Today the students will be learning how to write the “I” paragraph for an informative/explanatory essay. The introduction paragraph is three simple sentences and it is set up exactly the same way they were taught in Section 1.

The following passages will be used in this lesson:

<table>
<thead>
<tr>
<th>Excerpt from the “I Have a Dream” Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrating His Legacy</td>
</tr>
<tr>
<td>Martin Luther King Jr.</td>
</tr>
</tbody>
</table>

1. Remind students that the I paragraph should be kept short and simple. Today we will review the 3 sentences that make up the I paragraph. Write the following on the board:

I Paragraph
1. Hook
2. 3 Reasons/Topics
3. Closing Statement

2. (Review) – Go over this with students to remind them of what they learned in Section 1 of the curriculum.

Let’s start with the 1st sentence. This is called your hook. This is where you want to “hook” your reader and catch their attention. If you start with a boring sentence, your reader is not going to be interested. There are many different types of hooks you can use when writing an informative/explanatory essay.

3. Write on board:
Different Types of Hooks for Explanatory/Informative Writing—
1. Question
2. Restate the prompt
3. Statement about the topic
4. Interesting quote from the passage

4. Let’s take a look at the passages about Martin Luther King Jr. that we read the other day.

PROMPT - Martin Luther King Jr. was an inspirational civil rights leader. Think about what you have learned about Martin Luther King Jr. Use information from the passages to explain what you learned about Martin Luther King Jr.

5. Look at the prompt and review the different ways to write a hook. Remind students that you can ask a question in many different ways.
   - How much do you really know about Martin Luther King Jr.?
   - Who is one of the most influential civil rights leaders in American history?
6. We could also restate the prompt in a different way.
   - Martin Luther King Jr. was an inspirational civil rights leader in American history.
   - Learning about Martin Luther King Jr. inspires me to make a difference.

7. You could just make a simple statement about the topic you are about to write about.
   - Most people do not realize exactly how important Martin Luther King Jr. was to the Civil Rights Movement.

8. Or you can take a quote/paraphrase from one of the passages.
   - “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character,” states Martin Luther King Jr. in his I Have a Dream speech.
   - The author of the article Martin Luther King Jr. wrote that Martin Luther King received the Nobel Peace Prize in 1964.
   *Quotes/Paraphrase will be introduced and practiced in greater detail.

Take a look at our planning for the prompt:

I Martin Luther King Jr.

T1 Life
   a. early life
   b. assassination

T2 Civil Rights
   a. I have a dream speech
   b. making a difference

T3 Legacy
   a. national holiday
   b. memorial

C Martin Luther King Jr.

***When writing the I paragraph, make sure you are color coding each sentence. For example, write the hook in red, the 3 reasons in blue, and the closing sentence in green. This way students can visually see the 3 parts of the I paragraph.

9. Which hook do you want to use? (pick one as a class and write on the board or document camera).

10. The next sentence for I is “3 Reasons/Topics.” For explanatory/informative prompts they do not have to be reasons, they can just be topics. So this is where you state your 3 topics. What are our 3 topics? (they should answer – Life, Civil Rights, and Legacy.)

11. Our 2nd sentence will look something like this – Some interesting things about Martin Luther King Jr. are his remarkable life, his leadership during the civil rights movement, and his legacy after his death.

12. Our last sentence is called our closing statement. This is a general statement about your topic. For this sentence you can also take words/sentences from the passages…just make sure you put them in your own words (do not copy word for word). Let me give you some examples:
   - We should continue to honor Martin Luther King Jr.’s memory.
   - Martin Luther King Jr. is an American hero.

13. As a class, let’s decide what our closing statement is going to be.
14. Now let’s put it all together and check it.
   - Do we have a hook?
   - Did we state our 3 reasons/topics?
   - Do we have a closing statement?

