



WEBER READS

2024 COMMUNITY READING PROGRAM

READ.

THINK.

VOTE.

READ. THINK. VOTE.

2024 LESSON PLANS

Escaping Misinformation

How My Vote Counts

PBS Learning Media Lessons

Presidents Are People

Social Media

Escaping Misinformation

(Adapted from Center for Civic Education)

Suggested Grade Level(s) Grades 7–12

Time Required: One-day lesson, plus one summative assessment

Utah State Standards:

- U.S. Government/Citizenship Standard 2.1, 2.2, 2.3
- English Language Arts Standard 7–12.SL.1, 2, 3
- English Language Arts Standard 7–12.R.13
- Library Media Standards 6–12.Strand 8
- Science Standards Obtaining, Evaluating, and Communicating Information

Lesson Objective(s)

- Examine media literacy strategies.
- Determine the credibility of various sources.
- Identify factors that make a source reliable.
- Demonstrate understanding of media literacy skills by evaluating what makes a source reliable through the escape room activity.

Compelling Question

- Should I believe everything I see and hear online?
- What strategies will help me recognize misinformation?

Texts / Materials

- See, Think, Wonder (graphic organizer)
- *Flying Penguins*—BBC (video)
- *The Making of Penguins April Fool*—BBC (video)
- Escape Misinformation (slide deck)
https://docs.google.com/presentation/d/1Pnk_BpcHEGQTNJmb7W7M4COk0pGhcxx51-DSsndlqt4/edit#slide=id.p2
- Practice Your Escape (organizer)
- Article choices:
 - “Advancing Climate Solutions”
<https://corporate.exxonmobil.com/sustainability-and-reports/advancing-climate-solutions#Aboutthereport>
 - “Handiwork of Good Health”
https://www.health.harvard.edu/newsletter_article/The_handiwork_of_good_health#:~:text=Soap%20and%20water%20don't,removing%20them%20from%20your%20hands.&text=In%20fact%2C%20if%20your%20hands,reduce%20alcohol's%20germ-killing%20power.
 - “Help Save the Pacific Northwest Tree Octopus”
<https://zapatopi.net/treeoctopus/>

Lesson Plan

Consider the sheer volume of information adults and children are exposed to daily, from news and entertainment outlets to social media, texts, and memes. Everyone could benefit from a set of skills and strategies to employ when engaging with each piece of media. Even our youngest media consumers need a toolkit they can turn to when evaluating if a source is reliable. Teaching media literacy can help combat misinformation and empower students. Student agency is supported when they gain confidence in media literacy, as this knowledge encourages them to ask relevant questions, make sound judgments based on evidence and facts, and become a wise media consumer. As an added benefit, by facilitating students' knowledge and application of media literacy skills, teachers help strengthen our citizenry and our American democracy.

In this lesson, students will discover media literacy strategies and determine the credibility of various sources as they apply their newly acquired skills to identify factors that make a source reliable as they participate in an escape-room activity. With media literacy tools, students can critically engage with the information they consume and lift up their voices as active and informed citizens.

Engage: Activate Prior Knowledge Culturally Responsive Supports

1. Ask students to share from what sources they get their news and daily information. For example, where do you get a weather report? How do you find out if school is closed due to a snowstorm? Where would you find out the results of the presidential election?
2. Record student responses on an anchor chart.
3. Tell students that today's activities will begin with a short video clip about a recent discovery that has been reported by the BBC (British Broadcasting Corporation), which is generally considered a reliable source for news.
4. As students watch, they will note their observations using the See, Think, Wonder graphic organizer.
5. At conclusion of the video clip, allow students to share what they recorded.
6. Ask students if they feel the BBC video clip was reliable or trustworthy and solicit a few reasons for their opinion.

Explore: Guided/Open Inquiry

1. Introduce the compelling question: Should I believe everything I see and hear online?
2. Ask students to share their thoughts on the compelling question, capturing student responses on a T-chart.
3. Tell students we will now revisit the flying penguins and play the *The Making of Penguins April Fool* video.
4. Allow for brief follow-up discussion about the reveal video.

Explain: Discuss and Share Culturally Responsive Supports

1. Facilitate a class discussion by asking the following questions:

- Why do you need to be sure that what you are seeing, hearing, or reading is reliable, truthful, and trustworthy?
 - How can you check that images, videos, and articles are accurate and reliable?
 - What can you do to check the facts?
2. Tell the class that today we will examine ways to ensure the news articles, videos, and websites we use are reliable and trustworthy.

