

## **Social Media Curriculum Vision**

I designed this curriculum to make students proficient in social media communications and responsibilities, which is an area a majority of students are lacking in. I believe this curriculum is a crucial step for FHSD to show itself as a leader for 21<sup>st</sup> century teaching, and an important step for FHSD to prepare students to be successful in the world they will enter.

## Social Media Curriculum Rationale

The past two years I have been working on my masters in journalism education from the University of Missouri. Through this dynamic program, I have been able to explore many different areas in journalism, media and education and gain resources to help me in furthering my knowledge and professional development. My grad program combined with my social media experience has helped me create this social media curriculum. Of course I wanted a good grade on the project for my degree, but my ultimate goal was to create a substantial social media curriculum ready to be implemented in schools.

There is a lot of talk about 21<sup>st</sup> century learning. Schools all over the country are having discussions about this buzz phrase. I know at FHSD we are making strives to bring technology into the classroom, but I believe 21<sup>st</sup> century learning is more than bringing in technology. It is about teaching students the skills they need to adapt to the ever-changing technology. We have to teach 21<sup>st</sup> century skills in order for 21<sup>st</sup> century learning to occur. Technology is changing the way we do everything including the way we communicate. This social media curriculum will allow students to explore how social media has changed communication, how it affects their future, and how they can use it as an advantage.

In this curriculum you will find six sections: historical perspective, social media writing process, social media writing structure, engagement, media analysis, and law/ethics. The curriculum can be broken down into two main parts: communicating through social media and personal responsibility.

- Communication online is different from paper. There are a large variety of communication venues through social media. Each has its own audience and purpose. Students will learn how to identify the audience and purpose, write for that purpose and audience, and develop their own audience.
- Students will understand the responsibility that comes with posting to social media sites. Students will study law cases, discuss the difference between law and ethics, and evaluate how social media has changed communication. Students will also study how they are influenced through social media. Since anyone can publish writing to the masses, students will learn how to evaluate credibility of sources.

Social media is here to stay. It is changing communication, as we know it. Students need to understand this communication and be able to communicate effectively using it. Our district's mission, vision and values say we will prepare students for success tomorrow; we will graduate students with college and career readiness skills. We can no longer think that social media skills are not important to their future when many jobs are solely dedicated to social media. We can no longer think that knowing how to communicate through social media is not important when a majority of companies and colleges use social media. We can't afford to not teach students these necessary skills to succeed.

I know at FHSD we strive to be leaders in education. FHSD could be the example other schools follow. Social media doesn't have to be a scary place all about bullying and gossip. It is an invaluable resource, and students will not learn social media's capabilities unless we teach it. We want to give our students every opportunity for success. Social media provides a huge opportunity for success. It gives them the chance to build relationships with people they would have never been able before. As a school district, we can't just look at the bad that comes with social media; we need to harness social media's potential. We need to set the example for our students, and for our community and show how social media is a life-long learning tool.

Find the complete project and research at [bethphillips.weebly.com](http://bethphillips.weebly.com).

## Examples of social media being used in schools:

- **Students, teachers hash it out over Twitter hashtags**  
*Walker Mill, Wise schools use feeds to discuss social issues, strengthen ties among students, teachers*  
<http://www.gazette.net/>
  - For this school every Tuesday is known as “Twitter Tuesday.” Every Tuesday from 7-9 p.m. teacher Albert Lewis moderates a Tweetchat over a topic announced and the end of the school day. Lewis also talks about how if he sees a conflict developing on Twitter, he brings in students for mediation before the problem escalates.
- **Eric Sheninger**
  - Eric is a principal at New Milford High School in New Jersey. He encourages his teachers to use Twitter to grow professionally. Students at his school are taught how to use Twitter to become effective communicators. He is a leader in the use of social media in education. You can check him out at [ericsheninger.com](http://ericsheninger.com).
- **Making a case for Twitter in the classroom**  
*By Kate Messner -- School Library Journal, 12/01/2009*  
<http://www.schoollibraryjournal.com/article/CA6708199.html>
  - Kate Messner middle school teacher in Pennsylvania was watching a Tweet Chat in her classroom by the author of a book they were reading. The Tweetchat was about writing and the revision process. The students decided to chime in and talk to the author. Through the classes Twitter account, @MessnerEnglish, students asked questions of the author. Students were instantaneously connected to writers and students all over the country. Later she had students tweet 140 character book blurbs trying to capture the essence of the book. They used the author’s Twitter handle, and after the weekend, the class found a response from the author herself. This shows the power of social media.

# **Social Media Curriculum**

Beth Phillips

## **Course Description:**

This social media course will revolve around different aspects of social media and how it is used in our society today. There are six different strands to the curriculum:

- **Historical perspective:** This strand of the curriculum includes exploring and researching the development of social media and how social media has changed the way our society communicates and receives information.
- **Social media writing process:** Students will be expected to evaluate different users and their credibility. Student will also develop and implement a plan in their own social media use to increase their credibility and audience.
- **Engagement:** In this strand the focus is on students learning how to engage with other users. They will focus on using social media as an outlet to expand their voice and reach beyond their initial group of friends. They will also analyze their own use of social media and how their influence on social media grows over the course of the semester.
- **Social media writing structure:** In this strand students are expected to evaluate how punctuation and grammar affect credibility and write for different social media site parameters. For example writing concisely for the 140 character limit on Twitter. Students will also learn how to write for an audience with purpose and build their audience using social media.
- **Media Analysis:** Through media analysis students will evaluate and research how companies and advertisers are using social media to promote their business and product. They will analyze campaigns and how social

media influences a person's decision making. They will learn to think critically about information presented to them through social media.

- **Law and Ethics:** This portion of the curriculum focuses on the question: What is responsible use of social media? Students will research law cases that are centered on social media, and determine the difference between what is their legal right as a citizen and what is their ethical responsibility. We will discuss The First Amendment and how social media has affected those rights.

These topics are relevant through the changing times of social media. The technology is moving fast, but these basic concepts will still play a role in social media. The content of the strand and examples used in class will and should be ever changing. Students will learn skills and how to research, how to think critically, and how to communicate effectively with social media, they will be able to adapt those skills to the ever evolving social media technologies. Students will learn skills they will be able to apply in real life and future careers as well as how to make themselves more marketable online.

<b>Content Area:</b> Communication Arts	<b>Course:</b> Social Media	<b>Strand:</b> Historical Perspective
<b>Learner Objectives:</b> Students will understand how the development of social media has shaped online media and communication.		

**Concepts:** A: function of the free speech online/social media    B: first amendment rights    C: evolution of online communications

<b>Students Should Know</b>	<b>Students Should Be Able to</b>
<ul style="list-style-type: none"> <li>• The United States has free speech. Other countries have restricted access to information and social media tools.</li> <li>• Evolution of social media and why some mediums survived and others didn't.</li> <li>• Communication as we know it has evolved over time as new social media tools have been developed.</li> <li>• As technologies become available, the way people receive information changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the function of the freedom of speech in a free society vs. a non-free society.</li> <li>• Explain how having a freedom of speech has helped develop our new republic and protected our democratic principles and how social media is influencing those principles.</li> <li>• Evaluate the impact of significant individuals and their roles in the development of social media.</li> <li>• Identify and describe significant trends in the development of social media.</li> <li>• Explain how new technologies have affected how the American public/world receives information.</li> <li>• Explain various businesses have evolved over time and how they use social media with their business.</li> </ul>

### Instructional Support

<b>Student Essential Vocabulary</b>
<ul style="list-style-type: none"> <li>• <b>FREE PRESS</b> - a press not restricted or controlled by government censorship regarding politics or ideology</li> <li>• <b>FIRST AMENDMENT</b> - Amendment to the U.S. Constitution that guarantees freedom of speech and of the press. It also forbids the establishment of a government religion and guarantees the rights to petition for a redress of grievances and peaceably assemble. It is part of the Bill of Rights.</li> <li>• <b>MEDIA TRENDS</b> - those ideas, actions or plans that tend to take place within a majority of the media during a certain time period</li> <li>• <b>BUSINESS MODELS</b> - the plan chosen by the publication's business department to ensure that the publication remains solvent</li> </ul>

**Sample Learning Activities**

**Learning Activity #1:**

**Historical Look at SM specifically MySpace and Facebook**

1. Students will read the infographic “The History of Social Media.” <http://mashable.com/2011/01/24/the-history-of-social-media-infographic/>
2. Students will read the infographic and create a cause/effect graphic organizer that contains the causes of change in communication trends and the effects of those changes. After creating the graphic organizer, students will draw conclusions and write a paragraph explaining where they think social media will be in the future based on what they read (see appendix document A1).
3. Students will pair with a partner and discuss what they determined.
4. The teacher will then hold a whole class discussion based on what the students learned, and take a closer look into two well-known social media sites: Facebook and MySpace. While looking at these examples, students will discuss what made a company successful versus not successful.

**Activity’s Alignment**

Common Core	SL: 9-10.1, 11-12.1, 9-10.4; RI: 9-10.1, 11-12.1, 11-12.7, 9-10.7; W: 9-10.9, 11-12.9
GLE	R1H, R3C, ICTL4C, W3A, LAS2A
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 3.5 reason inductively and deductively
DOK	2, 3
INSTRUCTIONAL STRATEGIES	homework and practice, nonlinguistic representations, note taking, cooperative learning

**Sample Assessments**

**Assessment #1:**

**Predict the Future of Social Media**

1. Students will take what they learned from the MySpace and Facebook presentation and discussion and make their own predictions where they think social media will go from here based on evidence discussed in class. Students will also make a case whether social media should continue to be segmented or if it should be combined.
2. The teacher will collect the predictions and will grade according to the rubric. (see appendix document A1). Students will be graded on predictions and evidence supporting each prediction.

