disposal. You will ask: how can you mobilize more people to solve the issue? Who needs to know about it? Finally, you will create your videos and share with the class. In completing all of these steps, you will continue to learn how social movements can become powerful enough to produce social change.

Directions: There are four main parts to the project, each of which you will have time in class to complete.

1. Research. You and your group will find credible sources and gain necessary background information into your social issue. Each group member will turn in three source evaluations.
2. Strategy. You and your group will come up with a plan of action for using social media to help solve your social issue. Each group member will turn in one strategy page.
3. Create. You and your group will create your videos. Each group member will create and submit at least one video, at least 45 seconds in length.
4. Share. Play your videos for the other groups, who will evaluate them for effectiveness and creativity.

Grading: The rubric on the following page will be used to evaluate your contributions to the project.
# Evaluation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Good</th>
<th>Improving</th>
<th>Incomplete</th>
</tr>
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<tbody>
<tr>
<td><strong>Working Relationships</strong></td>
<td>Worked closely with others to share ideas and establish common ground and goals; went above and beyond and encouraged others to participate.</td>
<td>Mostly worked closely with others; listened to others’ ideas and provided some. Helped the group establish common ground and goals.</td>
<td>Did not work closely with others; struggled at times to listen closely to others, provide ideas, or collaborate.</td>
<td>Made little or no effort to collaborate; did not attempt to hear others’ ideas or add ideas to the group.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Thoroughly and thoughtfully evaluated three sources for credibility; took notes on how each of the sources relate to the group’s strategy.</td>
<td>Completed evaluations on three sources; notes on the sources mostly relate to the group’s strategy.</td>
<td>Mostly completed source evaluations, but findings are unclear or do not relate to the group’s strategy.</td>
<td>Did not complete source evaluations or did not find relevant or credible sources that help the group.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>Strategy page is clear and each planning detail relates to the group’s goals; contains notes on dialogue, audio, and visual effects.</td>
<td>Strategy page is mostly clear, and relates planning details to group goals; may be missing details on dialogue, audio, or visual effects.</td>
<td>Strategy page is completed, but does not provide a lot of detail or does not relate each planning detail to the group’s goal.</td>
<td>Strategy page is incomplete or missing many planning details.</td>
</tr>
<tr>
<td><strong>Final Product</strong></td>
<td>The final product is original, meets the time requirement, cites sources, and masterfully employs social media strategies that address the group’s chosen issue.</td>
<td>The final product is original, meets the time requirement, and uses strategies that address the group’s chosen issue; may be lacking some details or lacking citations.</td>
<td>The final product addresses the group’s chosen issue, but is either lacking in quality or unoriginal; may be missing some details or lacking citations.</td>
<td>The final product is unoriginal or incomplete; does not cite sources or fails to directly address the group’s chosen issue.</td>
</tr>
</tbody>
</table>
DAY 10: MEDIA PRODUCTION PROJECT

DO NOW:

1. Use the seating chart to find your group and topic.
2. In your groups, begin discussing:
   “What do we already know about the topic? What do we need to find out?”
TODAY’S GOALS:

• I can evaluate online sources for credibility
• I can examine a social issue by defining the problem.

PHASE 1: RESEARCH

Steps:
1. Find a source that nobody else in your group is using.
2. Evaluate it for credibility by filling out the “Source Evaluation” page.
3. Take notes! Use the back of the “Source Evaluation” page or your own format.
4. Share interesting or important findings with your group.
### Source: ________________________________

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<td>What is its purpose? (Is it trying to educate people? Provide facts? Persuade people? Sell something?)</td>
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<td>What is the source’s bias? Does it take a specific side?</td>
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</table>

After answering the questions above: is it credible? (circle one)  Yes  No
Summarize the source. Think: what is the main idea? What evidence supports that idea?

What facts, numbers, or other details from the story might be useful for my project?

1.

2.

3.
DO NOW:

In your groups, discuss this prompt:

“When was the last time you were ‘convinced’ by a message on the Internet? Did an advertisement convince you to buy something? Did someone post something that made you feel a certain way? What happened?”
TODAY’S GOALS:

I can design a clear and realistic plan of action that can help solve a specific social issue.

