

The background of the slide is a photograph of a group of young people at a Holi festival. They are smiling and have their faces and clothes covered in colorful powders (pink, blue, yellow). One person in the foreground is holding a pink smartphone up to take a selfie. The scene is outdoors with green trees in the background.

# UNIT 4 SOCIAL MEDIA: RISKS AND REWARDS

# WHAT ARE WE GOING TO LEARN?

Since **social media** began 30 years ago, it has become central to how people connect and interact.

Facebook, Instagram,  
WhatsApp, and  
Snapchat are all social  
media platforms.



# WHAT ARE WE GOING TO LEARN?

What social media platforms do you use?  
Are there any that you avoid? Why?

**RAISE YOUR HAND to Share Your Answer**



# WHAT ARE WE GOING TO LEARN?

Did you know that **32% of people on Earth** are active Facebook users?!



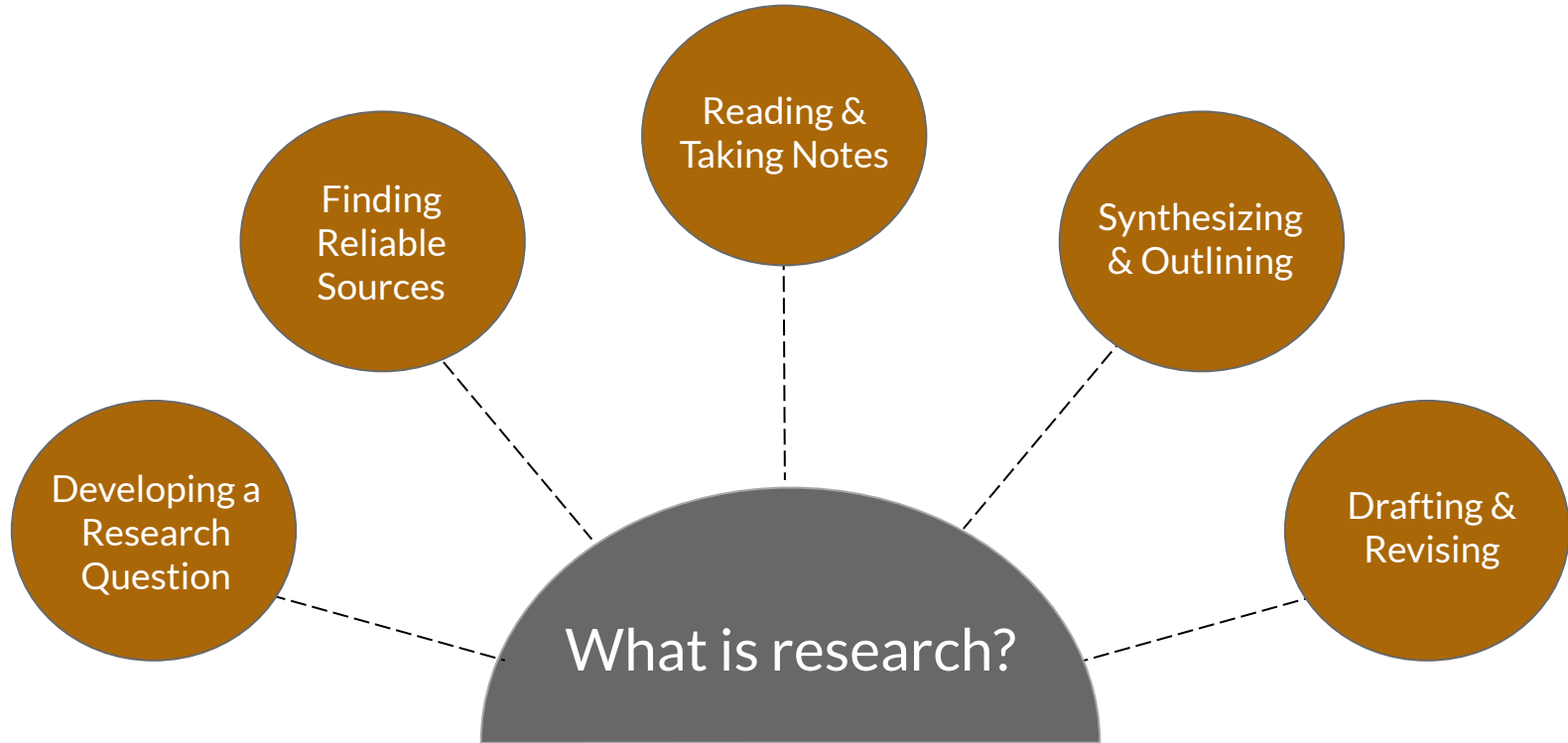


# WHAT ARE WE GOING TO LEARN?

In this unit, we'll explore how using social media affects adolescents.



During this unit, we'll also learn the research process.



As we read the texts in this unit, we will:



**Analyze**

how an author  
makes connections  
between ideas.



**Determine**

the central idea and  
analyze its relationships  
to supporting details.



**Analyze**

how details develop an  
author's point of view.



**Collect**

evidence to answer a  
research question.

# SKILLS FOCUS: RESEARCH

As we read, we will **annotate** nonfiction texts and collect evidence that answers a **research question**.






Our research question is:

**In your opinion, is social media more beneficial or risky?  
Convince a friend or adult in your life of your position.**



# PODCAST: “STATUS UPDATE”

Our first text will be a podcast about how social media affects teens.

COMMONLIT 360  
CURRICULUM

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







## LESSON OVERVIEW: Related Media Exploration

*(This page does not appear on the student copy.)*





What is a “Related Media Exploration,” and how does it support the unit?

About Related Media Explorations	Exploration Title: Status Update
<p>This Related Media Exploration gives students a chance to:</p> <ul style="list-style-type: none"> <li>Engage with a podcast</li> <li>Work collaboratively</li> <li>Reflect on their lives</li> <li>Discuss what they’ve learned</li> </ul>	<p>Students will build knowledge about:</p> <ul style="list-style-type: none"> <li>The role that interactions on social media play in teens’ relationships and status within their peer group.</li> </ul>

How do I facilitate this Related Media Exploration?

