

Title: Should Parents Have Access to Their Kids' Facebook Page? A Discussion.

Grade Level(s): 11/12

Subject/Content: History/Social Studies

Overview & Purpose: Think critically about an engaging issue; practice analyzing multiple sources and constructing an argument; practice using complex text and interpreting academic vocabulary.

Focus Question: Should Parents have Access to their Kids' Facebook Page? Why or why not?

Materials and Resources Needed: Opposing Viewpoints in Context

Procedures:

Steps/Activities by the teacher:

- Before class, teacher selects list of resources from *Opposing Viewpoints in Context* that reflect both sides of an issue and "save" them to a list. S/he then distributes this URL to the students so that they can take a look at these resources. Example Saved Items list:

Saved Items

Displaying 1 - 5 of 5

All Sort By

<input type="checkbox"/>		Resume, Cover Letter And Your Facebook Password?	Audio file, Broadcast transcript	<input type="checkbox"/>
		<small>All Things Considered, March 21, 2012</small>		
<input type="checkbox"/>		Secret spying on our digital lives is on rise	Column	<input type="checkbox"/>
		<small>San Francisco Chronicle, July 25, 2012</small>		
<input type="checkbox"/>		Teens Do Not Have a Right to Privacy from Parents		<input type="checkbox"/>
		<small>Teens and Privacy, 2011</small>		
<input type="checkbox"/>		Teens Have a Right to Privacy from Parents		<input type="checkbox"/>
		<small>Teens and Privacy, 2011</small>		
<input type="checkbox"/>		Why Protecting Kids Online Could Backfire	Article	<input type="checkbox"/>
		<small>NJ National Journal, June 28, 2012</small>		

Displaying 1 - 5 of 5

- Teacher then asks the students which of them have Facebook accounts.
- Take a poll on those whose parents have access (either those who are “friends” with their parents, or email/password access).
- Divide the room to execute different searches in *Opposing Viewpoints* (teen privacy, privacy, Facebook).
- Lead brief discussion on how we got to this Saved Items list, but more importantly, what does it represent?
- Lead discussion about the different sides of the issue and what pro/con points are on each side.

Steps/Activities by Student(s):

- Execute searches in *Opposing Viewpoints* (e.g. teen privacy, privacy, Facebook, social media)
- Discuss the Saved Items list—how did we get to it, and what does it represent?
- Discuss the different viewpoints in this issue and what pro/con points are on each side.

Learning Objectives: Students will have an understanding of executing a search in *Opposing Viewpoints* and how different search terms call out different results, as well as practice finding and citing sources; students will think critically about how different viewpoints are presented and defended. Students will also practice reading and interpreting appropriately complex informational text.

Related Activities:

Global Studies

- Ask students to consider how students in other countries may feel about this issue (e.g. in China, where the Internet is highly censored).
- Lead a class discussion that examines how different cultures might respond to parental supervision and control in different points of history.

Skills Used: Students will use their research skills to locate articles about parental control of social media accounts and use these articles to defend a position for or against parental supervision on Facebook

Differentiation:

Advanced

- Use of more advanced sources, minimum Lexile assigned to articles used in discussion; advanced search to locate only Intermediate and Advanced content levels

Struggling

- Use of more basic sources; advanced search option used to locate articles at Easy or Intermediate content level, set maximum Lexile; ReadSpeaker tool used to read articles out loud to student

Standards Alignment

Common Core State Standards

Literacy in History/Social Studies for 11/12 grades:

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.