PHASE 2: STRATEGY

Steps:

1. Decide on a group goal. What is it that you want people to do?
   - Think: is our goal clear? Is it realistic?

2. Write your individual plans. Each of you will make a video, but how can you collaborate? Will the videos fit together somehow?

3. Group conference with me.
### Media Production Project: Strategy Page

<table>
<thead>
<tr>
<th>Group Goal</th>
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<tbody>
<tr>
<td>Describe or summarize the social issue your group is addressing.</td>
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<tr>
<td>What is your group’s goal? (How can social media help to solve this issue?)</td>
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<tr>
<td>Remember to think:</td>
<td></td>
</tr>
<tr>
<td>1) Is it clear?</td>
<td></td>
</tr>
<tr>
<td>2) Is it realistic?</td>
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<table>
<thead>
<tr>
<th>Individual Strategy</th>
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<tr>
<td>Which social media platform or video editor will you use to make your video(s)? Why are you choosing it?</td>
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<tr>
<td>How will your individual video(s) contribute to the group’s goal?</td>
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<tr>
<td>Which sources will you use, and why?</td>
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<td>Which specific details in the sources will you include in the video?</td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>(If it’s a piece of text or an image, copy and paste here. If it’s a video, describe the video)</td>
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</tbody>
</table>
DAY 12: MEDIA PRODUCTION

DO NOW:

One last social media check for inspiration:

Open your favorite feed, and try to find a technique or element that’s creative or new to you. Be ready to share it with your group and the class.
TODAY’S GOAL:

I can create a video on a social media platform that can help to solve a social problem.

PHASE 3: CREATION

Steps:
1. Find a place for your group to record your videos.
2. Record, then edit, your videos, saving them to your phone (you do not need to publish/share them!).
3. Group conference with me.
EXIT TICKET

Respond to this prompt on the notecard:

“What are you most proud of about your final product?
Where could you still improve?”
DAY 13: SHARE AND EVALUATE

DO NOW:

Prepare your phone however you need to for sharing your final product.
TODAY’S GOALS:

• I can share my social media videos with my peers and answer questions about their elements.

• I can analyze social media posts for purpose, effectiveness, and creativity.

SHARE AND EVALUATE!

Steps:
1. Spread out!
2. People in groups 1-3 will share their videos first, while those in groups 4-6 will evaluate.
3. Complete evaluations on at least four other projects.
4. Switch and repeat!
SUBMIT YOUR WORK!

1. Give yourself an evaluation, using the rubric on the second page of your assignment sheet.
2. Submit the rubric, source evaluation pages, strategy page, and your final product to me.

EXIT TICKET

On the notecard, respond to this prompt:

“Overall, do you think that projects like the ones you created and watched today can inspire social change? Why or why not?”
Media Production Project: Share and Evaluate

This evaluation is for _______________________.

**Purpose:** What is this project trying to accomplish?

**Creativity:** Is this project original? Does it use a variety of techniques to catch your attention?

<table>
<thead>
<tr>
<th>4 Fantastic</th>
<th>3 Good</th>
<th>2 Not so good</th>
<th>1 Incomplete</th>
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</table>

Explain:

**Effectiveness:** How effective is this project at accomplishing its goal?

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Explain:
Structured Academic Debate (SAD!)  

**Purpose:** This structured academic debate will allow you to engage once again with the unit’s concepts, power and social change, by taking a stand on the question, “Is social media empowering?” By developing your own arguments based on the documents provided and previous class materials, and then by listening closely to others’ arguments, you will deepen your understandings and be able to come to a consensus about the usefulness of social media.

**Directions:** The SAD will occur over the course of one class period, and is made up of the following steps.

1. **Prepare your arguments.** Use the document set or other class materials to take notes and prepare to make your case (the box in #2 below).
2. **Debate!** Each side will be given five minutes to present their case, while the other team records the evidence they present (the box in #3).
3. **Reach a consensus.** Abandon your positions, and use all evidence to come to a consensus about the power (or powerlessness) of social media; consider the concept question.
4. **Evaluate yourself and your peers.** Complete an evaluation form for yourself and two of your peers.
1. My position (circle one): Social media empowers/does not empower people to create change.

