

MOVERS AND SHAKERS: SOCIAL MEDIA & POLITICAL MOVEMENTS

*Alice at a
Glance
Curriculum
Packet*



**ALICE PAUL
INSTITUTE**

Education. Empowerment. Equality.

Movers and Shakers: Social Media & Political Movements

Grades: 7-8

Duration: 2-3 class periods

OBJECTIVES:

- Students will examine and compare the use of media in the suffrage movement to the use of media in modern political movements.
 - Students will utilize their knowledge of the suffrage movement and political uses of social media to create a Facebook page for the American suffrage movement.
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CURRICULUM STANDARDS:

State standards may include the following strands/topics:

Active Citizenship in the 21st Century; World History/Global Studies; Civics, Government, and Human Rights; Economics, Innovation, and Technology; Literacy in Humanities/Social Studies

MATERIALS:

- Attached articles (“Social Media Gives Wall Street Protestors a Global Reach” and “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire”)
 - “Movers and Shakers” questions handout to analyze article
 - Computers (if additional research is desired in class)
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PROCEDURE:

After viewing the Alice at a Glance presentation, begin a conversation with students about the suffrage work of Alice Paul and the role that media played in the suffragist movement. Share the quote from The Suffragist included at the end of this lesson. Activate students’ prior knowledge by discussing what students already know or think about the role of media in political movements. For example, how do they find out about events going on around the

world? (Students might reference television, newspapers, radio, blogs, social media, et cetera.)

Divide students into small groups of three to four. Give each group one of the articles included with this lesson: "Social Media Gives Wall Street Protestors a Global Reach" and "Social Media Sparked, Accelerated Egypt's Revolutionary Fire." Half of the class should receive each article; groups will read different articles.

In their groups, students should read and annotate the articles by highlighting or making margin notes. When students have finished reading the articles, they should answer the attached questions based on the article they read. Depending on the time available in class, the instructor may wish to have students complete this for homework.

When students have completed the article and related questions, begin a class discussion based on what they read. The class had two different articles focusing on different political causes or movements. What did they all have in common? Encourage students to share a brief synopsis of their articles and, in conversation, compare and contrast the use and effects that social media and modern technologies had on this political cause or movement.

When students have sufficient background knowledge on the use of social media in modern movements, discuss how these technologies may have changed the face of the American suffrage movement.

Using their knowledge of the American suffrage movement, modern political movements, and social media, students will work in groups to create a Facebook page for the American suffrage movement. Encourage students to consider relevant events, key historical figures, and the challenges and successes faced by the movement, as shown in the Alice at a Glance presentation.

EVALUATION:

Students will be evaluated based on their completion of the article and related questions, their participation in small-group and whole-class discussions, and their ability to translate knowledge of contemporary political uses of social media and the American women's suffrage movement into a Facebook page based on the era.

ADAPTATIONS:

Instead of a Facebook page, students may wish to create a different social media project, such as Twitter, FourSquare, or blogs (with interactive comments from other users).

After the project, the instructor may encourage students to consider how they can apply this knowledge to causes that interest them, no matter how large or small. Knowing the role social media has played in these movements, how might it be used to positively change students' own communities? Emphasize the positive potential that social media has to create change.

If additional class time is available and more research is needed, students may use the resources below to find more in-depth information about the women's suffrage movement.

ADDITIONAL RESOURCES:

[American Women through Time](#)

This site provides a timeline by of women's rights in the twentieth century, organized by decade.

[Women in the United States](#)

This New York Times Magazine website presents an overview of notable events in women's history alongside notable event in greater U.S. history.

[Encyclopedia Britannica: Biographies](#)

Use the menu on the left-hand side of the page to navigate according to notable women's names, where they lived, and their accomplishments. Quotes and additional information are also available.

[Biography Center](#)

If you have an activist in mind, this website provides a brief biography of women in history, organized alphabetically by last name.

