



Journalist: Fighting Against Segregation

Adventure Description:

In this adventure, you will be a journalist creating a social media campaign to teach people about segregation and how inequality still exists today.

Activity

Step 1: Background Information on Journalists and Segregation (5 minutes)

- Show [Video: Fighting Against Segregation](#).
- As a class, review how segregation was legal in the United States until the 1950s. Segregation was ruled unconstitutional after there were many court cases, like Brown vs. Board of Education.
- Next, discuss how inequality can still exist today, even though segregation is illegal. Ask students to provide examples of inequalities that exist in today's society. Examples can include lower pay for women and people of color, discrimination against religious beliefs and customs, like wearing a hijab, or bias against people who certain skin colors, dress a certain way, or have beliefs that the majority of people don't believe in.
- Next, explain that journalists want to make sure that people realize that segregation and inequalities still exist today. One way for people to learn about a topic is through social media.
- Explain that the the problem with social media is that anyone can post any information, whether it is correct or not. Incorrect information is often called "fake news."
- Explain to students that it will be their job as journalists to convince people that the information they are telling people is true and not "fake news." As a class, brainstorm ways that journalists can convince the public that what they are posting is legitimate.
- Discuss how journalists use sources or evidence from their research to show that their posts are legitimate and not fake news. Discuss how showing people sources or evidence can increase credibility. This means that people are more likely to believe your messaging or point of view because they are based on history, artifacts, data, or events that actually took place.

Step 2: Activity Set Up (10 minutes)

- Explain to students that they will imagine they are journalists who want to educate the public about inequalities in today's society. They will be making a social media plan so that people who are on Facebook, Twitter, Snapchat and other social media platforms can learn about their research.
- Provide students with [Handout: Fighting Against Segregation Topics and Sources](#). Explain that students will first choose which topic they want to focus on for their social media plan. Have students spend 3-5 minutes and read through the topics before making a choice.
- Next, provide students with [Handout: Steps to Make a Social Media Plan](#). As a class, read through the steps.
- Then, provide students with [Handout: Social Media Templates](#). Explain to students that they will use these documents to create their posts.

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.



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Step 3: Making a Social Media Plan (30+ minutes)

- Have students follow the steps to create their social media plan. Remind students to use [Handout: Fighting Against Topics and Sources](#) to help them create their messaging and social media campaigns.
- As students work, ask them the following questions:
 - How has segregation changed over the years? Is it still an issue?
 - Do you see any of these issues occurring in your own community? Is it important to educate your community on these issues?
 - Are there other examples of these issues you have seen in real life or in the media? Do you want to include those?
- Teacher notes:
 - Students can make their social media plans on the template provided or they can create one on a computer.
 - If students are creating their social media plans on a computer, they can screenshot the sources to use and incorporate them into their posts. If students are creating their social media plans on paper, they can cut out the sources to use and paste them on the posts they are creating.
 - If time permits, create a class Instagram account where students can actually post their ideas.
 - If students need more time, they can finish their posts at home or in another class period.

Step 4: Discussion and Reflection (10 minutes)

- Have students volunteer to present their social media plan and posts to the class.
- Have a class discussion on one or more of the following:
 - Why is it important for journalists to use sources and evidence in social media posts?
 - Do you think journalists should use social media to tell people about their findings?
 - Should people be allowed to post whatever they think or feel on social media?
 - Is social media the best way to communicate with people information?

Materials List

Provided online:

- Video: Fighting Against Segregation
- Handout: Fighting Against Segregation Topics and Sources
- Handout: Steps to Make a Social Media Plan
- Handout: Social Media Templates

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