

SHOULD SOCIAL MEDIA COMPANIES PAY FOR OUR DATA?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the Thinkalong module. Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

SHOULD SOCIAL MEDIA COMPANIES PAY US FOR OUR DATA?

NPR | April 12, 2018 | Audio

3:21 minutes

A piece from Morning Edition that discusses how companies generate free labor when users share their data.

- When people use free apps such as Google Maps or Facebook, Economist Glen Weyl says they are actually working to use those resources.
- Weyl says that when we allow companies to have access to our data, we are helping them improve their product and grow their wealth.
- When users are not compensated, the money made only goes to those who work for the companies, limiting the distribution of wealth across the economy.
- Weyl says users should be compensated to counteract the amount of jobs being replaced by technology.
- Weyl estimates that typical users should get around \$1000 per year for sharing their data.

FACEBOOK IS SELLING YOUR DATA, SHOULD IT BE ILLEGAL?

PBS | June 29, 2018 | Video

8:02 minutes

A video from “America from Scratch” that asks if personal data should be protected in the Constitution.

- Bruce Schneier from Security Technology says companies spy on us and monetize the information in exchange for free access to their services.
- The Constitution does not allow for another person or the government to take someone’s property without paying them, but Danielle Bainbridge says that companies work around this by designing content ownership policies that allow them to use, change, and distribute someone’s content without actually taking ownership of that content.
- The host of “America from Scratch” says that data today makes up our “digital selves,” but the government does not protect digital data as an extension of yourself.
- The European Union has now passed privacy laws specific to computers and data that require companies to get a user’s consent to use or sell any of his or her personal information

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

- Bruce says people should care about their information being sold because when companies have access to your personal data, you have lost control of it.

FACEBOOK, GOOGLE DRAW SCRUTINY OVER APPS THAT COLLECTED DATA FROM TEENS

NPR | January 30, 2019 | Audio

3:31 minutes

A story from Morning Edition about how Facebook and Google are paying teenagers and adults to download apps that collect and track their data.

- Facebook created an app called Facebook Research in 2016 and has been paying users around \$20 a month to have access to their private data including messages, pictures, and browsing activity.
- Facebook targets 13-35 year olds to download Facebook Research, but the company says less than 5% of the participants were teenagers and that a signed parental consent form was required for participants younger than 18.
- Democrats and Republicans in Congress have expressed outrage at Facebook paying to surveil teenagers' devices. However, Katie Moussouris of Luta Security says teenagers may be more accepting of this because they have grown up in a digital world without privacy.
- Democratic Senator from Virginia Mark Warner says that Facebook was not transparent with the participants, specifically concerning the commercial purposes of the app's data collection.
- Facebook Research and Onavo, which is a similar app owned by Google, were both shortly banned by Apple.

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Currency
- Branding
- Marketing
- Exploit
- Data
- Labor
- Privacy

CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.



5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website. Sign up [here](#) to be connected.

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LET'S INVESTIGATE

NAME: _____

DATE: _____

Use this worksheet to help you investigate the media sources in the Thinkalong module.



SUMMARIZE THE TOPIC

KEY VOCABULARY

MEDIA RESOURCE 1

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

CONTEMPLATE YOUR SOURCES

NAME: _____

DATE: _____

After watching the media in the module, answer the questions below.

1. AUTHORSHIP: Who created this message?

MEDIA 1

MEDIA 2

MEDIA 3

2. FORMAT: What creative techniques are being used to grab my attention?

MEDIA 1

MEDIA 2

MEDIA 3

3. AUDIENCE: How might different people understand this message differently than me?

MEDIA 1

MEDIA 2

MEDIA 3

4. CONTENT: What values and points of view are represented? What's left out of this message?

MEDIA 1

MEDIA 2

MEDIA 3

5. PURPOSE: Why is this message being sent?

MEDIA 1

MEDIA 2

MEDIA 3



CREATE YOUR ARGUMENT

NAME: _____

DATE: _____

Create strong arguments for both sides from the resources in the Thinkalong module.



DEBATE QUESTION	
PRO ARGUMENT	CON ARGUMENT
REASONING	REASONING
EVIDENCE	EVIDENCE