



# Famous Figure Social Media Profile Lesson Plan



Use this lesson plan in conjunction with [HTML Coding Scaffolding Lesson Plan](#)

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[Description](#)

[Rationale](#)

[References](#)

[Standards](#)

[Objectives](#)

[Assessments](#)

[Materials](#)

[Project Logistics](#)

[Lesson 1: Digital World & Design Challenge](#)

[Opening discussion questions](#)

[Design Challenge for Students](#)

[Specifications & Constraints & Requirements](#)

[Social Media Research Organizer](#)

[Lesson 2: Decomposing Social Media Sites](#)

[Lesson 3: Research the Famous Figure - Evaluating websites](#)

[Lesson 4: Citing Sources](#)

[Lesson 5: Digital Citizenship](#)

[Lesson 6 - Completing profile](#)

[Closure](#)

[Inclusion](#)

[Going Further](#)

## Description

Students will create a social media profile for a famous figure. They will use the social media research organizer to plan out the profile and use HTML to code the profile.

## Rationale

Doing research about a famous figure to learn about their life and the role they played in human history is necessary. Developing a social media profile for that person will humanize them and

have students think about the character strengths that they possessed. Students will make determinations on how that person lived their life and presented themselves to the world. Students will decompose current social media websites and discuss how they display content to the world and lay out the basic frame for the site. Students will learn how to evaluate websites and determine their credibility. Students will learn about being a digital citizenship and how to present a positive image online. They will replicate this positive image through their famous figure's profile. When students are given the opportunity to create a web version of the profile, they will learn authentic computer programming skills: creating a social media profile using a computer programming language that is used to build webpages.

## References

[Global Social Media Usage Jan 2018 - Smart Insights](#)  
[Evaluating Quality of Online Info](#)  
[Internet Evaluation Poster](#)  
[Digital Citizenship Infographic](#)  
What is plagiarism? [Video](#)  
What is a primary source? [Video](#)

## Standards

ISTE Standards for Students:

- 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
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.
  - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
  - 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
  - 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
  - 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

- 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6d. Students publish or present content that customizes the message and medium for their intended audiences.

Objectives	Assessments
1. Students will be able to research and identify important facts and moments in the life of a famous figure. Students will document their web sources through their research.	1. Students will compile research and present important information in the final profile. Students will demonstrate appropriate citation through the creation anchor links in the profile.
2. Students will be able to practice digital citizenship skills after learning about appropriate ways to present themselves online.	2. Appropriate digital citizenship skills will be noticeable in final profiles by the way they present the information about the famous figure.
3. Students will be able to create a social media profile using HTML code after direct instruction from the teacher.	3. Students will present a completed social media profile for their famous figure, coded in HTML that includes all of the HTML features required.

## Materials

[HTML Coding Scaffolding Lesson Plan](#)

[Famous Figures Social Media Profile Research Organizer](#)

Text Editor

Web Browser

[Internet Evaluation Poster](#)

[Digital Citizenship Infographic](#)

What is plagiarism? [Video](#)

What is a primary source? [Video](#)

# Project Logistics

## Lesson 1: Digital World & Design Challenge

1. Open a discussion about the digital world that we live in. Share with them a graphic about the amount of people who are using digital technologies around the world:



### [Global Social Media Usage Jan 2018 - Smart Insights](#)

#### Opening discussion questions

- What do they think about this graphic?
- What social media profiles do you have?
- What are the difference between the platforms?
- How do you use each differently?
- What is your reason for having social media? What do people share about themselves?
- What do people of other ages display on their profiles?
- How come some website are pink and orange and others are blue and some have big block font and others have small cursive font? How come some websites have logos in the top right and others have large photos across the middle? How do websites know where and how to display stuff?

- The programming language is called HTML: Hypertext Markup Language, a standardized system for tagging text files to achieve font, color, graphic, and hyperlink effects on World Wide Web pages
2. Describe the design challenge, types of people (black, women engineer, civil war era person, president, nobel prize winning scientist, human rights activist, greek god or certain time frame) students can work with.