**Assessment’s Alignment**

Common Core	W: 11-12.2, 9-10.2, 9-10.5, 11-12.5, 11-12.6, 9-10.6, 11-12.9, 9-10.9; L:9-10.1, 11-12.1, 9-10.2, 11-12.2
GLE	W3A, W2C, W2D
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 3.5 reason inductively and deductively
DOK	3

**Learning Activity #2:****Analyzing How SM influences users**

1. Students will read the following online articles on cyber bullying and communities banning together. (see appendix document A2).
2. Look at all the examples and evaluate how these situations would have been different without social media.
3. The students will brainstorm a few situations they know of, famous or not, where they or others were influenced by SM. Have students share these examples out and discuss as a class.

**Activity's Alignment**

Common Core	RI: 9-10.1, 11-12.1, 11-12.7, 9-10.8; SL: 9-10.1, 11-12.1, 9-10.6, 11-12.6; L: 9-10.1, 9-10.6, 11-12.6
GLE	R1H, R3C, LS1A, W2D
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	2
INSTRUCTIONAL STRATEGIES	cooperative learning, questions

**Assessment #2:****Critiquing Social Media Court Cases**

1. Students will choose one of three social media situations. Since not many laws have been developed about social media use, students will form their own opinions on how the situation should be handled based on other examples seen in class. Students will have to look at both sides of the story to form their own opinion. Students will also evaluate how the situation demonstrates a change in communication due to social media. (see appendix document A2).
2. After working individually, students will meet with students who have the same situation and discuss the answers and decide on best scenario for the situations. The group will explain the situation to the class and the outcome they chose for the situation; meanwhile, the teacher will score the presentation based on balance of information presented.

**Assessment's Alignment**

GLE	R1H, R3C
CONTENT	CA 3, CA 6
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	4

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>• Mashable.com</li> <li>• <i>Grouped</i> by Paul Adams <ul style="list-style-type: none"> <li>• <a href="http://thornburgthoughts.wordpress.com/2012/01/31/why-we-need-to-focus-on-true-information-literacy-skills/">http://thornburgthoughts.wordpress.com/2012/01/31/why-we-need-to-focus-on-true-information-literacy-skills/</a></li> <li>• <a href="http://sarahsfav.es/2012/01/26/fave-stats-38-facts-and-stats-from-youtube/">http://sarahsfav.es/2012/01/26/fave-stats-38-facts-and-stats-from-youtube/</a></li> <li>• <a href="http://www.jeffbullas.com/2010/08/10/20-reasons-why-you-shouldnt-use-social-media/">http://www.jeffbullas.com/2010/08/10/20-reasons-why-you-shouldnt-use-social-media/</a></li> <li>• <a href="http://www.prologger.net/archives/2012/01/25/8-reasons-why-students-should-start-a-blog/">http://www.prologger.net/archives/2012/01/25/8-reasons-why-students-should-start-a-blog/</a></li> <li>• <a href="http://www.mediabistro.com/alltwitter/tweeting-to-their-teachers-could-help-shy-students_b17756">http://www.mediabistro.com/alltwitter/tweeting-to-their-teachers-could-help-shy-students_b17756</a></li> <li>• <a href="http://socialtimes.com/attention-spans-have-dropped-from-12-minutes-to-5-seconds-how-social-media-is-ruining-our-minds-infographic_b86479">http://socialtimes.com/attention-spans-have-dropped-from-12-minutes-to-5-seconds-how-social-media-is-ruining-our-minds-infographic_b86479</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mashable.com</li> <li>• <i>Grouped</i> by Paul Adams</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Social Media	<b>Strand:</b> Social Media/Online Writing Process
<b>Learner Objectives:</b> Students will be able to analyze, evaluate, and communicate information effectively through social media.		

**Concepts:** A: Acquiring information    B: Evaluating credibility/reliability    C: Engagement    D: Audience

<b>Students Should Know</b>	<b>Students Should Be Able to</b>
<ul style="list-style-type: none"> <li>• Online publications are different from print publications.</li> <li>• Not everything posted online is fact.</li> <li>• Writing topics for the media should have one or more of the following qualities: timeliness, proximity, conflict, prominence and human interest.</li> <li>• Online writing varies depending on the venue used, so students must use the venue to the best of their ability.</li> <li>• Posts should be thoughtful and specific.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a writing process to <ul style="list-style-type: none"> <li>--use appropriate writing strategies as needed</li> <li>--find appropriate voice for different SM mediums</li> <li>--revise according to SM limits (ex: Twitter 140 character count)</li> <li>--edit for conventions</li> <li>--share writing (W1A ENG I; DOK 3, 1.8, 2.1, 2.2)</li> </ul> </li> <li>• Brainstorm story topics both individually and as a group.</li> <li>• Develop an appropriate plan to develop a personal brand online through communication and engagement.</li> <li>• Evaluate sources online for reliability and credibility.</li> <li>• Determine the best sources to gather information (IL1B ENG I-IV; 1.2, 1.4, 1.7).</li> <li>• Effectively promote and gain readers/viewers.</li> </ul>

### Instructional Support

<b>Student Essential Vocabulary</b>
<ul style="list-style-type: none"> <li>• <b>RELIABILITY</b> - the extent to which a source and/or information is dependable, stable, and consistent</li> <li>• <b>CREDIBILITY</b> – the believability or trustworthiness of a source.</li> <li>• <b>FEEDBACK</b> - questions, thoughts or ideas provided to a writer after he/she has written a draft of a paper</li> <li>• <b>SOURCES OF INFORMATION</b> - there are a variety of places to gather information from including individuals, libraries, public records, the internet etc.</li> <li>• <b>Twitter</b> – A micro blogging site. Posts are limited to 140 characters called a tweet.</li> <li>• <b>Linkedin</b> – A professional connecting site. Users keep resumes updated and make professional connections.</li> <li>• <b>TUMBLR</b> – A social blogging site.</li> <li>• <b>Facebook</b> – A social media site, known for the photo and video sharing ability.</li> <li>• <b>FourSquare</b> – A social media site used to check in and leave tips at locations.</li> <li>• <b>Google +</b> - Google’s social media sight, known for the video hangout capability.</li> <li>• <b>EDITING</b> - to prepare for publication or presentation by changing, correcting or adapting.</li> </ul>

Sample Learning Activities		Sample Assessments	
<p><b>Learning Activity #1 :</b></p> <p style="text-align: center;"><b>IT is ok to be a follower</b></p> <ol style="list-style-type: none"> <li>The teacher will introduce the lesson by explaining how students now know how to use Twitter, and now it is time to look at the different ways news outlets, media organizations, groups and individuals use Twitter.</li> <li>The teacher will discuss with the class the general qualities that tweets tend to fall in. (see appendix document B1).</li> <li>The teacher will then explain that it is important for the student's tweets to have a focus. Students will select 3 types of tweets from the list and make example tweets to fit in that category. These will be shared and discussed with the class. Then teacher will discuss with the class how Twitter has such a wide range of users with posts ranging from incredibly helpful to unbelievably annoying. Analyzing this will help the student set goals in building a community of followers.</li> <li>For the assignment students will follow a news source, organization, celebrity, and a high school students for the same 48 hour period. Students will log based on the criteria on document B1 in the appendix</li> </ol>		<p><b>Assessment #1:</b></p> <p style="text-align: center;"><b>Develop a must follow list of 5 Twitter users</b></p> <ol style="list-style-type: none"> <li>Students will develop a list of their top five must follow Twitter users based on the categories and analysis discussed in Learning Activity #1</li> <li>Students will create a presentation to the class. For each user, the students must define what categories the user falls into, provide sample tweets from the user, and provide an evaluation of the user. (see appendix document B2 for directions and a scoring guide).</li> <li>Students will also send a #FF (follow Friday) to suggest users to classmates.</li> <li>Finally, students will be expected to comment thoughtfully on two of their classmates' suggestions.</li> </ol>	
<b>Activity's Alignment</b>		<b>Assessment's Alignment</b>	
Common Core	L: 9-10.1, 11-12.1; W: 9-10.7, 11-12.7, 9-10.6, 11-12.6	Common Core	L: 9-10.1, 11-12.1; W: 9-10.4, 9-10.6
GLE	W2E, W3A, ICTL5C	GLE	W2F, W2A, ICTL5C
CONTENT	CA 3, CA 4	CONTENT	CA 1, CA 4, 1.8, 2.1, 2.2
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas 1.8 organize information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals	PROCESS	1.1 develop questions and ideas to initiate research 2.3 exchange information, questions and ideas while recognizing the perspectives of others 2.7 Use technological tools to exchange information and ideas
DOK	2	DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning; homework and practice		

**Learning Activity #2 :**

**Develop Personal Plan for a specific social media network**

1. Following lesson #1 and after looking at several examples, students will design their own plan for a social media site.
2. Students will carefully decide what kind of personality they want to have on social media; who they should follow to stay up-to-date with their topic or vision; how often they will post material; what kind of material they will post; and how often they will interact with other users. The student will also decide which social media venue they will focus on. (see Appendix B3)

Activity's Alignment	
Common Core	W: 9-10.5, 11-12.5
GLE	W1A, W2A
CONTENT	CA 7
PROCESS	1.10 apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers 4.5 develop, monitor, and revise plans of actions to meet deadlines and accomplish goals
DOK	4
INSTRUCTIONAL STRATEGIES	cues, questions and advanced organizers; homework and practice

**Assessment #2:**

**Execute Plan and Analyze**

1. Students will record statistics on their account before the two-week period begins.
2. Students will execute their plan for two weeks.
3. After the two weeks is over, students will analyze statistics before the two-week period and after.
4. Students will be graded according to their plan and how well they stick to it, and the reflection they write based on their experiences (see appendix document B4).

