

## Use Technology to Take Action

**WebQuest Description:** This WebQuest helps students discover the ways in which technology can be used by students to effect social change.

**Grade Level:** 9-12

**Curriculum:** Technology

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### Introduction

Hello, World Changers! Our mission for this quest is to learn how you, as students, can use technology to create or support social movements. As aspiring social activists and technology specialists, you have the opportunity to make the world a better place through the skills you already have! I encourage you to expand your idea of what is possible, learn new things, and keep an open mind about what you think you already know. Even if you're not sure how to start the wheels of change, our goal for this WebQuest is to gather ideas from previous movements and find others who could collaborate with you to bring a great idea to life! Your teammates and the web resources listed on the "Task" page are the first place you should check when you have questions. If your teammates cannot answer your questions and you do not find the information you need online, then check in with me. I look forward to seeing your ideas!

### Tasks

By the end of this WebQuest, you will have explored both historical and modern examples of student-led activism. You will discover the ways in which technology and social media are being used to expand social movements and connect people from around the world. The goal is for you to understand not only what tools you have available to you as a student activist, but also to examine your own interests and beliefs that might lend themselves to creating or joining a social movement. We will be using computers and the internet to do research, create documents (in Microsoft Word or Google Docs), and submit assignments. All writing assignments require thoughtful, meaningful input and must be written in full sentences (unless otherwise noted on a specific assignment). Documents must be saved with a file name related to the topic, as well as the last name of each group member or LastnameFirstname format for individual assignments. Examples: Day2KWL-AdamsSmithHsu; Studentactivists-TownsendSamAll documents will be submitted to our class Dropbox folder at the end of each day.

### Process

This WebQuest will unfold over five days. Each group will use a computer in the lab to research their topic and write responses. Here is what your group will do each day: Day 1: #NeverAgain and the Students from Stoneman Douglas High School Today you will learn about the students from Marjory Stoneman Douglas High School in Parkland, Florida who created the #NeverAgain anti-gun movement in the wake of the shooting at their school. Use this [handout](#) as a template to write down your group's answers to the following questions as you watch the video and read the article. Your group's answers should be saved in a Word or Google Docs document titled "StonemanGroup-LastNameLastName" (where each group member's last name is included in the title.) Watch the video "What Makes #NeverAgain Different?" Read the New York Times Article "War Room: The teenage strategy sessions that built anti-gun movements out of the trauma of Parkland in one week." Watch the PBS video "#SRLReacts on Youth Movement - Parkland" Think about what you have learned from these videos and articles and write 1-2 paragraphs describing what parts stood out to you and whether or not anything you saw or read made you think differently about the Parkland students and their social movement. Submit your group's document to the instructor via the class Dropbox folder. Each group member should submit their paragraph(s) to the class Dropbox folder. Day 2: Students' Right to Protest Today you will explore the rights students have to protest. Before you begin, make a KWL (Know, Wonder, Learn) chart in Word where you can write your answers to the opening questions. Please note which group member presented each question/fact by including their initials in parenthesis at the end of their contribution. For example: Know: People under 18 must have their parents' permission to join a school walkout. (KG) You must have at least 3 contributions from each group member for each category (Know, Wonder, Learn). Brainstorm answers to the following questions before reading/watching any of today's resources: What is our classroom, school, and/or district's policy on school walkouts? Do people under 18 have the same rights as adults? If not, how do they differ - and why? Do students under 18 have the same rights in school as they do out of school? If not, what examples can you give? After you have completed brainstorming: Read "School Walkouts in the Wake of 'Parkland' - Protected by the First Amendment or Not?" from Newseum. Read the ACLU's page about students' rights to protest: "Students' Rights: Speech, Walkouts, and Other Protests" Return to your KWL chart and use a different color font to correct or update it with any information you learned. As a group, create a Word document you could share on social media or through email that informs students at your school of their rights to participate in a protest. Submit your group's KWL chart document and social media protest rights document to the class Dropbox. Day 3: Youth-Led Social and Political Movements in History Today you will research the history of youth-led movements and think about the impacts the movements created. Examine KQED's digital timeline, "Too Young To Vote, Old Enough to Take Action" Read the New York Times article "7 Times in History When Students Turned to Activism" As a group, choose a movement featured in one of these resources and research it more deeply online. Answer the following questions as they relate to your chosen issue in a Word document. Use complete sentences in your answers. What actions seemed to be the most effective? Why? Can we still feel the impact of these students'