Part	Lesson Activities	Time
Part 1	 <b>“Status Update” Podcast – Prologue:</b> In this section of the podcast, students hear a conversation between three teenagers who are waiting for reactions to their social media posts. This podcast is linked in the accompanying slide deck.	10 min
Part 2	 <b>“Status Update” Podcast – Act One:</b> Students explore the hidden meaning and significance of comments on social media posts. Note that Act One of the episode is broken into multiple parts.	11 min
Part 3	 <b>“Status Update” Podcast – Act One (continued):</b> Students explore how teenagers feel when they receive comments on social media posts.	8 min
Part 4	 <b>“Status Update” Podcast – Act One (continued):</b> Students consider the role that social media plays in understanding social status and relationships with their peers.	7 min
Part 5	 <b>Written Response:</b> Students will reflect on the ideas in this Related Media Exploration by considering the role that social media plays in teens’ relationships.	10 min
Part 6	 <b>Whole Class Discussion:</b> Students have the opportunity to share what they have learned with their classmates.	10 min
~60 min total		

### Facilitation options

Option 1	Option 2	Option 3	Option 4
 <b>Teacher-Led Exploration</b>	 <b>Partner Exploration</b>	 <b>Independent Exploration</b>	 <b>Blended Exploration</b>
The teacher leads the lesson whole class.	Students explore in pairs.	Students explore independently (with headphones if possible).	The teacher uses a blend of options 1, 2, and 3.
<b>↑ Recommended! ↑</b>			

Name \_\_\_\_\_ Class \_\_\_\_\_

# TEACHER COPY: Related Media Exploration

## Status Update: Why Does Social Media Matter to Teens?

*\*Answers in blue\**

*To help us ensure assessment security, please do not post or circulate these answers online.*

### 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

##### 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 time<sup>1</sup> 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?

#### QUESTIONS

##### Paragraphs 1 - 48

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

- *They are eager for approval from other people, in the form of likes and positive comments.*

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

- *Student answers vary.*

<sup>1</sup> An expression that means the best time or moment for something to happen.

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

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

[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.<sup>2</sup>

[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.<sup>3</sup> 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 connotation<sup>4</sup> to "sexy" than there is to "hot."

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<sup>2</sup> **Stunning** (*adjective*): very attractive or beautiful

<sup>3</sup> **Universally** (*adverb*): widely known

<sup>4</sup> **Connotation** (*noun*): different meanings for the same word



[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.

[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"?

- *A change in someone's social standing and importance in their peer group.*

**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

#### 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 subtle<sup>5</sup> 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.

### QUESTIONS

#### Paragraphs 56-62

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

- *You have to comment on photos of people you're close to.*
- *When you receive a comment, you have to respond with the same kind of praise.*
- *You should comment when you want to be close friends with someone.*
- *If someone comments on your photo, you have to comment on theirs.*

<sup>5</sup> **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 shallow<sup>6</sup> — 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”?

- *Someone's decision to comment or not comment on a post can show how they really feel about you.*

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

- *It suggests that their relationships aren't always honest, since people don't always say what they really mean.*
- *It suggests that there is sometimes hidden jealousy and meanness in these relationships.*

<sup>6</sup> **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 mindless<sup>7</sup>.

[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?

- *Getting a response makes them feel good, but they know that many likes and comments are automatic and superficial.*

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

- *Student answers vary.*

<sup>7</sup> **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 brand<sup>8</sup>, and I am like —

[133] **Ella:** You're trying to promote<sup>9</sup> 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.

<sup>8</sup> 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.

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

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

[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**”?

- *Likes and comments on social media show who is popular.*
- *Social media shows which people have close relationships with one another.*

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

- *Social media can make teens feel jealous of other people or their relationships.*
- *Social media helps teens understand the social connections between people they know.*

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

From *This American Life* from WBEZ Episode 573. © 1995-2019 This American Life. Used with permission. All rights reserved.

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

# LESSON OVERVIEW: CHOOSING STRONG EVIDENCE FOR AN ARGUMENTATIVE RESEARCH PAPER

*(This page does not appear on the student copy.)*

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Final Unit Writing Prompt
Choosing Strong Evidence for an Argumentative Research Paper	Outlining Your Argumentative Research Paper	Using Anecdotes to Support Your Research	Works-Cited Formatting	In-Text Citations	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.
↑ You are here! ↑					




## This lesson's skill focus

In this lesson, students will learn how to choose strong, objective evidence to support their argumentative research paper. [W.7.8]
---

## Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>• "This is Your Brain on Instagram" (Teacher Copy)</li> <li>• "Research Note-Taking Graphic Organizer" (Teacher Copy)</li> </ul>	<ul style="list-style-type: none"> <li>• "This is Your Brain on Instagram" (Student Copy)</li> <li>• "Research Note-Taking Graphic Organizer" (Student Copy)</li> </ul>

## How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 <b>Gathering Strong Evidence from Research:</b> This section introduces students to the qualities and kinds of strong evidence to support an argumentative research paper.	3 min
Part 2	 <b>Choosing Strong Evidence:</b> Students will practice selecting the strongest pieces of evidence for an argumentative research paper from two sample paragraphs.	7 min
Part 3	 <b>Independent Practice:</b> Students will add strong evidence from the entire text "This Is Your Brain on Instagram" to their "Research Note-Taking Graphic Organizer."	15 min
~22 min total		



Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Choosing Strong Evidence for an Argumentative Research Paper

*\*Answers in blue\**

*To help us ensure assessment security, please do not post or circulate these answers online.*

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	Materials Needed
In this lesson, you'll focus on how to select strong evidence for your argumentative research paper. [W.7.8]	<ul style="list-style-type: none"> <li>Annotated copies of the reading, "This is Your Brain on Instagram"</li> <li>Your "Research Note-Taking Graphic Organizer"</li> </ul>

### 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. Statista<sup>1</sup> 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?

- *It’s an objective piece of evidence because it is a fact.*
- *It highlights the risks of social media because it shows how the amount of time spent on social media is increasing.*

[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?

- *It is objective evidence because it is the conclusion of a research study.*
- *It highlights the risks of social media by showing that when people gave social media up in the study, they felt better.*


<sup>1</sup> 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

<b>RESEARCH QUESTION:</b> 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 <b>BENEFITS</b> of social media (Paragraph #)	Examples and Evidence that show the <b>RISKS</b> 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.

# LESSON OVERVIEW: “TEENS SAY SOCIAL MEDIA ISN’T AS BAD FOR THEM AS YOU MIGHT THINK”

*(This page does not appear on the student copy.)*

How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Unit Test
“This is Your Brain on Instagram” by Kelly McSweeney (Informational)	“Teens Say Social Media Isn’t as Bad for Them as You Might Think” by Katie Notopoulos (Informational)	“This Muslim-American Teen Turned his Suffering into a Full-Fledged Battle against Stereotypes” by Rae Paoletta (Informational)	“Why Young Adults Are Taking a More Mindful Approach to Social Media” by Jessica Matlin (Informational)	“Evening Screen Time Can Sabotage Sleep” by Ashley Yeager (Informational)
	↑ You are here! ↑			




## This lesson’s skill focus

In this lesson, students will determine the **central idea** and analyze its development through supporting details. [RI.2]

## About this text

Many people have argued that social media isn’t good for teens. Using data from the Pew Research Center, this informational article argues that while social media has some downsides, it can also help teens socialize, feel confident, and make meaningful connections.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> <li>Facilitate a <b>guided reading</b> of this text.</li> <li><b>Model</b> how to annotate the text: As you read, take notes on the ways that social media use is affecting teens.</li> </ul>	<ul style="list-style-type: none"> <li>Instruct students to <b>take notes independently</b>: As you read, take notes on the ways that social media use is affecting teens.</li> </ul>	<ul style="list-style-type: none"> <li>Put students into <b>groups of 3-5</b>.</li> <li>Students read and annotate together.</li> <li>Circulate to check for understanding.</li> </ul>
	↑ Recommended! ↑	

Name \_\_\_\_\_

Class \_\_\_\_\_

# TEACHER COPY: Teens Say Social Media Isn't As Bad For Them As You Might Think

Katie Notopoulos

*\*Answers in blue\**

*To help us ensure assessment security, please do not post or circulate these answers online.*

## 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<sup>1</sup> teens. **As you read, take notes on the ways that social media use is affecting teens.**

### Purpose for reading

To understand research about teens' experiences with social media.