Assessment's Alignment	
Common Core	W: 9-10.4, 11-12.4, 9-10.6, 11-12.6, 9-10.9, 11-12.10
GLE	W2A, ICTL5C
CONTENT	CA 1
PROCESS	1.10 apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers 2.2 review and revise communications to improve accuracy. 4.5 develop, monitor, and revise plans of actions to meet deadlines and accomplish goals
DOK	4

**Teacher Resources**

- Mashable.com
- *Grouped* by Paul Adams
- <http://meetcontent.com/blog/2012/01/creating-a-social-media-style-guide/>
- <http://www.jeadigitalmedia.org/2012/01/22/the-news-and-retractions-of-joe-pateros-death-told-through-storify/> EXAMPLE
- <http://www.seomoz.org/img/upload/seo-pyramid-large.gif> ---SEO
- [https://rowfeeder.com/plans?utm\\_source=user-refer&utm\\_medium=viral&utm\\_content=userlink&utm\\_campaign=referral-program](https://rowfeeder.com/plans?utm_source=user-refer&utm_medium=viral&utm_content=userlink&utm_campaign=referral-program) ---Tracking for class

**Student Resources**

- Mashable.com
- *Grouped* by Paul Adams
- <http://socialmediatoday.com/johnserpa/434179/whats-your-social-media-signature>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Social Media	<b>Strand:</b> Social Media Engagement
<b>Learner Objectives:</b> The student will engage in conversation effectively through social media.		

**Concepts:** A: acquire information B: record information C: reliability/credibility D: interaction E: engage in conversation F: listening

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>• Students need to evaluate credibility of social media sources.</li> <li>• Students discriminate between important and non-essential information obtained during the information gathering stage.</li> <li>• Some sources of information are more credible than others.</li> <li>• Just because someone says something, doesn't mean it's true. Students need to check all information for accuracy.</li> <li>• Information is credited in social media posts.</li> <li>• Engagement is the most crucial part of using social media successfully.</li> <li>• There are skills to help one be an effective user of social media.</li> <li>• Students should be able to evaluate what the person they follow is saying and make determinations about what they are saying in terms of validity and reliability.</li> <li>• Actively engage in social media conversation, process information and be an active member in the social media community.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate sources appropriate to the assignment and build community. (IL1B 9-12; DOK 1.2, 1.4, 1.7)</li> <li>• Promote relevant information from multiple sources. (IL1B 9-12; DOK 1.2, 1.4, 1.7)</li> <li>• Select relevant and credible information from the information gathered.</li> <li>• Evaluate reliability of information gathered. (IL1B 9-12; DOK 1.2, 1.4, 1.7)</li> <li>• Evaluate reliability of the sources.</li> <li>• Effectively engage with other users.</li> <li>• Properly gather information to be used for promotion and interaction.</li> <li>• Analyze information and sources to use the best information for social media engagement, classifying that information as informational, entertaining, or persuasive.</li> <li>• Determine if information is valid and reliable.</li> <li>• Evaluate effectiveness of promotion and engagement.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- **ATTRIBUTION** – giving credit to sources in articles. Direct quotes and paraphrased information that comes from sources should include an attribution. In news stories, opinions should always be attributed to someone else as the writer is not allowed to give an opinion.
- **QUOTE**--As a noun, the term refers to a source's exact words, as in, "I have a great quote here." As a verb, it means to report those words inside quotation marks.
- **CREDIBLE SOURCE**—a source that has direct involvement in the story.

**Sample Learning Activities**

**Learning Activity #1:**

**Expectations: Guidelines for Twitter use**

1. The teacher will explain why it is important to post to SM on a regular basis and engage with other users to expand SM reach.
2. The teacher will go over how to use Twitter with students. Can use “Mom, this is how Twitter works. Not just for moms” <http://www.jhische.com/twitter/> article online if helpful.
3. Students will tweet two times a day: One tweet must include the class tag, and one must be a RT or mention another user.
4. Students will reply to a classmate’s tweet once a day.
5. Students will favorite tweets they feel should be highlighted or tweets they find helpful or useful. (see appendix C1)

**Activity’s Alignment**

Common Core	W: 9-10.4, 11-12.4, 9-10.5, 11-12.5, 9-10.6, 11-12.6; L: 9-10.2, 11-12.2
GLE	W2A, W1A, ICTL5C
CONTENT	CA 7, CA 1, CA 6
PROCESS	2.7 use technology tools to exchange information and ideas 2.2 review and revise communications to improve accuracy and clarity
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice, cooperative learning, setting objectives and providing feedback

**Sample Assessments**

**Assessment #1:**

**Analyze and Evaluate SM reach**

1. For this, students will analyze their sent tweets every two weeks.
2. Students will rank tweets from most responded to to least responded to. Students will then evaluate the tweets and reason why certain tweets elicited more of a response than others.
3. Students will also evaluate new followers they received, and why the user chose to follow the student. Students will also evaluate credibility of new followers.  
(see appendix document C1).

**Assessment’s Alignment**

Common Core	W: 9-10.10, 11-12.10; L: 9-10.2, 11-12.2
GLE	W1A, W2A
CONTENT	CA 1, CA 4
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas 2.2 review and revise communications to improve accuracy and clarity
DOK	3

**Learning Activity #2:****Your Social Media Influence**

1. The teacher will guide the students through setting up a Klout and STLindex account. Students will be able to use Twitter login information to create accounts.
2. The teacher will go over the different features of each site with the students. Students can recommend different users they want to look up.
3. After the teacher has helped guide the students around each site and show students how and why these sites measure influence, students will evaluate and analyze their current influence on social media by filling out the first charts on appendix c2.
4. Students should keep the charts for the rest of the semester. The students should try to increase their influence over the semester and periodically check on their scores.

**Activity's Alignment**

Common Core	W: 19-10.6, 11-12.6
GLE	W1A, ICTL1B, ICTL5C
CONTENT	CA 4
PROCESS	1.4 use technology tools and other resources to locate, select and organize information 1.8 organize data, information and ideas into useful forms 2.2 review and revise communications to improve accuracy and clarity.
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice, summarizing and note taking

**Assessment #2:****Measuring change in your social media influence  
Standard Journalism Citation Conventions**

1. For this assessment students will get out the charts they filled in for Klout and STLindex. Students will fill in the same chart for their current stats on these two websites.
2. After students fill out the charts, they should measure how much their influence changed over the course of the semester. Their influence should have increased over the semester.
3. Students will reflect on the changes in their social media influence over the course of the semester, and what they did to raise their score during the class, and how they plan on continuing to raise their social media influence. (see appendix document c2)

**Assessment's Alignment**

Common Core	L: 9-10.2, 11-12.2; W: 9-10.2, 11-12.2, 9-10.4, 11-12.4, 9-10.10
GLE	W2E, W3A, W1A
CONTENT	CA 4
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas 1.8 organize data, information and ideas into useful forms 1.4 use technology tools and other resources to locate, select and organize information 2.2 review and revise communications to improve accuracy and clarity.
DOK	4

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>• <a href="http://www.jhische.com/twitter/">http://www.jhische.com/twitter/</a> -- How Twitter Works</li> <li>• <a href="http://gadgetwise.blogs.nytimes.com/2009/05/07/twitter-for-beginners/">http://gadgetwise.blogs.nytimes.com/2009/05/07/twitter-for-beginners/</a></li> <li>• <a href="http://lavrusik.com/2010/04/07/10-commandments-of-twitter-etiquette/">http://lavrusik.com/2010/04/07/10-commandments-of-twitter-etiquette/</a></li> <li>• <a href="http://sreetips.tumblr.com/post/19464476442/nickkristof-is-the-most-generous-person-on-earth">http://sreetips.tumblr.com/post/19464476442/nickkristof-is-the-most-generous-person-on-earth</a></li> <li>• ReadWriteWeb.com</li> <li>• Paidcontent.org</li> <li>• <a href="http://sreetips.tumblr.com/post/342517218/socmedia">http://sreetips.tumblr.com/post/342517218/socmedia</a></li> <li>• Klout.com</li> <li>• Stlindex.com</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.jhische.com/twitter/">http://www.jhische.com/twitter/</a></li> <li>• <a href="http://gadgetwise.blogs.nytimes.com/2009/05/07/twitter-for-beginners/">http://gadgetwise.blogs.nytimes.com/2009/05/07/twitter-for-beginners/</a></li> <li>• <a href="http://lavrusik.com/2010/04/07/10-commandments-of-twitter-etiquette/">http://lavrusik.com/2010/04/07/10-commandments-of-twitter-etiquette/</a></li> <li>• Klout.com</li> <li>• Stlindex.com</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Social Media	<b>Strand:</b> Social Media Writing Structure
<b>Learner Objectives:</b> Students will compose well-developed text with effective organization and sentence structure.		

**Concepts:** A: organization    B: sentence structure    C: ideas    D: content

<b>Students Should Know</b>	<b>Students Should Be Able to</b>
<ul style="list-style-type: none"> <li>• Students write their content using the organizational style that best fits their audience and the content being presented.</li> <li>• Posts are composed with consistency using relevant information.</li> <li>• Posts in social media are more short and concise than other forms of writing; some with character limits.</li> <li>• Students vary their sentence structure and tone in posts according to content and audience.</li> <li>• Students create voice and cohesion in posts to build a personal brand through social media.</li> <li>• Students need to write in a clear, concise manner for their audiences. If the writer is not clear, it will most likely cause the reader to stop reading.</li> <li>• Each post needs a clear purpose (ie. information, persuasion, entertainment).</li> </ul>	<ul style="list-style-type: none"> <li>• Create effective posts that are concise and clear.</li> <li>• Utilize effective paragraphing.</li> <li>• Effectively use cohesive devices.</li> <li>• Use varied sentence structure.</li> <li>• Write with clarity of expression.</li> <li>• Write in the active voice.</li> <li>• Create a strong, controlling idea</li> <li>• Use relevant, specific details.</li> <li>• Use complex ideas.</li> <li>• Write with a freshness of thought.</li> <li>• Determine the most relevant information to post.</li> <li>• Use tools of social media program to make effective posts.</li> <li>• Choose a form and point of view appropriate to purpose and audience.</li> <li>• Edit writing for conventions.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- PRIOR KNOWLEDGE - Knowledge which the reader has prior to engaging in the lesson or reading.
- PREDICT - to forecast or declare an outcome about a future event based on current evidence or past experience
- COMPREHENSION - understanding the communication that has been presented.
- PURPOSE - is the anticipated aim which guides action
- ANGLE - the direction from which you are writing the post.