Elaborate: Apply New Learning

1. Tell the class that we are now exploring strategies to identify misinformation and misleading information.
2. Display the Escape Misinformation slide deck. For this Elaborate portion of the lesson, you will use slides 1–11.
3. Tell students that to investigate we will ask questions about the information we are consuming.
4. In slide two, provide an overview of each step that will be examined and each question we ask as we work to escape misinformation.
5. In slide three, discuss why it is important to consider the source of the information. Revisit the anchor chart from the beginning of the lesson where students share the sources of their news and daily information. Explain that some sources are more reliable and trustworthy than others.
6. In slide four, ask students why the intended audience matters in what kind of news and information is reported. For example, the audience for the *Highlights* magazine is children.
7. In slide five, discuss why the date of the publication should be reviewed. Additionally, discuss the format of the presentation: in other words, how is it being shared? For example, which is likely to be more reliable—a meme on social media or a newspaper article? It is important to note that not all newspapers are necessarily reliable, and that is why we need to be detectives and investigate various details about the information being shared.
8. In slide six, explain why you need to fact-check. For example, if you wanted to confirm the amount of snowfall, where might you find that data?
9. In slide seven, discuss why it is important to corroborate information. For example, we can verify the context of the *New York Times* article against the *National Public Radio* (NPR) article about Justice Jackson’s swearing in ceremony.
10. In slide eight, discuss the need to consider why the news article or information was created. We need to consider its purpose.
11. In slide nine, play *5 Ways to Spot Fake News* as a quick summary, if time allows.
12. In slide 10, tell students that our strategies can be unscrambled to spell out “ESCAPE.”
13. In slide 11, students apply their ESCAPE skills using the Practice Your Escape organizer and by examining one of the three articles:
 - “Advancing Climate Solutions”
 - “Handiwork of Good Health”
 - “Help Save the Pacific Northwest Tree Octopus”

14. Circulate around the room, encouraging each group, observing progress, and redirecting as needed.
15. Return class to full-group format to briefly discuss key discoveries with each article.

Evaluate: Assess and Authentically Engage Culturally Responsive Supports

1. Continue the Escape Misinformation slide deck, starting on slide 12.
2. Tell students that they will need to use their media literacy skills in our escape room activity.
3. Display slides 13–18, pausing for students to examine each news headline and source. Encourage students to apply the ESCAPE skills.
4. As you display each slide, students will determine if the source is reliable. Tell students to place a T for trustworthy or a M for misinformation in the corresponding box at the bottom of the Practice Your Escape organizer. Alternatively, students could move to one side of the room if T is their choice or to the other side of the room if M is their choice.
5. Display slide 19 and congratulate your students on demonstrating the skills and knowledge of media literacy scholars!
6. In slide 20, revisit the compelling question: Should I believe everything I see and hear online? Conduct another informal poll to determine if student opinion has changed since the compelling question was first introduced at the start of this lesson.
7. Facilitate a brief discussion about why it is important for media consumers to test the reliability and trustworthiness of the information they see and hear. Discussion questions may include:
 - What role do you play in consuming and creating media content?
 - Does everyone have a responsibility to check the reliability of sources and stories?
 - What should you do if you find a news article or other media source that is not reliable?

See, Think, Wonder Chart

What do you SEE? 👁️	What do you THINK about this topic? 🤔	What do you WONDER about this topic? ❓

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Practice Your Escape Chart

Directions: Apply the ESCAPE strategy as you investigate your assigned article to determine if it is trustworthy. Capture notes from your investigation in the space provided.

Article Topic:

E	Evidence: Can you confirm the facts are true?	
S	Source: Who produced it & are they trustworthy?	
C	Context: Can you verify it with another trusted source?	
A	Audience: Who is supposed to see, hear, or read it?	
P	Purpose: Why was it created?	
E	Execution: How & when was it presented?	

Determine if the source is reliable. In the box, put a T for trustworthy or a M for misinformation.

1.	2.	3.	4.	5.
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How My Vote Counts
Elementary Grades Lesson Plan
Cathy J. Morton, Weber Reads

Summary: Students will learn what it means to be a citizen, about the rights and responsibilities that are part of citizenship, and how to be an informed voter.

Objectives:

Students will learn the definition of the following: citizen, rights, responsibilities, voting

Students will use drawing, speaking, dictating, and writing to describe an event, talk about a topic, or share an opinion.