activism on this issue? How? What barriers did they run into? What can student activists today learn from them? Read the Teen Vogue article "Black Teens Have Been Fighting For Gun Control For Years" Individually, write 1-2 paragraphs about how (or if) Black Lives Matter student activists have been viewed differently by the media and general public when compared to the Stoneman Douglas student activists. If you see a difference, what might account for that difference in perception? Provide evidence from the article or reliable online sources that support your viewpoint. Submit your group document and individual documents to the class Dropbox.

**Day 4: Taking Action** Today, you will think about what social or political issues might interest or inspire you and how you can get involved. As you watch this TedX talk by Elizabeth Robbins, "Young People Are the Now", work together as a group to find at least one example Robbins gives for each of the following steps students can take together for civic action. Save your numbered examples in a Word document. Identify issues important in their lives and community, and decide on one to address. Research the chosen issue and decide how to change or improve the situation. Plan an action, including determining a goal for change; identifying who or what body in the community has power to make the change; and deciding how to approach that person or those people. Carry out the action through letters, talks, meetings with officials, policy proposals, and activities, depending on the specific goals of the project. Reflect on the effort when it is over in order to understand their successes, challenges, and ways to continue learning in the future. Browse [DoSomething.org](https://www.dosomething.org) to see what kinds of social, political, and civic issues are being addressed. Take note (on paper is fine) individually of which issues or campaigns look interesting to you - which ones might you be interested in learning more about or joining? How is technology being used to connect people and move the campaign forward? Next, discuss with your group what social or political issues you each find important. Remember to be respectful of each other's opinions and beliefs, even if you don't agree with them. Talk about topics such as: What issues you care about and why? What changes would you like to see happen in your school, community, state, the country, or the world? Finally, each group member should individually write at least two paragraphs discussing one issue they find important. It should include a description of the issue, why you believe it is important, what is currently being done (or not done) to move this cause forward, and at least one way you think technology could be used to support that particular social movement. Submit your group document and individual documents to the class Dropbox.

**Day 5: Moving Forward** Today, your group will bring together everything you've learned over the past week to create a plan addressing a social, political, or civic issue. As a group, browse through #1 through #10 on the [10 Questions for Changemakers](https://www.changemakers.org) site. Using what you have learned from the previous days' lessons and doing additional online research as needed, choose an issue your group would like to address. Focusing on this issue, answer all 10 Questions for Changemakers in a group Word document. Each answer must contain at least three complete sentences which contribute meaningfully to the discussion. It should be apparent in your writing that you have not only read the material, but given thoughtful consideration and effort to your answers. Submit your group document to the class Dropbox.

## Evaluation

**Grading Scale:** Group Assignments: 35% Individual Assignments: 35% Group Member Engagement: 10% Final Assignment: 10 Questions for Changemakers: 20% Final Grade Total: 100% If you would like to improve your grade, you are welcome to resubmit the assignment within 24 hours for re-evaluation. Final deadline for all resubmissions is the end of Day 5. There will be no resubmissions on the final assignment. If the group does not wish to jointly resubmit an assignment, individual members can request to resubmit the assignment separately.

