

Facebook through History

Overview:

Using historical figures, students create imaginary Facebook pages with profiles, timelines, friends, photos, status updates, and conversations.

Procedure:

1. Discuss Facebook with students and show sample pages.
2. Each student chooses a historical figure from a nonfiction text.
3. Have 2-3 Facebook-style templates both on student computers and paper, individualized with more or less complexity and levels of picture/symbol support.
4. Each student creates a Facebook page for their chosen historical figure.

ASOL Covered in this Activity:

6E-CN 1: The student will

- b) determine the central idea of a short nonfiction passage and details or facts related to it;

Extension Idea:

Give students specific instructions for creating the Facebook page to include a central idea about the person in a status update, and include a specified number of supporting facts on the page.

7E-CN 1: The student will

- b) determine two central ideas that progress throughout a nonfiction text;

Extension Idea:

Give students specific instructions for creating the Facebook page to include detailed conversations regarding at least two central ideas about the person.

8E-CN 1: The student will

- f) determine whether claims in a text are fact or opinion;

Extension Idea:

Give students specific instructions for creating the Facebook page to include a specified number of quotes from the person, and to then determine if what the person said is fact or opinion.

HSE-RW 2: The student will

- c) acquire and use content words and phrases.

Extension Idea:

Give students specific instructions for creating the Facebook page to include a specified number of content words and phrases, as displayed on a word wall or in a word bank.

HSE--CN 3: The student will

d) explain how specific events develop over the course of the nonfiction text;

Extension Idea:

Give students specific instructions for creating the Facebook page to include a detailed timeline of the person's life, with related posts and pictures.

8E--WP 1: The student will

c) plan by brainstorming and revise own writing by adding more information;

Extension Idea:

Give students a brainstorming worksheet to plan and revise their Facebook page before they put it on the computer.

8E--WP 2: The student will

b) identify quotes from print or digital sources that provide information about a topic;

Extension Idea:

Give students specific instructions for creating the Facebook page to include a specified number of quotes from the person, from both print and digital sources.

HSE--WP 6: The student will

a) use technology, including the Internet, to produce, publish and update an individual writing project;

Extension Idea:

Give students specific instructions for creating the Facebook page to include a specified number of quotes, pictures, and other details about the person, from both print and digital sources. As students learn more about the person from their research, they can update the page.

HSE--WE 2: The student will

a) peer edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Extension Idea:

After students complete their Facebook page, they swap with a peer to edit each other's page.

Materials Needed:

computers
pencils and pens
lined paper
word wall or word bank
nonfiction text

Instructional Setting:

classroom

Community Connections and/or Peer Interaction:

Students can pair up to have Facebook conversations between their chosen historical figures.

Facebook-related activities are age-appropriate and motivating to discuss and share with peers.

Functional Activity/Routine:

Students may be motivated to create their own Facebook page with parental permission and support.

Strategies to Collect Evidence:

Include student's written drafts, and printed Facebook pages.

Use data collection charts to indicate correct or incorrect response to each component.

Video or audio record student responses to activity.

Take anecdotal records of student responses to activity.

Specific Options for Differentiating this Activity:

For students who need support in physically accessing a computer, use a larger or simplified keyboard or mouse, adaptive switches, and any other supports necessary.

For students with visual impairment, use text to speech software to read Facebook pages, and speech to text software or Braille stylus to create page.

Use alternate pencils as needed.

For students who require additional supports, include pictures or symbols with the words and sections on the Facebook page, as well as in the word bank or on the word wall.