Context:

Using the text *How My Vote Counts* from the Weber Reads donation to the school, teachers can lead discussions to help students understand the vocabulary and concepts around voting. Discussions and projects will be more elaborate depending on grade-level abilities and expectations.

Materials:

How My Vote Counts by Jennifer Kaul

Art materials for student creations—paper, crayons, glue sticks, scissors, markers, etc.

Class graph to visualize and analyze results of class vote

Time Span:

5 Social Studies class sessions of 30–45 minutes each for older students. The discussions for younger students could be held during whole group learning time; the projects could be created after the discussion or during center time.

Procedures:

Using *How My Vote Counts* the teacher will lead the class in discussing the following:

Day 1: What is a citizen? Read and discuss pp. 4–5.

Day 2: U.S. Citizenship, pp. 6–7

Day 3: What is a right?, pp. 8–9

Day 4: What is a responsibility?, pp. 10–11

On Day 5: watch a video about voting.

K–1 Sesame Street with Steve Carrell about voting for snack

2–3 PBS.org: PBS Kids Let's Vote

4–6 Kids Academy: Voting for Kids/ Why Voting is Important

To help students synthesize their understanding of the above vocabulary and concepts, they'll create a product each day to be displayed when completed.

- Day 1: Create a class logo, flag, mascot banner, etc. that represents being a **citizen** of the class.
- Day 2: Work together as a class to create a large United States flag. Display individual works created yesterday around the flag.
- Day 3: Design your own ultimate playground where you have the freedom and power to do what you want to do. Have each student make a map of the playground with a key and illustrations so students can share what they have imagined.
- Day 4: Discuss safety, economic, and environmental issues that would impact the creation of the playground. For example, if a student wants to have swings on the playground, their placement would need to be carefully considered to prevent accidents and injuries. If you had bumper cars, what would the liabilities for the group be? If you had a free art area, who would be in charge of cleaning up? What about disposal of paint, scraps, glue, etc.?
- Day 5: Vote on the playground that would be the best for the entire school. Once you've narrowed it down to two or three choices, use a class graph to make a final vote. Discuss and analyze why students think the vote turned out the way it did.

Rationale: This lesson will help students begin to see the fairness and responsibility that comes along with voting. They'll explore what it means to be a citizen while learning about the rights and responsibilities that come along with citizenship.

Resources:

Kaul, Jennifer. *How my Vote Counts*. New York: DK Publishing, 2023
www.pbs.org
www.kidsacademy.mobi
www.icivics.org

PBS Learning Media Lessons
<https://utah.pbslearningmedia.org/>

The Power of Propaganda in World War II (Interactive Lesson)
<https://utah.pbslearningmedia.org/resource/imwwii-soc-propaganda/the-power-of-propaganda-in-world-war-ii/>

Suggested Grade Level(s) Grades 6–12

Time Required: Fourteen interactive lessons, plus one summative assessment

Utah State Standards:

- English Language Arts Standard 6–12.SL.1, 2, 3
- English Language Arts Standard 6–12.R.13
- Library Media Standards 6-12. Strand 8
- U.S. Government/Citizenship Standard 2.1, 2.2, 2.3

Lesson Objective(s)

- Understand the varied ways in which propaganda was used to wage total war during World War II.
- Examine and analyze a wide variety of primary sources and media.
- Develop a definition of propaganda and describe the different uses of propaganda during World War II.

Extension(s)

- Note that students may complete the final assignment as an essay, as an oral report, or in a multimedia format. Invite students to share their presentations in class. As an alternative, or in addition, you may want to hold a classroom debate or a mock “trial” (with propaganda as the defendant) on the essential question: To what extent do the benefits of propaganda outweigh the risks (or vice versa)?
- Explore the issues facing African Americans in World War II using the sidebar on page 9 of the lesson (Building National Identity and Unity: United States) to begin the discussion. Provide additional background information as needed (or have students do the research) on topics such as the segregation of the armed forces; Jim Crow laws; the rise of the Ku Klux Klan; the “Double V” campaign, which called for victory over fascism abroad and racism at home; and the harassment of returning Black veterans.
- Have students choose a variety of artifacts from the lesson—such as the German doll dressed in an SA uniform or the WAVES playing cards on page 4—and explain why each artifact might have been effective as propaganda in the context in which it was used. What specific aspects or details of the artifacts strike students as especially impactful, and why? As students share their ideas, identify some common elements of effective propaganda.
- Have students investigate how and why propaganda is used today. What, if any, is its relationship to “fake” news? To advertising? To social media? How does our mass media promote certain causes, attitudes, or beliefs?

