

Global Teacher Seminar

Name: Madeleine Estep

Title: TikTok-ing Through War

Theme/Topic: Russian invasion of Ukraine, Ukraine and Russian War

Introduction (2-3 sentence summary of lesson): In this lesson, students will dissect social media posts from locals experiencing the Russian invasion of Ukraine beginning in February 2022. Utilizing social media posts as documents of modern warfare, students will analyze life in a nation being invaded. Students will answer prompting questions and collaborate with classmates by discussing materials and inquiries.

Subject(s)/Grade level(s): 9-12

Suggested Duration of Lesson: 35 minutes

Connection to Standards/Common Core (1-2 standards): [Ohio Learning Standards for Social Studies](#)

MWH CS22: The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world. **MWH CS24:** Political and cultural groups have struggled to achieve self governance and self-determination.

Essential Questions (1-2 questions): Can social media like TikTok be used as propaganda? (What does this look like?) How does life change for people in a country being invaded?

Learning Objectives (2-3 objectives): Students will analyze images and videos to determine changes in citizens' daily life when wars begin. Students will discuss how technology and media can impact larger issues like war. Students will collaborate with their classmates to highlight difficulties facing people in places like Ukraine.

Materials Needed: [This TikToker Is Showing The Russia-Ukraine War](#), [Russians and Ukrainians fight for likes in the first TikTok war](#), [Ukrainians Singing in Bunker](#), [Cleaning Up War Damage with "Raves" in Ukraine](#), [Ukrainian Soldiers Using TikTok](#), [Ukrainian Medics Working](#), [American Volunteer Detained Over Security Fears in Ukraine](#), [Exchange Ukrainian Student in America Still Has Homework](#), [New Reality for Ukrainians](#), [New Reality pt 2](#), [How Ukrainians Get By Without Ready Electricity](#)

Pre-Assessment of Prior Knowledge: *Before beginning the lesson, ask students to write down three words they associate with Ukraine or Russia. Words can be written by the teacher on board to create a word cloud for the lesson and show students what they already know. If this lesson follows the Cold War, students will have more detailed responses than those who have not covered the Cold War or the fall of the Soviet Union.*

Teacher-Student Interaction (5-7 steps):

1. After settling down in their seats, ask students to brainstorm responses to the question: "Can social media be used as a tool in war? List two reasons for why or why not". Give students a few minutes to create responses before having them collaborate and share with their seating pod or the classmate sitting next to them. Then, open the discussion to the whole classroom, provide space for disagreements and benefits/disadvantages to both opinions. Include prompting questions such as: "Would people be likely to believe images or videos they see on social media like TikTok or Twitter?", "Do you think social media is a form of propaganda in modern wars?" and "Who do you think can benefit from persuasive posts on social media about warfare?"
2. After students get thinking about the influence of social media posts, ask if they have seen any posts on their own explore pages/people they follow about Ukraine and Russia specifically. Field

yes/no responses and ask if students know any further details to promote interest in the topic. Next, give students questions (can be done printed or through google docs) to respond to that align with the videos students will analyze. Questions could include: 1. Are you surprised that people still make social media posts while their country is being invaded, why or why not? 2. Which TikTok/video made the biggest impression on you and what stood out to you? 3. List two dangers of living in a country at war you examined in the various social media posts. 4. How do you see people trying to stay in good morale during wartime (list examples)? 5. How did you see changes in everyday life through these social media posts and TikToks? 6. What makes a persuasive social media post? 7. Do you think the instant global audience of social media like TikTok has a greater impact than older media platforms like magazines, newspapers and radio, why or why not? 8. Does the fast pace of the Internet news cycle make these issues more global or are they forgotten quicker as the next international story occurs? 9. When dissecting these posts, do you notice any trends? 10. When reviewing these social media posts, do you feel less or more invested/interested in the topic? Do you think seeing these posts on your own "FYP" or explore page would make you investigate or research the topic further?

3. Introduce the social media posts with the [Youtube video about Ukrainian TikTok-er](#) for students to analyze. Ask students if they see any trends they recognize and difficulties the video highlights that they had not thought of before. More videos and or TikToks can be displayed on SmartBoard for the whole class, as pods with one laptop in the group playing the shared videos or virtually individually.
4. Have students come back together as a class to review a few of the responses to prompting questions. If time allows, students can have a "quick debate" about a question where the room is split based on a yes/no response. Ask students to detail their responses and explain their motivations for their answers. Opposing concepts to student responses may be introduced by teacher or peers to promote critical thinking and argument building skills.
5. Have students finish discussing the [Youtube video about the "war" for likes](#) between Ukraine and Russia. Ask students to brainstorm silently again, what do these nations have to gain through social media posts and how social media can influence people on not only a local scale but on a global scale? Review responses with students as a class, asking students to offer their own insights after their analysis of social media posts that document the topic.
6. Via exit ticket slip of paper or google quiz/doc, ask students to list at least three difficulties they would encounter in their daily lives if they were in a nation at war. Example responses can include; not walking dogs, not always being able to charge phone/use electricity, plan grocery shopping trips, living in your home basement/bomb shelter, worry for friends in other cities, getting gas in car, etc. Students will submit for credit or utilize student responses in the next lesson bell ringer as review.

Closing Activity: *Students will complete an exit ticket where they will list three difficulties they would encounter in their daily lives if they were in a nation at war.*

Post-Assessment: *Students can choose to create their own "TikTok" video about the challenges of living somewhere at war or privileges they have living in a country that has not experienced war on the homefront in their lifetime. Additionally, students could create a ½ page long "survival plan" detailing needed materials for living in a bomb shelter, as many Ukrainian TikTok-ers students saw in the videos.*

Reflection: *Students will gain insight into the realities of living in a country that has been invaded and is now at war. Through TikToks and other social media, students will analyze real accounts to recognize the impacts on daily life and prolonged issues that become apparent.*

Resources: [Russians and Ukrainians fight for likes in the first TikTok war](#), [Ukrainians Singing in Bunker](#), [Cleaning Up War Damage with "Raves" in Ukraine](#), [Ukrainian Soldiers Using TikTok](#), [Ukrainian Medics Working](#), [American Volunteer Detained Over Security Fears in Ukraine](#), [Exchange Ukrainian Student in America Still Has Homework](#), [New Reality for Ukrainians](#), [New Reality pt 2](#), [How Ukrainians Get By Without Ready Electricity](#)

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas): *This lesson would follow the Cold War collapse as to give students insight into continued Russian influence throughout the former Soviet Union. 1. Gifted students could be challenged to create a diary project that would provide a more immersive learning experience, allowing them to relate to the young TikTok-ers students watched. 2. Students who are audio learners may create a quick podcast or "TLDR" 5-10 minute audio recording to show their understanding of the Russian invasion of Ukraine and how people are living there. 3. Visual/artistically inclined students may create a drawing or painting about a challenge of war (Ex: waiting in line to get into the grocery store with many empty shelves).*