### Vocabulary

**Let's pronounce these words together as a class:**

Diverse [dih-**vurs**]

Majority [muh-**jawr**-i-tee]

## INDEPENDENT READING

[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 ideological<sup>2</sup> bubbles, and a dangerous, hostile experience for young people at worst. But the 743 teens Pew surveyed say it's actually, well, good. Millennials<sup>3</sup> 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,<sup>4</sup> a

## NOTES

### NOTE TO TEACHER:

You may consider modeling how to annotate the text with paragraphs 1-3.

### 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.

### Sample Annotations:

*Social media is helping teens connect with friends and show their creativity.*

*Teens say that social media allows them to make friends with a more diverse group of people.*

<sup>1</sup> Referring to all people born after 1996

<sup>2</sup> **Ideological** (adjective): based on strong beliefs or ideas

<sup>3</sup> Referring to all people born between 1981–1996

<sup>4</sup> **Passé** (adjective): no longer modern or fashionable



regrettable millennial fad. Teens today might approach social media more 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 forum<sup>5</sup>, 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,"<sup>6</sup> 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 ubiquity<sup>7</sup> 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.

#### Sample Annotations:

*Social media can increase confidence and support for some teens.*

*Most teens say that social media allows them to meet and understand people who are different from them.*

#### Paragraphs 7-10

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

#### Sample Annotations:

*An effect of social media is that some teens feel overwhelmed by drama or feel worse about themselves.*

*Some teens say that they experience bullying or harassment through social media.*

*Social media affects teens in both negative and positive ways.*

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

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

<sup>6</sup> **Nuance** (noun): variation or difference

<sup>7</sup> **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

<b>RESEARCH QUESTION:</b> 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 <b>BENEFITS</b> of social media (Paragraph #)	Examples and Evidence that show the <b>RISKS</b> of social media (Paragraph #)
This is Your Brain on Instagram by Kelly McSweeney		

Unit 4: Social Media: Risks and Rewards
1

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## 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



*Note: To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://www.commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.*

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

**Note:** To ensure test security, a sample answer to the following short response item is viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.

### CHECKLIST FOR INTRODUCING EVIDENCE:

- ☐ Highlight or bold each introduction of evidence.

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

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

Did you state who is speaking or being quoted?

- YES
- 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

# LESSON OVERVIEW: “THIS MUSLIM-AMERICAN TEEN TURNED HIS SUFFERING INTO A FULL-FLEDGED BATTLE AGAINST STEROTYPES”

(This page does not appear on the student copy.)

## How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Unit Test
“This is Your Brain on Instagram” by Kelly McSweeney (Informational)	“Teens Say Social Media Isn’t as Bad for Them as You Might Think” by Katie Notopoulos (Informational)	“This Muslim-American Teen Turned his Suffering into a Full-Fledged Battle Against Stereotypes” by Rae Paoletta (Informational)	“Why Young Adults Are Taking a More Mindful Approach to Social Media” by Jessica Matlin (Informational)	“Evening Screen Time Can Sabotage Sleep” by Ashley Yeager (Informational)
		↑ You are here! ↑		




## This lesson’s skill focus

In this lesson, students will determine the **central idea** and analyze its development through supporting details. [RI.2]

## About this text

This informational text explores how 16-year-old Ziad Ahmed has used social media to create an organization that confronts biases and stereotypes.

## How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p><b>Teacher-led, scaffolded and supportive</b></p>	 <p><b>Greater student independence</b></p>	 <p><b>Student-led, small groups</b></p>
<ul style="list-style-type: none"> <li>Facilitate a <b>guided reading</b> of this text.</li> <li><b>Model</b> how to annotate the text: As you read, take notes on how Ziad Ahmed uses social media to impact teens.</li> </ul>	<ul style="list-style-type: none"> <li>Instruct students to <b>take notes independently</b>: As you read, take notes on how Ziad Ahmed uses social media to impact teens.</li> </ul>	<ul style="list-style-type: none"> <li>Put students into <b>groups of 3-5</b>.</li> <li>Students read and annotate together.</li> <li>Circulate to check for understanding.</li> </ul>
	↑ Recommended! ↑	



Name \_\_\_\_\_ Class \_\_\_\_\_

# TEACHER COPY: 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

*\*Answers in blue\**

*To help us ensure assessment security, please do not post or circulate these answers online.*

## 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

[1] You say you want a revolution?<sup>1</sup> 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,”<sup>2</sup> largely informed his decision to create Redefy.

[4] “Many people had prejudice and misconceptions<sup>3</sup> about my faith, even when I was little. The media paints a picture of Islam, and many minorities, in a way that’s detrimental<sup>4</sup> 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 list<sup>5</sup> 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.’

## NOTES

### NOTE TO TEACHER:

You may consider modeling how to annotate the text with paragraphs 1-7.

### 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.

### Sample Annotations:

*Ziad Ahmed is using social media to help teens learn acceptance and tolerance.*

<sup>1</sup> 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.”

<sup>2</sup> a person who purposely goes against the usual way of doing things

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

<sup>4</sup> **Detrimental** (adjective): harmful, damaging

<sup>5</sup> 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.

[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 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 articulate<sup>6</sup> 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.<sup>7</sup> As far as the future of Redefy, Ziad hopes to hold larger conferences and wider-scale programs to educate young people on bias<sup>8</sup> 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.”

*Ziad Ahmed is using social media to fight stereotypes and prejudice.*

*An effect of Redefy is that teens who have experienced prejudice find acceptance.*

#### Paragraphs 8-12

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

#### Sample Annotations:

*The impact of Redefy is to create communities and safe places to hear what it’s like to experience prejudice.*

*Ziad is using social media to educate young people about how to combat stereotypes.*

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.