Battle Over Bears Ears (Interactive Lesson)

<https://utah.pbslearningmedia.org/resource/battle-over-bears-ears-interactive-lesson/battle-over-bears-ears/>

Suggested Grade Level(s) Grades 9–12

Time Required: Nine interactive lessons, plus one summative assessment

Utah State Standards:

- English Language Arts Standard 6–12.SL.1, 2, 3
- English Language Arts Standard 6–12.R.13
- Library Media Standards 6–12. Strand 8
- U.S. Government/Citizenship Standard 2.1, 2.2, 2.3

Lesson Objective(s)

- Learn about the Bears Ears region through various media and content.
- Understand the evolving issues surrounding this land.
- Reflect and respond to the different viewpoints about the pros and cons of the monument.

Youth Stand Up: A Pilot Program (Interactive Lesson)

<https://utah.pbslearningmedia.org/collection/youth-stand-up/>

Suggested Grade Level(s) Grades 6–12

Time Required: Six interactive lessons, eight young adult exemplar videos, plus one summative assessment

Utah State Standards:

- English Language Arts Standard 6–12.SL.1, 2, 3
- English Language Arts Standard 6–12.R.13
- Library Media Standards 6–12. Strand 2
- Library Media Standards 6–12. Strand 8
- U.S. Government/Citizenship Standard 2.1, 2.2, 2.3

Lesson Objective(s)

- Learn specific skills needed to identify, research, plan, and carry out change.
- Engage and empower emerging student citizens in the process of creating positive change in their communities.

Presidents are People, Too
Elementary Grades Lesson Plan
Cathy J. Morton, Weber Reads

Summary: Students will learn about past presidents of the United States and find out what it takes to be the president.

Objectives:

Students will research facts and anecdotes about former presidents.

Students will use drawing, speaking, dictating, and writing to describe an event, talk about a topic, or share an opinion.

Context:

Using reference books about past presidents, students will research a president to learn facts about their chosen or assigned president. The teacher can make a form to complete, or students can make a poster or presidential trading card to present the information.

Materials: classroom writing and art materials

Reference material about presidents, such as items in the WC library's children's section,
call # J973.099

Grover Cleveland, Again! by Ken Burns

Our Country's Presidents: A Complete Encyclopedia of the U.S. Presidency by Ann Bausum

<https://kids.nationalgeographic.com/history/topic/us-presidents>

[Presidents of the United States at a glance - Kids | Britannica Kids | Homework Help](#)

Time Span:

4–5 Social studies class sessions: time varies depending on students' ages and attention spans.

1. Introduce reference materials and project objectives.
 - a. Read *The Next President* by Kate Messner to students (teacher may read the entire book or parts, depending on grade level/interest of students) and/or read or tell the story of the introduction note from Ken Burns in *Grover Cleveland, Again!* to pique students' interest in finding out about different presidents.
 - b. Assign or let students choose the president they will be researching.
2. and 3. Provide time and materials for students to research their chosen president.
 - a. Required information:
 - i. President's name (and nickname if there is one)

- ii. Life dates and presidency dates
 - iii. What was happening during their administration—war, economy, etc.
 - iv. Interesting facts or anecdotes
4. and 5. Students present information through a poster, presidential trading card, or report.

Rationale: This lesson will help students see that presidents are real people and have once been children just like them. Researching former presidents will pique students' interest in learning about our government.

Resources:

Burns, Ken. *Grover Cleveland, Again!* New York: Knopf Books for Young Readers, 2016.

Messner, Kate. *The Next President*. San Francisco, CA: Chronicle Books 2020.

A great resource available through the Weber County Library webpage is **Scholastic Teachables**. You can find resources organized by general topic, keyword, or standard. Worksheets, booklets, etc. are organized by subject (Social Studies) as well as grade and reading level. I found an election timeline for students to cut and put in order that would be a great introduction to Read, Write, Vote lessons.

To access this resource, go to the WCL home page. Click on "Research and Learn" (one of the choices on the top of the page.) Then go to "See All Online Resources" and scroll down to "Scholastic Teachables." Have fun browsing through the wealth of teaching aids.