### Sample Learning Activities

#### Learning Activity #1 :

#### How does correct use of language influence credibility

1. The teacher will give the students several different social media feeds from different users. Some of the users consistently use correct grammar and punctuation, and the other examples don't use correct language, but more text language an improper grammar. (appendix d1)
2. As a class discuss the differences between the user examples? After just looking at examples, who had the most trustworthy feed of posts?
3. Read the online article discussing a study done on what makes a credible post: <http://mashable.com/2012/03/18/tweets-more-trustworthy-study/>

#### Activity's Alignment

Common Core	RI: 11-12.5; L: 9-10.1, 9-10.2
GLE	R3A, R3C, W2A
CONTENT	CA 1
PROCESS	1.5 comprehend and evaluate written works 1.7 evaluate the accuracy of information and the reliability of its sources
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice, summarizing and notetaking

### Sample Assessments

#### Assessment #1:

#### Students will reflect on grammar usage when posting

1. After looking at examples and reading the article, the student will reflect on what assumptions they made about the anonymous social media posts.
2. Students will then also look at their own social media posts and describe how they approach writing on their accounts. Would they seem like a credible source for other users? In accordance with the article what are things they do or don't do to make them credible or not credible sources on social media? The teacher will use the attached scoring guide. (see appendix document d1)

#### Assessment's Alignment

Common Core	L: 9-10.1, 11-12.2; W: 9-10.4, 11-12.4, 11-12.5
GLE	W2E, W2A, W1A
CONTENT	CA 1
PROCESS	1.5 comprehend and evaluate written works 1.7 evaluate the accuracy of information and the reliability of its sources 2.2 review and revise communications to improve accuracy and clarity
DOK	3

**Learning Activity #2:****Writing concisely for social media**

1. The teacher will discuss with the students the importance of writing concisely on social media and explain that there are different elements to think about when posting on social media especially in response to an article.
2. During the lesson students should understand they have to think of the social media site they are using and the audience before posting.
3. The teacher will give the students an example article, and together the class will compose social media posts for Twitter, Facebook and a blog. (See appendix d2)

Activity's Alignment	
Common Core	SL: 9-10.1, 11-12.1, 9-10.4, 11-12.4; W: 9-10.4
GLE	LS2A, R1H, R1E, W2A
CONTENT	CA 1, CA 4
PROCESS	1.5 comprehend and evaluate written works 1.6 use technological tools to exchange information 2.2 revise and revise communications to improve clarity and communication
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice, notetaking

**Assessment #2:****Writing concisely for social media**

1. Students will be given an article to read individually and provide three different types of social media posts: Twitter, Facebook, and a blog.
2. Students will be graded on how effectively they used the social media tool. For example on Twitter, did they include a shortened link to the story and a mention to where they found it. Student will use the word form (see appendix document d3) to complete the posts. The form is set to the correct character limits. When students finish they should email the document to the teacher.

Assessment's Alignment	
Common Core	L: 11-12.2, 9-10.2; W: 9-10.4
GLE	W2E
CONTENT	CA 1, CA 4
PROCESS	1.5 comprehend and evaluate written works 1.6 use technological tools to exchange information 2.2 revise and revise communications to improve clarity and communication
DOK	3

**Teacher Resources**

- <http://meetcontent.com/blog/2012/01/creating-a-social-media-style-guide/>
- Mashable.com
- ReadWriteWeb.com

**Student Resources**

- <http://meetcontent.com/blog/2012/01/creating-a-social-media-style-guide/>
- Mashable.com
- ReadWriteWeb.com

<b>Content Area:</b> Communication Arts	<b>Course:</b> Social Media	<b>Strand:</b> Media Analysis—Non-Print Media
<b>Learner Objectives:</b> Students will develop and apply effective skills and strategies to analyze and evaluate non-print media (videocasts, podcasts, blogs, forums, websites, etc..).		

**Concepts:** A: oral and visual communications B: reliability C: credibility

<b>Students Should Know</b>	<b>Students Should Be Able to</b>
<ul style="list-style-type: none"> <li>• While messages in oral and visual media are often the same as print media, the messages are displayed in a different format and can be displayed in a variety of ways.</li> <li>• Oral and visual media messages should be evaluated for reliability and credibility to determine how fair and balanced the source is.</li> <li>• Social media has increased the reach of media messages and how messages are shared online.</li> <li>• Specific literary techniques are used to establish tone and the main point of a message.</li> <li>• When media is produced, a variety of techniques are used to clarify meaning, guide, and inform the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze, describe and evaluate the elements of messages projected in various media including audio slideshows, audio podcasts, video podcasts, blogs, and forums.</li> <li>• Evaluate oral and visual sources to determine how fair and balanced the message is.</li> <li>• Determine what non-print media to promote or forward on to followers based on knowledge of his/her audience.</li> <li>• Evaluate author’s tone for overall meaning of the work and bias.</li> <li>• Analyze and evaluate the type of appeal (emotional, logical, and ethical).</li> <li>• Draw conclusions after reading and support those conclusions with information from the text.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- MEDIUM - a medium is one form of the media. For example, if we were to refer to the St. Louis Post-Dispatch we would talk about it as a medium.
- MEDIA - This is the plural of medium. If we were to discuss all the newspapers, magazines and TV stations in the metro area and lump them into one group, we would call them the media.
- AUDIO SLIDESHOWS - This is where photos are put in a slideshow format with audio.
- AUDIO PODCASTS - This is audio broadcasting on the internet. It would be similar to an internet radio show that can be live or downloaded for use later.
- VIDEO PODCASTS – same as audio podcasts but includes video.
- BLOGS - A blog is a website where entries are made in journal style and displayed in a reverse chronological order.
- FORUM - is a web application for holding discussions and posting user-generated content
- PUBLIC RELATIONS - Communication with various sectors of the public to influence their attitudes and opinions in the interest of promoting a person, product, or idea
- ADVERTISING - Advertising is a paid communication through medium in which the sponsor is identified and the message is controlled
- BIAS - inclination towards something
- BROADCAST - to communicate by radio, television or podcast.
- MARKETING - the act or process of buying and selling in a market.

Sample Learning Activities	Sample Assessments																										
<p><b>Learning Activity #1 :</b>  <b>Evaluate Online Sources to Determine Fairness, Balance, Credibility</b></p> <ol style="list-style-type: none"> <li>The teacher will go over how advertisements and campaigns appeal to a person’s emotion, logic and ethics. The teacher will show examples from each category.</li> <li>The teacher will then show students the original Kony 2012 video: <a href="http://www.youtube.com/watch?v=Y4MnpzG5Sqc">http://www.youtube.com/watch?v=Y4MnpzG5Sqc</a> . After the video student will write down their reaction to the video, and fill out a graphic organizer citing the specific appeals made and the scenes in the video that stuck out to them the most.</li> <li>The teacher will have students share out what they liked about the video and questions they may have. Ask students if they would support the campaign based on this video.</li> <li>Show the online article and video from Mashable hinting at another side to the story and how social media influenced the rise of this video: <a href="http://mashable.com/2012/03/16/kony-2012-pew-study/">http://mashable.com/2012/03/16/kony-2012-pew-study/</a></li> <li>Ask students what questions they have now about the Kony campaign. (see appendix e1)</li> </ol>	<p><b>Assessment #1:</b>  <b>Evaluate Online Sources to Determine Fairness, Balance, Credibility</b></p> <ol style="list-style-type: none"> <li>Students have seen one side to the Kony2012 campaign, and they now know that there is another side to it.</li> <li>Students will have the class to research the other side of the Kony campaign, and dig into more to both praise and criticism this campaign brought. They will fill out a graphic organizer on the issue (see appendix document e2)</li> <li>When they write new information about the campaign, they must say what source they are using, and what makes that person a credible source.</li> <li>After Students have researched both sides, they will take a stance on the issue. They will decide if believe the campaign, or if the campaign is a scam and why. Students will also explain how social media played a role in the popularity of this story. They will also explain what they learned about campaigns online and promoted through social media. How will they use what they learned in the future when presented with an idea or product? How will they decide what to promote and what not to?</li> </ol>																										
<table border="1"> <thead> <tr> <th colspan="2">Activity’s Alignment</th> </tr> </thead> <tbody> <tr> <td>Common Core</td> <td>SL: 9-10.1, 11-12.1, 9-10.2, 11-12.2; RI:</td> </tr> <tr> <td>GLE</td> <td>IL1B</td> </tr> <tr> <td>CONTENT</td> <td>CA 5</td> </tr> <tr> <td>PROCESS</td> <td>1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources</td> </tr> <tr> <td>DOK</td> <td>2</td> </tr> <tr> <td>INSTRUCTIONAL STRATEGIES</td> <td>Note taking, cues, questioning and advanced graphic organizers</td> </tr> </tbody> </table>	Activity’s Alignment		Common Core	SL: 9-10.1, 11-12.1, 9-10.2, 11-12.2; RI:	GLE	IL1B	CONTENT	CA 5	PROCESS	1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources	DOK	2	INSTRUCTIONAL STRATEGIES	Note taking, cues, questioning and advanced graphic organizers	<table border="1"> <thead> <tr> <th colspan="2">Assessment’s Alignment</th> </tr> </thead> <tbody> <tr> <td>Common Core</td> <td>W: 9-10.1, 11-12.1, 9-10.4, 11-12.4, 9-10.9, 11-12.9; SL: 9-10.2, 11-12.2, 11-12.4, 9-10.4</td> </tr> <tr> <td>GLE</td> <td>W3A, W2C, W2A, R1E, R3B</td> </tr> <tr> <td>CONTENT</td> <td>CA 5, CA 1</td> </tr> <tr> <td>PROCESS</td> <td>1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> </tbody> </table>	Assessment’s Alignment		Common Core	W: 9-10.1, 11-12.1, 9-10.4, 11-12.4, 9-10.9, 11-12.9; SL: 9-10.2, 11-12.2, 11-12.4, 9-10.4	GLE	W3A, W2C, W2A, R1E, R3B	CONTENT	CA 5, CA 1	PROCESS	1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources	DOK	3
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DOK	3																										

