

The Crisis of a Content Creator

Substitute Guide



DOCTRIVA LEARNING

Thank you for being here! The activity you will be leading today has options that make it doable by 6th to 8th graders. The activity itself is two double-sided pages on paper and/or may be uploaded in the school's learning management system and is designed to fit into a 50-minute period. You may need to adjust to fit actual class times.

This guide will help you through introducing, monitoring, and ending the activity. Note any specific instructions from the teacher. Your goal today is to make sure that the classes run smoothly and the students are productively engaged. There are 'Accessibility Notes' throughout this guide to help if students are struggling with certain aspects of this assignment.

The Story: The activity today is based around a short story, "The Crisis of a Content Creator". In it, a creator who's losing his following tries to plan a surprise wedding proposal video with his creator girlfriend only to discover that he is so distracted by his online life that he doesn't realize they had actually gotten married the night before.

The Activity: Students will read, annotate (mark certain parts of the text), then write a focused paragraph analyzing the story.

This guide will have instructions and suggestions organized by the section of the student assignment sheet. There is a **substitute report** to help streamline your feedback for the teacher at the end of this document

Before Classes Begin

Collect copies. Get a feel for the room. Desks in rows best for individual work. Desks in groups best for group work. Identify easy paths through the classroom. Note which desks or groups are more isolated. Review activity to get a feel for it. Plan how you will pass out and collect papers and/or monitor online work. Note special instructions from the teacher if there are any.

Schedule Outline (Assuming 50-minute Period - Adjust as needed)

First 10 Minutes: Class business (e.g. attendance), introduce activity

10-45 Minutes: Adjust this time to reflect the actual length of the period.

Last 5 minutes: Finish up, self-evaluation, and collect work.

Introducing the Activity: Please read or summarize the following.

“Today you are going to do an activity built around a short story called ‘The Crisis of a Content Creator’. You will be reading the story, annotating it, then writing a paragraph analyzing one of the literary elements. Before you begin, I want to point out three things.

1. At the bottom of the page two, there are instructions for your annotating. You will be using brackets, circles and exclamation points to mark certain parts of the story. Take a look at what you will be marking. You might be able to do some of that work while reading it the first time.

*2. (Substitute any instructions from the teacher for this paragraph if needed.)
Page three has the instructions for the paragraph. Choose the option that you think will provide a good, but achievable challenge today. At the bottom of that page there are reminders of some formats you can use to structure your response. You may use them if they are helpful, but you do not have to.*

3. On page four is the area for you to write your paragraph and the evaluation section. Look carefully at the space you have for your paragraph and plan accordingly. The self-evaluation is for you to do. The teacher evaluation is for the teacher to use. Look at the rubric so you can see how this activity will be graded by your teacher.


Do the best writing you can, but do not take too much time worrying about small details. You can do well even with a few mistakes.

Any questions?”

Address serious questions as best you can, but don’t get pulled off balance by silly ones.


Part 1 Reading

General Instructions: Unless instructed otherwise by the teacher, students should read independently. Some may be starting the annotating, others not. Move through the room seeing how everyone is doing. Be wary of students who are moving too much or too little. Either can indicate disengagement.

 **Accessibility Note:** If one or more students seem to be **struggling with the reading**, consider bringing them to a corner area and read with them. If doing so, remember to position yourself so you can see the rest of the room. If many students are struggling, you can read with the whole class. Pace the reading to allow student processing and annotating. There is also a YouTube video with visuals of the text and audio of the story being read. The QR code below will take you to it.

Use this QR Code to link to YouTube Video of the story text being read aloud.



 **Accessibility Note:** The following are some **vocabulary** words in the story that students might need help with. Feel free to write the words and definitions on the board or add other words and definitions as needed.

algorithms (paragraph 2) — the system social media uses to decide what gets seen
traction (paragraph 3) — gaining momentum or attention
guarded (paragraph 6) — careful about showing feelings
fascination (paragraph 6) — strong interest or curiosity
cross-posted (paragraph 9) — shared across multiple platforms at the same time
earnest (paragraph 13) — sincere, serious

Part 2 Annotating: Some may do this while reading, others may read first then skim through and annotate. Look for marks on the page. If someone is struggling, use the following suggestions to help.

Common Question: Students might be concerned about making the annotation marks correctly. Assure them that the mark-making is up to them and whatever works best for them.

Brackets [] (Maxwell's Character): Look for him talking about "data," "traction," or "sponsors." He treats everything like a business goal.

Circles (Leslie and Pitcher's Reactions): Look for words that show they are unhappy or quiet, like "pity," "sad expression," or "tired."


Exclamation Marks ! (Online vs. Real Life): The best example is at the end, where he is typing on his phone during his own wedding video.

Part 3 The Literary Analysis: There are three options with increasing complexity. Option one is based on a sixth grade standard, Option 2, a seventh grade one and Option 3 an eighth grade one. If someone is **struggling**, direct them to Option 1

Each option has a section called 'Prompt' and '**Task**'. The prompt is meant to help students think about the story. They do not need to answer the questions there. The task is what they need to write.

CER and **PEEL** are just acronyms that lay out the task. Students must make a claim or a point in response to the prompt, find evidence to support it in the story (from their annotations), then explain how the evidence supports the claim or point.

Common Question: Students may ask if they have to use every line in the response space. Tell them to write what they need to respond to the task. Length is less important than a good response.

 **Accessibility Note:** If students are **struggling writing in complete, proper sentences**, encourage them to simply list their ideas in the space for the analysis.

Approaching the Evaluation Time

Please watch the class time carefully. Give a couple of reminders as the last 5 minutes of class approach (5 and 2 minutes before for example).

Part 4: Read or summarize the following to the class.

"We're at 5 minutes to the end of class. Now is the time to get all your ideas down even if they aren't in your best writing. Take a minute to circle your choice for the Self-Evaluation and remember to leave the Teacher Evaluation alone. Any questions?"

Let them know how you want to collect the work. Options include: handing them to you as they finish, putting them in a basket as they finish, or having them hand them to you on their way out of the classroom to their next class.



Substitute Teacher Report Form – The Crisis of a Content Creator

Substitute Name _____

Date _____

Class or Period _____

Please rate the class for the following:

Activity Completion: ☐ Low ☐ Okay ☐ Good ☐ Excellent

Student Engagement: ☐ Low ☐ Okay ☐ Good ☐ Excellent

Student Behavior: ☐ Low ☐ Okay ☐ Good ☐ Excellent

Notes on this Class:

Class or Period _____

Please rate the class for the following:

Activity Completion: ☐ Low ☐ Okay ☐ Good ☐ Excellent

Student Engagement: ☐ Low ☐ Okay ☐ Good ☐ Excellent

Student Behavior: ☐ Low ☐ Okay ☐ Good ☐ Excellent

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