Middle School & High School Emergency Sub Plans



| Notes | | |
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Emergency Substitute Lesson Plans

Approximate Time: 45 minutes

Social Studies Skill: Disciplinary Literacy: Develop Evidence-Based Claims

Success Criteria: Students will compose a persuasive essay or create a political cartoon.

Materials:

- » copies for each student of Up for Debate: Should Social Media Companies Be Held Accountable for What People Say Online? (pages 4-5)
- » Three-Paragraph Essay Planning Map (page 6) or Five-Paragraph Essay Planning Map (page 7) for each student
- » computer or construction paper
- » art supplies such as colorful markers, colored pencils, and fine-point black markers

Lesson Source: The Issue: The Media Issue

Analyze a Historical Narrative

- Distribute copies of **Up for Debate: Should Social Media Companies Be Held Accountable for What People Say Online?** to all students. Direct students to read the handout.
- Write on the board and explain to students that they will have two options to demonstrate their understanding of the article, develop an opinion, and persuade others.
 - ▶ Students may compose a persuasive essay providing evidence to support their opinion about whether social media companies should be responsible for what people say on their platforms. Students may wish to use an **Essay Planning Map** to prewrite. Essays should be legible and checked for spelling, punctuation, and grammar to the best of each student's abilities.
 - ▶ Students may draw a political cartoon to visualize their opinion about whether social media companies should be responsible for what people say on their platforms. Cartoons must include
 - » a title
 - » a clear, neat drawing that conveys your opinion about social media liability
 - » a caption and/or dialogue
- Explain to students that assignments are due by the end of class and that they will be graded.
- Please leave the completed assignments on my desk.

| Substitute Feedback: | | | |
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SHOULD SOCIAL MEDIA COMPANIES BE HELP ACCOUNTABLE FOR WHAT PEOPLE SAY ONLINE?



According to the Pew Research Center, around three-quarters of Americans use some type of social media. People are exposed to all sorts of problematic material through social media channels—trolling and harassment, lies and misinformation, and hateful speech. Whose responsibility is it to keep people safe online? Section 230 of the Communications Decency Act states that social media companies cannot be held responsible for what users post online. Is this law correct or should it be revised? Should social media companies be held accountable for what people say online?



AFFIRMATIVE

Social media companies should absolutely be held responsible for what users post on their platforms. These companies profit from having users and keeping them online. They shouldn't get to turn a blind eye to what people say once on the site. When someone commits a crime or does something dangerous, it isn't only that person who can be held accountable. The people or companies who enabled that person to commit the crime can be held responsible too.

Social media sites have become a source of hate and disinformation. Some studies even suggest that lies spread significantly faster than the truth online. Allowing people to spread lies and hurtful speech is dangerous and negligent. But right now, social media companies have no incentive to stop it. Private companies have the right to censor online content that is dangerous or violates terms of use, and it is irresponsible of them not to do so.

"But the health of American democracy is more important than allowing these companies and their shareholders to continue to profit from allowing propagandists to spread lies and groups to organize violent actions on their platforms."

-Matt Rosoff, editorial director at CNBC

NEGATIVE

If social media companies became liable for what people post online, they would severely limit what people can say in order to protect themselves. The platforms would no longer be bastions of free speech. Free speech is essential to our democracy and is protected by the 1st Amendment.

Social media companies are communities of exchange, not news agencies. Their responsibility is to allow users a place to come together and discuss opinions and present ideas, even unpopular ones.

If tech companies could be held legally responsible, it would discourage investment and entrepreneurship in the industry. Social media should be left up to the forces of supply and demand. If a person doesn't like or trust the information being spread on a particular platform, they have a choice to unfriend that person or leave the platform altogether.

"We'll continue to point out incorrect or disputed information about elections globally... This does not make us an 'arbiter of truth.' Our intention is to connect the dots of conflicting statements and show the information in dispute so people can judge for themselves. More transparency from us is critical so folks can clearly see the why behind our actions."