**Learning Activity #2 :****Analyze, Describe and Evaluate the Elements of Messages  
Projected social media and online**

1. The students will follow and analyze/synthesize of the Old Spice online ad campaign.
2. The teacher and class will review the Old Spice ad campaign together and watch a few of the videos used in the campaign.
3. The teacher will go through the presentation on the campaign here: <http://goo.gl/J58AK>
4. The class will analyze the tools available to the company and how the company used those tools to successfully create a campaign. What was the target audience of the campaign?
5. Students will brainstorm with the class other online campaigns they have seen or heard of.

Activity's Alignment	
Common Core	SL: 9-10.1, 11-12.1
GLE	LAS2A, LS1A
CONTENT	CA 5
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.7 discover and evaluate patterns and relationships in information, ideas, and structures
DOK	2
INSTRUCTIONAL STRATEGIES	cooperative learning, note taking

**Assessment #2:****Analyze, Describe and Evaluate the Elements of Messages  
Projected social media and online**

1. Once students have worked through a sample commercial as a class, the teacher will break the students into groups of 2 or 3. Students will choose from several campaigns to follow and research. Groups cannot have the same campaign.
2. The group will research and evaluate an ad campaign on their own. Students will present examples and evaluations to the class. (see appendix document e4).

Assessment's Alignment	
Common Core	SL: 9-10.4, 11-12.4, 9-10.5, 11-12.5; W: 9-10.4, 11-12.4
GLE	R1E, R1G, W2D, W2A
CONTENT	CA 5, CA 6
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.7 evaluate the accuracy of information and reliability of its sources 2.7 use technological tools to exchange information and ideas 1.2 conduct research to answer questions and evaluate information and ideas
DOK	3

**Teacher Resources**

- Mashable.com
- Readriteweb.com

**Student Resources**

- Mashable.com
- Readriteweb.com

<b>Content Area:</b> Communication Arts	<b>Course:</b> Social Media	<b>Strand:</b> Media Law and Ethics
<b>Learner Objectives:</b> Students will apply media law and ethics as they prepare, plan and write their social media posts and blogs.		

**Concepts:** A: first amendment rights B: legal rights C: ethics D. Responsibility E. Consequence

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>• With the freedom of speech, come rights and responsibilities for students to guide their practice.</li> <li>• The First Amendment, Bill of Rights and Missouri Constitution affect the rights and responsibilities of the social media users.</li> <li>• The law concerning social media is constantly changing and being challenged by new court cases.</li> <li>• There are legal and ethical boundaries that social media users should follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the rights, responsibilities and roles played by social media in a democratic society versus a non-democratic society.</li> <li>• Analyze how the First Amendment, Bill of Rights and Missouri Constitution affect the rights and responsibilities of social media users.</li> <li>• Apply the legal boundaries and concepts affecting social media including: --copyright --libel --slander --obscenity</li> <li>• Analyze ethical guidelines and codes of ethics to explain how or why they are important to social media organizations.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- ACCURACY—making sure that all information has been reported correctly
- BALANCE--making sure that all sides of the story have been covered equally
- FAIRNESS—making sure that every party involved in the story has had the opportunity to respond equally
- CENSORSHIP—the act or practice of withholding information from publication
- COPYRIGHT—holding the legal right to reproduce, publish, sell or distribute the matter or form of something (as a literary, musical or artistic work)
- LIBEL--Damage to a person's reputation caused by a false written statement that brings the person into hatred, contempt or ridicule, or injures his or her business or occupational pursuit.
- SLANDER—damage to a person's reputation caused by a false spoken statement that brings the person into hatred, contempt or ridicule, or injures his or her business or occupational pursuit.
- OBSCENITY--A word or phrase usually referring to sexual parts or functions in an offensive way.
- RETRACTION—a published acknowledgement that a news agency has made a mistake and misreported information
- FREEDOM OF EXPRESSION—Freedom of expression refers to the ability of an individual or group of individuals to express their beliefs, thoughts, ideas and emotions about different issues free from government censorship. The First Amendment of the U.S. Constitution protects the rights of individuals to freedom of religion, speech, press, petition and assembly. Some scholars group several of those freedoms under the general term “freedom of expression.”
- FABRICATION—making up information for a story
- PHOTO-MANIPULATION—altering a photo digitally
- PLAGIARISM--The use of any part of another's writing and passing it off as your own.

Sample Learning Activities		Sample Assessments	
<p><b>Learning Activity #1 :</b></p> <p style="text-align: center;"><b>First Amendment and Court Cases</b></p> <ol style="list-style-type: none"> <li>The teacher will present the First Amendment to the class. The teacher will break down the 5 sections of the First Amendment.</li> <li>The teacher will discuss aspects of unprotected speech. The teacher and class will discuss how online speech is uncharted territory.</li> <li>The teacher will introduce the following case to the students <a href="http://www.firstamendmentcenter.org/high-court-asked-to-hear-student-online-speech-case">http://www.firstamendmentcenter.org/high-court-asked-to-hear-student-online-speech-case</a>.</li> <li>Students will take notes on the presentations as they listen. The teacher so they can apply the class discussion topics to their own research.</li> </ol>		<p><b>Assessment #1:</b></p> <p style="text-align: center;"><b>First Amendment Legal Cases</b></p> <ol style="list-style-type: none"> <li>Students will receive a court case to research and evaluate. While researching students will record a minimum of 5 sources that they use in the research process.</li> <li>The teacher will assess the students on the following aspects of their legal cases project. <ul style="list-style-type: none"> <li>--evaluation of sources</li> <li>--final stance on the case</li> </ul> </li> <li>Students will follow the instructions on appendix fl.</li> </ol>	
<b>Activity's Alignment</b>		<b>Assessment's Alignment</b>	
Common Core	SL: 11-12.1, 1-10.1; RI: 9-10.9, 11-12.9	Common Core	W: 9-10.2, 11-12.2, 1-10.7, 11-12.7; RI: 11-12.1, 9-10.1
GLE	LSA2, R1H, R1I, R3C	GLE	W3B, W2C, ICTL2B, R1H, R3C
CONTENT	CA 3	CONTENT	CA 3, CA 4
PROCESS	1.7 evaluate the accuracy of information and the reliability of resources 1.8 organize data, information and ideas into useful forms 2.3 exchange information, questions and ideas while recognizing perspective of others.	PROCESS	1.2 conduct research to answer questions and evaluate information 1.4 use technological tools to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of resources 1.8 organize data, information and ideas into useful forms 2.1 plan and make written, oral and visual presentations for a variety of purposes
DOK	2	DOK	3
INSTRUCTIONAL STRATEGIES	summarizing and notetaking, homework and practice, cooperative learning		

**Learning Activity #2:****Your Real Life Social Network**

1. The teacher will present the Paul Adam's presentation of the Real Life Social Network (appendix f2).
2. During the presentation the teacher and students should focus on the key concepts: Difference between online and offline relationships, how the web is changing communication, relationships online, and a person's identity online.

Activity's Alignment	
Common Core	SL: 9-10.1, 11-12.1; W9-10.9, 11-12.9
GLE	LS2A, W2C, W3A
CONTENT	CA 6, CA 7
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.9 identify, analyze, and compare the institutions, traditions and art forms of past and present societies
DOK	3
INSTRUCTIONAL STRATEGIES	Summarizing and note taking, cooperative learning

**Assessment #2:****Your own real life social network**

1. Just like the presentation, students will break down their online followers into their respective real life groups.
2. Fter, students will evaluate their findings in relation to the presentation according to appendix f3.

Assessment's Alignment	
GLE	R1B, R1C
CONTENT	CA 4
PROCESS	1.2 conduct research to answer questions and evaluate information 1.4 use technological tools to locate, select and organize information 11.8 organize data, information and ideas into useful forms 2.2 review and revise communications to improve accuracy and credibility
DOK	3

**Teacher Resources**

- Bill Would give Indiana Schools broad authority over off-campus speech  
<http://www.splc.org/news/newsflash.asp?id=2328>
- Deleted FB pictures will remain on line for years  
<http://mashable.com/2012/02/06/deleted-facebook-pictures-still-exist/>
- [http://www.mediabistro.com/alltwitter/25-of-people-have-tweeted-something-they-regret-stats\\_b18101](http://www.mediabistro.com/alltwitter/25-of-people-have-tweeted-something-they-regret-stats_b18101)
- <http://www.cnn.com/2012/02/07/tech/social-media/companies-social-media/index.html> ---Twitter followers worth money
- <http://www.fastcompany.com/1805231/u-r-what-u-tweet-5-steps-to-a-better-personal-brand>

**Student Resources**

- Readwriteweb.com
- Splc.org



**The History of Social Media:**  
**A look into the history of social media**  
**With a focus on: Facebook and MySpace**

**Objective:** Students will evaluate and understand how social media has evolved and influenced the way people communicate.

