**Molloy College**

**Division of Education**

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Course EDU 5090 Date 3/31/20

Grade: 5th Topic: Effects of Social Media Content Area Social Studies

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

5.3b Europeans encountered and interacted with Native Americans in a variety of ways

**5.5a** The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

 ***Indicator:*** *This will be evident when students are empowered with the tools to accurately evaluate credibility on primary sources about Columbus after this interactive drama about cyberbullying.*

 **ELA Standard: New York State Next Generation English Language Arts**

**Learning Standards, Speaking and Listening Standard**

**Comprehension and Collaboration**

**5SL1:**

Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

***Indicator:*** *This will be evident when students Engage effectively in a range of collaborative discussions with diverse partners by answering the “sit and stand” questions.*

 **ELA Standard: New York State Next Generation English Language Arts Learning Standard**

**Speaking and Listening Standard**

**Comprehension and Collaboration**

**5SL1c:**

 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

***Indicator:***  *This will be evident when students pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others by completing their “Bullying Behind Social Media” worksheet and share their responses.*

**ELA Standard: New York State Next Generation English Language Arts Learning Standard**

**Speaking and Listening Standard**

**Comprehension and Collaboration**

 **5SL3:**

 Identify and evaluate the reasons and evidence a speaker provides to support particular points.

 ***Indicator:*** *This will be evident when students Identify and evaluate the reasons and evidence a speaker provides to support particular points by answering the question “Do you think its hard to stand up to a bully” and ask characters in the skit questions to dive deeper into why they act the way they do*.

**NCSS Inquiry Standard**

Dimension 1 of the arc features the developing of questions and the planning of investigations. With a robust question in mind, teachers and students determine the kind of content (Dimension 2) they need to create a plan to address their questions.

**Indicator:** T*his will be evident when the students develop questions for the actors in the skit.*

**Social Studies Habits of Min**d

 6. Civic Participation

**Indicator:** *This will be evident when students discuss what they can do to stick up to a bully so someone does not have to endure that pain.*

**INSTRUCTIONAL OBJECTIVE(S)**

After participating in an interactive drama about a girl from Kansas, students will *engage effectively in a range of collaborative discussions with diverse partners* completing the “*Bullying Behind Social Media”* worksheet where they are creating three actions they would have done differently to make the outcome of the skit more positive.

**DEVELOPMENTAL PROCEDURES**

1. **MOTIVATION - Students will participate in the "Stand up, Sit down" activity. (If any of the statements apply to you, please follow the directions by standing up or sitting down. If it applies to you and you are already standing or sitting, please remain standing or sitting.)**
2. Students will interact with a skit on the effects of social media bullying. (Please be respectful during the skit. Remember that if you have any questions or comments, you can write them down on the post-it note we gave you. If you feel uncomfortable at any time during the skit, please talk to an adult or take a walk outside the classroom.)
3. Students will make judgments about the characters on anchor charts. (*Behind us are big pieces of chart paper labeled with the character's names. When we call your table group up, you can make judgments about the character's "outside appearance" and who they are inside. For example, you might want to write on Kelly's outside that she's very mean and shallow. But do you know anything about who she is? Maybe she is struggling with her issues too? Write what you think about the characters "outside" first and then their "inside.")*
4. Students will be given a five-minute break to process the skit and to relax
5. There will be a period of time called “**Hot Seats**” where the characters sit in front of the room and the class shares with the characters their thoughts.
6. Students will actively participate in a class-wide discussion about the characters from the skit. (*How did the skit make you feel? Can you relate to this skit? Has anyone ever seen something like this before? What character do you relate to the most? If you were a character in this, what would you do? If you could rewrite the skit, would you change it?)*
7. Students will complete the *“Bullying Behind Social Media”* worksheet where they will choose three things that they would change in the skit and how they could have made the situation better. They will then create a different scenario of the skit with the three different things in it and how it would've changed the outcome.

**ASSESSMENT**

Informal assessment

When students are participating in the discussion the teachers will examine their comprehension of the skit.

Formal assessment

 Students will complete the *“Bullying Behind Social Media”* worksheet where they need to change three things about the skit to make the situation end on a positive note.

**REFERENCES**

*K-2 Next Generation ELA Standards at a Glance* [PDF]. (n.d.). NYS Education Department.

