

# LESSON PLAN EXAMPLE

**Class:** COMM 3330: Rhetoric of Social Movements: Everyday Violence & Forms of Resistance

**Week 13:** Art as Symbols of Resistance

## **Lesson Focus and Goals:**

- To understand how art can be symbols of resistance, while providing a mode of community building, self-reflection, and healing through the transformation of silence into language and action.

## **Materials Needed:**

- Art supplies (scissors, glue markers, etc.)
- Poster board
- Magazines, newspapers, etc.

## **Learning Objectives:**

- Create a symbol of resistance by relating it to the self and social identity
- Engage in dialogue to reveal different stories related to social movements and intersectionality

## **Structure / Activity:**

On this day, we will visit Los Seis de Boulder to engage with a social movement that stems from CU campus. A poem (Aztlán esta de Luto by Heriberto Teran) will be read to honor those who passed, and reveal how poetry is a part of resistance. The students will engage in a short discussion about Los Seis de Boulder and the assigned reading that discussed how sculptures and art are a form of community building (which relates to the rhetorical strategy of solidification). After a brief discussion, the students will be given a prompt:

*What does resistance within community mean to you?*

They will be tasked with developing their own symbol of community and resistance that relates to their self. After 20 minutes, we will come together in a circle and each student will take a moment to share their drawing and explain what it means to them (if they feel moved to share- participation is not required as I recognize everyone has varying levels of comfort sharing personal stories). During their moment of sharing, I will ask clarifying questions and/or questions that will offer more information about their story and choices. When everyone has shared, I will ask questions about making connections to the reading and one another, while everyone will share at least 1 key takeaway.

## **Assessment:**

### **Formative Assessment:**

- Each student has created a poster and then shared at least 1 key takeaway
- The activity is more focused on sharing voices/stories and creating community as the class is an extremely heavy topic (as we focus on oppression and everyday forms of violence within social movements). It is crucial to experience moments of joy and community building in class, which are important modes of survival and resistance in social movements.