Before diving into social media, it is important to understand the history of social media and how it has evolved into what we know today.

**STEP 1**

For a quick timeline on the history of social media read over “The history of social media [infographic]” by mashable.com. (<http://mashable.com/2011/01/24/the-history-of-social-media-infographic/>)

**Discussion points in class:**

- How has social media changed communication?
- How has social media changed a person’s reach in society; how far their voice can be heard?
- When did students start using social media, and what sites did they first sign up for? Have they quit sites? Why did they quit those sites and stick with others?
- What do they use social media for?
- What different sites are students aware of?
- At what point does social media just become white noise? How can a company avoid that?

While looking at the graphic organizer, have students fill out the following cause and effect graphic organizer. (Example: Cause: Instant communication = Effect: People expect answers/responses fast) After students have completed the organizer, have them pair up and compare what they found, and draw three conclusions as a pair based on what they found. After pairs have compared answers, have students share with the class at least 3 different conclusions they came up with.

**STEP 2**

After looking at the history as a whole, go into the specific history of Facebook and MySpace. Here are some resources:

**FACEBOOK:**

- The look of it: [http://mashable.com/2011/09/22/facebook-profile-evolution/#view\\_as\\_one\\_page-gallery\\_box2471](http://mashable.com/2011/09/22/facebook-profile-evolution/#view_as_one_page-gallery_box2471)
- <http://www.theatlantic.com/business/archive/2012/02/the-history-of-facebook-as-a-facebook-timeline/252390/>
- <http://www.guardian.co.uk/technology/2007/jul/25/media.newmedia>

**MYSFACE:**

- [http://www.randomhistory.com/2008/08/14\\_myspace.html](http://www.randomhistory.com/2008/08/14_myspace.html)
- [http://www.businessweek.com/print/magazine/content/11\\_27/b4235053917570.htm](http://www.businessweek.com/print/magazine/content/11_27/b4235053917570.htm)

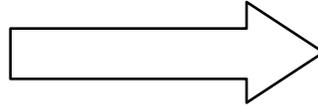
**Points for discussion:**

- What did students already know?
- What is new to students?
- What is the difference between these two companies? Why did one survive, and one die off?

CAUSE AND EFFECT ANALYSIS ON HISTORY OF SOCIAL MEDIA: Identify 3 causes in the history of social media and the effect those causes had on the web, communication and media as we know it.

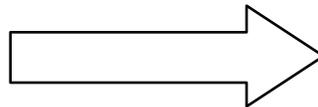
**Cause**

**Effect**



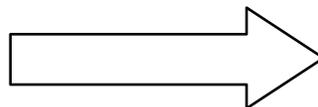
**Cause**

**Effect**



**Cause**

**Effect**



After meeting with a partner and comparing causes and effects, draw three conclusions based on the information you have received today.

Conclusion 1:

Conclusion 2:

Conclusion 3:

Assessment:

1. Predict where you think social media is headed using evidence from what was discussed in class today.
2. There are so many different types of social media aimed at different uses and audiences. Identify some different social media sites you use or are aware of and what they are used for. Take a stance on whether or not social media sites should combine into one mega social media site or continue to be segmented into different sites and purposes. Explain yourself with specific evidence and examples.



## How has social Media grown to influence people?

**Objective:** Students will analyze and evaluate their influence on others and how others influence them.

If we are looking at the history story of social media, we also have to look at how social media has grown to influence users. Sometimes the influence is positive and sometimes it is negative. It is important to look at both sides of the story.

As a class read and discuss the following situations where social media was used to influence someone or a group of people. Students should notice that courts don't really become involved unless the situation becomes negative, like cyber bullying, which is influencing the creation of new laws.

- Missouri Teen Megan Meier commits suicide due to bullying. One of first cases where cyber bullying is taken to court and records are searched.
  - <http://www.nytimes.com/2008/05/16/us/16myspace.html>
- Tyler Clementi's roommate, unbeknownst to Clementi, videoed a private moment and posted it online. The roommate used several different social media sites to promote the video and antagonize Clementi, which led to his suicide. Students were in college, and it turned into a national story.
  - <http://www.nytimes.com/2010/09/30/nyregion/30suicide.html?pagewanted=1&r=1&sq=rutgers&st=cse&scp=1>
- When news broke that the Del Taco in midtown St. Louis, known for its saucer shape, was to be demolished, a social media storm broke out in St. Louis. Even Mayor Slay got on the Twitter bandwagon with it:
  - [http://blogs.riverfronttimes.com/gutcheck/2011/06/del\\_taco\\_south\\_grand\\_alderman.php](http://blogs.riverfronttimes.com/gutcheck/2011/06/del_taco_south_grand_alderman.php)
  - June 22, 2011 is when the FB group started by June 24 they had 10,000 signatures on a petition to keep it open, unfortunately the efforts didn't prevent the demolition. <http://mayorslay.com/blog/post.php?postID=17366>
- An NBC show, Community, was said to not return, and Twitter and social media exploded with fans trying to save the show. And they did.
  - [http://www.huffingtonpost.com/2012/03/08/community-nbc-fans-online-effort\\_n\\_1333651.html?ref=college](http://www.huffingtonpost.com/2012/03/08/community-nbc-fans-online-effort_n_1333651.html?ref=college)
  - <https://twitter.com/#!/search/savecommunity>

After going through these examples, have students brainstorm other examples of social media influencing people and decisions.

Assessment: For this assignment, please choose one of the following social media cases to examine. Use any information that we have discussed in class, or any information that you find on your own (please cite any information), summarize the situation, and then formulate your own opinion in this case.

Address the following topics: How would this situation be different if social media was not a factor? How does this show, or not show, that social media has changed media and communication.

Options:

1. <http://artsbeat.blogs.nytimes.com/2011/03/04/courtney-love-settles-twitter-defamation-case/> --Courtney Love sued for defamation
2. <http://www.nytimes.com/2011/12/16/technology/judge-dismisses-case-of-accused-twitter-stalker.html> --- Man accused of harassing woman across country
3. <http://paidcontent.org/article/419-ruperts-wife-wont-get-twitter-handle-back-any-time-soon/> --- Fake accounts impersonating celebrities or companies

# it's OK to be a follower after all

[a look at Twitter's various uses]



You know the basics of Twitter's 140-character system and the difference between followers and those you follow. It's time to look at the different ways news outlets, media organizations, groups and individuals use Twitter.

## Tweets generally fall into one of the following categories:

- (1) to share a link to something useful/helpful
- (2) to drive traffic to one's site, such as a headline and link to a new post
- (3) to spread breaking news
- (4) to provide commentary
- (5) to chat or respond to someone else
- (6) to pose a question or ask for help
- (7) to update status, a la Facebook
- (8) to entertain
- (9) to weigh in on a popular conversation, usually referred to as a trending topic
- (10) to promote an event

When planning your staff's Twitter presence, it's important to determine your focus. What will *your* tweets do? Select three types of tweets from the list above and provide an example or sample tweet your student media organization might post. Share/discuss.

As with any kind of social media, Twitter has a wide range of users with posts from incredibly helpful to unbelievably annoying. Analysis will help you set goals before planning the next steps in building a community of followers.

## Here's the assignment:

Follow a news source, organization, celebrity and high school student for the same 48-hour period. [EX: CNN, SF Giants, Lady Gaga, WHS student] Create a log to record the four Twitter names, how many followers each has and how many times each tweeted. Also record observations for the following:

- Were the tweets personal or professional? Anything especially humorous or noteworthy?
- Based on the categories above, what type of tweets came from each user? Record a few tweets in your log, or if you're especially tech savvy, do a screen shot and paste into a digital file.
- If any of the tweets included links, which ones did you follow? Describe what you found.
- What difference(s) did you find between the celebrity and the high school student?
- Did you read any stories suggested by the news outlet? What made you want to read each particular story?
- What surprised you about your findings?

## [What's the point?]

Based on the list at the left, identify which type of tweets appear below. What type was your organization's last tweet?

[a]



**johncmayer** I just got traded to Cleveland. Signed a 24-hour provisional contract with the Cavs for my concert tomorrow night.  
34 minutes ago via Twittelator

[b]



**NewsEditors** August 26 Webinar: ASNE announces webinar on newsgathering with iPhone <http://bit.ly/bivOOm>  
about 5 hours ago via twitterfeed

[c]



**NPRPictureShow** I like this. <http://bit.ly/dAbskS> via @photodonuts  
about 8 hours ago via TweetDeck

[d]



**News10\_CA** 3 youths arrested in I-80 rock-throwing injuring man  
<http://bit.ly/d4NfzV>  
about 4 hours ago via twitterfeed

[e]



**matthew\_schott** Off on a design idea/inspiration quest on the web. Any yearbook tweeps got fave sites for inspiration?  
about 4 hours ago via web from O'Fallon, MO

[f]



**sunsetgirl1234**: I also want to see the movie **inception** because my friend said it is good but you really need to listen or you miss something good  
less than 20 seconds ago via Mobile Web



Now that you have  
become more of an expert,  
I have just one question:

# who should we follow?

Directions: After discussing the categories that tweets generally fall in and analyzing different Twitter users for 48 hours, it is now your job to make a few suggestions to the class on users to follow. You are going to suggest 5 Twitter users to your classmates.

## **Requirements:**

Must suggest 5 users

Each suggestion must include:

- The nature of the user's tweets (professional, personal, a mix...)
- The categories tweets generally fall in
- Sample tweets
- Why you think they are a good follow; if we choose to follow this person, what can we expect from them?

Post the 5 users you suggest in a #FF tweet tagging the users you suggested.