### Design Challenge for Students

Create a social media profile for a famous figure of a certain period of time or type of person using HTML programming language.

### Specifications & Constraints & Requirements

**Content connection (Info about the famous figure):** Name, Birthday, Death (if applicable), Location, Jobs, Quotes, Life Events: Major Accomplishments, Timeline of Life, Primary Sources, Images, Videos, Links for more info: References

**Social media profile:** username/handle: @, favorites, followers, following, quotes/bio, posts, engagements: comments, tags, likes,

**HTML principles:** colors, paragraphs, anchor text, heading types, images, clickable images, links, bullets, number list, text input

### Social Media Research Organizer

#### [Student's Research Organizer](#)

Have students begin to complete the social media organizer

- a. Identify a person
- b. Identify basic info about that person: name, username, birthday, deathday, location
- c. Record locations where information was collected from.

### [3. Teach HTML Lesson 1 - Structure](#)

## Lesson 2: Decomposing Social Media Sites

1. What types of social media sites do you know about?
2. Review the key features of them: identifying what kind of information the site displays to its users, what kind of information is displayed, how it works.
  - a. (If you aren't sure how to use them, I am sure students will be more than happy to teach the class about the social media site)
  - b. Sketch out a simple [wireframe](#) layout of some of the social media sites. Discuss the key layout features of the site, the static and changing features. Discuss the content added by the user vs. content added by website.



### 3. [Teach HTML Lesson 2 - CSS](#)

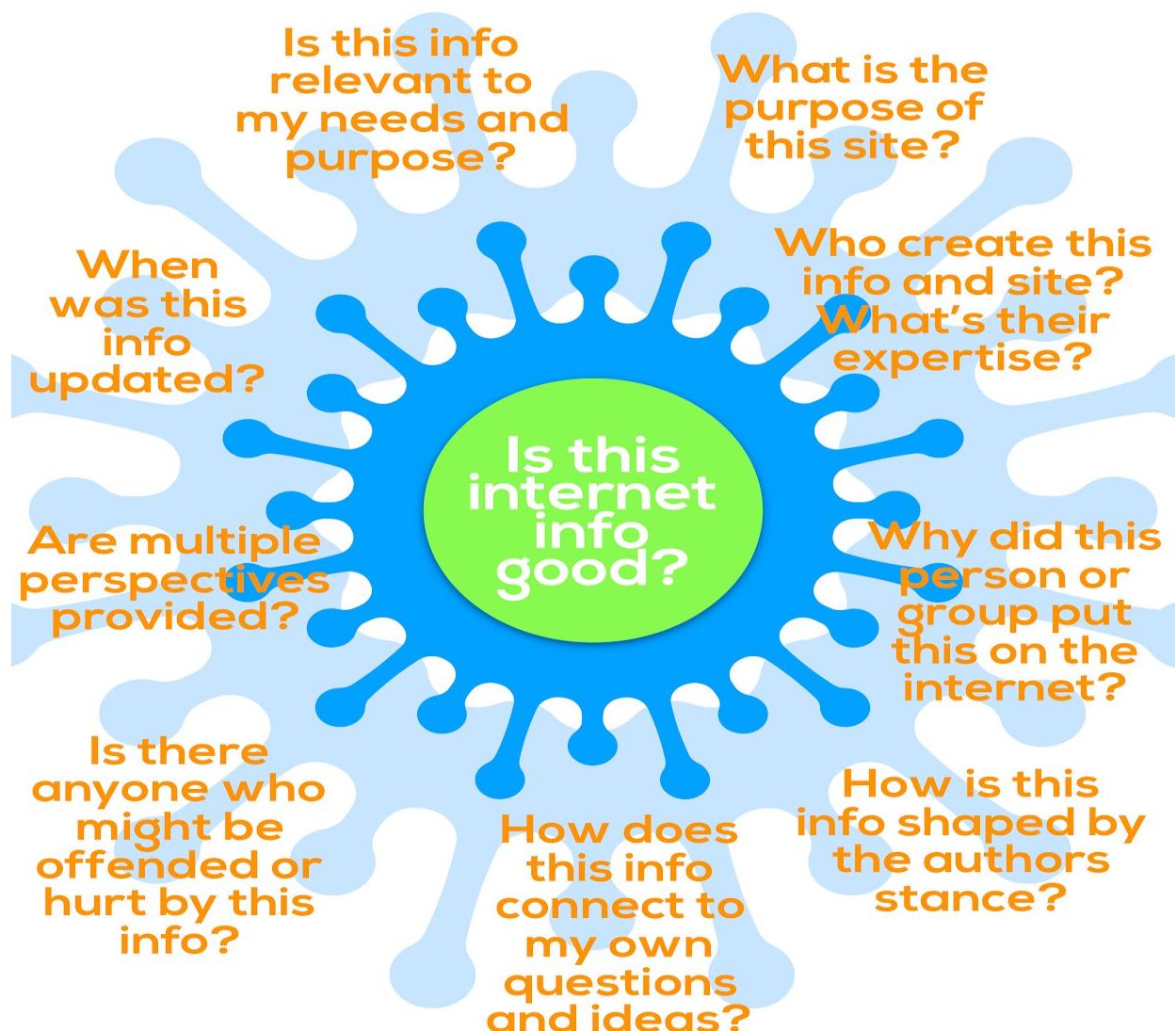
## Lesson 3: Research the Famous Figure - Evaluating websites

