

## Key Resources

### Resource #1

#### Selected Lessons from casebook:

Facing History & Ourselves in a Digital Age:  
Supporting youth civic participation in the  
digital public sphere

1a: Eve and Facebook

1b: The Internet, social media, and the past

## Good Participation Project and Facing History and Ourselves

### Resource 1a: Eve and Facebook

#### *Essential Question*

How might social media amplify or allow bullying and bigotry?

#### *Overall Aim*

Eve and Facebook allows for reflection and discussion on the need to belong; how sense of self can be affected by others; the tensions that affects behavior. This lesson continues the discussion regarding the features of the online world that may ameliorate and/or magnify certain situations such as bullying.

#### *Specific Objective/product*

Students consider what they do online, what others do online, and the potential impact on people whom they know and don't know.

#### *Materials, resources needed*

Facing History Resource: Reading – The “In” Group

<https://www.facinghistory.org/for-educators/educator-resources/readings/group>

## Part 1

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### Individual work

Students read The “In” Group story (or watch the video).

Ask students to consider the following change to the story:

Imagine that instead of making fun of the “outsider” girl by taking and reading her diary with Eve and the other students, the popular girl created a Facebook page where she posted nasty comments about the girl. The popular girl then invites everyone to join, including Eve, and says “Like this page! Add comments.”

Keeping in mind this scenario, students reflect on the questions below quietly for a few minutes on their own, then write their thoughts in their journal (or on the online discussion board/blog).

### Questions

- How is the pressure to join or like a Facebook page mocking the girl similar to or different from the situation in the playground?
- Would it make a difference if
  - the Facebook page was public versus private?
  - people started posting photos or videos (real or altered) along with text?
  - this was happening on a different site – for example Yik Yak, or Snapchat?

# Good Participation Project and Facing History and Ourselves

## Pair Share

Students discuss the questions and their thoughts with a partner

## Class Share/Discussion

Each pair shares back to the class.

Class discusses the following questions (capture main themes on the board/large poster paper)

### Questions

- Are there features of Facebook that make this kind of situation easier to happen?
- Are there features of Facebook that make it easier or more difficult to confront this kind of situation?

## Part 2

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Remind students of (or read) the scenario of Eve and Facebook

## Class Discussion

### Questions - Step Inside

- What are some motivations that the popular girl might have for creating the Facebook page? What might she believe or care deeply about?
- What are some motivations that other girls might have in liking or adding comments to the Facebook page? What might they believe or care deeply about?
- What if you were invited to the page, what things would you consider in deciding whether to:
  - Like or comment?
  - Tell the “outsider” girl? Tell someone else? Who? Why that person?

## Small Group

In groups of 3 or 4, students create a list or chart of their answers to the following questions:

### Questions - Circle of Viewpoints

- Make a list of all the people involved in this scenario or who could be impacted  
E.g.:
  - the popular girl
  - the girl who is being mocked
  - the friends of the popular girl
  - the friends of the girls being mocked
  - other classmates
  - a teacher
  - the principal
  - students in the school
  - the Facebook community
  - you
- What are some possible consequences or impact of this Facebook page on the above people?
  - [If it does not come up] Can you think of any good that could result from the Facebook group?
- How could some of the negative impacts be addressed or confronted?