2. What evidence supports my position?

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<tr>
<th>Source</th>
<th>Evidence</th>
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3. What evidence supports the opposing group’s position? (Record as you listen)

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<th>Source</th>
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4. When you abandoned your roles, what consensus did your group reach?
Structured Academic Debate
Self and Peer Evaluations

This evaluation is for myself.

**Preparation:** Found specific pieces of evidence to support a position, took notes, and presented that evidence clearly during the debate.

<table>
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<th>Fantastic</th>
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Explain:

**Group Engagement:** Listened deeply to others, asked good questions, showed respect, and helped the group come to a consensus.

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Explain:

**Conceptual Understanding:** Explained and gave examples of the relationship between power and social change.

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Explain:

This evaluation is for ____________________________.

**Preparation:** Found specific pieces of evidence to support a position, took notes, and presented that evidence clearly during the debate.

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Explain:
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**Conceptual Understanding**: Explained and gave examples of the relationship between power and social change.

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Explain:

**This evaluation is for ________________________**.

**Preparation**: Found specific pieces of evidence to support a position, took notes, and presented that evidence clearly during the debate.

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</table>

Explain:
DO NOW:

1. Check the board to find which position you will be arguing.

2. Begin preparing your notes for the debate. Use the document set to find specific pieces of evidence that support your position.
TODAY’S GOALS:

• I can use evidence to defend my position in a structured debate.
• I can synthesize evidence from opposing viewpoints in order to reach a consensus.
• I can explain the relationship between power and social change.

STRUCTURED ACADEMIC DEBATE!

Steps:
1. The “anti” team presents their argument (5 minutes).
2. The “pro” team repeats back what they heard and asks clarifying questions (5 minutes).
3. Switch! Now the “pro” team presents their arguments (5 minutes).
4. The “anti” team repeats what they heard and asks clarifying questions (5 minutes).
5. Come to a consensus. Can you find middle ground between your arguments?
CLOSING

One last time:

“What is the relationship between power and social change?”

“How has your understanding of this relationship evolved over time?”

(“At first, I thought ______________, but then . . .”)
Structured Academic Debate
Document Set

DOCUMENT #1: Teens and Social Media Use: What's the impact?

Social media use can negatively affect teens, distracting them, disrupting their sleep, and exposing them to bullying, rumor spreading, unrealistic views of other people's lives and peer pressure.

The risks might be related to how much social media teens use. A 2019 study of more than 6,500 12- to 15-year-olds in the U.S. found that those who spent more than three hours a day using social media might be at heightened risk for mental health problems. Another 2019 study of more than 12,000 13- to 16-year-olds in England found that using social media more than three times a day predicted poor mental health and well-being in teens.

Other studies also have observed links between high levels of social media use and depression or anxiety symptoms. A 2016 study of more than 450 teens found that greater social media use, nighttime social media use and emotional investment in social media — such as feeling upset when prevented from logging on — were each linked with worse sleep quality and higher levels of anxiety and depression.

How teens use social media also might determine its impact. A 2015 study found that social comparison and feedback seeking by teens using social media and cellphones was linked with depressive symptoms. In addition, a small 2013 study found that older adolescents who used social media passively, such as by just viewing others' photos, reported declines in life satisfaction. Those who used social media to interact with others or post their own content didn't experience these declines.

And an older study on the impact of social media on undergraduate college students showed that the longer they used Facebook, the stronger was their belief that others were happier than they were. But the more time the students spent going out with their friends, the less they felt this way.

Because of teens' impulsive natures, experts suggest that teens who post content on social media are at risk of sharing intimate photos or highly personal stories. This can result in teens being bullied, harassed or even blackmailed. Teens often create posts without considering these consequences or privacy concerns.


DOCUMENT #2: More People Are Using Critical Thinking Skills Before Sharing News

Many young people are skilled in using social media. However, that does not mean they trust it as their only source for news.

A new survey was published by Harvard University. It found that more than two-thirds of young Americans disapprove of President Donald Trump's use of Twitter. It appears that millennials
prefer White House news be filtered through other reliable sources, not a president's social media page.

The poll fits nicely with other data that has come out. People who read the news are starting to take more care in how they navigate all the retweets, "likes," and shares of the digital age.

Many Americans rely on social media to check daily headlines. Yet as distrust has risen toward all media, people might be starting to beef up their media literacy skills.

