



## Topic: Social Media

### Key Question:

**How does Facebook hurt or help social friendships?**

This scenario was contributed by the teachers comprising the DtWtX Educational Advisory Committee at the 2012 Do the Write Thing Texas Leadership Summit.

### Scenario:

Angela, a 7<sup>th</sup> grader, is best friends with Jolie who is new to the school. Angela made a negative comment about Jolie's clothes at school and later that night Jolie posted the following comment on her Facebook page: "At least I don't buy my clothes at Goodwill."

Even though Jolie meant this as a joke, Angela "defriended" Jolie and is now ignoring her at school. Jolie tried to apologize but now Angela and her friends don't even look at her, and they laugh when she walks by.

### Discussion questions:

1. Who is at fault in this scenario?
2. How could this have been avoided?
3. Are Angela and Jolie the only students impacted by this comment?
4. Have you ever had a conflict on Facebook? Explain.

### Correlated TEKS:

ELAR 14A: Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

ELAR 14 B: Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare/contrast,) and building on ideas to create a focused, organized, and coherent piece of writing.

ELAR 14C: Revise drafts to ensure precise word choice and vivid images, consistent point of view, use of simple, compound and complex sentences, internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.

ELAR 17Aiii: Write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.

## **There are two ways to use the Scenarios:**

1. Teacher Centered:
  - Read the scenarios.
  - Choose 3 based on the topics presented.
  - Present one scenario for the students to solve together and scribe for them on the board, overhead or Smartboard™. Consider the possible solutions and discuss why one could be considered a better solution over another.
  
2. Student Centered:
  - Scenarios are copied and given to students to review on their own.
  - Students are placed into groups.
  - They prepare their scenario to share with their peers (probing or open-ended questions).
  - After they become “experts” they move to another group to discuss and listen to the next group’s presentation.
  - At the end of the session, the class comes to summarize what they have learned during the experience.