

Name _____

Class _____

Vocabulary for Unit 4: Social Media: Risks and Rewards — LIST 1

Activity 1: In-Context Predictions

Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



1. Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
2. Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute “all” or “complete” for absolute.
3. Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — “all” and “complete” — make sense in this sentence?**
Yes, “complete” works in the example sentence as well.
4. Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother’s no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.

What’s your **prediction**?

My Answer: complete

Correct Definition:

1. Affirm [uh-furm]

The company’s CEO held a news conference to affirm that the company stood behind their employee.



By meeting with the Russian leader, President Bush affirmed his support for the new Russian government.

What’s your **prediction**?

My Answer:

Correct Definition:

2. Beneficial [ben-uh-fish-uhl]

Getting a new basketball court and community center is beneficial to the neighborhood.



Many people feel Kombucha is beneficial for overall health.

What’s your **prediction**?

My Answer:

Correct Definition:

3. Curate [kyoor-eyt]

The editor of the website curates the content, deciding which stories and photos we will share with our audience.



José Manuel curated photos for the art show, choosing from 100 submissions.

What's your **prediction**?

My Answer:

Correct Definition:

4. Depression [dih-presh-uhn]

When Marco lost his job, he slid into a depression that lasted for weeks.



The depression Mara feels sometimes makes it difficult for her to start her day.

What's your **prediction**?

My Answer:

Correct Definition:

5. Diverse [dih-vurs]

Kalin's school is very diverse with over 21 countries and 13 languages represented in the student body.



One of the reasons Tammy loves the club "Empower Us" is because it is full of diverse people and voices.

What's your **prediction**?

My Answer:

Correct Definition:

6. Drawback [draw-bak]

For Kaam, one of the drawbacks to working weekends was not seeing his friends.



The main drawback of taking the cruise was the cost: over \$1000!

What's your **prediction**?

My Answer:

Correct Definition:

7. Majority [muh-jawr-i-tee]

The majority of the music Liam listens to is rock and pop.



While the majority of teens spend most of their time on their phones, Arminda spends her time in the garden.

What's your **prediction**?

My Answer:

Correct Definition:

8. Relevant [rel-uh-vuhnt]

My cousins always go off topic when they disagree, and I struggle to get them to stick to relevant comments.



Ameen only reads news that is relevant to his business.

What's your **prediction**?

My Answer:

Correct Definition:

9. Via [vahy-uh]

The school sent a letter home via the students.



The group reached the castle via boat.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

SET 1: Affirmation Beneficial Curate Depressed

1. The lawmakers worked with members of both parties to pass a ___ law increasing healthcare services for everyone.

2. Talia took tons of pictures at her mother’s birthday party, then ___ the best shots in an Instagram post.

3. Tyrell’s friends noticed that he had spent weeks in the house by himself, so they began to suspect he was ___.

4. Sometimes I feel like no one cares about me, so I really appreciated Mr. Keane’s ___ in class yesterday.

My answer

SET 2: Diverse Drawback Majority Relevant Via

5. Dayo submitted his research paper ___ a link that their teacher emailed them.

6. Jacqueline loves going to the International Farmers Market because of the ___ fruits and vegetables from all over the world.

7. The reporters tried to interview the senator’s friends and family, as well as anyone else who might have ___ information for their story.

8. Yesier loved playing football and running track; the only ___ was having meets or games every weekend.

9. When Lindsey surveyed her class, she found that the ___ of the boys liked pizza better than hamburgers.

My answer



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

SET 1:	Affirm	Beneficial	Curate	Depression
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- Carina couldn't understand why Maggie was acting so strangely. She no longer wanted to hang out or come over, and she seemed to just sleep all the time. Carina was worried for her friend, so she talked to their teacher about the change in Maggie.

Maggie may have _____ because _____.

My Answer	My Reason

- At first, Kamala didn't want to do the "no phone" challenge. She was like, "What am I supposed to do?!" After a few hours, Kamala found herself reading, talking to her mom, and helping to cook dinner. After a few days, Kamala didn't miss her phone much at all.

Kamala found the "no phone" challenge _____ because _____.

My Answer	My Reason

3. “What I told you in private was the truth,” Nadia said. “I’m perfectly willing to say it again in front of everyone.”

Nadia will _____ what she said because _____

My Answer	My Reason

4. Every year the publishers of *The Best American Science Fiction and Fantasy* receive hundreds of short stories from authors who hope to be featured in their collection. The editors read every story and whittle the list down to about 25 stories that they think are truly the year’s best.

The editors _____ stories because _____

My Answer	My Reason

SET 2:	Diversity Drawbacks Majority Relevant Via
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5. It was time for Casey’s appointment. She logged onto her computer and opened an app. Soon her doctor was on the screen starting her exam through the computer. Her doctor asked her some questions and gave her a prescription based on the answers.

Casey saw the doctor _____ telemedicine because _____.

My Answer	My Reason

6. When the city council created the new Public Art Committee, they wanted the membership to represent the city, which was full of people from all over the world. The council wanted to be sure the committee was the same.

The city council wanted _____ because _____.

My Answer	My Reason

7. Hilda loves the color red. She only wears red fingernail polish and lipstick. She owns at least 20 red shirts and 3 pairs of red pants. She owns red Chucks and custom made Nikes. For her birthday, her friends gave her a red headband.

Hilda has a _____ of red things _____.

My Answer	My Reason

8. Dejuan runs the environmental club at school and he’s really strict about staying on topic at meetings. No goofing around on club time — every discussion at meetings has to be about helping our planet!

Discussion at meetings must be _____ because _____.

My Answer	My Reason

9. Bethany loves creating glittery keychains out of resin. They are one of her best-sellers: people love the clear keychains and glitter. The only problem is that resin can cause dangerous fumes and chemical burns. Bethany has to be careful to stay safe while making a fun product.

There are _____ to making resin keychains because _____.

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: By Disadvantage Select Support Sadness Connected Good Various Most

Words	My Answer
1. Affirm	
2. Beneficial	
3. Curate	
4. Depression	
5. Diverse	
6. Drawback	
7. Majority	
8. Relevant	
9. Via	

Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.



1. How could a teen use social media to give affirmation to their friends?

2. What is one thing you can do today that would be beneficial for your health? Explain why.

3. Have you ever curated photos for others to see? How did you decide which photos to include?

4. What would you do if you thought a friend or family member might be suffering from depression?

5. When you think about having a diverse group of friends, what does that mean? Explain.

6. Many teens like to stay up late. What is one drawback of staying up into the early hours of the morning?

7. Name a song you think the majority of your classmates would know. Explain your choice.

8. Which of your classes in school is most relevant to your life? Why?

9. Would you prefer to travel across the country via train or plane? Explain why.

Name _____

Class _____

Related Media Exploration

Status Update: Why Does Social Media Matter to Teens?

PART 1: Prologue (0:00 -3:50) and Questions

DIRECTIONS:

1. Listen to “Prologue,” an excerpt from Episode 573: “Status Update” of the *This American Life* podcast.
2. As you listen, follow along with paragraphs 1-55 below.
3. Stop at 3:50 and answer the questions in the right-hand column.

READING & LISTENING**QUESTIONS****Prologue**

[1] **Ira Glass:** Julia's 13. Jane and Ella are 14. And when they came to our studio for an interview, they did this thing they do all the time when they hang out. They take pictures of themselves. And — no surprise — they post them to Instagram.

[2] **Ira Glass:** There you go.

[3] **Jane:** No, retake it. It's really bad.

[4] **Ella:** Jane, calm down.

[5] **Julia:** It doesn't matter, OK? This is what happens every time.

[6] **Ella:** I'm just gonna post it and we'll see —

[7] **Jane:** We'll see what happens.

[8] **Ella:** — how quickly everything comes in.

[9] **Ira Glass:** So what's your prediction on what's going to happen?

[10] **Ella:** Usually there's at least — usually there's two likes in a minute. But I don't know, because people might not be up yet.

[11] **Jane:** People aren't — there's —

[12] **Ira Glass:** It was 11:00 in the morning on a day with no school, not prime time¹ for posting photos at all. Nighttime is usually when you get the most likes and comments. But, you know, 11:00 AM. A minute passes. No response on the photo they took in the studio. And then?

[13] **Ella:** Oh, wait, three likes.

[14] **Julia:** Oh, three likes.

Paragraphs 1 - 48

A. Write: How would you characterize how the girls are feeling as they wait for likes and comments?

B. Write: Do you wait for comments after posting a picture or a graphic like a meme? Why or why not?

¹ An expression that means the best time or moment for something to happen.

[15] **Jane:** From Ro—

[16] **Ella:** From three people. No one's commented yet. One of these is my best friend. OK, another person liked it. Two people.

[17] **Jane:** Two people. OK, we're getting a lot of likes now.

[18] **Ella:** Three. Another person.

[19] **Jane:** How many likes do we have now?

[20] **Ella:** Six, I think.

[21] **Jane:** OK, we have one, two, three, four, five, six likes in a minute. That's actually good, Ella.

[22] **Ira Glass:** What they're waiting for is not just likes and comments but a specific kind of comment. This is probably not going to be news to any of you who have teenage girls in your lives, but I bet lots of you do not know about this. They want comments from other girls, and they say the wording is pretty much always the same.

[23] **Jane:** Gorgeous. Pretty. Stunning.²

[24] **Ella:** Stunning? Yeah.

[25] **Jane:** You kill it. You're so pretty. So beautiful.

[26] **Ira Glass:** OK, just to be clear, they say this about everybody's selfies, whether or not the selfies are, in fact, stunning or beautiful. This is super-**affirming** language that is applied equally to every girl, universally.³ You've heard of bullying online? This is the opposite.

[27] **Ella:** A lot of people don't just say pretty. You either say like, Pretty, WTF? Gorgeous, WTF? Perfect.

[28] **Julia:** Like all caps sometimes.

[29] **Ella:** Um, some people say, like, model. You can add OMG after anything.

[30] **Jane:** Cutest, like —

[31] **Julia:** Yeah.

[32] **Ella:** Something "-est."

[33] **Ira Glass:** The one word you don't say? "Sexy." They explained you could say "hot," but never "sexy."

[34] **Jane:** They are — there's a different —

[35] **Ella:** They're the same thing, actually.

[36] **Jane:** There's a different connotation⁴ to "sexy" than there is to "hot."

[37] **Ella:** 'Cause, like, it has the word "sex" in it. Sex.

[38] **Julia:** Yeah, I think it's the word.

[39] **Ella:** Like, intercourse.

² **Stunning** (*adjective*): very attractive or beautiful

³ **Universally** (*adverb*): widely known

⁴ **Connotation** (*noun*): different meanings for the same word

[40] **Jane:** Ella!

[GIRLS GIGGLE]

[41] **Ira Glass:** This is not about sex. It's not about boys. It's about girls, and friendship. And it's very repetitive — the same phrases, over and over. I asked them each to pick a selfie that they'd posted and read the comments.

[42] **Jane:** So I have gorgeous, pretty.

[43] **Ella:** You're so pretty, OMG.

[44] **Jane:** So pretty.

[45] **Ella:** This is so pretty, OMG.

[46] **Jane:** Heart eyes. So pretty. Heart eyes. Gorgeous. Gorge.

[47] **Ella:** You're so pretty, bye.

[48] **Jane:** Cutest.

[49] **Ira Glass:** They say their parents don't understand this. Ella's mom has Instagram, so she sees the pictures and the comments.

[50] **Ella:** She's just like, why? Why? Why is everyone doing this? Like, why are 50 people feeling the need to tell you that you're pretty?

[51] **Ira Glass:** Julia's mom? Same thing.

[52] **Julia:** She's like, why? Why are all these people saying, like, oh, you're so perfect? And my dad just thinks it's funny. He's like, why are these people doing this? Like, it doesn't — it's kind of stupid. They think it's, like, stupid.

[53] **Ira Glass:** So what's it about? Well, the answer to that question is complicated, and it involves going deep into an **intricate** language that's going on in the comments. Welcome to WBEZ Chicago. It's *This American Life*. I'm Ira Glass.

[54] Today's program is about status updates of various kinds — the literal kind, like on Instagram. But most of our show today is about the kind of slow changes in status that happen to adults, that happen usually when people get money or they get recognition, where what happens is, you know, quiet, and slow, and really, is sometimes kind of rude to talk about. Like, when do you say to anybody, "Hey, you're making a lot more money than you used to." Or, "Hey, you're making a lot less money." Or, "You're making a lot more money than me."