NOTES & ASSESSMENT:

Notes or modifications to remember when using this lesson again:

“The woman who reads our paper will be informed as to happenings in Congress, not only suffrage happenings, although they come first, but all proceedings of special interest to women. Men do not realize how serious are the changes that are taking place in the conduct of Congress. Women will have to inform them. Only in the pages of *The Suffragist* will you find the information you need.” *The Suffragist*, 1914

The New York Times

Media Decoder

Behind the Screens, Between the Lines

OCTOBER 15, 2011, 3:10 PM

Social Media Gives Wall Street Protests a Global Reach

By Jennifer Preston

The online conversation about the Occupy Wall Street movement turned global over the weekend as protesters provided live Twitter updates, photos and videos from the dozens of demonstrations around the world.

Using cellphones and social media tools, demonstrators shared developments in their cities in real time on Saturday for all the world to see.

They captured remarks by the WikiLeaks founder, Julian Assange, to protesters in London, and recorded the violence at a rally that attracted tens of thousands in Rome, among other events.

Posting links on Twitter and Facebook, they uploaded photos and videos to YouTube and image-sharing sites like Bambuser and Yfrog. In Spain, protesters uploaded live video from Madrid on Ustream, a video-sharing site. Organizers in New York City also used their Global Revolution channel on Livestream to deliver live video feeds of the protests in New York. Comments about the global protests from users around the world could be found on the channel, with links to videos and live streams of protests.

The online conversation about Occupy Wall Street grew steadily on social media platforms in recent weeks and increased among users abroad in the last week as the global demonstrations approached. According to Trendrr, a social media analysis company, the number of posts about Occupy Wall Street on Twitter outside the United States grew to more than 25 percent of total posts on Friday, up from 15 percent during the same period the week before. Throughout the day on Saturday, overall volume on Twitter doubled, and the number of posts on Twitter from outside the United States increased to 47 percent from 25 percent, an analysis from Trendrr showed. Of the posts from outside the United States, 7 percent were from Britain, 7 percent from Canada, 6 percent from Spain, 2 percent from Germany and the rest from other nations.

On Facebook, the overall audience has grown to more than 1.2 million in the last two weeks as hundreds of Facebook pages have been created around the country and the world. Dozens of global Facebook pages now focus on the protest, including Occupy Brazil, Occupy Berlin, Occupy Sydney and Occupy Tokyo.

Users also turned to Meetup.com and Foursquare, a geolocation service, to help find one another and organize protests.

The Occupy the London Stock Exchange Facebook page has more than 19,000 members and became a platform on Saturday for people attending a march in London to share real-time updates, photos and videos.

One person complained about a delayed response by the police during the riots in Britain last August but pointed out that the police were equipped with riot gear at the protest on Saturday.

On the Facebook page, Occupy Together, which has more than 131,000 members, an update about the planned demonstrations was shared by more than 500 people and commented on by 250 people around the world.

“South Africa stands in Unity with all the people on this planet who have said: Enough is Enough,” wrote Lendyll Naicker, of Cape Town. “We have woken up in our masses and realized that we are being controlled by corruption and greed, and that something is wrong with this picture. The 1 percent of people who own and control everything and who are trying to keep the masses enslaved and asleep will now know that we see through their game. The Global Revolution begins NOW!”

On Twitter, the protesters used hashtags, like #OccupyLondon, #OccupyTokyo and #OccupySidney, to help organize the overwhelming stream of posts coming from around the world. Links to photos and cellphone videos flowed into the night, but some users found themselves with a problem that technology has not yet solved: the dying battery.

“Dusk over London now. Crowds still outside St Pauls, but getting chilly. They’re wrapped up warm though. #occupylsx #OccupyLondon,” Prad Patel posted on Twitter, from London.

Then a few postings later, he wrote this: “Phone battery is about to run out. Hope you found my tweets useful today #occupylsx #OccupyLondon Photos will be uploaded later tonight!”

