

Middle School & High School Emergency Sub Plans



**Gibbs
Smith**
Education

Notes

[illegible]

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:

SHOULD SOCIAL MEDIA COMPANIES BE HELD 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 DEEPER

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

2.8
billion

The number of users Facebook had as of early 2021

13.8
billion

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



Introduction

Thesis

Body Paragraph

Conclusion



Five-Paragraph Essay Planning Map

Introductory Paragraph

Supporting Paragraph

Supporting Paragraph

Supporting Paragraph

Conclusion



Rapid Rubric | Writing

Name

Date

Writing Project Title

Score

- 4** — The student followed instructions carefully to write the specified content and may have put in extra work. The writing is detailed, creative, and neat. The piece is organized and ideas flow from one thought to the next. There are only a few mistakes in grammar, spelling, and punctuation.
- 3** — The student followed instructions to complete the writing assignment. The work is neat but may need more detail, creativity, and effort. The piece is mostly organized and most of the ideas flow from one thought to the next. There are only a handful of mistakes in grammar, spelling, and punctuation.
- 2** — Most of the writing assignment is finished and the student tried to follow instructions. Some of the work not done very well and there is not enough detail. The student did not understand parts of the information. There is some organizations but ideas do not flow. There are quite a few mistakes in grammar, spelling, and punctuation.
- 1** — The student did less than half of the project and did not do a good job. The student's work shows that they do not understand the information or did not try hard enough to be able to understand it.

Teacher's Comments

Rapid Rubric | Project

Name

Date

Project Title

Score

- 4** — The student followed instructions carefully to complete the project and may have put in extra work. The project is detailed, creative, and neat. Art, oral reports, and writing are very well done. There are only a few mistakes in grammar, spelling, and punctuation.
- 3** — The student followed instructions to complete the project. The work is neat but may need more detail, creativity, and effort. Art, oral reports, and writing are well done. There are only a handful of mistakes in grammar, spelling, and punctuation.
- 2** — Most of the project is finished and the student tried to follow instructions. Some of the work isn't done very well and there is not enough detail. The student did not understand parts of the information. There are quite a few mistakes in grammar, spelling, and punctuation.
- 1** — The student did less than half of the project and did not do a good job. The student's work shows that they do not understand the information or did not try hard enough to be able to understand it.

Teacher's Comments

Rubric Accommodations Checklist

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



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-12, 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:

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