<sup>6</sup> **Articulate** (verb): to express an idea clearly and effectively

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

<sup>8</sup> **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

<b>RESEARCH QUESTION:</b> 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 <b>BENEFITS</b> of social media (Paragraph #)	Examples and Evidence that show the <b>RISKS</b> of social media (Paragraph #)
This is Your Brain on Instagram by Kelly McSweeney		

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## 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*



**Note:** To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

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

**Note:** *To ensure test security, a sample answer to the following short response item is viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.*

### 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

# LESSON OVERVIEW: GRAMMAR AND USAGE ACTIVITIES

*(This page does not appear on the student copy.)*

## How should I use these grammar and usage activities?

In *CommonLit 360*, grammar and usage activities can be used flexibly according to the needs of your classroom and students. They can be used as warm-up activities, homework, or short, whole-class practice. Students can work independently or in groups as needed. Reviewing the answers as a class will reinforce grammar and usage skills and ensure that students apply these skills to their writing.

### Skill Focus

Students will learn how to revise and edit their writing to **avoid comma splices**.  
 [L.7.1.B, L.7.2]

### Comma splices at a glance

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:

- split the comma splice sentence into two separate sentences, **or**
- add an appropriate conjunction.

## What activities are included?

Part	Lesson Activities	Time
Part 1	<b>Analyzing Student Writing:</b> This activity allows students to notice the characteristics of comma splices.	5 min
Part 2	<b>Notes on Comma Splices:</b> Students review key points about comma splices and how to correct them in their writing.	5 min
Part 3	<b>Identifying Sentences and Comma Splices:</b> In this activity, students will identify sentences as compound, complex, compound-complex, or comma splices.	10 min
Part 4	<b>Fixing Comma Splices:</b> In this activity, students correct comma splice errors in the sentences provided by writing two separate sentences or creating a compound sentence.	10 min
Part 5	<b>Fixing Comma Splices:</b> In this activity, students correct comma splice errors in the sentences provided by creating complex or compound-complex sentences.	10 min
Part 6	<b>Fixing Comma Splices in Paragraphs:</b> In this activity, students correct comma splices errors in a paragraph of sample student writing.	10 min
~50 min total		



Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: FIXING COMMA SPLICES

### PART 1: Analyzing Student Writing

**DIRECTIONS:** Read the example sentences closely. Then, answer the reflection questions.  
*To help us ensure assessment security, please do not post or circulate these answers online.*



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:

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

*Answers will vary, but may include:*

- *Example A has two independent clauses separated by a comma.*
- *Example B has two independent clauses joined by a comma **and** the conjunction "and."*

- 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**

*Answers will vary, but may include:*

- *Example B is correct because the two independent clauses must be joined by a conjunction and a comma in order to make a compound sentence.*



## 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"> <li>A <b>comma splice</b> occurs when two independent clauses are incorrectly joined together with a comma and no conjunction.</li> <li>To fix a comma splice, you can:               <ul style="list-style-type: none"> <li>split the comma splice sentence into two separate sentences, or</li> <li>add an appropriate conjunction.</li> </ul> </li> </ul>	
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. <b>He</b> 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, <b>so</b> I wasn't too cold.</i>

AVOIDING COMMA SPLICES BY CREATING COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES		
<ul style="list-style-type: none"> <li>Comma splice errors are especially easy to make when writing longer sentences that include multiple <b>independent</b> and <b>dependent</b> clauses.</li> <li>Remember:               <ul style="list-style-type: none"> <li>An <b>independent clause</b> is a clause that can stand alone as a sentence. It has a subject and a verb, and it expresses a complete thought.</li> <li>A <b>dependent clause</b> has a subject and a verb but does not express a complete thought.</li> </ul> </li> <li>When you combine independent or dependent clauses in a single sentence, you can <b>avoid a comma splice</b> by using appropriate conjunctions to write one of these three types of sentences.</li> </ul>		
Compound	Complex	Compound-Complex
Combines two independent clauses with a coordinating conjunction such as <b>and</b> , <b>but</b> or <b>so</b> .	Combines an independent clause with one or more dependent clauses using a subordinating conjunction such as <b>because</b> , <b>though</b> , or <b>while</b> .	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, <b>so</b> I didn't want to take my dog to the dog park.</i>	<i><b>Because</b> it was very cold out, I didn't want to take my dog to the dog park.</i>	<i><b>Because</b> it was very cold out, I didn't want to take my dog to the dog park, <b>but</b> 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.
<b>Correction 1 (two sentences):</b> <i>Global warming needs to be stopped. The permafrost in the tundra will melt.</i>
<b>Correction 2 (add a conjunction):</b> <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.
	<b>Correction 1:</b> The cars raced around the track. The spectators watched with great interest.
	<b>Correction 2:</b> The cars raced around the track, and the spectators watched with great interest.

2	My stomach was growling, I was ready for lunch.
	<b>Correction 1:</b> My stomach was growling. I was ready for lunch.
	<b>Correction 2:</b> My stomach was growling, so I was ready for lunch.

3	Some baseball spectators cheered for Jackie Robinson, other crowds did not accept him.
	<b>Correction 1:</b> Some baseball spectators cheered for Jackie Robinson. Other crowds did not accept him.
	<b>Correction 2:</b> Some baseball spectators cheered for Jackie Robinson, but other crowds did not accept him.

4	Vultures circled above the plain, we knew something dead lay below.
	<b>Correction 1:</b> Vultures circled above the plain. We knew something dead lay below.
	<b>Correction 2:</b> Vultures circled above the plain, and we knew something dead lay below.

5	Tovah and I decided to go to the basketball game, we did not go to the play.
	<b>Correction 1:</b> Tovah and I decided to go to the basketball game. We did not go to the play.
	<b>Correction 2:</b> Tovah and I decided to go to the basketball game, so we did not go to the play.



## 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.
<b>Correction:</b> <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.
	<b>Correction:</b> <i>Before I take my dog for a walk, I put on his leash, or he might run away.</i>

2	My parents were arguing, my sister and I ate dinner, we ate quickly.
	<b>Correction:</b> <i>My parents were arguing while my sister and I ate dinner, so we ate quickly.</i>

3	You want to go to the movies, we can ask my parents.
	<b>Correction:</b> <i>If you want to go to the movies, we can ask my parents.</i>

4	We couldn't leave the campsite, the sun came up, we waited anxiously.
	<b>Correction:</b> <i>We couldn't leave the campsite until the sun came up, so we waited anxiously.</i>

5	The students set up their experiments, the science fair began.
	<b>Correction:</b> <i>After the students set up their experiments, the science fair began.</i>



## 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
<p>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.</p>
<p><b>Your Revised Paragraph:</b> <i>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, and though Mr. Caputo was 3 train rides away, 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, but she knew to reach her dream it began with riding those trains.</i></p>

# LESSON OVERVIEW: “WHY YOUNG ADULTS ARE TAKING A MORE MINDFUL APPROACH TO SOCIAL MEDIA”

*(This page does not appear on the student copy.)*

## How does this lesson fit into the unit?

Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Unit Test
“This is Your Brain on Instagram” by Kelly McSweeney (Informational)	“Teens Say Social Media Isn’t as Bad for Them as You Might Think” by Katie Notopoulos (Informational)	“This Muslim-American Teen Turned his Suffering into a Full-Fledged Battle Against Stereotypes” by Rae Paoletta (Informational)	“Why Young Adults Are Taking a More Mindful Approach to Social Media” by Jessica Matlin (Informational)	“Evening Screen Time Can Sabotage Sleep” by Ashley Yeager (Informational)
			↑ You are here! ↑	




## This lesson’s skill focus

In this lesson, students analyze how details develop an author’s **point of view**. [RI.6]

## About this text

Through personal examples from teenagers, this informational text suggests that taking a break from social media can be healthy for teens and good for their relationships.