[55] And that's why I wanted to talk to Jane and Ella and Julia. Because for them, this stuff is not gradual or vague or shameful to talk about. It's happening out in the open, online. They're online all the time, constantly getting updates on the social standing of everybody they know, in detail and at incredible speed. And that's what these Instagram comments are all about, if you know how to read them.

Paragraphs 49-55

Write: What is the *figurative* meaning of "status updates"?

STOP. Be sure you've answered the questions in the right-hand column before you move on.

PART 2: Act One (3:50 — 8:35) and Questions

DIRECTIONS:

1. Listen to “Act One: Finding the Self in Selfie,” beginning at 3:50.
2. As you listen, follow along with paragraphs 56-89 below.
3. Stop at 8:35 and answer the questions in the right-hand column.

READING & LISTENING

QUESTIONS

Act One: Finding the Self in Selfie

[56] **Ira Glass:** So these comments — you know, you're so beautiful, you're gorgeous, you're cutest — which look utterly interchangeable to Julia and Ella and Jane's parents, they are in fact a very specific language that tells the girls all kinds of things. And a lot of the meaning in the comments actually has nothing to do with the actual words, whether they say gorgeous, or pretty, or OMG, or whatever. It's about who is doing the commenting, and whether that person likes a photo or comments on the photo — liking a photo means something totally different than commenting. You comment with somebody you're close to, or who you're trying to get close to. And with a close friend, you kind of have to comment.

[57] **Ella:** It's definitely a social obligation, because you want to let them know, and also let people who are seeing those, that I have a close relationship with this person, so close that I can comment on their pictures, like, this is so cute, or, you look so great here.

[58] **Ira Glass:** Then, of course, when you do post a comment about a picture, there's the whole politics of whether your friend is going to comment back to your comment. And subtle⁵ differences in the wording when they comment back could mean something, even though, to an outsider, the words basically look the same. Julia says that she'll comment back, oh my god, I love you so much, to a close friend who compliments a picture of hers. But she says with somebody you don't know so well, it goes differently.

[59] **Julia:** If they say, like, oh my god, like, you're so pretty, you say, OMG, but that's you. You know, like — like you're the pretty one? I feel like that's something that I say to someone who's like — who I'm not super close with, but I feel like — like I have to say something back.

[60] **Jane:** Especially because we, like, just started high school, so we're meeting a lot of new people. So you would comment on someone's photo who you're not really super close with or that you don't know really well. And it's sort of a statement, like, I want to be friends with you, or I want to get to know you, or like, I think you're cool.

[61] If someone that you don't know very well commented on your photo, you — it's sort of like an unspoken agreement that you have to comment back on their photo. Like when you're making new friends, if they comment on your photo, you comment on their photo.

Paragraphs 56-62

Write: What are the unspoken rules about commenting on other people's photos?

⁵ **Subtle** (*adjective*): Not easy to notice or understand unless you pay careful attention; not obvious

[62] **Ella:** It's like a chain reaction.

[63] **Ira Glass:** Another thing you don't see if you don't know this language of comments and commenting back — let's say that you comment on somebody's photo. When they comment back, do they comment to you individually? Or do they group you in with 20 or 30 other people and send just one big group comment back to all of you? That tells you where you stand with the person.

[64] Then there are all those situations where somebody choosing not to comment is a really big deal. Like for example, if you post a picture of yourself with a friend and then the friend does not comment on that picture, that's just cold. That is leaving you dangling. Or if you post a selfie, close friends are expected to chime in with support. When they don't?

[65] **Ella:** You definitely feel insecure. Because, like, you expect them to comment, and they don't, and you're like, why?

[66] **Julia:** This isn't even good enough for, like, my best friend.

[67] **Ella:** Yeah.

[68] **Julia:** Then you're like, oh, wait.

[69] **Jane:** Like, what if they've seen it and they're just not liking it on purpose, or like, what if everybody who's seeing it thinks that we're not actually friends because they're not commenting on it. They haven't commented yet. It's been X amount of time and they still haven't liked it.

[70] **Julia:** It's this kind of shallow⁶ — like, why are you not responding to something that I never said you had to respond to in the first place?
[LAUGHTER]

[71] **Ira Glass:** And tell me about how quickly people have to respond. Like, what's the normal amount of time?

[72] **Ella:** Within 10 minutes, I think.

[73] **Jane:** Yeah, usually.

[74] **Julia:** People are always on Instagram. Everyone's always on Instagram.

[75] **Jane:** There's definitely a weird psychology to it.

[76] **Julia:** Yeah.

[77] **Ella:** Definitely.

[78] **Jane:** It's just sort of the way it is. It's like unspoken rules that everybody knows and follows.

[79] **Ira Glass:** But can I ask you, have you gotten caught up in weird mind games where somebody commented or liked or didn't comment or didn't like, and then you're just like, I don't-- what does this-- what does this one means?

[80] **Ella:** Yeah. Someone like--

[81] **Julia:** Ella has an example. I mean, these girls that went to our middle school, they--

Paragraphs 63-89

A. Write: How do the comments reveal “where you stand with a person”?

B. Write: What does the girls’ conversation about comments suggest about their relationships on social media?

⁶ **Shallow** (*adjective*): A person who is not very deep. For example, they only care about how someone looks or how much money another person has.

[82] **Ella:** Yeah, this is not my picture, but someone said, what even? You're perfect. I hate you. Eff you. You suck.
And then like someone else, like-- WTF? You're perfect. I hate you.

[83] **Jane:** Because people-- what they're trying to say is, like, you're so perfect and you're so beautiful that I, like, hate you for it, and I wish I was like you so much that I dislike you for it.

[84] **Ella:** And how do you respond to that? Like, I'm sorry?

[85] **Jane:** Because you don't say, like-- you don't say, like, thank you, because it's not really a compliment. You don't really know.

[86] **Julia:** We've all gotten those comments of-- last year, like, this girl even said it to my face. She was like, you're so pretty, like, I'm going to throw you into the train tracks. Like things that-- like it doesn't even make sense. Like it's--

[87] **Jane:** Like on my photo right now-- I'm looking at it-- this girl commented, I hate you.

[88] **Julia:** Um, I've also, like, been, like, caught in the situation where someone's like, you're so pretty, and I'm like, oh, thank you. You're really pretty too. And then we've gotten into this whole thing, and I remember, like magical mirrors came up, like potions.

[89] And I was just like, wait, this is way too deep. Like, you must be looking in a mirror then, because you must be talking to yourself, because you're so pretty. She was like, we should switch bodies with, like, a potion. I was like, what?

STOP. Be sure you've answered the questions in the right-hand column before you move on.

PART 3: Act One Continued (8:35 - 11:04) and Questions

DIRECTIONS:

1. Continue to listen to “Act One: Finding the Self in Selfie,” beginning at 8:35.
2. As you listen, follow along with paragraphs 90-118 below.
3. Stop at 11:04 and answer the questions in the right-hand column.

READING & LISTENING

[90] **Ira Glass:** Ella and Julia and Jane say that usually, they'll get 130 to 150 likes for any selfie they put up, and anywhere between 30 and 50 comments, which is a good response. And overwhelmingly, these comments are these super-positive, you're so pretty, OMG, you're so cute kind. And a lot of it is heartfelt, girls just trying to be good friends to each other. When you see your friend put herself out there, it's nice to tell her she's pretty.

[91] **Ira Glass:** Can I ask, like, does it work? Because you know, when you're getting over 100 likes and comments and things like that, like, you know, a lot of it is just rote, right? A lot of people are just like, they see a thing, and they just automatically—

[92] **Jane:** Yeah, you're scrolling through.

[93] **Ella:** It's mindless⁷.

[94] **Jane:** That's how —

[95] **Ira Glass:** It's mindless. And so since it's mindless, does it still work? Does it make you feel good?

[96] **Jane:** Yes.

[97] **Julia:** Um, actually, if I get a comment from someone I care about, I think it makes me feel good, like it lifts me up.

[98] **Jane:** A lot of it is just scrolling, too.

[99] **Julia:** But a lot of it's just, like, I literally just scroll through my Instagram feed and I just, like, click, like double-tap.

[100] **Jane:** Yeah.

[101] **Julia:** And like, it doesn't —

[102] **Jane:** I like everything on my feed.

[103] **Julia:** You know, like it just doesn't — and that's what people are doing to your photo. But, like, it still makes you feel good, because you're getting all these likes.

[104] **Ira Glass:** Yeah, but when you think about it, it's so strange. Because you know how superficial it is.

[105] **Julia:** It is.

[106] **Ira Glass:** And yet —

QUESTIONS

Paragraphs 90-118

A. Write: What conflicting feelings do these teens have about the likes and comments they receive on social media?

B. Write: Agree or Disagree: It's natural to want positive feedback from others. Be prepared to explain your response.

⁷ **Mindless** (*adjective*): without any purpose or thinking

[107] **Julia:** You know, but yeah.

[108] **Ella:** Yeah. You know that you're doing it to other people, but —

[109] **Ira Glass:** And yet it's still —

[110] **Ella:** Then other people are doing it to you.

[111] **Ira Glass:** And it still feels like something, though.

[112] **Ella:** Like, it does make you feel good. You're like, oh, I'm getting all these comments. Like, people like my photo. They think I'm pretty. Like, they're saying that you're pretty. And if someone comes up to you and says you're pretty, like, you're obviously going to be like, thank you, if it makes you feel good. Because it just does. Like, that's like human nature. Like, you're going to feel good.

[113] **Ira Glass:** This is really not so different from anybody's life on social media. When I tweet something and a friend favorites it, and another friend retweets with a funny comment, that is totally them saying to me, you're so pretty — just in a more adult kind of way. And it feels nice.

[114] All three of these girls told me they don't need 50 people telling them that they're pretty all the time. But you know, it's there for the taking. It's like free candy. Why not?

[115] **Ira Glass:** Do you feel like this is a situation where, like, girls are so judged all the time on how they look, and this is a way to counteract that, by you guys saying to each other, like, you're pretty, you're pretty?

[116] **Ella:** Well, no. It just gives more opportunities for people to judge. They're not going to —

[117] **Julia:** Yeah, posting a photo of yourself is putting yourself out there.

[118] **Ella:** They're not going to do it on social media, obviously, because you will see it. But they'll do it behind your back.

STOP. Be sure you've answered the questions in the right-hand column before you move on.

PART 4: Act One Continued (11:04 — 13:19) and Questions

DIRECTIONS:

1. Continue to listen to “Act One: Finding the Self in Selfies,” beginning at 11:04.
2. As you listen, follow along with paragraphs 119-158 below.
3. Stop at 13:33 and answer the questions in the right-hand column.

READING & LISTENING

QUESTIONS

[119] **Ira Glass:** When a girl posts an unflattering selfie, or just a selfie that makes her look uncool, other girls will take screenshots to save the image and gossip about it later. Happens all the time. And so even though they're old hands at posting selfies — they've been posting since sixth grade — it can be nervous-making to post one. So they take precautions.

[120] **Ella:** We all ask people before we post it, like send in like a group chat, or like, send to your friends, like, should I post this? Do I look pretty? And they say, like, all the same stuff that they would say in a comment. Like, oh my god, yes, post it. Like, you're so pretty. You're so perfect. So like —

[121] **Ira Glass:** And so it'd be like you run it by like four or five friends.

[122] **Jane:** Yeah. If I send it to my friends, I'm not nervous about it, because then I have —

[123] **Julia:** OK.

[124] **Ira Glass:** Jane looks at her phone. There's a message.

[125] **Julia:** Like someone just texted in a giant group chat, go like my photo on Instagram. It just shows that it happens every —

[126] **Ella:** It happens every second.

[127] **Julia:** It happens all the time.

[128] **Ella:** Yep. I got it, too.

[129] **Julia:** Yeah.

[130] **Ira Glass:** I have to say, like, oh my god, this is such a job.

[131] **Girls:** Yeah.

[132] **Julia:** It's like I'm — I'm a brand⁸, and I am like —

[133] **Ella:** You're trying to promote⁹ yourself.

[134] **Julia:** The brand. I'm the director of the —

[135] **Ira Glass:** And you're the product.

[136] **Jane:** You're definitely trying to promote yourself.