— Mark Zuckerberg, CEO of Facebook

LOOKING PEEPER

Read and annotate the arguments. Evaluate each argument, assessing whether the reasoning is valid and supported with evidence. Circle opinions and biases, underline facts and evidence, and draw a box around points that contain inaccurate or unsupported information.

BY THE NUMBERS

The number of users Facebook had as of early 2021

The net worth of Twitter CEO Jack Dorsey as of July 2021

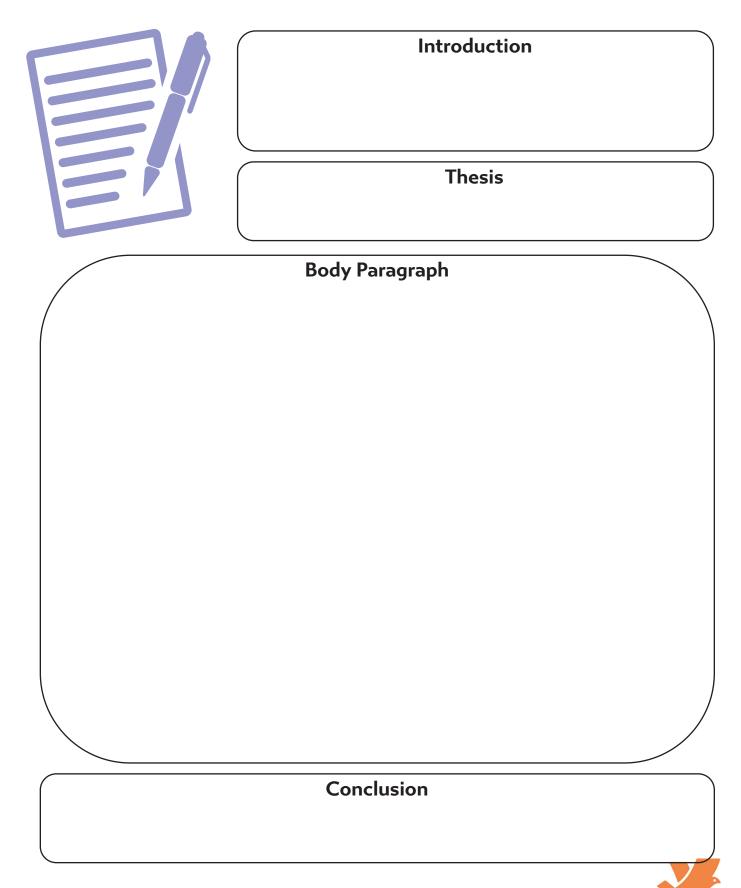
41%

The percentage of US adults who report experiencing online harassment

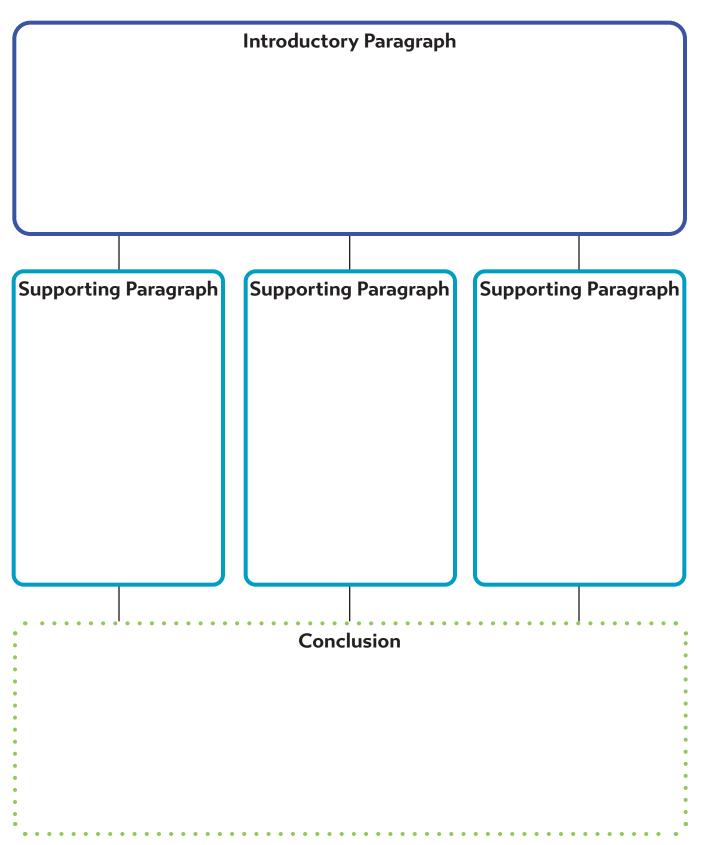
150%

The rise in anti-Asian hate crimes from 2019-2020, fueled in part by misinformation and hateful speech on social media

Three-Paragraph Essay Planning Map



Five-Paragraph Essay Planning Map



Rapid Rubric | Writing

| Name | Date |
|---|---|
| | |
| Writing Project Title | Score |
| 4 — The student followed instructions carefully to write the spe work. The writing is detailed, creative, and neat. The piece is to the next. There are only a few mistakes in grammar, spel | is organized and ideas flow from one though |
| 3 — The student followed instructions to complete the writing as more detail, creativity, and effort. The piece is mostly organic thought to the next. There are only a handful of mistakes in | zed and most of the ideas flow from one |
| 2 — Most of the writing assignment is finished and the student work not done very well and there is not enough detail. The information. There is some organizations but ideas do not grammar, spelling, and punctuation. | e student did not understand parts of the |
| The student did less than half of the project and did not do they do not understand the information or did not try hard | č , |
| Teacher's Comments | |
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Rapid Rubric | Project

| Name | Date |
|--|--|
| Project Title | Score |
| rroject fille | Score |
| 4 — The student followed instructions carefully to complete the project is detailed, creative, and neat. Art, oral reports, are few mistakes in grammar, spelling, and punctuation. | 1 , 1 |
| 3 — The student followed instructions to complete the project creativity, and effort. Art, oral reports, and writing are win grammar, spelling, and punctuation. | • |
