

Locking Up Our Own: Day 8

Lesson objectives:

- Make connections between the current and past gun control debate and the problem of gun violence
- Examine how the dynamics of inclusion and intersectionality are shaping youth-led activism around gun violence

Assessment:

- Students will complete and submit the Listening Log

Key Points:

- This lesson brings the gun control debate into the present, and recent activism by student groups across the country provides for rich content. Much of this lesson asks students to engage in active listening while watching videos or reading the March For Our Lives statement, with a discussion section at the end. For the lesson to be successful, it's important that students think about how the different forms of gun violence in different contexts are portrayed by the media, political leaders, their communities, and the students themselves.

Component:	Teacher & Student Actions	Materials
Warm-Up or Hook [5 min]	• Do Now: Quick Journaling	
Introduction of new material [5 min]	• Read and review the Statement on March for Our Lives • Introduce students to the concepts on inclusion and intersectionality	Student Statement on March for Our Lives
Independent Practice [15 min]	• Students will participate in a discussion comparing the experiences of the Parkland students, the students in Chicago, and their own	
Closing [5 min]	• Review schedule for tomorrow	

Differentiation Considerations:

Standard(s):

Common Core Standards

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCSS.ELA-LITERACY.CCRA.R.1)
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCSS.ELA-LITERACY.CCRA.R.2)
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.CCRA.SL.1)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (CCSS.ELA-LITERACY.CCRA.SL.3)
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS.ELA-LITERACY.RI.6.7)
- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LITERACY.RI.6-8.10)
- By the end of grade 12, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently and independently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LITERACY.RI.9-12.10)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.6-8.1)
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS.ELA-LITERACY.SL.6.2)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.9-12.1)

C3 Social Studies Standards

- Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. (D2.Civ.10.6-8.)
- Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (D2.Civ.10.9-12.)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12.)
- Compare historical and contemporary means of changing societies, and promoting the common good. (D2.Civ.14.6-8.)
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ.14.9-12.)
- Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (D4.6.6-8.)

- Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. (D4.6.9-12.)

National Core Arts Standards

- Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. (VA:Cr1.1.IIIa)
- Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design. (VA:Cr1.2.8a)
- Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. (VA:Cr1.2.Ia)