

Social Media & Society (2 class periods)

Lesson Created by Carol LaVallee



Standards / SEL Connections:

LAFS.68.RH.1.2, LAFS.68.RH.2.6, LAFS.68.RH.3.7, LAFS.68.RH.3.8, LAFS.68.RI.2.4, LAFS.68.RI.2.6, LAFS.68.RI.3.7, LAFS.68.RL.1.2, LAFS.68.RL.2.4
SEL- Emotional Regulation, Social Skills, & Public Spirit

Essential Question: Is the impact of social media positive or negative for society?

Objective: Students will understand how social media affects society by incorporating EOD artwork and quotes, along with other educational sources.

Resources:

- EOD Artwork Handouts
- Social Media Quotes Handout (extension activity only)
- Hero or Villain Worksheet
- Magnifying Glasses (if available)
- EOD artwork- *Social Web* by: Kajol Shah, Delhi, India
<https://www.embracingourdifferences.org/gallery/2020-gallery/social-web/2429/?back=gallery>
- EOD artwork- *Alienation* by: Maryana Oliynyk, Lviv College of Civil Engineering, Architecture & Design, Lviv, Ukraine <https://www.embracingourdifferences.org/gallery/2020-gallery/alienation/2402/?back=gallery>
- EOD artwork- *Be a Voice, Not an Echo* by: Mackenzie A., 9th Grade, Saint Kentigern College, Auckland, New Zealand <https://www.embracingourdifferences.org/gallery/2020-gallery/be-a-voice-not-an-echo/2404/?back=gallery>

Before Instruction: Students should understand the concept of how social media works.

Direct Instruction:

Day 1

Slide A-C:

1. Display to the class the artwork *Social Web* by: Kajol Shah, Delhi, India
<https://www.embracingourdifferences.org/gallery/2020-gallery/social-web/2429/?back=gallery> .
Also give a copy of the artwork to each student (with magnifying glasses if available).
2. Ask for volunteers to answer the following questions: *We see a lot of faces, describe one. What object do you see?*
3. Ask students to write a one sentence summary under the artwork. (Teacher can model by writing a sentence of their own.) Have a few students share their sentence with the class, encouraging discussion. (Teacher should remind students that artwork means something different to everyone and there are no right/wrong answers.)

4. Have students study the artwork again, lead a discussion by asking them: *What in the artwork speaks to you? How does it connect to your life?* (Teacher needs to remind students this is a mature conversation.)
5. Continue the discussion with these questions: *In your opinion...What EXACTLY IS social media? Is the impact of social media positive or negative for society? Or both?* (Teacher should write some of the students answers on the board.)

Slide D:

6. Display to the class the artwork *Alienation* by: Maryana Oliynyk, Lviv College of Civil Engineering, Architecture & Design, Lviv, Ukraine <https://www.embracingourdifferences.org/gallery/2020-gallery/alienation/2402/?back=gallery>
7. Give students a colored copy of the artwork *Alienation* and have a discussion answering the following questions:
 - o *What do you see?*
 - o *Why do you think the artists used the colors they did?*
 - o *How is this artwork related to our discussion on social media?* (At this point, teachers may want to talk to guidance and let them be prepared for any students that many need extra support with this part of the lesson).
8. Continue the discussion and ask students to *Write a caption describing what you think might be going on in this artwork.*

