

## LEARNING CARD

# 'Twitterizing' Literature and History

**Description** With this activity, students can demonstrate, individually or in groups, their level of understanding of a literary or historical work by adapting the facts, characters and dialogues to Twitter, using all the multimedia possibilities offered by the platform.

**Tag**

- Book
- Documentary
- Social Media
- Twitter

**Skills**

**PRODUCTION SKILLS**

- Use software and writing applications
- Create and modify audio productions
- Use recordings and audio editing tools
- Create and modify photographic productions
- Create and modify audiovisual productions

**CONTENT MANAGEMENT SKILLS**

- Manage content files
- Manage the dissemination of content and share it

**SOCIAL MANAGEMENT SKILLS**

- Participate in social media

**NARRATIVE AND AESTHETICS SKILLS**

- Interpret
- Recognize and describe
- Evaluate and reflect

**Learning areas** • Social Sciences

**Card language** • Spanish  
• English

## Structure

<b>Sessions</b>	Variable (The activity is carried out in the reading period of the work indicated in the teaching plan)
<b>Duration</b>	One quarter (Variable- depending on the extension of the work)
<b>Number of participants</b>	10-30
<b>Age</b>	• 10-13
<b>Materials</b>	• A literary or history book • Twitter

## Process

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### Key questions

- What kind of books do I read?
- Do I have a favourite genre?
- Do I follow fiction stories or historical recreations on Twitter?
- What is an adaptation? For example, have I seen movies based on books?
- Can you do the same with Twitter or other social networks?

### Development

1. Presentation of the adaptation activity of a literary or historical work on Twitter, the duration and evaluation, agreement on the forms of work, the type of tweets (usable resources), the minimum amount and the frequency of 'tweeting' a week.
2. Selection of possible works by students or groups.
3. For each tweet, the student or the group must make an entry in an 'adaptation journal', in which they briefly explain the decisions taken to make the summary in 140 characters, and the rationale of the multimedia resources used.
4. Each week the teacher needs to collect the tweets and analyse them with the groups in class to see the development of the story, the resources used and make proposals for possible improvements.

### Evaluation

A partial evaluation can be made each week of the students' progress, and at the end of the reading period, with the complete delivery of the tweets and a report that covers the adaptation process and the observations made.

### References for professors

- Twitter: <http://www.twitter.com>  
Twitter account of the documentary Malvinas/30: <https://twitter.com/Malvinas30>  
Documentary Malvinas/30: <http://www.malvinastreinta.com/>

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