[137] **Julia:** To stay **relevant**, you have to—

⁸ A brand, as in a social brand, is the image and perception you want others to think of when they think of you. For example, your hair, your clothes, where you go - anything that could become a characteristic of who you are and what is important to you.

⁹ **Promote** (verb): to help sell a product or make others like you or a person

- [138] **Jane:** You have to work hard.
- [139] **Ella:** Relevance is a big term right now.
- [140] **Ira Glass:** Are you guys **relevant**?
- [141] **Ella:** Um, I'm so **relevant**.
- [142] **Jane:** In middle school. In middle school, we were definitely really **relevant**.
- [143] **Ella:** (SARCASTICALLY) We were so **relevant**.
- [144] **Jane:** Because everything was established. But now, in the beginning of high school, you can't really tell who's **relevant**.
- [145] **Ira Glass:** Yeah. And what does **relevant** mean?
- [146] **Jane:** **Relevant** means that people care about what you're posting on Instagram. People —
- [147] **Julia:** Care about you.
- [148] **Jane:** — want to know what you're doing. People will open your Snapchat stories.
- [149] **Ira Glass:** They're only three months into high school, so there is a lot at stake right now.
- [150] **Julia:** One of my, like, best friends posts a selfie. Maybe this isn't, like, healthy. But I might go through the comments and see who she's, like, really good friends with, just 'cause we're in high school and there's that sense of jealousy between everyone.
- [151] **Ira Glass:** Do you have people who you're jealous of?
- [152] **Jane:** Yeah.
- [153] **Julia:** Yeah. I definitely would. I go through, like, the comments that people see — like that people say, and like, I see what other people have said to other people.
- [154] **Jane:** Yeah.
- [155] **Julia:** Just to see, like, the whole — like, the whole social like map.
- [156] **Jane:** Looking, mapping out your social world, seeing who's with who, who's hanging out with who, who is best friends with who.
- [157] **Julia:** If you didn't have it, like, I feel like I'd be missing so much. And it would just —
- [158] **Jane:** Because you wouldn't see what other people were saying. A lot goes on.

Paragraphs 137-158

A. Write: What role does social media play in helping teens know who is “**relevant**”?

B. Write: Based on this section, name one way social media is affecting teens.

STOP. Be sure you've answered the questions in the right-hand column before you move on.

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PART 5: Written Response

DIRECTIONS: Respond to the prompt below by writing or typing in the box.

PROMPT: Based on this podcast, what role does social media play in teens' relationships with each other? Summarize evidence from the podcast transcript in your response.

PART 6: Whole Class Discussion

DIRECTIONS: Share your answer to the question from Part 5 with the class. Then, keep the conversation going by discussing the following optional questions.

- Do you feel is it necessary to **curate** the pictures and content you post online?
- Do you think interactions on social media are **beneficial** to establishing relationships in real life?
- In your opinion, what is more important: being **relevant** to people online or being **relevant** to people in real life?
- Although today's teens have grown up with social media, it's actually only about 15 years old. How do you think teens' relationship with their peers would be different without social media?

This passage/text, “[This is Your Brain on Instagram: Effects of Social Media on the Brain](#)” by Kelly McSweeney, may not be printed due to copyright restrictions. Please consider assigning the digital version of this reading lesson.

Name _____ Class _____

Choosing Strong Evidence for an Argumentative Research Paper

About this lesson

You already know how to select relevant evidence to answer a prompt. In this lesson, you will learn how to gather strong evidence to support an argumentative research paper.

Skill Focus

In this lesson, you'll focus on how to select strong evidence for your argumentative research paper. [W.7.8]

Materials Needed

- Annotated copies of the reading, "This is Your Brain on Instagram"
- Your "Research Note-Taking Graphic Organizer"

PART 1: Gathering Strong Evidence from Research

Directions: Review the information about gathering strong evidence. *3 minutes*



In order to write a strong argumentative research paper, you have to gather evidence to help you determine your main argument. Strong evidence for an argumentative research paper:

- answers the research question
- is objective, or free from personal opinions

Here are some kinds of objective evidence to look for when researching:

Type of Objective Evidence	Example
Data, statistics, and conclusions from research.	"The vast majority of teens in a new survey believe social media is actually good for them, a Pew Research Center report shows. Seriously: 81% of teens said it makes them feel more connected to friends"
Knowledge from professionals or specialists in a field	"Peer feedback plays a big role in how teens view themselves and each other, note Jacqueline Nesi and Mitchell Prinstein. These psychologists at the University of North Carolina in Chapel Hill study how teens use social media."
Testimonials or interviews	"When Olivia, 20, found herself glued to virtual acquaintances' Snap stories, it bugged her. 'I was always picking up my phone and wanting to see what other people were doing all of the time, and that curiosity wasn't normal,' she says."

PART 2: Choosing Strong Evidence

Directions: Each paragraph below is taken from the text “This is Your Brain on Instagram,” which argues that social media is risky for teens. As you read, underline the strongest piece of evidence that supports this argument. Then answer the questions that follow. *7 Minutes*



[1] In the last 15 years, social media has become such a pervasive part of our lives that we don’t even notice how much time we’re spending on it. Statista¹ reports that the average person spends 135 minutes on social media each day, following an upward trend of increasing time spent on social media each year. This raises the question: What are the effects of social media on the brain?

1. What makes the piece of evidence you underlined from paragraph 1 the strongest?

[2] A University of Pennsylvania study examined how social media use causes fear of missing out (“FOMO”). In the study, one group of participants limited their time on social media to 30 minutes a day, while a control group continued to use Facebook, Snapchat and Instagram as usual. The researchers tracked the participants’ social media time automatically via iPhone battery usage, screen shots, and participants completed surveys about their mood and well-being. After three weeks, the participants who limited social media said that they felt less depressed and lonely than people who had no social media limits.

2. What makes the piece of evidence you underlined from paragraph 2 the strongest?

¹ Statista is a German-created searchable database that specializes in market and consumer data, statistics, and studies.

PART 3: Independent Practice

Directions: Take out your Research Note-Taking Graphic Organizer and find the row for “This is Your Brain on Instagram.” Then, follow the steps to gather evidence. *15 minutes*



1. Transfer the two strongest pieces of evidence from Part 2 of this lesson into your notes for the text “This is Your Brain on Instagram.”



Name _____ Class _____

Research Note-Taking Graphic Organizer

RESEARCH QUESTION: In your opinion is social media more beneficial or risky? Convince a friend or adult in your life of your position. Support your argument with evidence from your research and your own, personal experiences.		
Text Title	Examples and Evidence that show the BENEFITS of social media (Paragraph #)	Examples and Evidence that show the RISKS of social media (Paragraph #)
This is Your Brain on Instagram by Kelly McSweeney		

Unit 4: Social Media: Risks and Rewards 1

2. Add more evidence from the rest of “This is Your Brain on Instagram” to your Note-Taking Graphic Organizer.
3. As you collect evidence for your notes, remember to...
 - Select evidence that answers the research question.
 - Include **objective** evidence: data, statistics, and conclusions from research, knowledge from professionals or specialists in the field, and testimonials or interviews.

Name _____ Class _____ Date _____

Vocabulary Quiz 1 for Unit 4: Social Media: Risks and Rewards

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p style="text-align: center;">My answer</p> <p style="text-align: center; font-size: 2em;">B</p>
---	---

<p>1. After Shayla’s father lost his job, there were several months when he was always down. Shayla noticed that he didn’t seem to have the energy for anything.</p> <p>A. Curation B. Affirmation C. Depression</p>	<p style="text-align: center;">My answer</p>
<p>2. Janet was surprised to find out that adding worms to her soil led to an increase in nutrients. This caused her lettuce to grow faster.</p> <p>A. Beneficial B. Curated C. Relevant</p>	<p style="text-align: center;">My answer</p>
<p>3. Because it was on the other side of the city, Zahara rode the subway to the museum.</p> <p>A. Relevant B. Via C. Consume</p>	<p style="text-align: center;">My answer</p>
<p>4. After realizing all of the speakers were of one race, the committee reached out to experts from many cultures and ethnicities.</p> <p>A. Diversity B. Depressed C. Via</p>	<p style="text-align: center;">My answer</p>

	My answer
<p>5. After her art class completes a project, Ms. Mitchell chooses a few of the best works to display at the front of the classroom.</p> <p>A. Curate B. Via C. Depress</p>	
<p>6. Mr. Flores was irritated when Jaelen started telling a story about his dog in history class. “Let’s try to stay on topic, please,” Mr. Flores said.</p> <p>A. Beneficial B. Relevant C. Curated</p>	
<p>7. Pam bought a new printer that’s really fast. The only problem is that the ink takes forever to dry, so it smudges very easily.</p> <p>A. Affirmation B. Drawback C. Relevance</p>	
<p>8. Mayor Adebayo announced that she wouldn’t be running for reelection. Then she said, “I hope you will all vote for Deputy Mayor Tanaka; he has my full support.”</p> <p>A. Affirm B. Via C. Depress</p>	
<p>9. Given the choice between a gift and cash, most people we interviewed said they would rather have cash.</p> <p>A. Diverse B. Curate C. Majority</p>	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>11. I stopped inviting my neighbor over to my house because she never ___ her games and toys, but she always wanted me to let her play with my things.</p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p>
	<p>A</p>

<p>10. Carlos found studying and reviewing his notes ___ to his performance on the test.</p> <p>A. Depressed B. Curated C. Beneficial</p>	<p>My answer</p>
<p>11. I never read the entire newspaper. Instead, I focus on articles that are ___ to my life.</p> <p>A. Depressing B. Curating C. Relevant</p>	
<p>12. My niece has given me so many adorable drawings. It’s hard to ___ a group of them to hang on my fridge!</p> <p>A. Affirm B. Curate C. Depress</p>	
<p>13. Barclay loved the lunch buffet at the corner bodega because it was filled with ___ food and drink options.</p> <p>A. Curated B. Depressed C. Diverse</p>	



	My answer
14. Arya heard the rumors ___ her friend Mike, who always passed juicy gossip on to her. A. Via B. Majority C. Curate	
15. One of the ___ of getting braces is not being able to eat candy apples or sticky candy. A. Benefits B. Drawbacks C. Affirmations	
16. Between recording and editing her own videos and watching other people’s videos, it seems like Ellie spends the ___ of her free time on TikTok. A. Curation B. Majority C. Relevance	
17. Mahdi’s big sister is a powerful force in his life. She always ___ his good decisions and cheers him on. A. Affirms B. Diversifies C. Depresses	
18. When Jack realized that his sadness wasn’t going away, he wondered if he might be _____. A. Beneficial B. Depressed C. Relevant	

Name: _____ Class: _____ Date: _____

Unit 4: Social Media: Risks and Rewards

Vocabulary Quiz 1 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Part 2: Fill-in-the-Blank

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Name _____

Class _____

Vocabulary for Unit 4: Social Media: Risks and Rewards — LIST 2

Activity 1: In-Context Predictions

Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



1. Begin by looking at the **photo**.
Ask yourself, **What do I see?**
*I see birds flying in the air.
They are not being controlled or told where to go.*
2. Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute “all” or “complete” for absolute.
3. Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — “all” and “complete” — make sense in this sentence?**
Yes, “complete” works in the example sentence as well.
4. Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother’s no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.

What’s your **prediction**?

My Answer: complete

Correct Definition:

1. Anxiety [ang-zahy-i-tee]

The night before my job interview, my anxiety was so strong that I couldn’t sleep.



Waiting for her doctor to answer the phone filled Narisa with anxiety.

What’s your **prediction**?

My Answer:

Correct Definition:

2. Compel [kuhm-pel]

I didn’t want to tell JJ’s secret, but my worry for him compelled me to.



Ava compelled Mr. Barkswell to cross the street.

What’s your **prediction**?

My Answer:

Correct Definition:

3. Consume [kuhn-soom]

I love being in the school play, but it consumes all my time and energy.



Patricia had trouble completing her homework because her time was completely consumed by browsing her phone.

What's your **prediction**?

My Answer:

Correct Definition:

4. Empower [em-pou-er]

My teacher empowers all students to pick a book they want to read.



Errol felt empowered to write his final paper as a poem when the professor announced it could be in any form.

What's your **prediction**?

My Answer:

Correct Definition:

5. Privacy [prahy-vuh-see]

We keep our Wifi password private so that others in our building cannot use it.