[Original post with video links](#)

February 11, 2011

Wired.com

Social Media Sparked, Accelerated Egypt's Revolutionary Fire

by Sam Gustin



Anti-government protesters celebrate in Tahrir Square in downtown Cairo Friday. Fireworks burst, and Egypt exploded with joy and tears of relief after pro-democracy protesters brought down President Hosni Mubarak with a momentous march on his palaces and state TV. Emilio Morenatti/AP

If three decades of violent repression and **despotic** rule were kindling for the Egyptian revolution, social media was both a spark and an accelerant for the movement. Did social media like Facebook and Twitter cause the revolution? No. But these tools did speed up the process by helping to organize the revolutionaries, transmit their message to the world and **galvanize** international support.

"In the same way that pamphlets didn't cause the American Revolution, social media didn't cause the Egyptian revolution," said Sascha Meinrath, director of the New America Foundation's Open Technology Initiative. "Social media have become the pamphlets of the 21st century, a way that people who are frustrated with the status quo can organize themselves and coordinate protest, and in the case of Egypt, revolution."

Vocabulary

despotic: oppressive; brutal and unfair

galvanize: to motivate or encourage

It is a truism in political science that successful revolutions are born in the streets — from the Boston Massacre of March 1770 and the storming of the Bastille in Paris in July 1789, to the streets of Cairo in January and February 2011. What has shocked most observers of the current Egyptian scene is the sheer speed with which the regime fell — 18 days.

And that's where modern communications technology has had the most potent impact.

Rafat Ali, a social media expert and founder of PaidContent, said Facebook and Twitter played different roles in the uprising. Facebook helped to organize the activists inside the country, he said, while Twitter functioned to help get the message out to the broader world. "Facebook definitely had a role in organizing this revolution," Ali told Wired.com. "It acts like an accelerant to conditions which already exist in the country. Twitter and YouTube serve as amplification for what's happening on the ground. And they directly affect Western media coverage."

"One of the things that social media does is transmission of hope across these countries," Ali added, referring to Tunisia, Egypt and other repressed countries in the Middle East.

Ali said the regimes in Tunisia and Egypt had underestimated the power of technology to organize activists and drive the movement.

"These despots are five generations older than the youth," Ali said. "None of these people in their 60s, 70s, and 80s have ever used Facebook or Twitter."

Lawrence Pintak, author of *The New Arab Journalist*, pointed out on CNN that despite the speed with which the Mubarak regime fell, bloggers and digital activists have been working toward reform under violent repression in the Middle East for years. "This is a digital revolution that has been happening for quite a while," Pintak said.

CNN host Anderson Cooper earlier asked former CIA director James Woolsey whether the U.S. intelligence community has fully grasped the power of social media in catalyzing pro-democracy movements worldwide.

"I think they're starting to," Woolsey replied. "I know people who for years now have been trying to get them to help get the right types of equipment and software into places like Iran in order to take advantage of people's desire for freedom."

"We should have been doing exactly what has happened in Egypt," Woolsey added. "We should have been trying to help foster that in Iran, helping them set up servers to protect their Facebooks, protect their Twitters, and we really have not."

Wael Ghonim, the young Google executive who has become a symbol of Egypt's pro-democracy uprising after he launched the original Facebook page credited with sparking the initial protest, called the Egyptian upheaval, "Revolution 2.0."

"If you want to liberate a country, give them the internet," Ghonim said.

He credited Facebook and its young founder Mark Zuckerberg as an inspiration.

"This revolution started on Facebook," Ghonim told CNN. "I want to meet Mark Zuckerberg some day and thank him personally."

Asked by CNN host Wolf Blitzer what repressive Middle Eastern state would be the next to fall, the young activist replied: "Ask Facebook."

Vocabulary

trium: common saying

potent: powerful, strong

despot: tyrant, dictator

catalyzing: causing a reaction

[Original article](#)

Movers and Shakers: Social Media & Political Movements

After reading and taking notes on the article, work with your group to complete the following questions based on your article.

1. Briefly summarize this article.

In your answer, consider: What was the political cause or movement the article describes? What types of social media are used?

2. What successes did activists find in using social media?

3. What challenges did activists encounter in using social media?

4. How might this political cause or movement be different without the presence of social media?