## How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p><b>Teacher-led, scaffolded and supportive</b></p>	 <p><b>Greater student independence</b></p>	 <p><b>Student-led, small groups</b></p>
<ul style="list-style-type: none"> <li>Use the <b>recommended reading modalities</b> (whole class, partner, independent).</li> <li>Pause to answer the <b>During Reading Questions</b> during reading.</li> </ul> <p><i>45 total minutes for this lesson</i></p>	<ul style="list-style-type: none"> <li>Assign <b>longer chunks of independent reading</b>.</li> <li>Skip some supportive During Reading Questions.</li> <li>Instruct students to <b>take notes independently</b>: As you read, take notes on the reasons why teens are taking a break from social media.</li> </ul>	<ul style="list-style-type: none"> <li>Put students into <b>groups of 3-5</b>.</li> <li>Students answer the <b>During Reading Questions</b> and alternate readers to read sections aloud.</li> <li>Circulate to check for understanding.</li> </ul>
↑ Recommended! ↑		

Name \_\_\_\_\_

Class \_\_\_\_\_

# TEACHER COPY: Why Young Adults Are Taking a More Mindful Approach to Social Media

Jessica Matlin

*\*Answers in blue\**

*To help us ensure assessment security, please do not post or circulate these answers online.*

## About this text

In this article, which originally appeared in *Teen Vogue*, the author interviews teens about social media.

### Purpose for reading

To learn about why some teens are changing their relationship with social media.

### Vocabulary

**Let's pronounce these words together as a class:**

Anxiety (ang-**zahy**-i-tee)

Compel (kuhm-**pel**)

Consume (kun-**soom**)

## WHOLE CLASS READING

[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 networks<sup>1</sup> can stretch only so far. That's why some teens are souring on them and choosing to invest their time becoming reacquainted<sup>2</sup> with people in the real world.

[2] In fact, unplugging may be the chicest<sup>3</sup> 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 hiatus<sup>4</sup> from Instagram.

[3] "A lot of the world feels so much entitlement<sup>5</sup> 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

## DURING READING QUESTIONS

### Paragraphs 4-5

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

- *Social media can pressure people to make their lives look better than they are.*
- *Social media becomes less important when you have real relationships and experiences.*

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

<sup>2</sup> **Reacquaint** (*verb*): to become familiar with someone again

<sup>3</sup> elegant or fashionable

<sup>4</sup> **Hiatus** (*noun*): a break

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

more skeptical<sup>6</sup> about social media. She also doesn't feel **compelled** to get it all on 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 mindful<sup>7</sup> 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-up<sup>8</sup> 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,"<sup>9</sup> something that demanded daily upkeep.<sup>10</sup> 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?

- *They both found that their connections were having a cost on their personal lives.*

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

- *They suggest that the author believes that social media doesn't lead to real relationships.*
- *They suggest that the author believes that taking a break from social media can be beneficial.*

**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.

<sup>6</sup> **Skeptical** (*adjective*): having doubts, questioning

<sup>7</sup> conscious or aware of something

<sup>8</sup> a company or project started by an entrepreneur as a business

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

<sup>10</sup> **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

<b>RESEARCH QUESTION:</b> 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 <b>BENEFITS</b> of social media (Paragraph #)	Examples and Evidence that show the <b>RISKS</b> 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



**Note:** To ensure test security, answers to the following assessment items are viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to gain access.

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

**Note:** To ensure test security, a sample answer to the following short response item is viewable only on [commonlit.org](https://commonlit.org) for verified teacher accounts. Navigate to the Answer Key tab on the text page to access it.

### CHECKLIST FOR INTRODUCING EVIDENCE:

- ☐ Highlight or bold each introduction of evidence.

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

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

Did you state who is speaking or being quoted?

- YES
- 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



# LESSON OVERVIEW: ACKNOWLEDGING NEW IDEAS AND CHANGING YOUR THINKING

*(This page does not appear on the student copy.)*

## How should I use this discussion skill lesson?

Research shows that students in language-rich environments retain more content knowledge and are more engaged in their learning. We also believe discussion is important because it allows students to develop their ideas in conversation with others. That's why every *CommonLit 360* unit includes explicit instruction on essential speaking and listening skills for academic discussions. This lesson gives students a chance to analyze a sample discussion between students and learn powerful discussion moves that they can apply across content areas.

## This lesson's skill focus

Students will learn how to acknowledge new information expressed by others and, when warranted, modify their own views.  
**[SL.1]**

## Discussion skill at a glance



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...*

## What activities are included in this packet?

Part	Lesson Activities	Time
Part 1	 <b>Sample Discussion:</b> Students analyze the transcript of a sample student discussion to notice strong discussion moves.	8 min
Part 2	 <b>Statements and Questions that Connect Ideas:</b> Students learn prompts they can use to acknowledge new information and express a change in their thinking.	7 min
~15 min total		

## Looking ahead in the unit: upcoming class discussion

In the next lesson, students will participate in a discussion, applying the skills they learned in this skill lesson.

### DISCUSSION PROMPT:

*Based on your reading in this unit, what advice would you give to a younger teen who was first starting to use social media?*

Name \_\_\_\_\_ Class \_\_\_\_\_

# TEACHER COPY: Acknowledging New Ideas and Changing Your Thinking

*\*Answers in blue\**

*To help us ensure assessment security, please do not post or circulate these answers online.*

## 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

[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.

### QUESTIONS

#### Paragraphs 1-4

- A. **Write:** What are Ashley and Warren’s different perspectives on social media?
- *Ashley believes that social media is a great way to keep in touch with your friends, while Warren thinks it doesn’t really show you what is going on in your friends’ real lives.*

#### Paragraphs 5-8

- B. **Find Evidence:** Underline two phrases that show Ashley and Warren expressing a change in their thinking.
- *“Now that you say that, it makes me think...” (7)*
  - *“What you’re saying makes me realize...” (8)*
- C. **Discuss:** How do Ashley and Warren’s responses to each other’s ideas strengthen the conversation?
- *They both consider new information that changes their thinking.*
  - *They consider multiple sides of an issue.*

[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.