Here is an example of what your final I paragraph should look like:

   **Martin Luther King Jr. was an inspirational civil rights leader in American history. Some interesting things about Martin Luther King Jr. are his remarkable life, his leadership during the civil rights movement, and his legacy after his death. Martin Luther King Jr. is an American hero.**

14. Let’s do one more together and then you try one on your own.

15. Hand out I Paragraph worksheet titled “Model/Work Together” in the left hand corner

16. As a class, work together to plan and come up with an I paragraph. Make sure you color-code the 3 parts.

**Example I**

   The Founding Documents are the most important sources in American history because they were the foundation of our nation. The three Founding Documents are the Declaration of Independence, the Bill of Rights, and the United States Constitution. Every American should know about these important documents.

17. Next, have students work on the next I paragraph worksheet titled “Guided Practice.”

18. Assist students through planning and writing the I paragraph (as needed) for this prompt.
The Founding Documents are the documents that helped shape the United States. Think about what you have learned about the most important documents in American history. Use information from the passages to inform the reader about the Founding Documents.

I

T1 A

B

T2 A

B

T3 A

B

C

Now write the I paragraph:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Guided Practice

“I” Paragraph

The following passages will be used in this activity:

- Invention of the Internet
- Internet Today
- Dangers of the Internet

Explain to your reader the interesting things you learned about the internet.

I __________________________

T1 __________________________ A ________

B ________

T2 __________________________ A ________

B ________

T3 __________________________ A ________

B ________

C __________________________

Now write the I paragraph:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Excerpt from Martin Luther King’s I Have a Dream Speech

1 Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

2 But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

3 We cannot walk alone.

4 And as we walk, we must make the pledge that we shall always march ahead.

5 We cannot turn back.

6 Let us not wallow in the valley of despair, I say to you today, my friends.

7 And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

8 I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

9 I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountaintop, let freedom ring!

And if America is to be a great nation, this must become true.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last! Thank God Almighty, we are free at last!
National Holiday

23 Martin Luther King Jr. Day is a national holiday marking the birthday of Martin Luther King Jr. It is observed on the third Monday of January each year, which is around King's birthday, January 15. Only two other figures have national holidays in the U.S. honoring them: George Washington and Christopher Columbus.

24 Honoring Martin Luther King Jr. with a national holiday wasn’t easy. In fact, it took 15 years to create the holiday. The campaign for a federal holiday in King's honor began soon after his assassination in 1968. President Ronald Reagan didn’t sign the holiday into law until 1983, and it was first observed three years later in 1986. At first, some states resisted observing the holiday. They gave it alternative names or combined it with other holidays. It was until 2000 that Martin Luther King Jr. Day was officially observed in all 50 states for the first time.

National Memorial

25 The Martin Luther King Jr. Memorial is located in Washington, D.C. The Memorial covers four acres and includes a granite statue of Martin Luther King carved by sculptor Lei Yixin. The memorial opened to the public on August 22, 2011. The official address of the monument, 1964 Independence Avenue, S.W., commemorates the year the Civil Rights Act of 1964 became law.

26 The centerpiece for the memorial is based on a quote from King's "I Have A Dream" speech: "Out of a mountain of despair, a stone of hope." A 30 feet high statue of King is named the Stone of Hope. It stands past two other pieces of granite that symbolize the "mountain of despair." When visitors come to the memorial, they pass through the Mountain of Despair on the way to the Stone of Hope, symbolically moving through the struggle as Dr. King did during his life. In addition to the statue, a 450 feet long inscription wall includes fourteen memorable quotes from King's sermons and speeches.
The statue of Martin Luther King Jr. was positioned so that he is looking over the water toward the horizon. The cherry trees around the memorial bloom every year during the anniversary of King's death. Although this is not the first memorial to an African American in Washington, D.C., King is the first African American honored with a memorial on or near the National Mall and only the fourth non-President have a memorial.

“Celebrating His Legacy” written for educational purposes.
Martin Luther King Jr. 1120

Early Life

28 Martin Luther King Jr. was born as Michael King Jr. on January 15, 1929, in Atlanta, Georgia. Martin Luther King Jr. was the middle child of Michael King Sr. and Alberta Williams King. Martin Luther King Jr.’s father, Michael King Sr., was also a successful minister. He changed his name to Martin Luther King Sr. in honor of a German religious leader named Martin Luther. Later on Michael Jr. followed his father's lead and changed his name to Martin Luther King Jr. Martin had one older sister and one younger brother. The King children grew up in a secure and loving environment but did experience racism in Atlanta.