"Seeking Out Opposing Viewpoints"

Such a trend is badly needed. During the 2016 presidential campaign, nearly one-quarter of Web content shared by Twitter users in Michigan was fake news, according to the University of Oxford. Michigan is also a swing state. Swing states are seen as important in "swinging" the results of presidential elections.

Another survey by BuzzFeed News found 44 percent of Facebook users rarely or never trust news from Facebook.

Young people who grew up in the digital world are getting better at separating fact from fiction. A Knight Foundation survey was done of young people between ages 14 and 24. It found they use "distributed trust" to verify or confirm stories. In other words, they cross-check sources and prefer news from different perspectives – especially those that are open to any bias, or prejudice.

"Many young people assume a great deal of personal responsibility for educating themselves and actively seeking out opposing viewpoints," the survey concluded.

University Research Sees Political Awareness

Such active research can have another effect. A 2014 survey was conducted in Australia, Britain, and the United States by the University of Wisconsin-Madison. It found that young people’s reliance on social media led to a greater political engagement.

Social media allows users to experience news events more intimately and immediately. It also permits them to re-share news as a projection of their values and interests. This forces users to be more conscious of their role in passing along information.

A survey by Barna research group found the top reason given by Americans for the fake news phenomenon is "reader error." In other words, it was not so much that the stories were made-up or that there were factual mistakes in reporting. People were just reading it wrong.

About one-third say the problem of fake news comes from "misinterpretation or exaggeration of actual news" from social media.

Fact-Check, Then Share

So, the choice to share news on social media might be the heart of the issue. "This indicates there is a real personal responsibility in counteracting this problem," says Roxanne Stone, editor-in-chief at Barna Group.
"To be a good steward of our social media platforms includes a responsibility to do our re- search," she adds. People should "fact-check a story before sharing it" and "double-check a news source to make sure it's a credible one." This way, we can perhaps "widen our circles" and read the news that reaches outside our own limited perspectives, she says.

So when young people are critical of an over-tweeting president, they reveal a careful discipline in thinking skills. It also shows they are becoming thoughtful in their choices on when and what to share on social media.

Source: https://newsela.com/read/lib-rise-in-media-literacy-youth/id/44060/?search_id=8897d195-8a4e-4826-ae03-695a7f723a70

DOCUMENT 3: Polls

Online, most turn to news websites except for the youngest, who are more likely to use social media

% of U.S. adults who get news often from ...


Pew Research Center

Source: https://www.pewresearch.org/fact-tank/2021/01/12/more-than-eight-in-ten-americans-get-news-from-digital-devices/
Majorities of Democrats, Republicans say social media platforms are effective for raising awareness about issues, creating sustained movements

% of U.S. adults who say social media are very or somewhat effective as a way to ...

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<th>Somewhat</th>
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<tbody>
<tr>
<td>Raise public awareness about political, social issues</td>
<td>31</td>
<td>49</td>
<td>80</td>
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<td>U.S. adults</td>
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<tr>
<td>Rep/Lean Rep</td>
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<td>51</td>
<td>74</td>
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<tr>
<td>Dem/Lean Dem</td>
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<td>86</td>
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<td>Create sustained social movements</td>
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<td>Rep/Lean Rep</td>
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<tr>
<td>Dem/Lean Dem</td>
<td>30</td>
<td>52</td>
<td>82</td>
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<tr>
<td>Get elected officials to pay attention to issues</td>
<td>17</td>
<td>48</td>
<td>65</td>
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<td>Rep/Lean Rep</td>
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<tr>
<td>Dem/Lean Dem</td>
<td>20</td>
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<tr>
<td>Influence policy decisions</td>
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<td>Dem/Lean Dem</td>
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<tr>
<td>Change people's minds about political, social issues</td>
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<td>Dem/Lean Dem</td>
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</tbody>
</table>

Note: Those who did not give an answer or who gave other responses are not shown. Figures may not add to subtotals due to rounding. Source: Survey of U.S. adults conducted July 13-19, 2020. PEW RESEARCH CENTER

References


Orlowski, J. (Director). (2020, September 9). *The Social Dilemma* [Film]. Exposure Labs; Argent Pictures; The Space Program.