Day 2

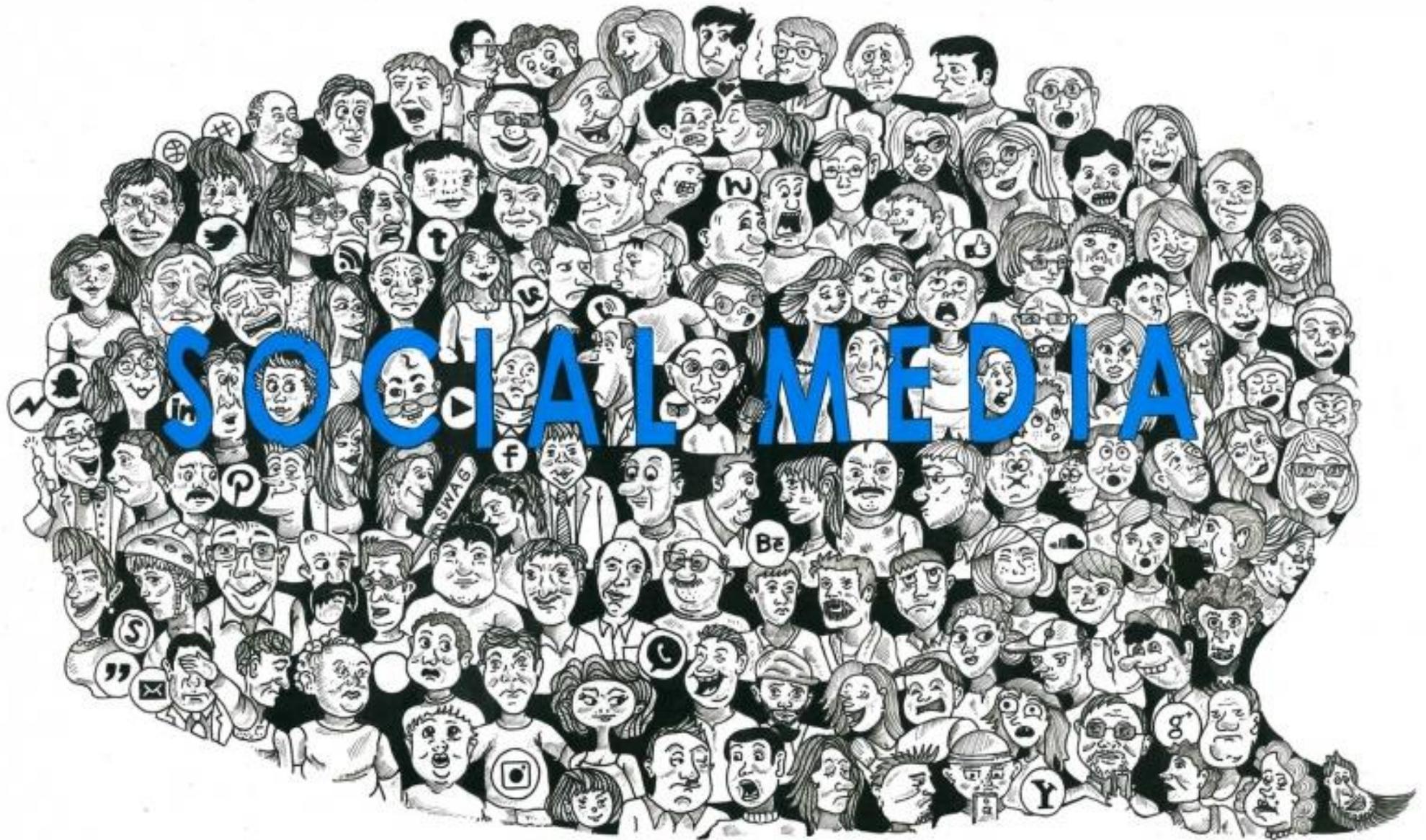
Slide E

9. Display to the class the artwork *Be a Voice, Not an Echo* by: Mackenzie A., 9th Grade, Saint Kentigern College, Auckland, New Zealand <https://www.embracingourdifferences.org/gallery/2020-gallery/be-a-voice-not-an-echo/2404/?back=gallery>
10. Give students a colored copy of the artwork *Be a Voice, Not an Echo* and have a discussion answering the following questions:
 - o *What do you see?*
 - o *Why do you think the artist used the colors she did?*
 - o *How is this artwork related to our discussion on social media?*
11. Continue the discussion and ask students to *Write a caption describing what you think might be going on in this artwork*

ASSESSMENT: Have students complete the *Hero or Villain Worksheet*. After, have a discussion answering the Essential Question: ***Is the impact of social media positive or negative for society?***

Extensions:

- Quote Activity - Put students in to groups of 2-3. Pass out the *Quotes Handout* to each group, have students cut the quotes into three strips. Next have students pair the quotes with the three pieces of artwork discussed in this lesson, one quote per piece. Ask for volunteers to explain to the class why they paired the certain quotes with certain artwork.



Social Web

by: Kajol Shah, Delhi, India



Alienation

by: Maryana Oliynyk, Lviv College of Civil Engineering, Architecture & Design, Lviv, Ukraine
teacher: Alina Mulyk



Be a Voice, Not an Echo by: Mackenzie A., 9th Grade, Saint Kentigern College, Auckland, New Zealand

Social Media Quotes Worksheet

If you are given the choice of "being cool" or "being kind," choose kind.

by: Amanda L., 8th Grade, Sarasota Middle School, Sarasota, Florida
teacher: Laura Segreto

Destroying someone else's sparkle doesn't make you shine brighter.

by: Maddox V., 6th Grade, Pine View School, Osprey, Florida
teacher: Linda Lyons

When you find your voice, use it to be a force for change.

by: Fran Squires, M.Ed., Osprey, Florida