29 King attended Morehouse College. He earned a sociology degree in 1948. Next, he attended Crozer Theological Seminary School in Chester, Pennsylvania. He was valedictorian of his class in 1951 and elected student body president. King then got his doctorate degree from Boston University where he met Coretta Scott. She was studying at the New England Conservatory School in Boston. They were married in June 1953 and had four children: Yolanda, Martin Luther King III, Dexter Scott and Bernice.

Civil Rights Movement

30 On December 1, 1955 Rosa Parks boarded the bus to go home from work when the bus driver demanded that Parks and several other African Americans give up their seats. Three other African American passengers reluctantly gave up their places, but Parks refused. Rosa Parks was arrested. On the night that Rosa Parks was arrested, civil rights leaders met to plan a citywide bus boycott. NAACP leader E.D. Nixon elected Martin Luther King Jr. to lead the boycott. The bus boycott lasted 382 days. Both King's and E.D. Nixon's homes were attacked. Finally, the courts ruled that bus transportation could no longer be segregated.

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”

31 In January 1957, Martin Luther King Jr. and 60 ministers and civil rights activists founded the Southern Christian Leadership Conference to organize nonviolent protests for civil rights. King met with religious and civil rights leaders and lectured all over the country on race-related issues. Martin Luther King Jr. also encouraged college students to continue to use nonviolent methods during their protests. King and 36 students were arrested for peacefully sitting in the lunch counter area after the store refused to serve them. By August of 1960, the sit-ins had been successful in ending segregation at lunch counters in 27 southern cities.

32 On August 28, 1963, the historic March on Washington drew more than 200,000 people in the shadow of the Lincoln Memorial. It was here that King made his famous "I Have a Dream" speech, emphasizing his belief that someday all men could be brothers. This resulted in the passage of the Civil Rights Act of 1964 authorizing the federal government to enforce desegregation of public accommodations and outlawing discrimination in publicly owned facilities. This also led to Martin Luther King receiving the Nobel Peace Prize for 1964.
Assassination

33 On April 4, 1968 Martin Luther King Jr. was shot to death at a hotel in Memphis, Tennessee. A single shot fired by James Earl Ray from over 200 feet away at a nearby motel struck King in the neck. James Earl Ray assassinated King by firing a rifle from a bathroom window that looked out onto the hotel balcony where King was standing. He died one hour after being shot.

34 James Earl Ray was placed on the FBI’s Ten Most Wanted Fugitives List. He used a fake name and escaped to Canada, stayed for a month, then flew to England. Ray was finally caught on June 8 at Heathrow Airport in London, England. Ray pleaded guilty in March 1969 and was sentenced to 99 years in prison. He died on April 23, 1998.

“Martin Luther King Jr.” written for educational purposes.
The Declaration of Independence

1 By summer of 1776, the Thirteen Colonies and Great Britain had been at war for more than a year. The relationship between the colonies and the mother country had been worsening since 1763. The British government, called Parliament, had been taxing the colonies. Britain wanted revenue from the colonies. Many colonists believed that Parliament had no right to impose taxes upon them. The colonists found it unfair that they had no representative in Parliament to argue their side. They yelled “no taxation without representation!”

2 In June of 1776, Congress debated independence for four days. Finally, a committee was formed to write a formal declaration of independence from Britain. The committee was made up of five men: John Adams of Massachusetts, Benjamin Franklin of Pennsylvania, Roger Sherman of Connecticut, Robert R. Livingston of New York, and Thomas Jefferson of Virginia. The Committee of Five decided that Jefferson should write the declaration.

3 On July 2, 1776, the Continental Congress voted to declare independence from England. For two days, Congress carefully edited Jefferson's original document. They shortened it, removed unnecessary wording, and improved sentence structure. On July 4, 1776 the Declaration of Independence was adopted. It was signed by John Hancock, the President of the Continental Congress, that day. The rest of the Congress signed two months later.