- *They both end up with a stronger opinion that includes more than one idea.*

## 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...

1. *Listen for and acknowledge new information expressed by others.*
2. *Share how your thinking has changed based on new information.*






## LESSON OVERVIEW: EXTENSION ACTIVITY

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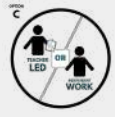
**What is this extension activity and how does it support the unit?**

About Extension Activities	Activity Title: Conducting Your Own Research Survey
This Extension Activity gives students a chance to: <ul style="list-style-type: none"> <li>• Write and conduct their own research survey</li> <li>• Analyze survey results</li> <li>• Reflect on their peers' experience with social media</li> <li>• Work collaboratively</li> </ul>	Students will build knowledge about: <ul style="list-style-type: none"> <li>• Why researchers conduct surveys</li> <li>• The traits of strong survey questions</li> <li>• How to use survey results to better understand a research question</li> </ul>

**How do I facilitate this Extension Activity?**

Part	Lesson Activities	Time
Part 1	 <b>Choosing a Survey Topic:</b> Students choose a topic related to social media to survey their peers about.	5 min
Part 2	 <b>Writing Strong Survey Questions:</b> Students learn the traits of a strong survey question by reviewing examples. Then they draft survey questions about their selected topic.	10 min
Part 3	 <b>Practicing With a Partner:</b> Students test out their survey questions with a partner and revise based on feedback.	6 min
Part 4	 <b>Finalizing and Conducting Your Survey:</b> Students finalize their survey questions and collect data on their classmates' responses.	20 min
Part 5	 <b>Analyzing Survey Results:</b> Students reflect on the findings of their survey and use them to consider the unit research question.	5 min
~45 min total		

**Facilitation options**

Option 1	Option 2	Option 3	Option 4
 <b>Teacher-Led Activity</b>	 <b>Partner Activity</b>	 <b>Independent Activity</b>	 <b>Blended Activity</b>
The teacher leads the lesson for the whole class.	Students learn in pairs.	Students learn independently.	The teacher uses a blend of options 1, 2, and 3.
			↑ <b>Recommended!</b> ↑

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## TEACHER COPY: Extension Activity

### Conducting Your Own Research Survey

*\*Answers in blue\**

*To help us ensure assessment security, please do not post or circulate these answers online.*

#### 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"> <li>1. Social media and relationships</li> <li>2. Time and activities on social media</li> <li>3. Using social media for good</li> <li>4. Social media safety</li> <li>5. Idea of my own: _____</li> </ol>

## 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:

- Begins with a clear **statement** or question.
- Offers up to four (4) different answer choices.

### Example Survey Questions Topic: Social Media & Relationships

#### Example 1

Teens can develop strong friendships on social media.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

#### Example 2

How often do you turn to social media friends for support?

- Very often
- Sometimes
- Not very often
- Never

### Draft Survey Questions

Topic: \_\_\_\_\_

*Student answers will vary.*

## 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: <i>Student answers will vary.</i>	
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.	
<b>Question 1 Summary:</b> <ul style="list-style-type: none"> <li>According to a survey of my classmates, [#] out of [#] of my peers agree/disagree that....</li> <li>The majority of classmates I surveyed felt that....</li> </ul>	
<i>Student answers will vary.</i>	

**Question 2:** *Student answers will vary.*

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....

*Student answers will vary.*



**Question 3:** *Student answers will vary.*

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....

*Student answers will vary.*



## 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?

*Student answers will vary.*

# LESSON OVERVIEW: OUTLINING YOUR ARGUMENTATIVE RESEARCH PAPER

(This page does not appear on the student copy.)

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Final Unit Writing Prompt
Choosing Strong Evidence for an Argumentative Research Paper	Outlining Your Argumentative Research Paper	Using Anecdotes to Support Your Research	Works-Cited Formatting	In-Text Citations	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.
	↑ You are here! ↑				




## This lesson's skill focus

In this lesson, students will learn how to group their evidence and write reasons to support their research-based argument. [W.7.1.A]
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## Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>This lesson packet</li> <li><b>Research Note-Taking Graphic Organizer</b> (Teacher Copy)</li> </ul>	<ul style="list-style-type: none"> <li><b>"Outlining Your Argumentative Research Paper"</b> (Student Copy)</li> <li><b>"Research Note-Taking Graphic Organizer"</b> (Student Copy)</li> </ul>

## How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 <b>Breaking Down the Research Question:</b> Students review the research question and write a thesis.	5 min
Part 2	 <b>Grouping Your Evidence:</b> Students work with like-minded partners to group and label similar pieces of evidence in their Research Note-Taking Graphic Organizers.	15 min
Part 3	 <b>Drafting Your Reasons:</b> Students create an outline for their final argumentative research paper by using the groupings from Part 2 to write specific reasons to support their thesis and select the strongest pieces of evidence that support each reason.	15 min
~35 min total		

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Outlining Your Argumentative Research Paper

*\*Answers in blue\**

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### 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:

*For teens, social media is more beneficial than risky.*

Reasons	Evidence
<p><b>Reason 1:</b></p> <p><b>Example sentence frames:</b>            Social media is mostly _____ because...            One reason social media is _____ is...</p> <p><i>First, social media plays a huge part in helping teens support issues that mean a lot to them.</i></p>	<ul style="list-style-type: none"> <li><i>“They reached out to the Nashville chapter of Black Lives Matter, which posted about Teens4Equality on their social media channels and provided advice to the girls, asked for donations and researched past protests” (Felton).</i></li> <li><i>“In time, they did. Within the half hour, thousands were flooding the park, holding Black Lives Matter signs and chanting, “No justice, no peace” (Felton).</i></li> </ul>

<p><b>Reason 2:</b></p> <p><i>Social media also allows teens to learn about and relate to people from other cultures.</i></p>	<ul style="list-style-type: none"> <li>• <i>“a Pew Research Center report shows...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.” (Notopoulos 1)</i></li> <li>• <i>“Redefy also shares various stories about social justice issues on its Twitter, Facebook, Instagram, YouTube and Tumblr accounts” (Paoletta).</i></li> </ul>
<p><b>Reason 3:</b></p> <p><i>Social media is an important place for teens to express themselves in a creative way.</i></p>	<ul style="list-style-type: none"> <li>• <i>“a Pew Research Center report shows...: 81% of teens said it makes them feel more connected to friends, 71% said it helps them show their creative side” (Notopoulos).</i></li> <li>• <i>“currently Celso is in the process of creating a virtual online studio on YouTube and Instagram for college students and independent young artists who are interested in a career in the music industry. Celso now has over 315,000 followers on Instagram, and is considered a bonafide social media influencer” (Rheaves).</i></li> </ul>

### 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:

*In my opinion, it is time to put down the phone, because social media is more risky than beneficial.*