New York State Education Department. (2015). NYS Standards Retrieved from http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework

STAND UPS

1. Stand up if you have ever been bullied before on Social Media.
2. Stand up if you have ever been the bully before.
3. Stand up if you have ever been the bystander while someone is being bullied.
4. Stand up if you have ever stood up to a bully before.
5. Stand up if you think bullying is wrong.
6. Stand up if you wanted to stand up to a bully but didnt know how.

Skit

5 Characters:

* Bully - Becca
* Victim - Katie
* Bystander/friend of the victim - Riley (Katies cousin)
* Mean student - Melanie
* Classmate- Cara

**Summary:**

Katie is a 10-year-old girl who moves here from Kansas and is excited but nervous for her first day of a new school. She is bullied on social media for both dressing differently and for the lunch she brought to school.

 *Walking up to a crowd of people in the cafeteria*

Cara: Hey, guys! How was your weekend? What did everyone do?

Melanie: It was great. I hung out and played video games and my mom just told me over the summer we were going to go to Paris, so I went shopping.

 Becca: That's so exciting! My parents took me to get the newest Iphone this weekend, look how nice it is! There are so many social media apps I can use now that I'm so excited.

Riley: That does look really nice. My weekend was pretty cool, my cousin from Kansas just moved here with her family. They are staying with us for now until they find a place to live so my mom told me I have to include her in everything I do. Here she is now.

*(Katie walks in excited):* Hi Riley! Hi Riley’s friends! I’m Katie, it's so nice to meet all of you.

Cara: Hi Katie it's nice to meet you too, I’m Cara and this is everyone else. Why don't you sit with us.

*Everyone says hi all together then goes back to looking at their phones and talking amongst one another.*

*Katie then starts to pull out her lunch. She pulls out fried chicken, beans, and a big tub of mashed potatoes. The girls all stare at her.*

*Becca starts laughing then takes out her phone. She opens Snapchat, a social media app, and starts to video Katie eating her lunch, making fun of what she is eating and what she is wearing. She then sends it out to the whole grade.*

*Katie then gets up when she's done eating to throw away her garbage. Everyone is staring at her laughing after seeing the video, but she doesn't know why.*

*While she is gone...*

Cara: Becca, what are you doing?

Becca: Oh common, I'm just having a little fun. We clearly don’t eat like that here, and if she's going to sit with us she probably shouldn't be eating that either.

Melanie: I think it's hilarious, and clearly the rest of the grade does too, look at everyone laughing. You're so funny Becca.

*Katie then returns to the table*

Katie: Is there something on my face? Everyone keeps looking at me and laughing.

*Riley is torn. She doesn't want her friends to be annoyed at her for sticking up for her weird cousin but she feels bad for her cousin who is being made fun of behind her back.*

*Later that day Katie ends up seeing the video from someone elses phone of her and her food. She starts to cry and asks to go to the bathroom.*

Cara: Guys, I feel bad I think we should apologize.

Becca: Apologize for what? She's the one who's different and if we apologize now the teacher will know it was me and i'll get in trouble.

*The teacher then goes up to Riley and asks if she knows why her cousin is so upset on her first day of school.*

Riley (nervous): Um, i'm not too sure actually but i'll go check on her.

*After talking to Katie, Riley decides that her cousin did not deserve to be bullied on social media behind her back and that she was going to tell the teacher everything.*

*When she returns to the room she walks over to the girls, devastated.*

Cara: I really dont think it was right of you to do that to Katie. Just because she is a little different doesn't give you the right to make fun of her on social media, where she can't even see it or have a chance to defend herself.

*Becca was speechless.*

The teacher: Alright kids let's settle down. Becca I would like to talk to you out in the hallway.

Katie (in tears): I saw what you sent out on social media. I saw that you were making fun of me and the whole school saw.

Becca: Well maybe this will make you realize you aren't like us and you should go back where you came from.

*Becca was forced to delete the video she sent out, but like the teacher said, it was sent to the whole school and there is no taking that back. No matter how much you regret doing something like that, you can never take it back once it's sent out.*

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Bullying behind Social Media

After watching the skit, choose three different parts and show us what action you would have taken and why?

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Is it easy for someone to take these actions? Why might it be hard for someone to stick up to a bully?

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