Social Media: Why Can't I Post That? (Adapted from C3 Teachers)

“I do not agree with what you have to say, but I'll defend to the death your right to say it.” -Voltaire

Suggested Grade Level(s) Grades 7–12

Time Required: Eight-day lesson, plus one summative assessment

Utah State Standards:

- English Language Arts Standard 7–12.SL.1, 2, 3
- English Language Arts Standard 7–12.R.13
- Library Media Standards 6–12.Media Engagement, Strand 8

Lesson Objective(s)

- Understand that social media posts can hurt other people and we are responsible for our actions and words.
- Students will be able to revise social media posts so as to limit harmful words, phrases, and language.
- Students will design a public service announcement that encourages positive social media usage.

Supporting Questions

- What is the difference between rights and responsibilities?
- Do we have the right to say anything we want on social media? (Bill Rights)
- What are the benefits associated with posting on social media?
- What are the risks associated with posting on social media?

Texts / Materials

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is the difference between rights and responsibilities?	Do we have the right to say anything we want on social media?	What are the benefits associated with posting on social media?	What are the risks associated with posting on social media?
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Definition of <i>rights</i> from Dictionary.com</p> <p>Source B: Definition of <i>responsibility</i> from Dictionary.com</p> <p>Source C: Information about rights and responsibilities from US Citizenship and Immigration Services</p>	<p>Source A: The Bill of Rights from the Bill of Rights Institute</p> <p>Source B: How Free Speech and Social Media Fit Together</p> <p>Source C: Article from the Administrative Office of the U.S. Courts, "U. S. Courts What Does Free Speech Mean?"</p>	<p>Source A: Blog post from Elizabeth Press at Dell Computers, "The Workplace Benefits of an Active Social Media Life"</p> <p>Source B: Blog post from IG Reviews, "The Positive Effects of Social Media on Teens"</p> <p>Source C: Article from CNN, "The upside of selfies: Social media isn't all bad for kids"</p>	<p>Source A: Article from the <i>Baltimore Sun</i>, "Studies send mixed messages on influence of social media on teens"</p> <p>Source B: Blog post from <i>The Conversation</i>, "Online posting can have very serious consequences"</p> <p>Source C: Article from the <i>Associated Press</i>, "Cyberbullying could be increasing teen suicide rates, study says"</p>

Lesson Plan

This inquiry leads students through an investigation of rights and responsibilities involved when posting to social media. By investigating the lesson question, students evaluate the power of the written word, its effect on others, and civic responsibility toward others. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students understand there are limits to freedom of speech when it adversely affects others. Students create an evidence-based argument about those limits and why they should not post anything they want whenever they want.

In addressing the lesson question, students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is the difference between rights and responsibilities?	Do we have the right to say anything we want on social media?	What are the benefits associated with posting on social media?	What are the risks associated with posting on social media?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a graphic organizer comparing the definitions of rights and responsibilities.	Create an infographic or poster describing rights and limits on speech.	Discuss in a Socratic Circle the benefits of social media.	Write a persuasive paragraph describing why using social media can be harmful.

Staging the Question

In staging the lesson question, teachers may prompt students by asking, “Have you ever said something you wished you could take back?” After students have responded to the question in a journal entry, discuss the responses in class. Students could also create a T-chart listing advantages of speaking to people in person and disadvantages of speaking to people only through writing. The discussion that follows should include both advantages and disadvantages of verbal and written conversations/comments. The topics of discussion should be guided by the student journal entries or T-charts and address such as things as being able to see the reaction of someone, the impact of tone (verbal or written), choice of words, and anonymity and its effect on content and word choice.

Supporting Question 1

The first supporting question—“What is the difference between rights and responsibilities?”—has students create a graphic organizer comparing the definitions of *rights* and *responsibility*. The featured sources for this question introduce the student to the definitions of rights and responsibilities. Students then compare how these terms are used in analyzing rights and responsibilities of citizens.

Source A: [Dictionary.com](https://www.dictionary.com) contains a definition of *rights*. Any dictionary could be substituted.

Source B: [Dictionary.com](https://www.dictionary.com) contains a definition of *responsibility*. Any dictionary could be substituted.

Source C: [US Citizenship and Immigration Services](https://www.dhs.gov) links directly to the Department of Homeland Security. This site highlights the rights and responsibilities of citizens in the United States.

Supporting Question 2

For the second supporting question—“Do we have the right to say anything we want on social media?”—students create an infographic or poster describing rights and limits on speech. In addition to the resources from the previous supporting question, the featured sources provide students with additional materials that allow them to examine the Bill of Rights and additional laws that impact speech.