Zeph demanded a lock on his door so he would have privacy from his nosy siblings.

What's your **prediction**?

My Answer:

Correct Definition:

6. Stereotype [ster-ee-uh-tahyp]

Saying all toddlers are picky eaters is a stereotype unfairly applied to all children.



Some people unfairly stereotype women soldiers as weaker and less able.

What's your **prediction**?

My Answer:

Correct Definition:

7. Tolerance [tol-er-uhns]

The International Club hoped to create an environment of tolerance for all nationalities in the school.



Stephen chose a doormat that indicated tolerance for all kinds of customers at his business.

What's your **prediction**?

My Answer:

Correct Definition:

8. Unfavorable [uhn-fey-ver-uh-buhl]

Sadie felt awful about the unfavorable ratings her restaurant was getting.



The students gave their teacher a thumbs down to show their unfavorable opinion of the story's ending.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

SET 1: Anxious Consume Privacy Tolerate

1. Most teens ___ three hours of music and YouTube each day.

2. By distributing invitations to the entire neighborhood, the church made it clear that they ___ all kinds of people coming to their services.

3. Even though Dinh has won dozens of races, he still gets ___ before every track meet.

4. Janie felt she had no ___ on her new smartphone because her mother checked it every evening.

My answer

SET 2: Compel Empower Stereotype Unfavorable

5. As a 6'6" African American, Jahkeem doesn't fit the ___ for a ballet dancer.

6. Learning Greek and Latin word roots ___ students to be able to understand new words.

7. Marjorie had a(n) ___ opinion of the college after taking a boring tour.

8. When the robbers couldn't convince Jack to open his safe, they tried to ___ him by threatening his family.

My answer



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

SET 1:	Consume Stereotyped Empowered Privacy
---------------	--

- Ms. Jones lets her students vote on their own class rules. She wants them to feel like they have a say in creating a strong classroom.

Ms. Jones' students are _____ because _____.

My Answer	My Reason

- Sometimes I think all Li Wei cares about is owning the coolest new thing. Every year he spends tons of money upgrading his phone and buying multiple pairs of expensive sneakers. Then he never has money to go to the movies or just have fun.

Li Wei's shopping _____ his money because _____.

My Answer	My Reason

3. Imani was so angry that her mom had gone through her phone. Her mother opened all her apps and read her posts. She also saw all of the pictures on the phone, too. Imani felt those were her secrets and her mom had no right to look.

Imani felt her mother violated her _____ because _____.

My Answer	My Reason

4. Jasmine always felt self-conscious about dancing. She felt like she had two left feet. She could feel the beat but felt her dancing was always off-beat. Everyone was always so surprised because Jasmine is African-American. Everyone knows that African-Americans can dance.

Jasmine feels _____ because _____.

My Answer	My Reason

SET 2:

Unfavorably Anxiety Compel Tolerant

5. Nala’s grandfather likes jazz and blues. However, when all her cousins came over, he allowed them to play their pop and rap music. He listened and asked questions about the music even though he would have rather been listening to jazz or blues.

Nala’s grandfather is _____ because _____.

My Answer	My Reason

6. The new principal was disliked by the students because he announced a strict dress code on day one which no longer allowed for dress down days.

The new principal was thought of _____ amongst the students because _____.

My Answer	My Reason

7. Sasha knew that yelling at Morgan wouldn't help anything, but he just couldn't help himself. He felt like he had to let his feelings out, even though he knew it was a bad idea.

Sasha felt _____ because _____.

My Answer	My Reason

8. It is common to feel nervous when you have to take a test. Sometimes, however, a student becomes so nervous that they cannot concentrate during the test. This can affect their score because they are too distracted to show what they know.

Test _____ can hurt students because _____.

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Negative Force Use Enable Secret Judge Nervousness Acceptance

Words	My Answer
1. Tolerance	
2. Private	
3. Unfavorable	
4. Anxiety	
5. Compel	
6. Empower	
7. Stereotype	
8. Consume	

Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.



1. What is one thing that adults compel you to do? Would you do it on your own? Why or why not?

2. What is one way you could consume less electricity?

3. What is a decision your parents or guardians empowered you to make? Explain.

4. Should a teen's social media use be kept private from their parents? Explain why or why not.

5. What is one common stereotype of a group of people you identify with? What makes the stereotype unfair or untrue?

6. Who is the most tolerant person you know? Explain why.

7. What might cause you to have an unfavorable opinion of someone? Explain.

8. Have you ever felt anxious about something? Describe the situation.

Name _____ Class _____

Teens Say Social Media Isn't As Bad For Them As You Might Think

Katie Notopoulos

About this text	
Katie Notopoulos is a senior reporter for BuzzFeed News, who writes about tech and internet culture. In this article, Notopoulos explores the effect of social media on Generation Z ¹ teens. As you read, take notes on the ways that social media use is affecting teens.	
Purpose for reading	Vocabulary
To understand research about teens' experiences with social media.	Let's pronounce these words together as a class: Diverse [dih-vurs] Majority [muh-jawr-i-tee]

INDEPENDENT READING

NOTES

[1] The vast **majority** of teens in a new survey believe social media is actually good for them, a Pew Research Center report shows. Seriously: 81% of teens said it makes them feel more connected to friends, 71% said it helps them show their creative side, 69% said it helps them make friends and with a more **diverse** group of people, and 68% feel like they have people who support them through tough times. (And no, this wasn't secretly funded by Facebook.)

[2] Much research has focused on social media being a huge waste of time at best, a facilitator of ideological² bubbles, and a dangerous, hostile experience for young people at worst. But the 743 teens Pew surveyed say it's actually, well, good. Millennials³ were the first to make social media mainstream, but might their Gen Z successors have figured out a better relationship with their smartphones? Growing up among devices and platforms could just make today's teens better at incorporating technology into their lives than even the millennials before them, with greater awareness of the hazards. The internet clearly can be a dangerous place, but teens now have the self-awareness to know when it's time to unplug. No cohort until now has had such complete smartphone and social media penetration. I mean, things are really different now: A decade ago, people were still using MySpace on desktops.

[3] Monica Anderson, who has been studying teens and technology as a researcher at the Pew Research Center, told BuzzFeed News, "We often think it's just teens posting their selfies, but they're really using it to make meaningful connections." And by the way, less than half of teens say they post selfies to social media, and only 16% say they do it often. It's official: Selfies are passé,⁴ a regrettable millennial fad. Teens today might approach social media more

Use these sentence starters to help you answer the "Write" Questions.

- An effect of social media is...
- Social media...
- Teens say that...

Paragraphs 1-3

Write: Take notes on the ways that social media use is affecting teens.

¹ Referring to all people born after 1996

² **Ideological** (*adjective*): based on strong beliefs or ideas

³ Referring to all people born between 1981–1996

⁴ **Passé** (*adjective*): no longer modern or fashionable

carefully and deliberately: Unlike in Pew's 2007 survey of teens, it's no longer merely about keeping up with friends.

[4] Overall, Gen Z teens feel social media has a mainly positive role in their lives: 71% say social media makes them feel included instead of excluded, and 69% say it makes them feel confident instead of insecure. For girls who spend time in any sort of online group or forum⁵, 24% say that online group has played a major role in getting them through a tough time in their life.

[5] It's also helped teens socialize with friends who they can't spend time with because of "obligations" (hello, five hours of homework) and talk to a more **diverse** group. In addition to exposing them to people from different backgrounds, 67% say it allows them to find a different point of view. Those are good things!

[6] Of course, it's not all good news in the survey, and social media is not perfect. "What we're seeing in our data is that the story is a little more nuanced,"⁶ Anderson told BuzzFeed News.

[7] Before you grab a teen at the library and scream at them to "put down that book and get on Instagram, NOW!" Pew also uncovered downsides. Close to half (45%) of teens say they feel overwhelmed by drama on social media and 26% (a minority, but a sizable one) say that it makes them feel worse about their own lives.

[8] A study from this spring showed that 24% of teens think social media has a negative impact on people their age, mainly citing bullying and harassment. A report from September showed 59% of teens had experienced some form of cyberbullying.

[9] Still, the data show that the effect of social media on today's teens isn't quite as worrisome as some parents portray. "There's positives and negatives to everything, and teens are getting a really positive experience," said Anderson.

[10] She points out that the total ubiquity⁷ of smartphones is still very new — Pew's 2018 study showed that 95% of American teens have access to a smartphone, up significantly from even 2015 — so this is still a brave new world. "There's still more to learn about the nuances of the experiences teens have, and digging more into the area around harassments, safe spaces, and free speech," Anderson said.

Paragraphs 4-6

Write: Take notes on the ways that social media use is affecting teens.

Paragraphs 7-10

Write: Take notes on the ways that social media use is affecting teens.

"Teens Say Social Media Isn't as Bad for Them as You Might Think" by Katie Notopoulos from BuzzFeed News © 2018. All rights reserved.

⁵ **Forum** (*noun*): a meeting space, either online or in person, where people have a chance to discuss an important subject

⁶ **Nuance** (*noun*): variation or difference

⁷ **Ubiquity** (*noun*): the state of being everywhere or very common

Taking Notes for your Research Paper

Directions: Think about how “Teens Say Social Media Isn’t As Bad For Them As You Might Think” answers our research question. Then add notes to your graphic organizer in the row for this text.



As you collect evidence for your notes, remember to include **objective** evidence:

- data, statistics, and conclusions from research,
- knowledge from professionals or specialists in the field, and
- testimonials or interviews.



Name _____ Class _____

Research Note-Taking Graphic Organizer

RESEARCH QUESTION: In your opinion is social media more beneficial or risky? Convince a friend or adult in your life of your position. Support your argument with evidence from your research and your own, personal experiences.		
Text Title	Examples and Evidence that show the BENEFITS of social media (Paragraph #)	Examples and Evidence that show the RISKS of social media (Paragraph #)
This is Your Brain on Instagram by Kelly McSweeney		

Unit 4: Social Media: Risks and Rewards 1

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Teens Say Social Media Isn’t As Bad For Them As You Might Think” *5 minutes*



1. What is the central idea of the article? **[RI.2]**
 - A. Teens and adults disagree about the effects of social media on young people’s lives.
 - B. The most important benefit of social media is the way it helps teens express themselves.
 - C. Teens today have a more negative relationship with social media than earlier generations.
 - D. Social media has its drawbacks, but many teens say that it has positive effects on their lives.

2. Which statement best describes how the author develops her central idea? **[RL.2]**
 - A. She presents advice from parents and guardians.
 - B. She presents anecdotes and personal stories from teenagers.
 - C. She presents statistics and conclusions from a research study.
 - D. She presents negative testimonials from teens who suffered harm on social media.

3. In paragraph 1, how does the following quote affect the tone of the passage? **[RL.4]**

“(And no, this wasn’t secretly funded by Facebook.)”

 - A. It suggests that readers should doubt the results of the research study.
 - B. It suggests that readers should share this important information with others.
 - C. It suggests that readers should take the negative effects of social media more seriously.
 - D. It suggests that readers should trust the information that shows the positive effects of social media.

4. What sentence from paragraph 2 best develops the idea that young people today better understand the problems with social media? **[RI.5]**
 - A. “No cohort until now has had such complete smartphone and social media penetration.”
 - B. “I mean, things are really different now: A decade ago, people were still using MySpace on desktops.”
 - C. “The internet can be a dangerous place, but teens now have the self-awareness to know when it’s time to unplug.”
 - D. “Much research has focused on social media being a huge waste of time at best, a facilitator of ideological bubbles, and a dangerous, hostile experience for young people at worst.”

Independent Practice

Directions: Answer the short response prompt for “Teens Say Social Media Isn’t As Bad For Them As You Might Think.” *15 minutes*



PROMPT: You have just read “Teens Say Social Media Isn’t As Bad For Them As You Might Think” by Katie Notopoulos. In this text, how does the author develop the central idea about social media? **[RI.5.6]**

In your response, make sure to introduce your evidence by describing:

- what is happening at this moment in the text
- who is speaking or being quoted, if anyone

CHECKLIST FOR INTRODUCING EVIDENCE:

- Highlight or bold each introduction of evidence.

Did you explain what is happening at this moment in the text?

- a. YES
- b. No, I will go back and add that.

Did you state who is speaking or being quoted?

