

Rhetorical Breakdown of Social Media Post

Lesson Plan

1. I have students read “Small Change” by Malcom Gladwell for *The New Yorker*.

Prior to class they will have completed this prompt:

Ahead of Wednesday, I would like you to read "[Small Change: Why the Revolution Will Not Be Retweeted](#)" by Malcolm Gladwell for The New Yorker. This was written in 2010, and I'm interested to see what you believe about his argument. Discussion of this reading will be the first thing on our agenda for Wednesday, so be prepared to share your point of view.

Directions

Read the above article and answer the following questions thoroughly:

- *What is Gladwell's argument about activism and social media?*
- *He has two main reasons for his stance. What are they? Explain.*
- *Do you agree or disagree? Why?*

2. Optional in-class discussion of above questions!

Summary of what I found this semester: Many students see the validity in Gladwell’s points, but within the past few years, they’ve seen social media play a big role in “bringing awareness” to an issue but also in getting folks motivated to act on the awareness.

3. I give students the Social Media Component Assignment sheet.

After going over assignment, students think about a cause that they care about and locate a post that makes some sort of argument while *ideally* providing users with something they can actually *do* to support the cause.

4. They then complete “Rhetorics of an Influencer Worksheet.”