4 The declaration contained 3 sections: a general statement and the purpose of government, a list of complaints against the British King, and the declaration of independence from England. The Declaration of Independence is considered by many to the foundation of American freedom. The first sentence of the Preamble is considered to be one of the best known sentences in the English language. It states, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” The Declaration of Independence has been quoted by great Americans such as Abraham Lincoln and Martin Luther King, Jr. who have referenced it as a beacon of hope for all people everywhere.

“The Declaration of Independence” written for educational purposes.

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1 Revenue-income, earnings or money
2 Preamble-the introduction of a document
The Bill of Rights (1791)

5 The Bill of Rights, written by James Madison, includes the first ten amendments of the U.S. Constitution. Several states wanted protection for individual liberties specifically stated in the Constitution. The Bill of Rights is a list of limits on government power so the country would never be under the rule of another king with ultimate power. For example, the Founders felt that it was a natural right of individuals to speak and worship freely. This then became protected by the First Amendment.

6 The first five amendments are extremely important and protect individual rights that all Americans deserved to have. The First Amendment protects the right of people to have freedom of religion, freedom of speech, press, assembly, and petition. The Second Amendment protects the right to keep and bear arms, or guns, in order to maintain an army. The Third Amendment prevents soldiers from staying at someone’s private home without their permission. The Fourth Amendment protects the freedom from unreasonable searches of you or your house. The Fifth Amendment gives you certain legal rights.

7 The last five amendments in the Bill of Rights protect various legal rights. The Sixth Amendment protects the rights of people accused of a crime, such as the right to a speedy trial. The Seventh Amendment explains that all trials can have a jury. The Eighth Amendment also protects the rights of people accused of a crime, such as the right not to have cruel or unusual punishment. The Ninth Amendment states that the American people have rights other than just the rights listed in the Constitution. Last but not least, the Tenth Amendment gives the power not mentioned in the Constitution to the people or the states.

“The Bill of Rights” written for educational purposes.
Constitutional Convention

8 The Constitution was written in the summer of 1787 in Philadelphia, Pennsylvania, by delegates from 12 states, in order to replace the Articles of Confederation with a new form of government. There was a need for a new Constitution in 1787 because there were problems with the original constitution, called the Articles of Confederation. Each state legislature was invited to attend a convention in Philadelphia to discuss changes to the Articles. In May of that year, delegates\(^3\) from 12 of the 13 states (Rhode Island sent no representatives) convened in Philadelphia to begin the work of redesigning government and drafting a new Constitution for the United States.

9 The main goal of the Constitutional Convention was to create a government with a balance of power. The government needed to have enough power to act on a national level without putting Americans’ rights at risk. One way that this was accomplished was to separate the power of government. The powers of government were separated into three branches. Each of the three branches had checks and balances on those powers. That means each branch of government could not ever gain superiority or be powerful enough to take over like the King of England.

10 The president of the Constitutional Convention was George Washington. James Madison is also known as the “Father of the Constitution” because of his help with the Constitution. In September of 1787, it was sent to the states for ratification\(^4\). Nine of the thirteen states would have to approve the new Constitution to become effective for those ratifying states. Finally, a debate began among the states over ratification. Those who argued that the Constitution should be approved were called Federalists; those who argued against it were called Anti-Federalists. The debate went on for months. In June of 1788, nine states had ratified the Constitution. The rest of the states ratified the Constitution once the Bill of Rights was added.

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\(^3\) a person elected to represent others  
\(^4\) approval
Articles of the Constitution

11 The U.S. Constitution consists of a preamble, or introduction, seven articles and a signed closing endorsement. Article One describes Congress, the legislative branch of the federal government. Congress consists of the House of Representatives and the Senate. The article explains elections for these positions and the qualifications for members of each body. Article One also outlines the powers given to the legislature.

12 Article Two describes the office of the President of the United States. The President is head of the executive branch of the federal government. Article Two describes the office, qualifications and duties of the President of the United States and the Vice President. It also explains situations which call for the removal of the president. Article Three describes the court system of the United States, or the judicial branch. This includes the Supreme Court. The article describes the kinds of cases the court takes. Article Four outlines the relations among the states and between each state and the federal government.