- a. YES
- b. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS

- *In paragraph/line [X], the author/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the text we read that...*
- *I can prove this because...*
- *Look at...*

1. Have the facts and statistics in this text **affirmed** or challenged your opinion about social media?

My answer	My partner's answer

2. Consider this statistic from the article: “71% [of Gen Z teens] say social media makes them feel included instead of excluded, and 69% say it makes them feel confident instead of insecure” (5). Do these findings match you and your friends’ experiences with social media?

My answer	My partner's answer

Name _____

Class _____

This Muslim-American Teen Turned his Suffering into a Full-fledged Battle against Stereotypes

Sixteen-year-old Ziad wants to change the way we see each other — for the better.

Rae Paoletta

About this text

Rae Paoletta is a journalist in New York City who often writes about science and young people. In this article, she explores how one teen has used social media. **As you read, take notes on how Ziad Ahmed uses social media to impact teens.**

Purpose for reading

To Learn about how one teen is using social media to impact others.

Vocabulary

Let’s pronounce these words together as a class:

Stereotype (**ster-ee-uh-tahyp**)

Tolerance (**tol-er-uhns**)

INDEPENDENT READING

NOTES

[1] You say you want a revolution?¹ Well, one teen is proving that with peace, love and the Internet, you can have one.

[2] Ziad Ahmed is a 16-year-old sophomore at Princeton Day School in Princeton, New Jersey. In the summer before his freshman year, he created Redefy — a multi-platform organization, whose mission is “to boldly defy **stereotypes**, embrace acceptance and **tolerance**, redefine our perspectives positively, and create an active community.

[3] Ziad recently explained in a chat with MTV News that his experience as a Bangladeshi-American, practicing Muslim and self-described “non-conformist,”² largely informed his decision to create Redefy.

[4] “Many people had prejudice and misconceptions³ about my faith, even when I was little. The media paints a picture of Islam, and many minorities, in a way that’s detrimental⁴ to the public’s perception of them,” he told MTV News.

[5] Ziad further described his first-hand experience with bias.

[6] “I deal with prejudice every day and have my entire life,” he said, “from being put on the TSA watch list⁵ as a child because of my name and having to go to a separate counter to get my tickets... to being constantly told I am ‘cute for a brown kid.’

[7] “I started Redefy to initiate a positive change in the world and to fight the ignorance which I have been victim to,” Ziad said. “And more importantly, to fight

Use these sentence starters to help you answer the “Write” questions.

- Ziad Ahmed is using social media to...
- The impact of Redefy is...
- An effect of Redefy is...

Paragraphs 1-7

Write: Take notes on how Ziad Ahmed uses social media to impact teens.

¹ This is the first line of the song “Revolution” by the rock band The Beatles (1968). It’s about how “we all want to change the world.”

² a person who purposely goes against the usual way of doing things

³ **Misconception** (*noun*): an opinion that’s incorrect because it’s based on a misunderstanding

⁴ **Detrimental** (*adjective*): harmful, damaging

⁵ The U.S. government’s Transportation Security Administration (TSA) maintains a Terrorist Screening Database, sometimes called the “terrorist watchlist.” This lists people the TSA thinks might be terrorists. This includes a No Fly List of people not allowed to board planes flying to, within, or over the U.S.

the ignorance which people will fall victim to who may not have the opportunity to properly defend themselves or understand that there are people who accept them and love them for exactly who they are.”

[8] Redefy primarily operates as a website where people can share their experiences with prejudice and post reflections about different current events stories where **stereotyping** and acceptance are part of a national and/or personal conversation. Redefy also shares various stories about social justice issues on its Twitter, Facebook, Instagram, YouTube and Tumblr accounts. Ziad hopes this interconnected network of experiences will unite people through their shared experiences.

[9] “It’s so hard to hate someone when you understand what they’re going through,” the teen explained.

[10] Within communities, Redefy holds workshops for younger students to gain insight into what **stereotypes** are and how to combat them. Ziad described working with people as young as fifth grade as a moving experience. “They don’t necessarily know the terms **stereotypes** or prejudice,” he told us, “But when you hear them articulate⁶ their experiences, they know it all too much.”

[11] In addition to Ziad's role as founder, he works with a leadership team of four friends and 20 representatives in schools around the world advocating for the organization's various campaigns.⁷ As far as the future of Redefy, Ziad hopes to hold larger conferences and wider-scale programs to educate young people on bias⁸ and creating accepting spaces in their communities and ultimately, the world. He hopes the organization will continue to spur teen activism too.

[12] “What a lot of young people don’t realize is that this is our fight. Injustice is our fight,” Ziad added. “Until we all unite in our injustices, ignorance will continue to exist.”

Paragraphs 8-12

Write: Take notes on how Ziad Ahmed uses social media to impact teens.

MTV News “This Muslim-American Teen Turned His Suffering Into a Full-Fledged Battle Against Stereotypes” by Rae Paoletta used with permission by MTV. ©2020ViacomCBS Media Networks. All Rights Reserved.

⁶ **Articulate** (*verb*): to express an idea clearly and effectively

⁷ **Campaign** (*noun*): a series of actions planned and organized to achieve a goal (ex: an election campaign)

⁸ **Bias** (*noun*): a feeling towards or against someone, usually seen as unfair or without basis

Taking Notes for your Research Paper

Directions: Think about how “This Muslim-American Teen Turned his Suffering into a Full-fledged Battle against Stereotypes” answers our research question. Then add notes to your graphic organizer in the row for this text.



As you collect evidence for your notes, remember to include **objective** evidence:

- data, statistics, and conclusions from research,
- knowledge from professionals or specialists in the field, and
- testimonials or interviews.



Name _____ Class _____

Research Note-Taking Graphic Organizer

RESEARCH QUESTION: In your opinion is social media more beneficial or risky? Convince a friend or adult in your life of your position. Support your argument with evidence from your research and your own, personal experiences.		
Text Title	Examples and Evidence that show the BENEFITS of social media (Paragraph #)	Examples and Evidence that show the RISKS of social media (Paragraph #)
This is Your Brain on Instagram by Kelly McSweeney		

Unit 4: Social Media: Risks and Rewards 1

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for “This Muslim-American Teen Turned his Suffering into a Full-fledged Battle against Stereotypes.” *5 minutes*



1. Which sentence *best* states the central idea of this article? **[RI.2]**
 - A. Ziad Ahmed is a Bangladeshi-American Muslim who has suffered a lot of prejudice because of his religion and appearance.
 - B. Ziad Ahmed wanted to use social media to inform teens about stereotyping and learn their opinions on the topic.
 - C. Ziad Ahmed responded to the prejudice he experienced by founding Redefy, an organization that uses social media to spread tolerance.
 - D. Ziad Ahmed founded Redefy in the United States, but their membership and message of acceptance for all has spread to 20 countries around the world.
2. Why does the author describe Redefy as “a multi-platform organization”? (Paragraph 2) **[RI.4]**
 - A. Redefy is in touch with and influencing teens in many different countries.
 - B. Redefy uses more than one method to communicate its message to teens.
 - C. Redefy has more than one message that it wishes to send about prejudice.
 - D. Redefy is only one of many organizations Ziad has created to combat prejudice.
3. How does Ziad’s comment about the TSA watch list contribute to the central idea of the article? (Paragraph 6) **[RI.2]**
 - A. It is an example of the way fear and distrust of Muslims has affected Ziad’s life.
 - B. It is an example of the government’s efforts to keep air travelers safe on U.S. flights.
 - C. It is an example of how Redefy’s efforts are spreading tolerance throughout the country.
 - D. It is an example of the kind of government action Ziad wants to see more of in the world.
4. What is the relationship between social media and Redefy’s success? **[RL.3]**
 - A. Social media allows young people to discuss current events.
 - B. Social media allows adults to provide teens with safe spaces to talk about stereotypes.
 - C. Social media allows adults to share guidelines that support the responsible use of social media.
 - D. Social media allows young people to share experiences with people they would not otherwise meet.



Independent Practice

Directions: Answer the short response prompt for “This Muslim-American Teen Turned his Suffering into a Full-fledged Battle against Stereotypes.” *15 minutes*

PROMPT: You have just read “This Muslim-American Teen Turned his Suffering into a Full-fledged Battle against Stereotypes” by Rae Paoletta. According to the article, how does Redefy impact teens’ lives? [RI.2]

In your response, make sure to introduce your evidence by describing:

- What is happening at this moment in the text, or
- Who is speaking or being quoted, if anyone

CHECKLIST FOR INTRODUCING EVIDENCE:

- Highlight or bold each introduction of evidence.

Did you explain what is happening at this moment in the text?

- a. YES
- b. No, I will go back and add that.

Did you state who is speaking or being quoted?

- a. YES
- b. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS

- *In paragraph/line [X], the author/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the text we read that...*
- *I can prove this because...*
- *Look at...*

1. What is a **stereotype** of teens that you feel is unfair or **unfavorable**? Why do you think the **stereotype** is unfair?

My answer	My partner's answer

2. Ziad's experience with prejudice **compelled** him to found Redefy. In what other ways have you seen young people use social media for good?

My answer	My partner's answer

3. In your opinion, how can learning about **stereotypes empower** teens?

My answer	My partner's answer

Name _____ Class _____

Vocabulary Quiz 2 for Unit 4: Social Media: Risks and Rewards

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. Caring c. <i>Artistic</i></p>	<p style="text-align: center;">My answer</p> <p style="text-align: center; font-size: 2em;">B</p>
--	---

<p>1. Evander wants to motivate other students to write and perform poetry. He started an afterschool group where students can work with others to write poetry, practice reciting, and get feedback from others.</p> <p>a. Consume b. Empower c. Tolerate</p>	<p style="text-align: center;">My answer</p>
<p>2. Laila loves spending time with Nia afterschool each day. Laila doesn’t always agree with Nia’s opinions about school, politics, or even music. However, they are able to be around each other without fighting or hurting each other’s feelings.</p> <p>A. Unfavorable B. Anxious C. Tolerant</p>	<p style="text-align: center;">My answer</p>
<p>3. The buffet had everything: egg rolls, fried rice, orange chicken, teriyaki beef, even seafood, too. Kari was determined to try everything on there!</p> <p>A. Consume B. Compel C. Stereotype</p>	<p style="text-align: center;">My answer</p>
<p>4. When they heard that Joe was from the South, they assumed he liked country music.</p> <p>A. Anxiety B. Privacy C. Stereotype</p>	<p style="text-align: center;">My answer</p>

	My answer
<p>5. Mary hates the way her mom always tries to force her to do stuff around the house, saying things like, “If this room isn’t clean, I’m taking away your phone!”</p> <ul style="list-style-type: none"> A. Empower B. Compel C. Consume 	
<p>6. The family installed a tall fence and then planted a tree in the backyard. They added blinds to all the windows, and a gate to the fence. They could be in the yard and you would never know.</p> <ul style="list-style-type: none"> A. Stereotyped B. Private C. Tolerant 	
<p>7. After the show received terrible ratings, the network decided to cancel it. They just couldn’t continue to air a show that no one liked watching.</p> <ul style="list-style-type: none"> A. Unfavorable B. Tolerant C. Compelling 	
<p>8. The night before the contest winners were announced, Arjun was so stressed and worried that he could barely eat or sleep.</p> <ul style="list-style-type: none"> A. Private B. Stereotype C. Anxiety 	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>11. I stopped inviting my neighbor over to my house because she never ___ her games and toys, but she always wanted me to let her play with my things.</p> <p>A. Shared B. Dreamed C. Laughed</p>	<p style="text-align: center;">My answer</p> <p style="text-align: center; font-size: 2em;">A</p>
--	---

<p>9. Malik’s ___ of food earned him the nickname “Garbage Disposal.”</p> <p>A. Consumption B. Anxiety C. Stereotype</p>	<p style="text-align: center;">My answer</p>
<p>10. Many internet experts are concerned about ___ while using devices like smartphones, TVs, and voice-enabled speakers.</p> <p>A. Empowerment B. Privacy C. Stereotype</p>	<p style="text-align: center;">My answer</p>
<p>11. By saying he would expel her if she didn’t admit what she had done, Suvarna’s principal ___ her to tell the truth.</p> <p>A. Tolerated B. Compelled C. Stereotyped</p>	<p style="text-align: center;">My answer</p>
<p>12. The girl felt ___ when her mom let her choose her own outfit to wear to school for the first time.</p> <p>A. Empowered B. Stereotyped C. Unfavorable</p>	<p style="text-align: center;">My answer</p>

	My answer
<p>13. Last week, the teachers attended a training to learn about how ___ impacts their opinion of what students can and can't do.</p> <ul style="list-style-type: none">A. ConsumptionB. EmpowermentC. Stereotyping	
<p>14. Gina always makes plans. When she doesn't have a plan, she feels a lot of ___ about the future.</p> <ul style="list-style-type: none">A. ToleranceB. AnxietyC. Privacy	
<p>15. It was clear Maya had a(n) ___ opinion of her father's cooking when she spat out her first bite.</p> <ul style="list-style-type: none">A. TolerantB. UnfavorableC. Anxious	
<p>16. Many adults think teenagers today have more ___ for other teenagers of different ethnicities and cultures.</p> <ul style="list-style-type: none">A. ConsumptionB. PrivacyC. Tolerance	

Name _____ Class _____

Unit 4: Social Media: Risks & Rewards

Vocabulary Quiz 2 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Part 2: Fill-in-the-Blank

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Name _____ Class _____

FIXING COMMA SPLICES

PART 1: Analyzing Student Writing

DIRECTIONS: Read the example sentences closely. Then, answer the reflection questions.