1. Discuss with students how to critically assess websites for credibility:

[Teaching Adolescents How to Evaluate the Quality of Online Information - Julie Coiro](#)

- a. Relevance: the information's level of importance compared to the readers need
- b. Accuracy: the extent to which information contains factual and updated details that can be verified by consulting alternative and/or primary sources
- c. Bias/Perspective: the position or slant toward which an author shapes information
- d. Reliability: the information's level of trustworthiness and expertise on the subject matter

Use this [Internet Evaluation Poster](#) to teach students questions to think critically about information they read on the internet.



2. Have student complete research on their famous person. They should compile as much information as possible on the [Famous Figures Social Media Profile Research Organizer](#) .
3. [Teach HTML Lesson 3 - Divisions](#)

## Lesson 4: Citing Sources

1. Show students What is plagiarism? [Video](#)
2. What is a primary source? [Video](#)
3. Describe anchor text “**Anchor text is the visible text of a hyperlink.**”
4. [Teach HTML Lesson 4 - Links](#)
  - a. Ask students to include anchor text to link to references of materials including primary sources.

**CITIZENSHIP IN THE DIGITAL AGE**

The hallmarks of good citizenship - being respectful, responsible and contributing to the community - also apply to being a good digital citizen. Students must learn to develop these skills to be successful in school, at work and in their communities.

A GOOD CITIZEN...	A GOOD DIGITAL CITIZEN...
1. Advocates for equal human rights for all.	Advocates for equal digital rights and access for all. 5 million school-age children do not have internet access at home.
2. Treats others with respect.	Seeks to understand all perspectives. 91% of surveyed Gen Z youth use technology to gain perspective on people different from themselves.
3. Does not steal or damage others' property.	Respects the digital privacy, intellectual property and other rights of people online. 80% of UK students believe knowing about intellectual property rights is important for their future careers.
4. Communicates clearly, respectfully and with empathy.	Communicates and acts with empathy for others' humanity via digital channels. 88% of teens who use social media have witnessed other people being cruel online.
5. Speaks honestly and doesn't repeat unsubstantiated rumors.	Applies critical thinking to all online sources and doesn't share noncredible resources, including fake news or advertisements. 80% of students mistake "sponsored content" ads for legit news.
6. Works to make the world a better place.	Leverages technology to advocate for and advance social causes. 77% of students share social or environmental information with social networks.
7. Protects self and others from harm.	Is mindful of physical, emotional and mental health while using digital tools. 94% of teen drivers acknowledge the dangers of texting and driving, but 35% admitted to doing it anyway.
8. Teams up with others on community projects.	Leverages digital tools to collaborate with others. 80% of Gen Z students like to study with friends, and 52% like to help their friends learn.
9. Projects a positive self-image at all times.	Understands the permanence of the digital world and proactively manages digital identity. 33% of all colleges research students' digital footprints, and 47% of students say they do everything they can to protect their digital identity.

