

Facebook: The Social Networking Dilemma – Student Version

In this module you will be asked to determine who is responsible for the obesity epidemic in the United States.

Items needed to complete the module:

- Articles: “Facebook Keeps Kids in College” by Fiona Dryden
“Poor Grades Linked to Too Much ‘Socializing’” by Joan Garrett
“California; College Applicants, Watch Your Facebook Posts” by Larry Gordon
“The Greatest Generation (of Networkers)” by Jeffery Zaslow
“Camp Helps Build Girls’ Self-esteem” by Anonymous
- Internet access
- Handouts:
 - Activity 6: Annotations Chart
 - Activity 10: Annotations Chart
 - Activity 11: Denotation/Connotation Chart
 - Activity 12: Thinking Critically

Instructions: Complete all of the activities on a separate sheet of lined paper. Label each activity so that it is easy for your teacher to check your work.

Activity 1: Key Concepts

Look at the images that follow.



1. What words and phrases do you associate with the concept of social networking represented by these popular sites/apps? Write down anything that comes to mind, whether it is a definition, observation, opinion, or hearsay.

Activity 2: Quickwrite

Write a paragraph in response to the following questions.

How do you feel about social networking websites? If you have one, what made you decide to join? If not, have you considered doing so? What are the perceived positives and negatives?

Activity 3: Surveying the Text

Before you read Dryden’s “Facebook Keeps Kids in College” and Garrett’s “Poor Grades Linked to Too Much ‘Socializing’” answer the following questions.

1. What do the titles Dryden’s “Facebook Keeps Kids in College; Motivation Is Up, Says the Media Teacher” and Garrett’s “Poor Grades Linked to Too Much ‘Socializing’” tell you about the author’s positions on whether or not students should participate in online social networking? Are they in support of or against the idea of students having accounts? Why do you think so? Provide evidence for your reasoning.
2. What do you think is the purpose of these articles?
3. “Facebook Keeps Kids in College; Motivation Is Up, Says the Media Teacher” was published in the *Gloucestershire Echo*, an English newspaper, and Garrett’s “Poor Grades Linked to Too Much ‘Socializing’” was published in *McClatchy-Tribune Business News*, an American publication. What similarities do you think the articles might have? What differences? Do you think they will be equally reliable? Why do you think so?
4. What else can you tell about the articles just by looking at them?

Activity 4: Making Predictions and Asking Questions

Answer the following items about “Facebook Keeps Kids in College; Motivation Is Up, Says the Media Teacher” and “Poor Grades Linked to Too Much ‘Socializing.’”

1. Read the first three sentences and the last two sentences of Dryden’s article. What do you think her argument will be regarding the use of Facebook for students?
2. Read the first three sentences and the last two sentences of Garrett’s article. What argument do you think she is going to make in her article?
3. Who are the intended audiences for these articles? How do you know?
4. What information and ideas are the authors likely to draw on to convince you of their positions?
5. Reword the titles and subtitles and turn them into questions for you to answer after you have read the full articles.

Complete the Vocabulary Self-Assessment Chart

Word	Definition	Know It Well	Have Heard It	Don't Know/ Never Heard
Vocabulary from “Facebook Keeps Kids in College” and “Poor Grades Linked to Too Much ‘Socializing’”				
network	<i>a set or system of connections</i>			
draconian	<i>unusually severe or cruel</i>			
vital	<i>necessary to the existence or well-being of something; essential</i>			
snowballed	<i>grown larger very quickly</i>			
extroverts	<i>people who are outgoing and extremely social</i>			
pervasive	<i>spread throughout</i>			
exacerbate	<i>to make a condition or situation worse</i>			
alleviate	<i>to make a condition or situation easier to endure</i>			

**Read “Facebook Keeps Kids in College; Motivation Is Up, Says the Media Teacher”
and Garrett’s “Poor Grades Linked to Too Much ‘Socializing’”**

Activity 5: Rereading the Text

Now that you know what “Facebook Keeps Kids in College” is about, answer the following questions:

1. Think back to your original predictions. Which were right? Which did you have to modify as you read the article?
2. What is the main idea of “Facebook Keeps Kids in College”? According to Dryden, how does Facebook affect kids in college? Underline or highlight the sentence that most clearly indicates her opinion.