Category and Score	4	3	2	1	Score
Daily Group Assignments	Assignment is submitted in the correct format and meets 91-100% of stated requirements. The subject is clearly understood and significant effort has been made on the assignment.	Assignment is submitted in the correct format and meets 80-90% of stated requirements. This represents a good effort and grasp of the material.	Assignment is submitted in the correct format and meets 70-79% of stated requirements.	Assignment is not submitted or lacks more than 50% of stated requirements. Lacks effort and demonstrates little to no understanding of the material.	
Daily Individual Assignments	Assignment is submitted in the correct format and meets 91-100% of stated requirements. The subject is clearly understood and significant effort has been made on the assignment.	Assignment is submitted in the correct format and meets 80-90% of stated requirements. This represents a good effort and grasp of the material.	Assignment is submitted in the correct format and meets 70-79% of stated requirements.	Assignment is not submitted or lacks more than 50% of stated requirements. Lacks effort and demonstrates little to no understanding of the material.	
Group Engagement	Group member appears involved and interested in group activities, discussions, and assignments at least 90% of the time and contributes meaningfully to group assignments and discussions.	Group member appears involved and interested in group activities, discussions, and assignments at least 80% of the time.	Group member appears involved and interested in group activities, discussions, and assignments at least 70% of the time.	Group member is distracted or disruptive and does not contribute to group discussions or assignments.	

Category and Score	4	3	2	1	Score
Final Assignment	All 10 questions are answered in a thoughtful manner, with multiple clear parallels drawn between the students' ideas and the previous days' lessons.	All 10 questions are answered, with at least 8 questions answered in a thoughtful manner, with some clear parallels drawn between the students' ideas and the previous days' lessons.	All 10 questions are answered, with at least 6 questions answered in a thoughtful manner, with some clear parallels drawn between the students' ideas and the previous days' lessons.	1 or more questions are not answered, or less than 6 answers meet the stated requirements for length or content.	
				Total Score	

## Conclusion

You did it! Over the course of the last week, you have learned about current and historical student social activism, what your rights are as a student citizen, how technology can be used to create, connect, and propel a social movement, and what you need to consider when starting or supporting a change making movement. You are on your way to changing the world!! encourage you to continue to pay attention to what is going on around you in your school, community, state, etc. What could be improved? How might you help positive changes to happen? Look for opportunities to use your knowledge, skills, and talents to help others. If you're interested in learning more, here are a few resources to get you started: Harvard's Youth Participatory Politics Research Network New York Times: Making a Difference: Ideas for Giving, Social Learning and Social Activism East Tennessee PBS: Civil Rights: Internet Activism and Social Change

## Teacher Page

This WebQuest is meant to teach students how technology can be used to research social issues, gather information from various viewpoints, and present it to an audience in a meaningful, clear way. For this WebQuest, students will form groups of 2-4 to investigate a social issue of their choice over the course of five days. Each day the students will explore another aspect of student-led activism and how technology is being used in modern civil, social, and political activism. There is a mixture of small group discussion, group writing assignments, and individual writing assignments for each module. On the final day, each group researches and creates a proposal for how to utilize technology to support a social cause.

### Standards

Tennessee State Academic Standards: Computer Technology/Computer Literacy: Grades 9-12 (Retrieved from [https://www.tn.gov/content/dam/tn/education/standards/comp-tech/std\\_compotech\\_comp-lit.pdf](https://www.tn.gov/content/dam/tn/education/standards/comp-tech/std_compotech_comp-lit.pdf)) Standard 7.0 Students will utilize technology problem-solving and decision-making tools. Learning Expectations 7.1 Students use technology resources for solving problems and making informed decisions. 7.2 Students employ technology in the development of strategies for solving problems in the real world. Performance Indicators All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 12 students will: Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. ISTE Standards for Students: (Retrieved from <http://www.iste.org/standards/for-students>) 2: Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6d: Students publish or present content that customizes the message and medium for their intended audiences. 7: Global Collaborator Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7a: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

### Credits

### Other

This WebQuest is based on the New York Times Lesson Plan "The Power to Change the World: A Teaching Unit on Student Activism in History and Today" by Katherine Schulten, published March 7, 2018.