Example A	Example B
Mt. Rushmore is located in the Black Hills, this land was originally reserved for the Lakota Sioux in a treaty in 1868.	Mt. Rushmore is located in the Black Hills, and this land was originally reserved for the Lakota Sioux in a treaty in 1868.

REFLECTION:

1. What difference do you notice between the sentence in Example A and the sentence in Example B?

2. Based on what you know about what makes a correct sentence, which of the example sentences is correct? Circle your response and then explain your answer.

Example A

Example B



PART 2: Notes on Comma Splices

DIRECTIONS: Review the key points about comma splices and types of sentences. Then complete the practice exercises that follow.

COMMA SPLICES	
<ul style="list-style-type: none"> • A comma splice occurs when two independent clauses are incorrectly joined together with a comma and no conjunction. • To fix a comma splice, you can: <ul style="list-style-type: none"> ○ split the comma splice sentence into two separate sentences, or ○ add an appropriate conjunction. 	
Comma Splice Example A	Correction
<i>My dog didn't seem to mind the cold, he ran and ran around the park.</i>	<i>My dog didn't seem to mind the cold. He ran and ran around the park.</i>
Comma Splice Example B	Correction
<i>I wore my warmest coat, I wasn't too cold.</i>	<i>I wore my warmest coat, so I wasn't too cold.</i>

AVOIDING COMMA SPLICES BY CREATING COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES		
<ul style="list-style-type: none"> • Comma splice errors are especially easy to make when writing longer sentences that include multiple independent and dependent clauses. • Remember: <ul style="list-style-type: none"> ○ An independent clause is a clause that can stand alone as a sentence. It has a subject and a verb, and it expresses a complete thought. ○ A dependent clause has a subject and a verb but does not express a complete thought. • When you combine independent or dependent clauses in a single sentence, you can avoid a comma splice by using appropriate conjunctions to write one of these three types of sentences. 		
Compound	Complex	Compound-Complex
Combines two independent clauses with a coordinating conjunction such as and , but or so .	Combines an independent clause with one or more dependent clauses using a subordinating conjunction such as because , though , or while .	Combines at least two independent clauses with at least one dependent clause using coordinating and subordinating conjunctions.
Example	Example	Example
<i>It was very cold out, so I didn't want to take my dog to the dog park.</i>	<i>Because it was very cold out, I didn't want to take my dog to the dog park.</i>	<i>Because it was very cold out, I didn't want to take my dog to the dog park, but I took him anyway.</i>



PART 3: Identifying Sentences and Comma Splices

DIRECTIONS: For each practice exercise, identify the sentence as compound, complex, compound-complex, or a comma splice.

EXAMPLE

Mr. Douglas gave us a study guide for the finals, Trisha and I used it to review the material.

- A. Compound Sentence
- B. Complex Sentence
- C. Compound-Complex Sentence
- D. Comma Splice

1 Because giant squid live deep in the ocean, it is difficult for scientists to find them.

- A. Compound Sentence
- B. Complex Sentence
- C. Compound-Complex Sentence
- D. Comma Splice

2 Bats can be up to five feet long, or they can be just a few inches.

- A. Compound Sentence
- B. Complex Sentence
- C. Compound-Complex Sentence
- D. Comma Splice

3 The weather man said it would be sunny, it rained all weekend.

- A. Compound Sentence
- B. Complex Sentence
- C. Compound-Complex Sentence
- D. Comma Splice

4 Although the runner's legs are sore, she keeps going.

- A. Compound Sentence
- B. Complex Sentence
- C. Compound-Complex Sentence
- D. Comma Splice

5 After the fair comes to town, school will start, and my parents will be relieved.

- A. Compound Sentence
- B. Complex Sentence
- C. Compound-Complex Sentence
- D. Comma Splice



PART 4: Fixing Comma Splices

DIRECTIONS: For each practice exercise, correct the comma splice in two different ways. First, correct the comma splice by writing it as two sentences. Then, fix the comma splice by choosing an appropriate coordinating conjunction to create a compound sentence.

EXAMPLE
Global warming needs to be stopped, the permafrost in the tundra will melt.
Correction 1 (two sentences): <i>Global warming needs to be stopped. The permafrost in the tundra will melt.</i>
Correction 2 (add a conjunction): <i>Global warming needs to be stopped, or the permafrost in the tundra will melt.</i>

Coordinating Conjunctions	
Used to connect two independent clauses	
And	Nor
But	Or
Yet	So

1	The cars raced around the track, the spectators watched with great interest.
	Correction 1:
	Correction 2:

2	My stomach was growling, I was ready for lunch.
	Correction 1:
	Correction 2:

3	Some baseball spectators cheered for Jackie Robinson, other crowds did not accept him.
	Correction 1:
	Correction 2:

4	Vultures circled above the plain, we knew something dead lay below.
	Correction 1:
	Correction 2:

5	Tovah and I decided to go to the basketball game, we did not go to the play.
	Correction 1:
	Correction 2:



PART 5: Fixing Comma Splices

DIRECTIONS: For each practice exercise, fix the comma splice by creating a complex or compound-complex sentence using appropriate coordinating and subordinating conjunctions.

EXAMPLE
I looked out the window, I saw it was raining, I packed my umbrella.
Correction: <i>When I looked out the window, I saw it was raining, so I packed my umbrella.</i>

Coordinating Conjunctions	
Used to connect two independent clauses	
And	Nor
But	Or
Yet	So

Subordinating Conjunctions	
Used to connect a dependent clause with an independent clause	
After	Although
As	When
While	Until
Before	Because
If	Since

1	I take my dog for a walk, I put on his leash, he might run away.
	Correction:

2	My parents were arguing, my sister and I ate dinner, we ate quickly.
	Correction:

3	You want to go to the movies, we can ask my parents.
	Correction:

4	We couldn't leave the campsite, the sun came up, we waited anxiously.
	Correction:

5	The students set up their experiments, the science fair began.
	Correction:

PART 6: Fixing Comma Splices in Paragraphs



DIRECTIONS: Read the paragraph. There are 3 comma splice mistakes. Fix the comma splice mistakes by splitting the sentences or by adding appropriate conjunctions.

PARAGRAPH

Hillary’s goal in life was to be a famous pianist, it had always been her dream. When the other students in her classes went home to play video games, Hillary went home to practice piano. Her parents worked hard to find her the best piano teacher in the city, though Mr. Caputo was 3 train rides away, but Hillary didn’t mind. While the train jostled her back and forth, she dreamed of taking the stage at Carnegie Hall. That day was far away, she knew to reach her dream it began with riding those trains.

Your Revised Paragraph:

Name _____

Class _____

Why Young Adults Are Taking a More Mindful Approach to Social Media

Jessica Matlin

About this text	
In this article, which originally appeared in <i>Teen Vogue</i> , the author interviews teens about social media.	
Purpose for reading	Vocabulary
To learn about why some teens are changing their relationship with social media.	<p>Let's pronounce these words together as a class:</p> <p>Anxiety (ang-zahy-i-tee) Compel (kuhm-pel) Consume (kun-soom)</p>

WHOLE CLASS READING

DURING READING QUESTIONS

[1] Today, we are more connected than ever — the Internet has given us a peek into one another's relationships, breakfast bowls, makeup routines. Still, it's clear that social networks¹ can stretch only so far. That's why some teens are souring on them and choosing to invest their time becoming reacquainted² with people in the real world.

[2] In fact, unplugging may be the chicest³ thing you can do right now: Justin Bieber, Kim Kardashian West, Selena Gomez, Kendall Jenner, Miley Cyrus, and Gigi Hadid have all recently taken a hiatus⁴ from Instagram.

[3] "A lot of the world feels so much entitlement⁵ in other people's lives, which is so crazy," Gigi has said, on a social media break of her own to focus on her work and the relationships that are meaningful to her.

VIRTUAL REALITY

[4] When Faith, 17, moved from a Philadelphia suburb to a new school in New York City ("one of the ones that Gossip Girl was based on," she adds), the first few months were rough. "It was hard for me to make friends." Feeling insecure, she used her phone as a PR tool, posting perfectly captioned stories that made it look like she was having the time of her life.

[5] "I wanted to make people back home think I made friends instantly," she says. "In reality, I was struggling." Now that she's found her own crew, she's grown more skeptical⁶ about social media. She also doesn't feel **compelled** to get it all on

Paragraphs 4-5

Turn & Talk: What does the author's interview with Faith suggest about social media?

¹ **Social network** (*noun*): examples of social networks include Facebook, Instagram, TikTok, etc.

² **Reacquaint** (*verb*): to become familiar with someone again

³ elegant or fashionable

⁴ **Hiatus** (*noun*): a break

⁵ **Entitlement** (*noun*): the belief that you have a right to do something or have something

⁶ **Skeptical** (*adjective*): having doubts, questioning

film. At a Coldplay show, she sang instead of Snapped (“I’d rather enjoy the music”), and sitting down to a recent dinner, she and her friends piled their phones in the middle of the table (“It made the night so much better”).

INDEPENDENT READING

CONNECTING, IRL

[6] “Young adults are beginning to take a more mindful⁷ approach to social media,” says Jacqueline Nesi, a researcher at the University of North Carolina at Chapel Hill who studies teens and social media. “This may explain the rise in apps like SelfControl and Anti-Social.” (Both prevent you from falling into a Facebook hole.) And that no-phones-at-dinner policy? Nesi says we are likely to see it popping up on more tables.

[7] When Olivia, 20, found herself glued to virtual acquaintances’ Snap stories, it bugged her. “I was always picking up my phone and wanting to see what other people were doing all of the time, and that curiosity wasn’t normal,” she says. She eventually deleted her Snapchat.

[8] Ananda, 17, had the kind of Insta-following that any start-up⁸ would kill for. Before long, it became a total chore. What started as a place to share vegan recipes and cute outfits quickly became her “brand,”⁹ something that demanded daily upkeep.¹⁰ Her fans constantly direct-messaged her with praise and invites to meet up.

[9] “It was really sweet,” she says. “At the same time, it was so time- and energy-consuming — it wasn’t how I want to build friendships.” As she started posting less, her following dropped. (“That gave me **anxiety**,” she says.) Finally, she just closed her account. “I do miss it, but I have time to spend with my real friends.”

[10] “Social media relationships aren’t real relationships,” says Faith. “It’s always weird when you see someone who follows you and you follow back, but you don’t say ‘hi’ to each other when you see them in real life.”

DURING READING QUESTIONS

Paragraphs 6-10

A. Write: According to Olivia and Ananda, how had their connections to people on social media similarly affected their lives?

B. Write: What does the inclusion of paragraphs 6-10 suggest about the author’s point of view?

C. Poll the Class: Do you agree or disagree with Faith that “social media relationships aren’t real relationships”? Be prepared to defend your response.

- A. Agree
- B. Disagree

“Why Young Adults are Taking a More Mindful Approach” from *Teen Vogue* by Jessica Matlin. © 2017 Condé Nast. All rights reserved.