Source B: The article “How Free Speech and Social Media Fit Together” is lengthy for grade 5 students to read in its entirety. A suggestion for paring down the article is to have students read different sections of the article. For example, this article could be divided into 5 segments: the section on employee-generated content could easily be eliminated for this inquiry. The other reading sections could be divided as such:

- 1) Opening sentence to “Speech” is More than Written or Spoken Words
- 2) “Speech” is More than Written or Spoken Words to What is NOT Protected Speech?
- 3) What is NOT Protected Speech? to How Free Speech and Social Media Fit Together
- 4) Skip Employee-Generated Content
- 5) Begin with Managing Defamatory Speech to the conclusion.

Note: teachers may need to discuss some vocabulary words such as detrimental, chaff, abridging, defamatory, advocating, etc.

Source A: [Bill of Rights Institute](https://www.billofrights.org). This link is the Constitution’s Bill of Rights. This document establishes the foundation for rights of Americans.

Source B: [How Free Speech and Social Media Fit Together](https://www.firstmonday.org/issue/18-2/hawkins/) is an article by attorney Sara F Hawkins describing situations where the 1st Amendment provides protection of speech, and speech that falls outside of the 1st Amendment.

Source C: [U S Courts What Does Free Speech Mean?](https://www.uscourts.gov/what-does-free-speech-mean/) is produced by the Federal Judiciary. This document references the specific laws that impact freedom of speech.

Supporting Question 3

The third supporting question—“What are the benefits associated with posting on social media?”—asks students to discuss in a Socratic Circle the benefits of social media. In addition to the previous featured

sources, the sources for this task highlight the positive impact that social media can have on a teen’s life. The Source B article is a little lengthy, but easy to read. It could easily be divided into sections as with Source B in Supporting Question 2. Students could read their section individually and compare notes and their takeaways.

Source A: [The Workplace Benefits of an Active Social Media Life](#) Use the image or graphic that shows various reasons why social media is used.

Source B: [“The Positive Effects of Social Media on Teens”](#) is an article that describes the positive effect that social media can have on students.

Source C: [“The upside of selfies: Social media isn't all bad for kids”](#) is an article from CNN indicating social media can provide support for students.

Supporting Question 4

For the fourth supporting question—“What are the risks associated with posting on social media?”—students write a persuasive paragraph describing why using social media can be harmful. In addition to the resources from the previous supporting question, the featured sources provide students with additional materials that allow them to evaluate the negative impact of social media. When accessing Newsela articles teachers are asked to join or sign in to read the entire article; however, there is no cost for using Newsela as it is a free resource for teachers. .

Source A: [“Studies send mixed messages on influence of social media on teens”](#) is a *Baltimore Sun* article 6-14-17 adapted by Newsela staff. It warns students of potential negative effects of social media.

Source B: [“Online posting can have very serious consequences”](#) by Thao Nelson, *The Conversation*, adapted by Newsela staff 07/26/2017. This is a cautionary source describing the potential lasting impact of social media posting.

Source C: [“Cyberbullying could be increasing teen suicide rates, study says”](#) by the *Associated Press*, adapted by Newsela staff 11/16/2017 is an article that warns that cyberbullying can be a result of social media use.

Summative Performance Task

At this point in the inquiry, students have examined a variety of articles and infographics about the impact of social media. Students should be expected to demonstrate the breadth of their understandings and their ability to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “Social media, why can’t I post that?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students' arguments will likely vary but could include any of the following:

- *Posting on social media is a right guaranteed to me as a result of the Bill of Rights, but because there are lasting implications of my posts that can help or hurt people, I should be careful of what I post.*
- *Posting on social media is a right that I am guaranteed, so I can post whatever I want.*
- *Social media is a fantastic place that enables me to express my ideas and beliefs.*
- *Social media is the greatest because I can express my ideas to my friends and others quickly and don't have to worry about grammar, punctuation, and all that stuff.*

Extension

- To extend their arguments, teachers may have students create a presentation (visual, electronic) to teach other students ways to be more conscious of what they post on social media in which they show how some social media posts can be hurtful to others and what to do when they see/read hurtful posts on social media.
- Students have the opportunity to take informed action by drawing on their understandings of the implications of social media use.
 - To *understand*, students can describe that posts can hurt other people, and we are responsible for our actions and words.
 - To *assess* the issue, students will be able to revise social media posts so as to limit harmful words, phrases, and language.
 - To *act*, students will design a public service announcement or poster campaign explaining responsible use of social media.