13 Article Five outlines the process for amending the Constitution. Article Six establishes the Constitution to be the supreme law of the land. It requires that all federal and state legislators, officers, and judges take oaths to support the Constitution. The states' constitutions and laws should not conflict with the laws of the U.S. Constitution. Article Seven describes the process for establishing the proposed new frame of government.

14 The Signing of the United States Constitution occurred on September 17, 1787 when 39 delegates to the Constitutional Convention endorsed the constitution created during the convention. In addition to signatures the closing endorsement included a brief declaration that the delegates' work has been successfully completed and that those whose signatures appear on it agree with the final document.

“The United States Constitution” written for educational purposes.

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5 Making changes
Invention of the Internet

Space Race

1 On October 4, 1957, the Soviet Union launched Sputnik, the world’s first manmade satellite, into orbit. To many Americans, the launch of Sputnik was startling. The United States and the Soviet Union were in a Cold War, and tensions between the two countries were high. Americans felt that the launch of Sputnik proved that the Soviet Union was more technologically advanced and was going to win the Cold War because of it. As a result, the “Space Race” started. The Space Race was a competition between the Soviet Union and the United States to become the first country to dominate space flight.

2 After Sputnik’s launch, many things changed as Americans began to think more seriously about science and technology. Chemistry, physics and calculus were added to school curriculums. The U.S. government gave money in grants to companies that specialized in scientific research and development. New agencies, such as the National Aeronautics and Space Administration (NASA) and the Department of Defense’s Advanced Research Projects Agency (ARPA), were formed to develop space-age technologies such as rockets, weapons and computers.

ARPAnet

3 A major priority of the Department of Defense’s Advanced Research Projects Agency (ARPA) was to find a way to communicate if a Soviet attack wiped out the nation’s telephone system. Scientists and researchers feared that one Soviet missile could destroy the whole network of lines and wires that made long-distance communication possible. In 1962, J.C.R. Licklider, a scientist from ARPA proposed a solution to this problem: a “galactic network” of computers that could talk to one another that would enable government leaders to communicate even if the Soviets destroyed the telephone system.
In 1965, another scientist developed “packet switching.” Packet switching is a way of sending information from one computer to another. The idea is to break data down into blocks, or packets, before sending it to its destination. In 1969, ARPAnet delivered its first short and simple message: “LOGIN.” One computer was located in a research lab at the University of California, Los Angeles and the second was at Stanford University. Each computer was the size of a small house. Unfortunately, the Stanford computer only received the first two letters before ARPAnet crashed. By the end of 1969, just four computers were connected to the ARPAnet, but the network grew steadily during the 1970s. As the computer networks multiplied, however, it became more difficult for them to integrate into a single worldwide “Internet.”

Transmission Control Protocol

By the end of the 1970s, a computer scientist named Vinton Cerf had begun to solve this problem by inventing the “Transmission Control Protocol,” or TCP. He developed a way for all of the computers on all of the world’s mini-networks to communicate with one another. Later, he added an additional protocol, known as “Internet Protocol.” Cerf’s protocol has been described as “the ‘handshake’ that introduces distant and different computers to each other in a virtual space.” Cerf’s protocol transformed the Internet into a worldwide network. Throughout the 1980s, researchers and scientists used it to send files and data from one computer to another.

World Wide Web

In 1991 the Internet changed again. That year, a computer programmer named Tim Berners-Lee introduced the World Wide Web. The World Wide Web was a new Internet that was a “web” of information that anyone on the Internet could retrieve. It was more than just a way to send files from one place to another. Berners-Lee created the Internet that we know today.

Since then, the Internet has changed in many ways. It became more user friendly so that the public could use it. In 1992, a group of students and researchers at the University of Illinois developed a sophisticated browser for searching the web. It allowed Internet users to see words and pictures on the same page for the first time and to navigate using scrollbars and clickable links. That same year, Congress decided that the Web could be used for business purposes. As a result, companies hurried to set up websites of their own. Other companies began to use the Internet to sell things directly to customers. More recently, social networking sites like Facebook and Instagram have become a popular way for people of all ages to stay connected.
8 The Internet has no single inventor like the telephone or the light bulb. Instead, it has evolved over time with help from many scientists. The Internet got its start in the United States more than 50 years ago as a government weapon in the Cold War. For years, scientists and researchers used it to communicate and share data with one another. Today, almost one-third of the world’s 6.8 billion people use the Internet regularly. We use the Internet for almost everything, and for many people it would be impossible to imagine life without it.

