Social Networking Sites: Pros and Cons

Created by: Kathy Carson
Title/Role: Media Specialist
Organization/School Name: Richland One
Location: South Carolina

Grade Level: 8
Type of Lesson: Stand-alone lesson
Type of Schedule: Flexible
Collaboration Continuum: Moderate
Content Area: Educational technology
Content Topic: Internet Safety

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.2 Use prior and background knowledge as context for new learning.
3.1.6 Use information and technology ethically and responsibly.

Dispositions Indicator(s):
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Responsibilities Indicator(s):
3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

Self-Assessment Strategies Indicator(s):
1.4.4 Seek appropriate help when it is needed.
4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

Scenario: The teacher (T) and school librarian (SL) met and planned a research topic so that students can learn to use a research plan. Since our school district has embraced a published Internet safety program, the T and SL decided that students could research the possible positive and negative affects of social networking sites. The teacher begins the unit by discussing various social networking sites in classroom lessons. The SL demonstrates databases where students can research social networking sites in another subsequent lesson. The SL and T meet with students in the media center to teach a research plan so they can effectively research the pros and cons of social networking sites.

Overview: The concept of this lesson is for students to use the Big6 Research model for organized and succinct research completion. This lesson will encourage students to complete appropriate steps of a research plan to ascertain the pros and cons of social networking sites.

Final Product: Using a research model plan, students will show knowledge of research as they move through research on sites and they complete a chart of pros and cons for each site.
Library Lesson: Students will learn how to use strategies of a research plan to support research.

Estimated Lesson Time: 60 minutes

Assessment

Product: Students will complete a research chart that shows pros and cons of social networking sites which include Twitter and Edmodo. The product will be assessed with a rubric created by the teacher to assess three pros and cons for each.

Process: The T introduces the research topic of pros/cons of social networking sites. The SL directs students to the Big6 Research Plan and teaches the process to students. The students are directed to databases in the virtual library and directed to follow the research plan to complete the chart. The T and SL informally assess students by questioning students as they move through the research process.

Student self-questioning: What is my task? What are my sources? Where do I locate the sources? How to I use this information, How do I organize this information? Did I meet my research requirements in my research plan?

Instructional Plan

Resources students will use:
Dataset (ie. lists, tables, databases)
Software

Resources instructor will use:
Projector
Smart board

Instruction/Activities

Direct instruction: The T will facilitate a discussion regarding student's prior knowledge of what social networking is, what different types of social networking sites are available, and questions students about how they feel about the sites. Are they positive or negative for our society? The SL states a hypothetical situation, "Using Facebook, I have stated how I love horses, I ride horses, I own three horses at the Equestrian House. Then I get an onslaught from advertisers with products available for purchasing related to horses. By revealing my interests, advertisers track me as a consumer." The SL asks students, "Is being on a social networking site good or bad for us? Does it affect our privacy?" The SL asks how can we research to find the answers to our inquiries; by using the research model. The SL hands out the Big6 research model and reviews each step: Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation.

Modeling and guided practice: The SL shows a Facebook page that shows advertising, based on stated interests on the posts. The SL reminds students that the first step in the research plan is task definition (researching the pros and cons). The SL then models moving through the rest of the research using the next five steps. The SL also reminds students of Twitter and Edmodo as social networking sites and the same process applies for effective research and evaluation. The T distributes the chart for Twitter and Edmodo Pros and Cons worksheet. The T and SL monitor the students' research processes during the lesson.
Independent practice: Students will research positive and negative affects of social networking sites and take notes on a chart, following the research plan.

Sharing and reflecting: Each student will share one specific example of how a social networking site affects society, either positive or negative.

Have you taught this lesson before: No

Strategies for differentiation: Students will be assisted with reading and writing as necessary by the T.
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<th>CATEGORY</th>
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<th>2</th>
<th>1</th>
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<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
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<td><strong>Content - Accuracy</strong></td>
<td>At least 3 accurate facts are displayed on the poster.</td>
<td>2 accurate facts are displayed on the poster.</td>
<td>1 accurate facts are displayed on the poster.</td>
<td>Less than 3 accurate facts are displayed on the poster.</td>
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<td><strong>Title</strong></td>
<td>Title can be read from 6 ft. away and is quite creative.</td>
<td>Title can be read from 6 ft. away and describes content well.</td>
<td>Title can be read from 4 ft. away and describes the content well.</td>
<td>The title is too small and/or does not describe the content of the poster well.</td>
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<td><strong>Use of Class Time</strong></td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
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