⁷ conscious or aware of something

⁸ a company or project started by an entrepreneur as a business

⁹ **Brand** (*noun*): the way a person wants to be seen and thought of

¹⁰ **Daily upkeep** (*noun*): the work you do to maintain something

Taking Notes for your Research Paper

Directions: Think about how “Why Young Adults Are Taking a More Mindful Approach to Social Media” answers our research question. Then add notes to your graphic organizer in the row for this text.



As you collect evidence for your notes, remember to include **objective** evidence:

- data, statistics, and conclusions from research,
- knowledge from professionals or specialists in the field, and
- testimonials or interviews.



Name _____ Class _____

Research Note-Taking Graphic Organizer

RESEARCH QUESTION: In your opinion is social media more beneficial or risky? Convince a friend or adult in your life of your position. Support your argument with evidence from your research and your own, personal experiences.		
Text Title	Examples and Evidence that show the BENEFITS of social media (Paragraph #)	Examples and Evidence that show the RISKS of social media (Paragraph #)
This is Your Brain on Instagram by Kelly McSweeney		

Unit 4: Social Media: Risks and Rewards 1

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Why Young Adults Are Taking a More Mindful Approach to Social Media.” *5 minutes*



1. What is the central idea of the article? **[RI.2]**
 - A. Some young adults are taking a break from social media and getting reacquainted with the real world.
 - B. Young adults are using social media to become closer friends with virtual acquaintances.
 - C. Young adults are using social media to make fun of others and bully people.
 - D. Some young adults are starting to use Instagram more than Facebook.

2. Based on paragraph 6, what does a “mindful approach to social media” mean? **[RI.4]**
 - A. using social media to engage listening to music online in order to calm one’s mind
 - B. using social media to engage in activities online instead of taking a class in person
 - C. paying attention to the words people use instead of only depending on their facial expressions
 - D. paying attention to everyday activities and the present moment instead of being on social media

3. Which detail from the passage *best* supports the idea that a mindful approach to social media is becoming more popular? **[RI.1]**
 - A. “Today, we are more connected than ever — the Internet has given us a peek into one another’s relationships, breakfast bowls, makeup routines.” (Paragraph 1)
 - B. “Feeling insecure, she used her phone as a PR tool, posting perfectly captioned stories that made it look like she was having the time of her life.” (Paragraph 4)
 - C. “This may explain the rise in apps like SelfControl and Anti-Social. (Both prevent you from falling into a Facebook hole.)” (Paragraph 6)
 - D. “When Olivia, 20, found herself glued to virtual acquaintances’ Snap stories” (Paragraph 7)

4. How does the author primarily structure “Why Young Adults Take A More Mindful Approach”? **[RI.5]**
 - A. by describing the process of using social media
 - B. by sharing the perspective of different teenagers
 - C. by presenting facts and statistics from research on social media
 - D. by comparing anecdotes from teenagers to scientific research

Independent Practice

Directions: Answer the short response prompt for “Why Young Adults Are Taking a More Mindful Approach to Social Media.” *15 minutes*



PROMPT: You have just read “Why Young Adults Are Taking a More Mindful Approach to Social Media” by Jessica Matlin. What do the interviews with young people suggest about the author’s point of view about social media?

[RI.6]

In your response, make sure to introduce your evidence by describing:

- What is happening at this moment in the text, or
- Who is speaking or being quoted, if anyone

CHECKLIST FOR INTRODUCING EVIDENCE:

- Highlight or bold each introduction of evidence.

Did you explain what is happening at this moment in the text?

- a. YES
- b. No, I will go back and add that.

Did you state who is speaking or being quoted?

- a. YES
- b. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS

- *In paragraph/line [X], the author/speaker says...*
- *For example, in the text it says that...*
- *One moment that illustrates this is...*
- *Remember in the text we read that...*
- *I can prove this because...*
- *Look at...*

1. Do you agree with the teens in this article that taking a mindful approach to social media can be **beneficial**? Explain your answer.

My answer	My partner's answer

2. If you were to take a break from social media, what might you **consume** instead to pass the time?

My answer	My partner's answer

3. **CROSS-TEXTUAL:** Imagine you were trying to **compel** Jane, Ella, and Julia from “Status Updates” to take a more mindful approach to social media. Using any of the texts we’ve read so far, what advice or evidence might you use to convince them to limit their use of social media?

My answer	My partner's answer

Name _____ Class _____

Acknowledging New Ideas and Changing Your Thinking

PART 1: Sample Discussion

Directions: Read the excerpt from a student discussion about social media and the text “Why Some Young Adults are Taking a More Mindful Approach to Social Media.” As you read, pause to answer the questions beside the text.



Note to Teachers: Consider having two students perform the “Sample Discussion Dialogue” while their classmates listen and answer the questions.

SAMPLE DISCUSSION PROMPT

Is social media a good way to keep in touch with your friends?

SAMPLE DISCUSSION DIALOGUE

QUESTIONS

[1] **Ashley:** I think social media is a great way to keep in touch with friends! I love that I can keep up with everything that is going on in their lives just by following them on Instagram.

[2] **Warren:** Sure. But, do you feel like you are keeping up with them in real life?

[3] **Ashley:** I think so. For example, I saw my friend’s post when she got accepted to college and I saw another friend’s post when her baby sister was born. Those are both special moments that I got to hear about and see photos of, too.

[4] **Warren:** I agree that is nice to see, but what people post isn’t always the whole truth about what is going on in their lives. Remember in the text, when Faith explained that she used her social media as a way to make her old friends think she was having the time of her life? She said, “I wanted to make people back home think I made friends instantly... In reality, I was struggling.”

[5] **Ashley:** That is a strong point because I hadn’t considered that my friends on social media might be doing that, too.

[6] **Warren:** In the last paragraph, Faith also says, “Social media relationships aren’t real relationships.”

[7] **Ashley:** Now that you say that, it makes me think that social media can be part of a real relationship but not the whole relationship. You can still be happy for your friends when they post exciting photos of the events in their lives. But, it is true that a strong relationship can’t exist only on social media.

[8] **Warren:** What you’re saying also makes me realize it can be nice to follow and support your friends on social media, but keeping in touch in real life is an important part of friendships.

Paragraphs 1-4

A. **Write:** What are Ashley and Warren’s different perspectives on social media?

Paragraphs 5-8

B. **Find Evidence:** Underline two phrases that show Ashley and Warren expressing a change in their thinking.

C. **Discuss:** How do Ashley and Warren’s responses to each other’s ideas strengthen the conversation?

PART 2: Acknowledging New Ideas and Changing Your Thinking

Directions: In our discussion, we are going to practice an important discussion strategy: acknowledging new information and sharing how your thinking has changed. With a partner or independently, read the examples and summarize two key points to remember about this skill.



Examples of how you can **acknowledge new information expressed by others:**

- *That is a strong point because...*

Examples of how you can express a **change in your thinking:**

- *Now that you say that, it makes me think...*
- *What you are saying makes me realize...*
- *Your point makes me wonder...*

Key Points

During a class discussion, remember to...

Name: _____ Class: _____ Date: _____

Extension Activity

Conducting Your Own Research Survey

PART 1: Choosing a Survey Topic

Directions: Review the list of topics related to social media that we've read about in this unit.

- Circle a topic that you'd like to ask your peers about.
- You may also come up with a topic of your own related to social media.



Topics Related to Social Media
<ol style="list-style-type: none"> 1. Social media and relationships 2. Time and activities on social media 3. Using social media for good 4. Social media safety 5. Idea of my own: _____



PART 2: Writing Strong Survey Questions

Directions: Draft 1-3 survey questions about your selected social media topic. As you draft, use the example survey questions to guide you.

A strong survey question:	
<ul style="list-style-type: none"> • Begins with a clear statement or question. • Offers up to four (4) different answer choices. 	
Example Survey Questions Topic: Social Media & Relationships	
Example 1	Example 2
Teens can develop strong friendships on social media. <ul style="list-style-type: none"> a. Strongly agree b. Somewhat agree c. Somewhat disagree d. Strongly disagree 	How often do you turn to social media friends for support? <ul style="list-style-type: none"> a. Very often b. Sometimes c. Not very often d. Never

Draft Survey Questions
Topic: _____
Empty space for drafting survey questions

PART 3: Practicing with a Partner

Directions: Test out your survey by sharing your survey question(s) with your partner.



Ask your partner:

- Do you understand each question?
- Is each answer choice clear and different from the others?

In the **Draft Survey Questions** section of your handout, take notes about any revisions you should make to your survey questions.

PART 4: Finalizing and Conducting Your Survey

Directions: Write your final survey question(s). Be sure to give your survey a title.



Survey Title:	
Question 1:	
Answer choices	Results <i>As you survey your classmates, use the space below to tally how many responses each answer choice receives.</i>
A.	
B.	
C.	
D.	
Question 1 Summary: <ul style="list-style-type: none"> <i>According to a survey of my classmates, [#] out of [#] of my peers agree/disagree that....</i> <i>The majority of classmates I surveyed felt that....</i> 	

Question 2:

Answer choices	Results <i>As you survey your classmates, use the space below to tally how many responses each answer choice receives.</i>
A.	
B.	
C.	
D.	

Question 2 Summary:

- *According to a survey of my classmates, [#] out of [#] of my peers agree/disagree that...*
- *The majority of classmates I surveyed felt that....*

Question 3:

Answer choices	Results <i>As you survey your classmates, use the space below to tally how many responses each answer choice receives.</i>
A.	
B.	
C.	
D.	

Question 3 Summary:

- According to a survey of my classmates, [#] out of [#] of my peers agree/disagree that...
- The majority of classmates I surveyed felt that....



PART 5: Analyzing Survey Results

Directions: After you have surveyed your classmates and summarized the results of each question, respond to this prompt to analyze your survey results.

- Use the sentence starters to help you consider what your results suggest about the risks or benefits of social media.

Analyzing Survey Results

- *The findings from my survey support the idea that social media is more risky/beneficial because...*
- *The findings from my survey suggest that teens...*
- *The findings from my survey suggest that social media...*

What do the findings of your survey suggest about the risks or benefits of social media? What else do they suggest about teens and social media?

Name _____ Class _____

Outlining Your Argumentative Research Paper

Research Question:
In your opinion is social media more beneficial or risky? Convince a friend or adult in your life of your position. Support your argument with evidence from your research and your own, personal experiences.

My Draft Thesis:

Reasons	Evidence
---------	----------

Reason 1:

Example sentence frames:
Social media is mostly _____ because...
One reason social media is _____ is...

Reason 2:

Reason 3:

Name _____ Class _____

Using Anecdotes To Support Research

About this lesson	
You know how to write descriptively and tell stories. In this lesson, you will learn how telling a short, personal story, or anecdote, can help to strengthen your argumentative research paper.	
Skill Focus	Materials Needed
In this lesson, you'll learn how to develop your essay with relevant examples from your own life. [W.7.2.B]	Outlining Your Research-Based Argument Handout

PART 1: Analyzing a Mentor Text

Directions: Read the paragraph written by an advanced 7th grader. As you read, highlight the writer's argument about social media. Then answer the questions that follow. *8 minutes.*



MENTOR TEXT
<p>One big risk with social media is it keeps teens from being themselves because they are too worried about being “liked” on social media. For example, before I wear an outfit to school, I post it on Instagram to see how many likes I can get. It matters to me that my friends think I have great taste in clothes. If I don't get enough likes, I'll change my outfit and even take down the post. I can't risk being stuck wearing a bad outfit all day that people might make fun of. I shouldn't care what others think, but I can't help wanting their feedback, and social media is the easiest way to get it.</p>

QUESTIONS:

- The bolded section is called an **anecdote**, which is a short, personal story. What details does the writer include in their anecdote to support their argument?

- Based on this anecdote example, what kinds of details should writers include in their anecdotes to make them strong pieces of evidence for their research-based argument?

PART 2: Brainstorming ideas

Directions: Jot down your argument about social media. Then, brainstorm a few personal experiences that support your argument. *3 minutes*



My argument:	
Personal Experience 1:	
Personal Experience 2:	
Personal Experience 3:	

PART 3: Independent Practice

Directions: Select one of the personal experiences you brainstormed above to turn into an anecdote. Draft a 3-5 sentence anecdote using the idea you selected. In your anecdote, be sure to include one or more of these details: *15 minutes*



- Specific descriptions
- Relevant events
- Personal feelings
- Thoughts or dialogue

<p>MY ANECDOTE:</p>	<p style="text-align: center;">CHECKLIST FOR STRONG ANECDOTES:</p> <p>My anecdote includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific descriptions <input type="checkbox"/> Relevant events <input type="checkbox"/> Personal feelings <input type="checkbox"/> Thoughts or dialogue
----------------------------	--

Name _____ Class _____

Unit 4 Research Paper

PART 1: Research Question

Directions: Read the research question about social media.