| 2 — Most of the project is finished and the student tried to folvery well and there is not enough detail. The student did are quite a few mistakes in grammar, spelling, and punction. | not understand parts of the information. There |
| The student did less than half of the project and did not of they do not understand the information or did not try ha | č , |
| Teacher's Comments | |
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Rubric Accommodations Checklist

| Visual | Auditory | | | |
|---|---|--|--|--|
| ☐ gestures for added emphasis ☐ visual cues to reinforce spoken or written words ☐ drawing or pictorial representation | native language support verbal cues to reinforce spoken or written words rephrase, repeat, or slow down model pronunciation oral translation | | | |
| Cooperative | Individualized | | | |
| peer support simple conversations organize reading in chunks organize requirements in chunks read and model thinking aloud | pre-teach vocabulary extra time for complex material and/or assignments clarify directions translate words, phrases, or sentences | | | |
| Scaling | Resources | | | |
| short sentences and single words clarification of words writing on familiar, concrete topics scaffolded writing assignments non-participation in simple conversations reduced requirements | □ graphic organizer □ group, peer, or self-evaluation rubric □ examples of requirements □ simple phrases or sentence frames □ word bank of key vocabulary □ tiered sentence stems □ adapted texts □ bilingual dictionary or glossary | | | |
| Comments | | | | |
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| Recommendations | | | | |
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Gibbs Smith Education

Gibbs Smith Education has been working to create best-in-class social studies materials nationwide for more than 50 years. We are a mission-driven company and certified Benefit Corporation, which is emblematic of our commitment to reducing our environmental impact and creating equitable change. Almost every employee-owner has spent time in the classroom as instructors on some level—from public K–I2, to charter schools, to higher education, to museum labs—and we are passionate about creating resources that empower teachers and students.

Free Resources and Lesson Plans: https://blog.gibbssmitheducation.com/the-journal/all

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