



# MARCH FOR OUR LIVES

## LESSON PLAN TEMPLATE

Thank you for partnering with Amplifier to bring art and dialogue around gun-related violence into your classroom. Below is a template lesson plan to help you structure an art build for your students. We hope that you will adapt and improve upon it to meet the needs and age range of your group.

This lesson plan provides students with the opportunity to share their concerns and questions, analyze data around gun violence in the United States, learn about ways that schools and communities navigate gun culture, showcase their artistic creativity, and explore the role of art in social change movements. It is structured as two 45-minute sessions, however would ideally be expanded to provide additional session time for discussion and creativity. If kept as two sessions, students will likely need additional homework time to complete their drawing. We're proud to be partnering with you and your students, and look forward to seeing their creations.

## OVERVIEW

Educators and students are preparing to march in Washington D.C. as well as cities across the country to demand that their lives and safety become a priority and that we end gun violence and mass shootings in our schools today. The following lesson plan suggests an interactive, balanced way for teachers to navigate the highly-charged political and emotional issues behind the topic of gun-related violence.

In this lesson plan, students will discuss how the pervasiveness of gun culture impacts their daily lives and create artwork in response.

Amplifier is partnering with Adobe Project 123 on an [Open Call for Youth Art](#) to create posters for the March for Our Lives. Students are invited to submit the artwork they create in this lesson to the Open Call.

## STUDENT OBJECTIVES

Students will:

- > Gain knowledge and understanding of gun-related violence and how it relates to gun culture.
- > Explore how gun culture impacts students, schools, and communities.
- > Showcase their artistic creativity and have the opportunity to be featured in a national art campaign.
- > Explore the role of art in social movements.

## MATERIALS NEEDED

- > Printed Participant Worksheet for each student (Toolkit).
- > 8.5x11 blank white paper for each participant (Provided by educator).
- > Art supplies or computers for participants to sketch or create their artwork with, depending on the program's preferred platform (Provided by educator).
- > Printed handouts of expository text regarding gun violence statistics:  
<https://www.vox.com/policy-and-politics/2017/10/2/16399418/us-gun-violence-statistics-maps-charts> (Provided by educator).
- > Printed handouts of expository text regarding how students are responding to gun violence:  
<https://www.pbs.org/newshour/education/how-teens-want-to-solve-americas-school-shooting-problem> (Provided by educator).

## SESSION 1

1. Distribute the Participant Worksheet to your students, and ask them to spend a minute looking over the questions. (3 minutes)
2. Ask participants to answer #1, #2 and #3 from the Participant Worksheet, letting them know that it's ok to be feeling sad or scared. They will answer these questions independently. (5 minutes)
3. Pair the participants with a partner to discuss their responses to questions #1, #2 and #3. (10 minutes)
4. Share with students the printed handouts of expository text regarding how students are responding to gun violence in their schools and communities: <https://www.pbs.org/newshour/education/how-teens-want-to-solve-americas-school-shooting-problem>
5. Ask participants to read the text independently. Ask them to reflect on the following class discussion questions:
  - > What's one thing you learned from this article?
  - > What are some of the different ways students are responding to gun-related violence in their schools and communities?
  - > What would our school campus culture feel like without the threat of gun violence?
  - > What are ways that you experience gun-related violence?
  - > How would you define "safety?"
  - > What are some things that make you feel safe? (17 minutes)
6. Class discussion: How might gun-related violence be prevented in the future? (10 minutes)

# SESSION 2

1. Ask students to work on the Participant Worksheet #4 and #5. (5 minutes)
2. Share with students the printed handouts of the expository text regarding gun violence statistics:  
<https://www.vox.com/policy-and-politics/2017/10/2/16399418/us-gun-violence-statistics-maps-charts>
3. Ask participants to read independently and share their thoughts about this information with the class or with a partner. Ask them to share on the following class discussion questions:
  - > What stood out to you as you were reading this?
  - > How does this information relate to the gun culture in your own community? (15 minutes)
4. Ask students to continue working on the Participant Worksheet #6-#9 to brainstorm for their own artwork. (5 minutes)
5. Distribute 8.5x11 blank white paper to all students, and make sure everyone has a drawing utensil.
6. For worksheet question #9, instruct participants to briefly sketch four possible artworks that they could create that represents their response to what they have discussed. 5 minutes
7. Have students pick their favorite from their sketches, and begin working on their final artwork. This may be painted, drawn, sketched, collaged, or created on a computer, but should be clear and any text should be readable from a distance. Text should be no longer than 7 words. (15 minutes)
7. Assign a due date for students to complete their artwork by. Let students know that if they would like to, they are invited to submit the artwork they create to the Amplifier/Adobe Open Call For Youth Art at <http://bit.ly/2FuDhKg>.

## DOCUMENTATION AND FEEDBACK

We would love to share the story of your student art build with the rest of the Education Amplifier network, as well as other educators interested in bringing art and dialogue into their classrooms. If you'd like to share, please email us at [Maribel@Amplifier.org](mailto:Maribel@Amplifier.org). Some emails we like getting most:

- > Feedback: Such as: *How did the lesson plan go? What did you learn? What were your students most interested in? How did they respond? What would you change if you were going to do the art build again? Did you revise the lesson plan to fit your students better, and if so how?*
- > Photos or video of your students in action. If you share this, please indicate if you have permissions for us to share these photos publicly with other educators, or if they are strictly for documentation purposes.
- > Your Story! Such as: *Why did you decide to participate in this art build? What has your experience been so far as an Education Amplifier? How are you using the artwork in your classroom? How have your students reacted to the artwork?*