Comment on two of your classmates' suggestions on Twitter.

## **How you will be graded:**

A - 90-100: All five suggestions are given and analyzed. Two examples are provided for each user. The user is analyzed according to categories discussed in class. Writing is well organized, focused, and edited well.

B - 80-89: All five suggestions are given and analyzed. Two examples are provided for each user. The user is analyzed according to categories discussed in class. Writing needs more organization and editing; there were several errors.

C - 70-79: Less than five are given and analyzed. Two examples are provided for each user. The user is not analyzed according to categories discussed in class. Writing needs more organization and editing; there were several errors.

D - 60-69: Less than five are given and analyzed. Two examples are not provided for each user. The user is not analyzed according to categories discussed in class. Writing is not organized or edited.

F - 59 and below: Few if any requirements were met.

# develop a plan

As you venture more into the world of social media, it is important to develop a plan. How do you want to be known on social media? Who are you going to follow, and who do you want to be followed by? How are you going to get people to follow and respond to you? Popular tweeps don't just get lucky, they have a plan...or they are Lady Gaga. Since you are not, you need a plan.

**Directions:** You will create a two-week plan for yourself on one specific social media site. Use the following guidelines to develop that plan, and you will execute the plan once it is all worked out.

**What social media site will you be using?** \_\_\_\_\_

**What are you going to be an expert on through your account? (What is the focus of your posts?)** \_\_\_\_\_  
\_\_\_\_\_

**What 2-3 categories will your posts mostly fall under?** (breaking news, commentary, humor, entertain, drive traffic to your site, update status, chat and respond to people, weigh in on hot topics, sharing ideas and content, etc...)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**How often will you post (your minimum)?** \_\_\_\_\_

**How will you post? Phone Computer Other** \_\_\_\_\_

**When will you post? (Think about your intended audience. What are their prime times on social media?)**  
\_\_\_\_\_

**If you get negative comments, how will you deal with them?** \_\_\_\_\_  
\_\_\_\_\_

**How quickly will you respond if someone replies or comments back to you?(within what amount of time)**  
\_\_\_\_\_

**What are you expectations/goals you hope to reach by sticking to this plan?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# before

How many followers/fans do you have? \_\_\_\_\_

How many people do you follow? \_\_\_\_\_

How many times a day do you post? \_\_\_\_\_

How often do you interact with others? \_\_\_\_\_

What time of day do you post most often? \_\_\_\_\_

Are your posts focused? \_\_\_\_\_

Do you think about your audience? \_\_\_\_\_

# after

\_\_\_\_\_ How many followers/fans do you have?

\_\_\_\_\_ How many people do you follow?

\_\_\_\_\_ How many times a day do you post?

\_\_\_\_\_ How often do you interact with others?

\_\_\_\_\_ What time of day do you post most often?

\_\_\_\_\_ Are your posts focused?

\_\_\_\_\_ Do you think about your audience?

Please reflect on and evaluate how your social media plan went. Use the following bullet points as a guideline. Reflections need to be at least one page double spaced, size 10 or 12 times font.

- How well did you stick to the plan you developed? Did you post on time, less or more, and why? \* Must answer this one.
- Looking back on your expectations, how did the two weeks go compared to how you thought it would go?
- How did your focus go? Was it easy to stick to, why or why not? What did you learn about ratios of posts being on your focus and off focus? If posts did not have to do with your focus, why were they not?
- Did you pick up any new followers? If so, why do you think?
- What did you learn about spammy people?
- Was it easy to respond to people and posts?
- What was your post that received the most response? Why do you think that is?
- What is a post that received no response? Why do you think that is?
- Has your view of social media changed, why or why not?
- How will you continue to use your plan in the future?
- What changes will you make to your social media plan?
- What are your goals for your own social media use in the future?

Please feel free to talk or ask questions about anything else concerning this assignment, or ask any questions you may have.



# social media plan evaluation

## Social Media Class: Twitter expectations this semester

**This semester you will be tweeting from an open account on a regular basis. There will be some basic requirements with tweets. Feel free to go beyond these minimum requirements.**

First, you need to create an account if you haven't already. When you create your username, be smart about it. You don't want anything too long or a name that is hard to take seriously. Best to stick as close to your name as possible.

Next you will need to follow this class @FHNsocialmedia. May be a smart idea to get updates from this account sent to your phone.

Minimum requirements for the semester:

- Tweet twice a day.
  - One of those tweets must contain the tag #FHNsm
  - One of those tweets must be a RT, mention, or critique
- Reply to a classmate's tweet once a day.
- Use the class tag #FHNsm when relevant to class.
- Favorite ("star") tweets in your feed that you think are worth being highlighted.
- Follow class established etiquette.

## How your Twitter use will be graded.

Tweets will be monitored by the teacher. There is always the possibility of discussions via Twitter continuing in the classroom, or tweets being highlighted in class.

You are responsible for keeping track of your tweets through out the week, and every other Friday a reflection paper will be due covering the progress of the previous two weeks.

Requirements for each reflection:

- Copy your top three tweets that received the most response. Reflect on why those tweets were responded to? What do you think was strong about these tweets?
- Copy your three weakest tweets, or three that did not receive any response. Reflect on these and why they didn't receive a response?
- Who were the new followers you received the past two weeks? How do you think they found you on Twitter? Who is credible sources? And who did you follow back and why?
- What new followers did you discover the oast two weeks? What made you want to follow them?
- What did you do well these past two weeks?
- What are you going to try to improve on the next two weeks?
- Any questions or other comments you have about social media?

Reflections need to be a minimum of one page. Be thoughtful in your responses and how well you critique yourself.



# social influence



Believe it or not, if you are on social media, you have influence. Pretty cool. There are tools out there to help you measure how influential online you are, and what or who is influencing you the most. We will be using STLindex and Klout to measure that influence over the course of a semester.

**stlindex.com**

@stlindex



**klout.com**

@klout

- Helps you understand your influence in StL.
- Ranks the top StL influencers and also gives you a score. The closer to 0.0 the better.
  - Ways to help increase your STL: Tweets that mention St. Louis; how often you tweet; others RTs, @mentions, @replies of your posts or vice versa; sharing links; your followers and following.
  - Ways to not gain influence in StL: Not being in StL long term; spam; using St. Louis Landmarks as your icon; having @iheartstlindex as your username; excessive mentioning of top influencers to raise your STL; threats; bribes; Cubs fans.
- Scores are updated every night.
- Founded in January 2010.
- Leaderboard shows your ranking and the people around you.
- Top 100 board shows the top 100 STL Twitter users in St. Louis.
- Helps you understand your influence on others.
- Helps you learn more about the people in your network and new people to connect with.
- Helps you discover new opportunities.
- Influence is measured on a scale of 1-100.
- Influence is measured by your ability to drive action in social networks by measuring: Twitter retweets and mentions; Facebook comments, wall posts and likes; LinkedIn comments and likes; Foursquare tips and to-dos; Google + comments, reshares, and +1.
- Klout finds your most influential topics and puts them in your profile.
- Orange +K buttons can be found on websites, and giving those +K shows that person has influenced you.
- Klout also has topic pages you can go to and see who the most influential people are on that topic. This is a way to find new people to follow.

---

Why do we care what our influence is? Think about it in terms of your future. Look at some of the biggest influencers in our city and on Klout. Think about it: You are connected to someone online who is a manager of a business, and you talk to this person online and have a relationship with them. They tweet out about a scholarship, internship, or even better, a career opportunity. What does that mean for you? 1. You know about the opportunity. 2. The person knows you already. You are in control of your online image and message, this is one way to monitor that image and put yourself out there.



Directions: You are going to record your dashboard statistics at the start of the class. Towards the end of the semester you will again record your dashboard statistics. Then you will compare and analyze the changes that have occurred through out this social media class.

**Date:**

**Date:**

**STLi score:**

**STLi score:**

**#of tweets:**

**#of tweets:**

**following:**

**following:**

**followers:**

**followers:**

**listed:**

**listed:**

**Current rank of:**

**Current rank of:**

***RECENT STATS***

***RECENT STATS***

**Follower/following ratio:**

**Follower/following ratio:**

**Avg. tweets/day:**

**Avg. tweets/day:**

**Avg. @replies/day:**

**Avg. @replies/day:**

**Avg. RTs/day:**

**Avg. RTs/day:**

**Avg. @mentions/day:**

**Avg. @mentions/day:**

**Tweets w/links:**

**Tweets w/links:**

**Tweets that are replies:**

**Tweets that are replies:**

**Tweets that are RTs:**

**Tweets that are RTs:**

**Activity:**

**Activity:**

**To be answered at the end of the semester:** How has your influence on social media changed over the course of the semester? How do the changes you see on Stlindex compare with the changes you see on Klout? What are major differences? How are you going to use this information to continue your growth and influence online? Knowing your influence was being measured, how did this impact what you decided to post, and who you decided to respond to?



Directions: You are going to record your dashboard statistics at the start of the class. Towards the end of the semester you will again record your dashboard statistics. Then you will compare and analyze the changes that have occurred through out this social media class.

**Date:**

**Date:**

**Klout score:**

**Klout score:**

**90 day activity: (Pick two social media venues to record)**

**90 day activity: (Pick two social media venues to record)**

**SM1:**

**SM1:**

**SM2:**

**SM2:**

**Your true reach:**

**Your true reach:**

**Your amplification:**

**Your amplification:**

**Your network impact:**

**Your network impact:**

**What are your topics and level of influence?**

**What are your topics and level of influence?**

**What is your Klout style?**

**What is your Klout style?**

# Y U no use good grammar?

With the growth of text messaging and social media, correct punctuation and grammar have taken a back seat to a new language like LOL, gtg, btw... Capitalization and other grammar conventions are sometimes lost in the haste of typing a post on a phone. Take a look at the examples below.