Now that you know what “Poor Grades Linked to Too Much ‘Socializing’” is about, answer the following questions:

1. Think back to your original predictions. Which were right? Which did you have to modify as you read the article?
2. What is the main idea of “Poor Grades Linked to Too Much ‘Socializing’”? Underline or highlight the sentence that most clearly indicates the main idea

Activity 6: Annotating the Texts: “Facebook Keeps Kids in College; Motivation Is Up, Says the Media Teacher” and “Poor Grades Linked to Too Much ‘Socializing.’”
See handout

Activity 7: Surveying the Text

Before you read Zaslow’s “The Greatest Generation (of Networkers),” Gordon’s “California ; College Applicants, Watch Your Facebook Posts,” and the opinion letter “Camp Helps Build Girls’ Self-esteem,” answer the following questions:

1. On the basis of the title of his article, what do you think Zaslow’s position will be? In what ways do you think his article will be like those of Dryden and Garrett? In what ways do you think it will be different? What do you think his purpose is?
2. On the basis of the title of his article, what do you think Gordon’s position will be in regards to the use of social networking for students? Which of the authors do you think he might agree with?
3. What do you expect is the purpose of the opinion letter written by an anonymous person? How will it be different from the other articles?

Activity 8: Making Predictions and Asking Questions

Now answer the following items about Zaslow’s “The Greatest Generation (of Networkers),” Gordon’s “California; College Applicants, Watch Your Facebook Posts,” and the opinion letter “Camp Helps Build Girls’ Self-esteem.”

1. Read the first three sentences and the last two sentences of Zaslow’s article. According to Zaslow, what is the attitude toward social networking of high school students?
2. How do you think he will respond to the arguments raised by Dryden and Garrett?
3. Read the first three sentences and last two sentences of Gordon’s article. Why do you think he has chosen to write about college applications? What arguments do you think he will make? Who is he trying to appeal to?
4. Read the first four sentences of the opinion letter. Do you sense a bias in the author’s attitude? Explain.

Complete the Vocabulary Self-Assessment Chart

Word	Definition	Know It Well	Have Heard It	Don’t Know/ Never Heard
Vocabulary from Zaslow’s “The Greatest Generation (of Networkers),” Gordon’s “California ; College Applicants, Watch Your Facebook Posts,” and the opinion letter				
reprimanded	<i>scolded or criticized for adverse behavior</i>			

subconscious	<i>existing or happening beneath or beyond one's awareness</i>			
compulsive	<i>controlled by strong, irresistible urges</i>			
accomplish	<i>to finish a goal or carry out a conclusion</i>			
futile	<i>useless; ineffective</i>			
nixed	<i>refused</i>			
primitive	<i>not advanced in terms of technology or current day civilization</i>			
self-esteem	<i>feelings of self-respect; a favorable impression of oneself</i>			

Read “Zaslow’s “The Greatest Generation (of Networkers),” Gordon’s “California ; College Applicants, Watch Your Facebook Posts,” and the opinion letter “Camp Helps Build Girls’ Self-esteem”

Activity 9: Looking Closely at Language

Write answers to the questions below using academic vocabulary from this module. Make sure that your answers demonstrate a deep understanding of one or more new academic words and/or terms. Undeline the word(s) you use in your response.

1. According to Zazlow’s article, why are kids successful at networking?
2. According to Zaslow’s article, how much “work” can students accomplish if they are networking via technology? Explain the significance of this “work.”
3. How are people in their teens and early 20’s better at expressing their thoughts and opinions than adults are?
4. Zaslow uses a quote from P.M. Forni, the director of the Civility Initiative at John Hopkins University who believes the communication on the internet is “futile and trivial.” Do you agree or disagree with this statement?
5. A quote from Ben Bajarin, technology analyst at Creative Strategies, believes young people have strengthened social skills. What evidence does he provide to support this claim?

Activity 10: Annotating the Text - “The Greatest Generation (of Networkers)” and “California; College Applicants, Watch Your Facebook Posts”

See handout

Activity 11: Denotation and Connotation Chart

See handout

Activity 12: Thinking Critically

See handout

Activity 13: EPT Essay

Schedule a time to meet with your teacher to write a 45-minute timed essay. You will have 15 minutes to plan and 45 minutes write an essay in response to the reading and topics of this module. You may have all of the readings with you during writing. This essay will be scored using the EPT Rubric and is intended to mirror the English Placement Test that is administered to students entering the California State University system. The essay *must* be completed in front of a teacher.

Turn in your completed Module Packet when you meet with your teacher to write your essay.