

Lesson Title: Social Media for Social Activism, adapted from tolerance.org

Grade: 6/7

Lesson Time: 60 minutes

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| <p>Core Competencies:</p> <ul style="list-style-type: none">• Social Responsibility: I can analyze complex social issues from multiple perspectives.• Critical Thinking: I can explore and engage with materials and sources. | <p>Big Idea:</p> <ul style="list-style-type: none">• Media sources can both positively and negatively affect our understanding of important events and issues. |
| <p>Curricular Competencies:</p> <ul style="list-style-type: none">• Apply criteria to evaluate information and information sources• Identify what creators of accounts, narratives, maps or text have determined is significant. | <p>Content : (What will students know and understand)</p> <ul style="list-style-type: none">• origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas |
| <p><u>Students will be able to:</u></p> <ul style="list-style-type: none">• Explore reasons for engaging in digital activism• Understand that there are different ways to engage in social activism online• Analyze and evaluate pros and cons of digital activism <p><u>Essential questions:</u></p> <ul style="list-style-type: none">• How can people use technology and social media as tools for social activism?• What are possible benefits of online social activism, and what are its possible limitations or negative effects? | |

Materials & Technologies:

- Laptop/computer/device
- Where I stand prompts
- <https://www.nytimes.com/2014/12/21/style/millennials-and-the-age-of-tumblr-activism.html>

Lesson:

Self-reflection:

Have the student do a silent write on the following questions:

- ✓ What is activism?
- ✓ What are different ways people can engage in activism around a social cause or world issue using technology? (Technology can include anything from the internet to cell phones to social media sites and more.)
- ✓ How can technology be used as a tool for activism? (Note: Encourage students to include specific examples when they can.) Students will list their ideas.

Student shares their thoughts with a family member if possible.

Activity #1:

- ✓ Student silently reads the following article, making thinking notes while reading:
<https://www.nytimes.com/2014/12/21/style/millennials-and-the-age-of-tumblr-activism.html>

Timeline

10 mins

**Thinking notes could be: highlights, underlines or symbols made on the text or on a piece of paper that document student thinking during reading. Agreements, disagreements, questions, main idea, etc...

Activity #2:

- ✓ Student reads the following *Where I Stand* prompts. On a piece of paper, student writes down whether they **agree**, **disagree**, or are **undecided** about the statement.

Where I Stand Prompts

1. Social media (example, facebook, Instagram, twitter) can be a powerful tool to create positive social change.
2. It is more meaningful to take social action offline (in real life) than it is to engage in social action online.
3. Young people today are more interested in social justice issues than young people 20+ years ago because of social media and technology.
4. Sharing a hashtag or article related to a social issue is not social activism.

- ✓ If possible share your answers with a family member. Be sure to mention whether any of your answers have changed after the conversation.

Exit Card:

- ✓ Students answer the following question on a piece of paper:

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| What social issues do you feel passionately about and would want to engage in online and/or offline? Why? | |
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Extensions:

- Create a digital social activism visual that could be used on social media. (If you agree with statement 1, if you disagree make a visual saying explaining why).
- Take action on your social issue you care about and see what can be done in your community to help!