Reasons	Evidence
<p><b>Reason 1:</b></p> <p><b>Example sentence frames:</b>            Social media is mostly _____ because...            One reason social media is _____ is...</p> <p><i>Social media can have serious mental health effects on teens, such as depression and anxiety.</i></p>	<ul style="list-style-type: none"> <li>• <i>"in a 2015 study of eighth- and ninth-graders, Nesi and Prinstein found that many teens who used social media experienced symptoms of depression. That was particularly true for those who were unpopular" (Stevens).</i></li> <li>• <i>"Hunt suggests that the reason for feeling depressed after spending too much time on social networks boils down to comparison" (McSweeney).</i></li> <li>• <i>"Psychologist Melissa Hunt...explained, "Using less social media than you normally would leads to significant decreases in both depression and loneliness" (McSweeney).</i></li> <li>• <i>"At a Coldplay show, she sang instead of Snapped ('I'd rather enjoy the music'), and sitting down to a recent dinner, she [Faith] and her friends piled their phones in the middle of the table 'It made the night so much better'" (Matlin).</i></li> </ul>
<p><b>Reason 2:</b></p> <p><i>Social media can be difficult to give up.</i></p>	<ul style="list-style-type: none"> <li>• <i>"Neuroscientists are studying the effects of social media on the brain and finding that positive interactions... trigger the same kind of chemical reaction that is caused by gambling and recreational drugs" (McSweeney).</i></li> <li>• <i>"According to an article by Harvard University researcher Trevor Haynes, when you get a</i></li> </ul>

	<p><i>social media notification, your brain sends a chemical messenger called dopamine along a reward pathway, which makes you feel good”(McSweeney).</i></p> <ul style="list-style-type: none"> <li>• <i>“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” (Matlin).</i></li> </ul>
<p><b>Reason 3:</b>  <i>Social media keeps teens from being themselves.</i></p>	<ul style="list-style-type: none"> <li>• <i>“teens were more likely than adults to remove Instagram posts within 12 hours of posting. They took down posts that had few likes or comments” (Stevens).</i></li> </ul>

# LESSON OVERVIEW: USING ANECDOTES TO SUPPORT RESEARCH

*(This page does not appear on the student copy.)*

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Final Unit Writing Prompt
Choosing Strong Evidence for an Argumentative Research Paper	Outlining Your Argumentative Research Paper	Using Anecdotes to Support Your Research	Works-Cited Formatting	In-Text Citations	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.
↑ You are here! ↑					




## This lesson's skill focus

In this lesson, students will learn how to use personal anecdotes to strengthen their argumentative research paper. [W.7.1.B]
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## Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>This lesson packet</li> <li>Outlining Your Research-Based Argument Handout (Teacher Copy)</li> </ul>	<ul style="list-style-type: none"> <li>"Using Anecdotes to Support Research" (Student Copy)</li> <li>Outlining Your Research-Based Argument Handout (Student Copy)</li> </ul>

## How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 <b>Analyzing a Mentor Text:</b> Students will learn the traits of a strong anecdote by analyzing an exemplary piece of student writing.	8 min
Part 2	 <b>Brainstorming Ideas:</b> Before drafting their own anecdote, students will brainstorm a list of personal experiences that support their argument.	3 min
Part 3	 <b>Independent Practice:</b> Students will choose one of their personal experiences to draft into a 3-5 sentence anecdote.	15 min
~26 min total		



Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Using Anecdotes To Support Research

*\*Answers in blue\**

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### 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

In this lesson, you'll learn how to develop your essay with relevant examples from your own life. **[W.7.2.B]**

#### Materials Needed

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

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.

#### QUESTIONS:

1. 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?

- *The writer’s anecdote describes how they look for peer approval for daily outfits.*
- *The details the writer includes show that social media makes teens too worried about what others think about them.*

2. 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?

- *Specific descriptions*
- *Relevant events*

- *Personal feelings*
- *Thoughts or dialogue*

## 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

### MY ANECDOTE:

### CHECKLIST FOR STRONG ANECDOTES:

My anecdote includes:

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

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: Unit 4 Research Paper

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### 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.



*Social media has become a huge part of our lives. It is especially important in the lives of teenagers. Teenagers hear over and over again that social media is bad for them. It is true that there are many risks to teenagers overusing social media, like depression, "fake" friendships, and difficulty sleeping. However, teenagers have also been able to use social media for many good reasons like organizing and connecting with others. For teens, social media is more beneficial than risky.*

*First, social media plays a huge part in helping teens support issues that mean a lot to them. The organization "Teens4Equality" is an example of a positive movement started on social media by teenagers. The founders, Zee Thomas, Jade Fuller and Nya Collins all met through social media. They connected over their interest in organizing a protest against police brutality. The author writes, "They reached out to the Nashville chapter of Black Lives Matter, which posted about Teens4Equality on their social media channels and provided advice to the girls, asked for donations and researched past protests" (Felton). Here, we see how teens can use social media to communicate with others to get things done. The teens were able to organize a peaceful protest in Nashville with thousands of protestors calling for justice (Felton). Without social media, the three founders would never have met. They were able to use the power of social media to organize and create change.*

*Social media also allows teens to learn about and relate to people from other cultures. One article explains that 69% of teens "said it helps them make friends and with a more diverse group of people" and "67% say it allows them to find a different point of view" (Notopoulos). An example of this is Redefy, which was created by a Muslim-American teen, Ziad Ahmed. Ahmed wanted to make a place where people could connect and become more tolerant of other cultures. On Redefy's social media accounts, people share "various stories about social justice issues" (Paoletta). This helps people who normally feel like outsiders connect to others with similar experiences. By encouraging connections, social*

*media can help teens become more aware and accepting and can help break down stereotypes.*

*Finally, social media is an important place for teens to express themselves in a creative way. Lots of teens use blogs or social media pages to show their creativity. In a Pew Research Study, “71% [of teens] said it helps them show their creative side” (Notopoulos). For example, I love writing poetry. Before I used social media, I kept my poems in a notebook and didn’t always have a chance to read them aloud to people. Now I post parts of my poems to my Instagram account and even sometimes upload videos of myself reading them aloud. I feel like reading them aloud lets me really show the emotion behind my work. I love getting feedback from others and having the freedom to choose which poems I put out into the world. Another example of social media helping teens be creative is music artist Celso Miguel, who used social media to share his work with more people. Miguel started a YouTube channel as a teenager in Brazil to post his work and it went viral. Celso moved to the United States and continued to create music and use social media to share his art. The article states, “currently Celso is in the process of creating a virtual online studio on YouTube and Instagram for college students and independent young artists who are interested in a career in the music industry. Celso now has over 315,000 followers on Instagram, and is considered a bonafide social media influencer” (Rheaves). This shows that social media can help teens get their creativity out and inspire others to be creative.*

*Social media is not going anywhere. Even though there are several problems with social media, the benefits are worth the risks. Teenagers show that social media can be positive by using it to stay connected to friends, learn from others, and make their voices heard. Teenagers have grown up with social media and might even understand it better than anyone else. It is time adults take a look at how teens are using social media for good and learn a lesson from them.*