## Lesson 5: Digital Citizenship

1. Discuss Digital Citizenship factors described by ISTE in this [Infographic](#).
2. Ask students How would their famous figure behave on social media? What are some things they would not do?
3. What do students need to keep in mind when creating these social media profiles?
  - a. Using only images that are labeled for reuse - [Find images free to use on Google](#)
  - b. Build a positive online presences:
    - i. Think before you post negative or inappropriate things.
    - ii. Proofread everything you post online
    - iii. Post factual information
    - iv. Highlight your accomplishments and positive experiences.
    - v. Watch who is in your network
4. Have students determine and compile a list of what important life events are they going to “post” for their famous figure
5. [Teach HTML Lesson 5 - Inserting Images](#)

## Lesson 6 - Completing profile

1. [Teach HTML Lesson 6 - Bullets & Lists](#)
2. Students will want to spend time finalizing their profiles. Allow them time to complete their project independently.

## Closure

Allow students to present their HTML webpage social media profiles of famous people.

### Rubric Assessment:

	<b>Exemplar</b>	<b>Distinguished</b>	<b>Basic</b>
<b>Content</b>	Student has included relevant information about the famous figure. They have described the person in extreme detail. They included all of the required facts, images and links.	Student has included some basic info in their famous figure. They have described the person's life with minor detail. They included most of the facts, images and links. require.	Student did not include enough information about their famous figure. They described little to no details. They included few of the required facts, images and links.
<b>HTML Code</b>	Student's HTML code works with 90% accuracy. It is properly formatted, neatly laid out and organized. It is easy to follow along with the code to determine how the program is going to react. The student included all required HTML elements, formatting and styling features.	Student's HTML code works with 60% accuracy. The formatting, lay out or organization is incorrect in a few places. It may be confusing or inconsistent to follow along with the code. The student included some required HTML elements, formatting and styling features.	Student's HTML code works with less than 60% accuracy. It is incorrectly formatted, poorly laid out or unorganized. It is confusing or difficult to follow along with the code to determine how the program is going to react. The student included few required HTML elements, formatting and styling features.
<b>Links &amp; Credibility</b>	All links point to high quality, up-to-date, credible sites AND all the links, including links to their own pages, work. Fair use guidelines are followed with clear citations.	Almost all links point to high quality, up-to-date, credible sites Or there aren't many links. AND many or most of the links, including links to their own pages, work. Fair use guidelines are followed with clear citations.	Less than 1/2 of the links point to high quality, up-to-date, credible sites. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages. Material was borrowed without permission
<b>Digital Citizenship</b>	Student demonstrated good digital citizenship skills through their interactions during coding and in the famous fixtures profile. Profile displays only positive traits and truthful information.	Student demonstrated good digital citizenship skills through their interactions during coding and in the famous fixtures profile. Profile displays some negative positive traits and fake information.	Student demonstrated poor digital citizenship skills through their interactions during coding and in the famous fixtures profile. Profile displays only negative traits and fake information.
<b>Work Ethic</b>	Student always used classroom project time well. When the project got tough or required a lot	Student mostly used classroom project time well. The student got	Student rarely used classroom project time well. The student got



	<p>of debugging the student stay focused and continued to persevere through the difficulties. Student continued to make progress on the project everyday and followed along with the instructors teachings.</p>	<p>stuck or stopped working when the project got tough or required a lot of debugging Student slowly made progress on the project and followed along with the instructors teachings.</p>	<p>stuck or stopped working or gave up when the project got tough. The student distracted others or was disruptive during the class periods.</p>
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Use rubric to assess students success with this project.

## Inclusion

Students who need more support during coding can partner code. All students will be provided with HTML cheat sheets for specific syntax. Students can debug together. Direct instruction will lead into independent work. Special accommodations will be made as needed.

## Going Further

Students can learn to add form and inputs. They can create quizzes, questions or space for comments.