## Example 1:

here in norway its just trees and mountains... but  
italy seem so beautiful! how can you hate it? :O  
In reply to

44m  
hahaha, i'm not sure, but I actually think that the  
song came on at the end... not sure tho, I was to busy crying :3  
In reply to Nicola

46m  
really? I hate it here! :( Really? italy sounds like an  
awesome place to live! :D x  
In reply to

49m  
idk really know. lol. i concentrated about the  
movie :)  
In reply to Nicola

52m  
nana,then i'm glad i'm not the  
only one. but the weird thing is that I never cry when i should be  
crying. x)  
In reply to

1h  
happy birthday love. should really  
tweet you a happy birthday! :)

What is your first reaction to this user? How does their use of grammar influence your opinion of their credibility?

## Example 2:

2h  
That is indeed zen, then.  
In reply to

2h  
That looks kind of zen!  
In reply to

4h  
I hope The Hunger Games makes tons of money this weekend, and  
they use it to buy tripods for the sequels.

22 Mar  
Love em!  
In reply to

21 Mar  
The closest thing I buy daily is coffee, 3 days a week. (I  
make it myself the other days).  
In reply to

What is your first reaction to this user? How does their use of grammar influence your opinion of their credibility?

## **How is your grammar and punctuation online?**

Directions: It is now time to take this information and apply it to your social media accounts. Look at at least two of your social media accounts. First explain how you write posts. Do you shorten words, punctuate, capitalize? If a stranger took a look at your account, what would they think about you as a source? Does that match how you want to be perceived? If you are going to make changes, what will you do in the future to increase your credibility? Analyze your accounts and perceived credibility in at least one page double spaced reflection.

Writing concisely for social media.  
Teacher guide

Topics of discussion:

- When writing online, it is still important to cite references, sources, and where you find articles, videos, pictures, etc...
- It is social media etiquette to give a shout out or mention to people who write the articles or helped you.
- It is important to leave room for response or reply.
- When posting links, use a shortener like bit.ly, tinyurl, goo.gl.
- It is important to be aware of your audience and the restrictions of the social media site you use.

TWITTER

- Link the content
- Give credit to where you found the article, video etc... and who wrote or published it, preferably with an @mention
- Use a link shortener
- Keep it short and sweet, but still engage the readers
- Leave room for a RT when possible

FACEBOOK

- Link content
- Give credit to where you found the article or content and who wrote or published it
- Have more room but should still only be 1-3 sentences.
- Encourage engagement, like ask a question at the end to encourage comments.

BLOG

- Link content
- Give credit to where you found or who wrote it
- Organize your writing into paragraphs
- Encourage engagement with comments
- Keep the writing focused and not too length. 200 words might be a good average point.
- In a blog you can express your opinion
- Summarize the content for the reader

Before students try on their own, look at Twitter, Facebook and a blog for examples.

Read the following articles:

- <http://twittertoolsbook.com/how-to-improve-your-writing-skills-with-twitter/>
- [http://www.cbsnews.com/8301-501465\\_162-57403323-501465/the-hunger-games-marketing-team-turns-to-social-media/](http://www.cbsnews.com/8301-501465_162-57403323-501465/the-hunger-games-marketing-team-turns-to-social-media/)

After reading the first article, come up with a tweet, FB post and blog option as a class.

After reading the second article, have students pair up and create tweet, FB post and a blog for the article.

When groups are finished, have them share out, write on the board, what they came up with while giving them feedback on their writing for social media.

## Social Media Requires Concise Writing

Directions: You will read the following article. After you read the article, you will construct a post for Twitter, Facebook, and a blog to summarize the article. Each of these sites either have character limits, or if you write too long you will lose the reader.

Article: <http://mashable.com/2012/03/23/facebook-responds-employers-passwords/>

Twitter post: (remember always have to credit where you found the article and use a link shortner to post link in the tweet as well while staying under a 140 character count.

Facebook post: Same concepts as Twitter apply, but you have more length.

Blog Entry: Obviously with a blog entry you will have more space, but it does require more organization than a tweet or status with paragraphs.

When you are done with this assignment, save it to your account and email it to the teacher.

*Evaluate sources to determine fairness, balance, and credibility: Kony 2012*

**Teacher notes:**

With the presence of social media it is important for students to learn that just because it is on Facebook or Twitter doesn't mean that it is true or the whole story is shown. Students have to think critically about everything they see and read, so they can form their own opinions. That is the goal of this lesson: students will think critically about a campaign and after researching both sides, they will make their own decision on the topic. There is no right or wrong choice here, but rather students make an informed decision.

1. The teacher will go over how advertisements and campaigns appeal to a person's emotion, logic and ethics. The teacher will show examples from each category.

2. The teacher will introduce the Kony 2012 campaign. This video reached 100 million views in 6 days due to how it exploded on social media. Could be considered the most viral video to date. The teacher will then show students the original Kony 2012 video: <http://www.youtube.com/watch?v=Y4MnpzG5Sqc> .

3. After the video student will write down their reaction to the video, and fill out a graphic organizer citing the specific appeals made and the scenes in the video that stuck out to them the most.

4. The teacher will have students share out what they liked about the video and questions they may have. Ask students if they would support the campaign based on this video.

5. Show the online article and video from Mashable hinting at another side to the story and how social media influenced the rise of this video: <http://mashable.com/2012/03/16/kony-2012-pew-study/>

6. Ask students what questions they have now about the Kony campaign.

7. Students will now move onto the assessment part of the assignment by researching the other side to this campaign and settle on a decision for themselves.



Kony 2012 documentary video launched on March 5, 2012. According to Visable Measures, Kony 2012 reached 100 million views in 6 days. The fastest video to reach that number. There must have been reasons why this video went viral so fast. As we watch the video, fill out the graphic organizer below. Pay attention to the types of appeal the video contains and the specific places those are presented.

**Emotional appeal with specific examples from the video:**

**Logical appeal with specific examples from the video:**

**Ethical appeal with specific examples from the video:**

**Questions you have about the campaign:**

**What is your intial reaction to this video? Would you promote it online? Would you support it and donate to the cause? Why?**

## There are two stories to every side

**Directions:** You have seen one side of the Kony 2012. This was the first side widely seen by online users. It is important to understand techniques advertised and campaigns use to win you over. It is important for you to know both sides of a story, so you can make an informed decision. With social media, you are xposed to a lot of information, and it is up to you to determine what to believe and what to not believe. Anyone can post online, and it is important to research and understand a topic before deciding what to believe or promote yourself.

For the second half of this assignment, you will research the opposing side to the Kony campaign. Use the graphic organizer below to organize the information. After researching both sides, you will have to make a decision on whether you support this campaign or think it is a scam.



Must write down sources as you go.



After you have researched a topic, you should form your own opinion about the topic. This will be a two part reflection. Ideas should be presented clearly and organized.

Part 1: Take a stance on the Kony issue. After researching both sides, do you support the Kony 2012 campaign or not? Why? Use specific information you have found through your research to back up your opinion. There is no right or wrong answer here. You are required to make an educated decision and know both sides before making a decision.

Part 2: How did social media play a role in this campaign? What did you learn about campaigns online and the power of social media? How will you react to campaigns like Kony 2012 in the future? Or when you are presented with information online or in social media? How will you decide what to promote through social media in the future?

## **How are companies and advertisers using social media to promote products and services?**

After looking at the Old Spice campaign at <http://goo.gl/J58AK>, you will research an ad campaign of your choice. You will make compile your information into a presentation for the class.

Choices of campaigns to follow:

- Hank and John Green: These brothers started recording daily videos to each other that have since turned into a nerd fighters movement. Them being self proclaimed nerds have banned together with other self-proclaimed nerds. John is an author of well known books like *Looking for Alaska* and *The Fault in Our Stars*.
- The 2012 Super Bowl commercial leak of the Ferris Bueller parody commercial.
- American Airlines launched a thirty day Twitter promotion; #deal30
- Virgin Mobile launched an entire campaign based on a fake celebrity couple that they created.
- Balsams Resort created a social experience where it invited social media users to live at the resort and extended period of time and post about their life on the resort.
- KFC revamped and online scholarship from an application to a tweet.
- Starbucks has launched several successful online campaigns.
- Pitch me an idea.

### **Requirements for the project:**

- Give a history of the campaign.
- Give examples from the campaign.
- Describe how social media was used.
- Explain how the campaign was successful or unsuccessful.
- Present findings to the class.



## First Amendment and Online Speech

Directions: Pick one of the following court cases and follow instructions. When you turn the assignment in, turn in this page, your notes and the final typed evaluation.

Choices:

- Florida student Katherine Evans created a Facebook group called “Ms. Sarah Phelps is the worst teacher I’ve ever met!”
- Philadelphia teacher, Natalie Munroe, suspended for blog post about students.
- Kara Kowalski posted comments about another students on Myspace on her home computer and was suspended.

A: Research and take notes on your own piece of paper on the case. You must record 5 sites that you go to for information.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B: After taking notes and having a good understanding of the course, you will write a one page minimum double spaced paper. The first section of the paper should be a summary of the case and events that happened and any outcomes that came from the case. The second part (should be the majority of you paper) will be your evaluation of the situation. Connect what was discussed in class to the case you researched. Do you agree with the punishment of the person involved in the case? Do you agree with any legal outcomes in the case? If there was no legal outcome, how should the court decide this case?

# what is your real life social network?

Directions: After going through The Real Life Social Network presentation by Paul Adams, you are going to break down your social network using the space below like described in the presentation. When you are done, reflect on your groups and how they translate to real life, relationships you wouldn't normally have if not for social media, and your online identity and is it what you want it to be? Who are your biggest influencers? How do you see online relationships and communication influencing your future? After the presentation, what are your views on the differences between ethics and the law (what people can legally post).