*If you walked into a room full of teenagers, you might find each one of them concentrating very hard on their smartphone screen. You might see two of them leaning in to take a picture to post. Whether adults like it or not, social media is a big part of every teenager’s life. Some experts think that social media can be a positive and beneficial part of teenagers’ lives. However, there is a lot of evidence that social media has many negative effects on teenagers. Social media has a negative impact on teens’ mental health and can make teens confused about friendships and relationships. In my opinion, it is time to put down the phone, because social media is more risky than beneficial.*

*First, social media can have serious mental health effects on teens, such as depression and anxiety. Alison Stevens states that “in a 2015 study of eighth- and ninth-graders, Nesi and Prinstein found that many teens who used social media experienced symptoms of depression. That was particularly true for those who were unpopular” (Stevens). Another doctor, Hunt, said the reason people feel depressed is that they spend too much time comparing themselves to friends on social media. Teens who limited social media also said they felt less depressed and lonely (McSweeney, 2019). This means that social media makes teens feel insecure because they constantly compare their own lives to the perfect lives they see on others’ social media accounts. On teen named Faith spoke about cutting back on social media. The article states, “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’” (Matlin). Here, it is obvious that less time on social media means more happiness.*

*Another huge problem with being on social media is that it can be difficult to give up. Teens just can’t put the phone down because social media makes them feel good, almost the same way a drug would. Brain scientists found “that positive interactions (such as someone liking your tweet) trigger the same kind of chemical reaction that is caused by gambling and recreational drugs” (McSweeney). In the same article, Trevor Haynes, an expert from Harvard University, explains that social media notifications cause our brains to release dopamine, which makes us feel good (McSweeney). This means that over time, your brain becomes addicted to the good feeling it gets from likes and you start spending more and more time online. Teens also feel a pressure to keep up with social media at all times. One article interviewed, Olivia, 20, who said “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," (Matlin). If teens are so addicted to social media that they're staying up all night, it can't be a good thing.*

*The last big issue 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 peers 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. According to one study by Pennsylvania State University in 2015, "teens were more likely than adults to remove Instagram posts within 12 hours of posting. They took down posts that had few likes or comments" (Stevens, 2017). This shows that teens aren't really being themselves on social media. Instead, social media encourages teens to present only the experiences or parts of themselves that other people will approve of.*

*Teenagers have become walking phone-zombies. Social media has made teens feel more depressed and insecure than ever. What makes it even worse is that it is very difficult to quit social media. However, if teens report being happier when they give up even a little bit of social media, imagine how much happier they could be without any at all. In my opinion, it is time to put down the phone, because using social media is more risky than beneficial.*

## LESSON OVERVIEW: 5 MINUTE WRITING REVIEW

### WORKS CITED FORMATTING

*(This page does not appear on the student copy.)*

How does this lesson fit into the arc of writing for the unit?

Writing Lesson 1	Writing Lesson 2	Writing Lesson 3	Writing Lesson 4	Writing Lesson 5	Final Unit Writing Prompt
Choosing Strong Evidence for an Argumentative Research Paper	Outlining Your Argumentative Research Paper	Using Anecdotes to Support Your Research	Works-Cited Formatting	In-Text Citations	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.
			↑ You are here! ↑		




#### This lesson's skill focus

In this lesson, students will learn how to format works cited entries for their argumentative research papers. [W.8]
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#### Materials needed

You will need	Your students will need
<ul style="list-style-type: none"> <li>This lesson packet</li> </ul>	<ul style="list-style-type: none"> <li>"5 Minute Writing Review: Works Cited Formatting" (Student Copy)</li> <li>Printed or online versions of the texts in this unit</li> </ul>

#### How do I facilitate this lesson?

Part	Lesson Activities	Time
Part 1	 <b>Formatting a Works Cited Entry:</b> Guide students through this overview of MLA works cited formatting.	5 min
Part 2	 <b>Independent Practice:</b> Students may need assistance finding some information on websites. This is a good time to circulate and spot check your students' work.	30 min
Part 3	 <b>Finishing your Works Cited List:</b> Once students feel confident that their citations are correct, have them transfer the citations to their end-of-unit paper drafts.	5 min
~40 min total		

Name \_\_\_\_\_ Class \_\_\_\_\_

## TEACHER COPY: 5 Minute Writing Review

### Works Cited Formatting

*\*Answers in blue\**

*To help us ensure assessment security, please do not post or circulate these answers online.*

#### 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](http://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](http://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

**NOTE TO TEACHERS:** Student answers will differ depending on which texts they have relied on for their papers. Here we provide properly formatted citations for the remaining anchor texts in this unit.

McSweeney, Kelly. "This is Your Brain on Instagram: Effects of Social

Media on the Brain." 2019. *CommonLit*,

<https://www.commonlit.org/en/texts/fyc-this-is-your-brain-on-i>

nstagram. Accessed 14 Jan. 2021.

Paoletta, Rae. "This Muslim-American Teen Turned His Suffering Into A

Full-Fledged Battle Against Stereotypes" 2015. *CommonLit*,

<https://www.commonlit.org/en/texts/fyc-this-muslim-american>

### 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.



-teen-turned-his-suffering-into-a-full-fledged-battle-against-ster  
eotypes. Accessed 14 Jan. 2021.

Matlin, Jessica. "Why Young Adults Are Taking a More Mindful

Approach to Social Media" 2017. *CommonLit*,

<https://www.commonlit.org/en/texts/fyc-why-young-adults-are>

-taking-a-more-mindful-approach-to-social-media. Accessed 14

Jan. 2021.

### 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](http://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](http://www.commonlit.org/en/texts/teens-say-social-media-isnt-as-bad-for-them-as-you-might-think).

Accessed 19 Jan. 2021

# TEACHER COPY: OPTIONAL FINAL UNIT PROJECT OVERVIEW

## Summary of Task

### Positive Social Media Posts

In the first half of the unit, students read to build knowledge about the benefits and risks of social media usage. They consider social media's effects on mental and emotional health as well as social media's influence on authentic peer relationships. As they read the core texts of the unit, students gather evidence to support both sides of the argument about social media: is it more beneficial or risky to teens?

In the second half of the unit, students evaluate their research to determine which perspective they agree with more. They conduct more research independently and outline their arguments with the strongest and most relevant evidence they have found. Students use their research to write a research-based argument convincing a friend or adult of their position. Throughout the aligned writing lessons, students learn to take notes on the most relevant evidence, synthesize research to outline a paper, and use anecdotes as evidence in their arguments.

In this final unit project, Positive Social Media Posts, students will work with a classmate 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. Students' posts should include catchy designs and rely on facts and examples from their own research. After publishing their posts, students will present them to a group of classmates to explain the design and content choices they made for each post.

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

### This final project has 3 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

**NOTE:** You may consider showing students [this example social media post](#) as a model of what students' final products could look like.

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

### Standards Addressed:

- **W.7.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.7.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL.7.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL.7.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
- **L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.