Email

9 Email is a method of communication over the Internet. Email works like a text message, where one user sends and others receive. Picture files, links and attachments can be added to emails. Email works in five steps:

1. You write up an email and click send.
2. Your email is first sent to your email service provider.
3. Your email service provider gets the destination address using a Domain Name System (DNS).
4. Your email service provider sends the email to your recipient’s email service provider.
5. The recipient’s email service provider sends the email to the recipient’s inbox. You’ve got mail!

Entertainment

10 The Internet has made a big difference in entertainment. Now that individuals can access the Internet on the computers within their own homes, and on portable devices such as mobile phones and iPads, it has provided entertainment creators with another avenue for games, music, and videos.

11 Through the Internet, individuals worldwide are able to compete against one another or work cooperatively together as teams in a wide variety of games. Individuals no longer have to travel to their local music store or department store to purchase the latest CD that happens to have caught their interest. The Internet, with the help of MP3 technology, has allowed users to both
distribute and gather music digitally from the comfort of their own home. Individuals can also stream and download videos to watch TV shows and movies online. Streaming services such as Netflix are competing against cable companies.

Social Media

12 The creation of the Internet has sparked a new phenomenon called social media. Social media facilitates the creation and sharing of information and ideas through virtual communities and networks. Social media networks, such as Facebook and Instagram, use web-based technologies, desktop computers and mobile technologies to create highly interactive platforms through which individuals, communities and organizations can share, co-create, discuss, and modify user-generated content or pre-made content posted online.

13 Users create service-specific profiles for the website or app that are designed and maintained by the social media organization. Social media work as users generate content as text posts or comments, digital photos or videos. Social media changes the way individuals and large organizations communicate. In America, a survey reported that 84 percent of adolescents in America have a Facebook account. Over 60% of 13 to 17-year-olds have at least one profile on social media, with many spending more than two hours a day on social networking sites.

“Internet Today” written for educational purposes.
Dangers of the Internet

Social Media

14 With the growing popularity of social media sites such as Facebook and Instagram, teens are posting more and more content on the Internet. Some kids are often trying to catch the attention of and gain approval from their peers, some teens tend to post content to appear popular or to gain a response from others in their online community; teens post inappropriate pictures, brag about the previous weekend’s adventures, and can easily use this digital space to humiliate others or post inappropriate language. What teens often don’t realize is that no information is truly private on the Internet; an online “friend” can actually be anyone and can forward any information posted on a teen’s social media site. When you post online it is there forever, even after it is deleted. Future career choices can be ruined because of bad decisions online. Teens should be aware that public profiles on social media open them up to messages from strangers and harassment from peers. Know the risks of social media and keep your personal information private!

Online Predators

15 When children go online, they have direct and immediate access to friends, family, and complete strangers, which can put unsuspecting children at great risk. Children who meet and communicate with strangers online are easy prey for Internet predators. Predators have easy and anonymous access to children online where they can conceal their identity and roam without limit. For example, a 30 year old man can use a picture of a child and pretend to be that age. Predators use the Internet to spark a friendship, and then try to get kids to meet in the real world. Know the warning signs of online predators and never communicate with strangers online!

Cyberbullying

16 Cyberbullying is willful and repeated harm (i.e., harassing, humiliating, or threatening text or images) inflicted through the Internet, interactive technologies, or mobile phones. In the past year 43% of teens aged 13 to 17 report that they have experienced some sort of cyberbullying. Kids are being bullied in their own homes on their own devices. Instant
messaging, social media, e-mail, text messaging, and blogging are becoming more popular but unfortunately that means that kids can have a chance of being bullied online at any hour of the day. Cyberbullying is increasing in frequency and can happen to anyone. Electronic bullies can remain anonymous by creating temporary e-mail accounts and fake names in chat rooms, instant messaging programs, and other Internet venues. If you are being bullied online, speak up and tell an adult!

“Dangers of the Internet” written for educational purposes.