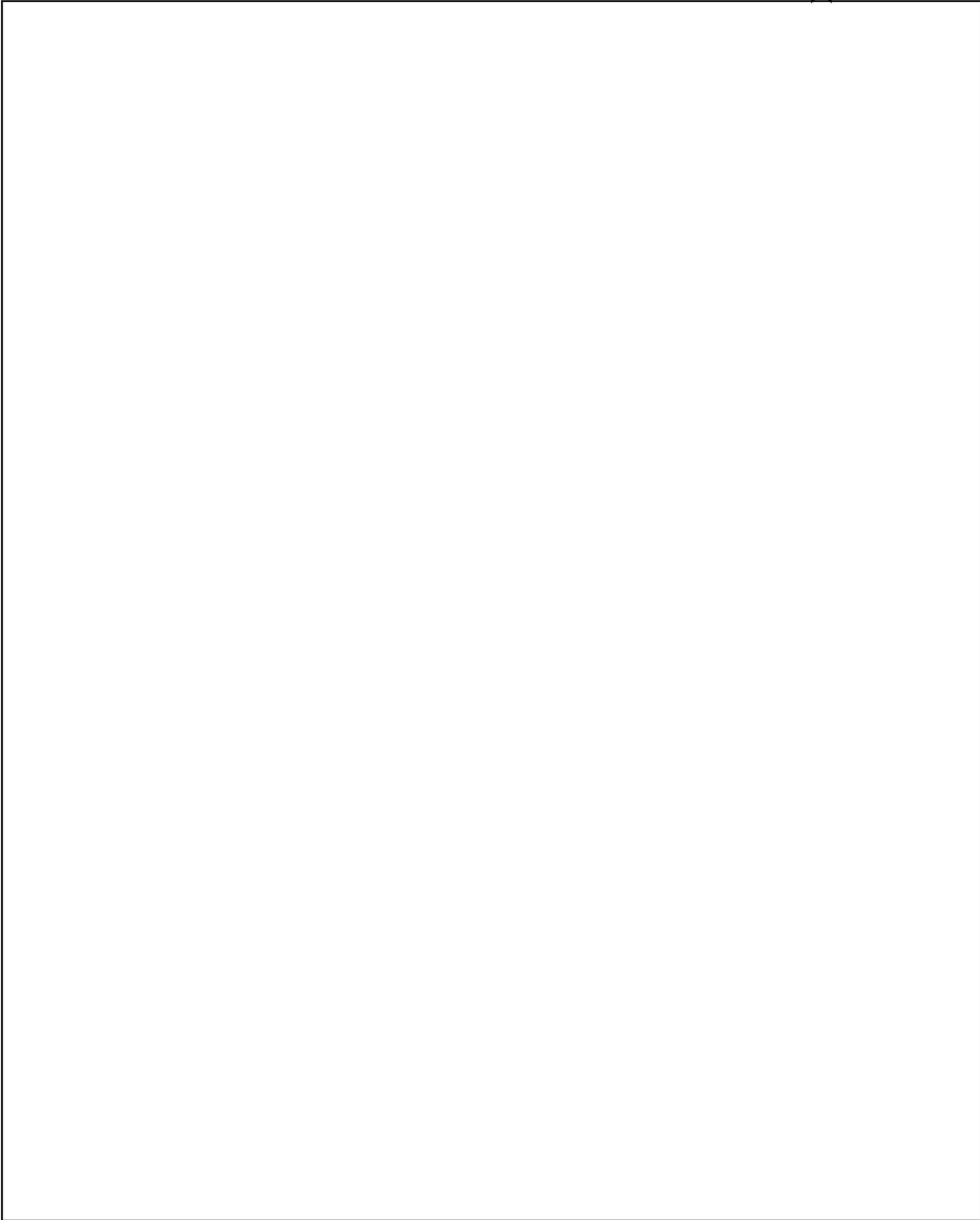


PROMPT
In your opinion is social media more beneficial or risky? Convince a friend or adult in your life of your position. Support your argument with evidence from your research and your own, personal experiences. [W.1, W.7, W.8]

PART 2: Drafting Your Essay

Directions: Draft your essay in the space provided. If you created an outline for this essay in a previous lesson, use it to help you draft. As you draft your essay, be sure to apply the skills you've practiced in writing lessons throughout this unit.





Name _____ Class _____

5 Minute Writing Review Works Cited Formatting

About this lesson

You already know how to create in-text citations when you're only quoting from one source. Today you will learn how to create a list of the sources you cite so that your readers can follow up that information on their own if they wish.

Skill Focus

In this lesson, you'll learn how to format works cited entries for your research sources. **[W.7]**

Materials Needed

- The printed or online versions of the texts you're citing in your paper
- Your current draft

PART 1: Formatting a Works Cited Entry

Directions: Review the information and examples for how to format entries on a Works Cited page. Review any questions you have with your teacher. *5 minutes*



Works Cited Formatting

When citing an article on CommonLit, you will need the following information. If any of this information is not provided (such as the original publication), simply leave it out.

Basic Format:

Author. "Article Title." *Title of the Original Publication*, date published. *CommonLit*, URL (without the https://). Date Accessed.

Examples:

Notopolous, Katie. "Teens Say Social Media Isn't As Bad For Them As You Might Think."

BuzzFeed.News, 2018. *CommonLit*, www.commonlit.org/en/texts/teens-say-social-media-isnt-as-bad-for-them-as-you-might-think.

Accessed 19 Jan. 2021.

Change this to the date on which you took notes from this text

Pearce Stevens, Alison. "Social media: What's not to like?"

Science News for Students, 2019. *CommonLit*, www.commonlit.org/en/texts/social-media-whats-not-to-like.

Accessed 19 Jan. 2021.

PART 2: Independent Practice

Directions: Create a Works Cited entry for each text you are using in your paper. If you are using one of the texts in the **Examples** box above, you do not have to redo that entry. *10 minutes*



Make sure to:

- begin your Works Cited list on a new page
- double-space your Works Cited list
- use a hanging indent: the first line of each entry should begin at the margin; all following lines should be indented by 0.5 inches

INFORMATION FOR WORKS CITED ENTRIES:

- Author (for the first author, last name goes first).
- "Article Title."
- Title of the website,*
- Date published (if available),
- URL (without the https://).
- Date you accessed.

PART 3: Finishing your Works Cited List

Directions: Copy and paste the Works Cited entries into the Works Cited list at the end of your research paper. *5 minutes*



Make sure that you:

- Maintain the double-spacing that currently exists
- Insert each entry in the list in alphabetical order by the first word of the entry
- Maintain the hanging indent for each entry (first line left-justified; each succeeding line indented 0.5 inches)

Works Cited

Pearce Stevens, Alison. "Social media: What's not to like?"

Science News for Students, 2019. *CommonLit*, www.commonlit.org/en/texts/social-media-whats-not-to-like.

Accessed 19 Jan. 2021.

Notopolous, Katie. "Teens Say Social Media Isn't As Bad For Them As You Might Think."

BuzzFeed.News, 2018. *CommonLit*,
www.commonlit.org/en/texts/teens-say-social-media-isnt-as-bad-for-them-as-you-might-think.

Accessed 19 Jan. 2021

Name _____

Class _____

5 Minute Writing Review

Works Cited Formatting

About this lesson

You already know how to create in-text citations when you're only quoting from one source. Today you will learn how to create a list of the sources you cite so that your readers can follow up that information on their own if they wish. You will also learn how to cite those sources in your paper.

Skill Focus

In this lesson, you'll learn how to format works cited entries and in-text citations for your research sources. **[W.7]**

Materials Needed

- The printed or online versions of the texts you're citing in your paper
- Your current draft

PART I: Formatting In-text Citations

Directions: Read the information about how to format in-text citations and review the examples. Then, proceed to the Independent Practice and apply what you have learned. *5 minutes*



When writing a research paper, it's important to cite — or name — the sources of your data. This gives credit to the researchers and authors who originally shared the data and shows your readers that it comes from a reliable source.

Here's how to format in-text citations:

- Citations appear at the end of a sentence, surrounded by parentheses (), followed by the punctuation mark.
- If you are citing from a print source (book, magazine, newspaper, etc.), you must include a page number. **For internet sources, do *not* include any numbers.**
- The citation will use the first piece of information in the Works Cited entry for that source.

IF THE AUTHOR IS A PERSON

- Use only the author's last name in the in-text citation.

Author's Last Name

Works Cited Entry
 Duckworth, Angela Lee. "Grit: The Power of Passion and Perseverance." *TED Talks Education*, 2013.
CommonLit, www.commonlit.org/en/texts/grit-the-power-of-passion-and-perseverance. Accessed 19 Jan. 2021.

Author's Last Name

In-text Citation
 A person who lives "life like it's a marathon, not a sprint," has grit (Duckworth).

IF THE AUTHOR IS AN ORGANIZATION

- Use the full name of the organization in the in-text citation.

Works Cited Entry Organization

ABC News. "More Facebook Friends, Fewer Real Ones, Says Cornell Study." *www.abcnews.com*. 8 Nov. 2011. *CommonLit*, *www.commonlit.org/en/texts/more-facebook-friends-fewer-real-ones-says-cornell-study*. Accessed 19 Jan. 2021.

In-Text Citation Organization

Researchers asked, "How many of your Facebook 'friends' are really friends of yours?" (ABC News).

IF YOU DO NOT KNOW WHO THE AUTHOR IS

- Use the full title in the first in-text citation.
- If you cite the source more than once, use a shortened version of the title in the later citations.

Works Cited Entry Full Title of Text

"Opposition to the Women's Rights Movement." 1852. *CommonLit*, *www.commonlit.org/en/texts/opposition-to-the-women-s-rights-movement*. Accessed 19 Jan. 2021.

In-text Citations

As activists at the time pointed out, "the Bible nowhere countenances tyranny of man" ("Opposition to the Women's Rights Movement"). Full Title of Text

The authors believed that a woman must "wrestle in defiant combat" against unfair treatment ("Opposition..."). Shortened Title

PART II: Independent Practice

Directions: Look at your draft argumentative research paper. Using your Works Cited list as a reference, make sure that you have correctly cited all of your sources within your research paper. *10 minutes*



Remember:

- Surround each citation with parentheses.
- Do not include any paragraph or page numbers.
- Use the first piece of information in the Works Cited entry for that source.

STUDENT COPY: FINAL UNIT PROJECT OVERVIEW

Summary of Task

Positive Social Media Posts

How can we promote the benefits of social media over the drawbacks?

Most teens spend some amount of time per day on social media, and many teens spend the majority of their time there. But is it fair to say that the time they spend on social media is risky? It’s true that social media use often comes with risks, but there are benefits to it as well.

Over the course of this unit, you have read about both the downsides of social media use and the opportunities it opens for teens. You’ve gathered evidence on both sides of the debate to determine whether or not you feel that using social media as a teen is more risky or beneficial. You’ve used your research to write an argument convincing a person in your life of your position.

In this final project, Positive Social Media Posts, you will work with a partner to create 2-3 social media posts that promote positive use of social media. The purpose of these posts is to inform teens of the effects of frequent social media usage—positive or negative—and to encourage them to make more positive decisions while using social media. Your posts should include catchy designs and rely on facts and examples from your own research. After publishing your posts, you will present them to a group of classmates to explain the design and content choices you made for each post.

Task Breakdown	
Audience	General teen users of social media
Purpose	To encourage positive social media usage over negative usage
Format	2-3 example social media posts to promote positive use of social media; Students present their posts and explain their design and content choices.
Collaboration	Students work in pairs or groups to create 2-3 social media posts, which they present to the class together.
Technology	Students use free, OER design software and/or a social media platform to design and publish posts.

Project Steps:

- **Step 1:** Students assemble in pairs.
- **Step 2:** Pairs meet to plan and create each social media post. Each post should include:
 - Information about the positive or negative effects of frequent social media usage on teens
 - A call to action toward making more positive decisions while using social media

- **Step 3:** Pairs present their social media posts to their classmates, explaining the content and design choices they made.