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Statistics of Mass Shootings:

Making Sense Out of Nonsense

The Statistics of Mass Shootings

Middle Schoolers trying to make sense out of nonsense

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Goals

- Students will implicitly understand the public value and importance of presenting factual information.
- Students will implicitly understand the universal benefits of not politicizing issues related to the public health and to national security.
- Students will better understand how technology can be leveraged to effectively complete massive projects in a fraction of the time.
- Students will document all Mass Shootings since Columbine in annually published magazines.
- The students will be able to better understand Mass Shootings.
- Students will be able to access and engage their Federal Senators and Representatives in an effort to induce legislative change regarding mass shootings.
- Students will understand the apportionment of Congressional Districts.
- Students will study the text of the second amendment and better understand it.
- Students will be able to communicate their feelings about mass shootings concisely and effectively in speech, writing, and drawing.
- Students will use their artistic skills to honor and to memorialize mass shooting victims.
- Students will better understand the power of statistical analysis as an informational tool.
- Students will understand how to seamlessly merge different aspects of a massive project into a unified product (magazine).
- Students will develop a sustained affinity for tackling major/minor issues of public concern.

Objectives

- Students will research 20 of the mass shootings that have occurred since Columbine and publish their research findings in a magazine by the end of the school year.
- Students will be able to better understand the researched facts that led to particular mass shootings.
- Students will understand demographically who is more likely to commit a mass shooting.
- Students will understand the types of weapons that are likely to be used in a mass shooting.

- Students will understand the duration of the average mass shooting.
- Students will be able to provide plausible and authentic solutions to mass shootings.
- Students will determine the States and the Congressional Districts where each researched Mass Shooting in the magazine was perpetrated.
- Students will research the identified Congressmen for The States and Districts where the sample of mass shootings occurred .
- Students will write letters to The Congressman (using the Congressman's own words), enquiring about his/her legislative efforts to address Mass Shootings.
- Students will deliver the completed Magazines to local Congressional Offices.
- Students will invite Congressmen to their school for a forum on Mass Shootings.
- Students will understand how and why Congressional Districts are created.
- Students will understand why states have two senators and varying amounts of Representatives.
- Students will study the text of the second amendment.
- Students will study the history of the second amendment.
- Students will draft an amended version of The 2nd Amendment with recent Mass Shootings as a backdrop.
- Students will use the 280 twitter character limit to effectively communicate their original feelings about The Parkland Mass Shooting or another mass shooting that impacted them..
- Students will sketch victims of mass shootings using the art style of realistic anime.
- Students will use the researched mass shooting data to make inferences.
- Students will analyze the statistics of their research and present findings in the form of tables and graphs.
- Students will analyze and evaluate their own writings, conclusions and solutions and present their findings in the form of tables and graphs.
- The students will be able to merge the different aspects of the 20 focal mass shootings into a single annually published magazine (letters to Congressmen; profiles of mass shootings and victims; student artwork; student suggested 2nd amendments; student mass shooting emotions in the form of tweets; mass shooting statistics; Graphs and Tables on Mass Shootings Statistics; Student suggested solutions to Mass Shootings.)

Florida Standards

LAFS.910.SL.1.2:Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SS.7.C.2 **:** Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

SS.7.C.2.14: Conduct a service project to further the public good.

SS.7.C.2.13:Examine multiple perspectives on public and current issues.

SS.7.C.3.5: Explain the Constitutional amendment process.

SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health.

VA.68.F.3.3: Collaborate with peers to complete an art task and develop leadership skills.

MAFS.7.SP.1.1:Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

MAFS.6.SP.1.1: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

MAFS.6.SP.2.4:Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Course Outline/Overview

In recent years Mass Shootings have become a major public health and security concern. From the Columbine Mass Shooting in 1989 to The Parkland Mass Shooting in 2018, Americans, especially school children, have been perplexed as to why these horrific events continue to occur. The truth is, as you read these words someone somewhere in America is planning the next Mass Shooting; we must face reality; the chilling reality is that while I sat in The University of Miami's library writing these words, the mass shooters in El Paso Texas (Walmart, 8/3/19) and Dayton Ohio (Ned Peppers Bar, 8/4/19) were probably planning their attacks.

The school experience for our students and for our own children, has been inextricably altered by these horrific events. School children are now skeptical when teachers and administrators offer honest but hollow explanations after a Mass Shooting occurrence; our children are afraid. Words that provided comfort in the past have been replaced by imagined gunfire in the minds of some of our students and children. Additionally, the necessary security measures at schools (police presence, drills, lockdowns, locked doors, etc) are a constant reminder to our students that they are living a new and un-welcomed reality.

The intent of this project based endeavor is to give students agency in: trying to understand why Mass Shootings occur and who is likely to perpetrate them; changing and steering the public discourse related to Mass Shootings; researching and documenting all Mass Shootings since Columbine; offering their raw emotions related to Mass Shootings; presenting their unique solutions to Mass Shootings; finding a way to access Federal leaders in order to make requisite legislative changes to prevent Mass Shootings.

In early Fall the students are given a particular Mass Shooting to conduct research on. Once the research is completed, the students begin drafting letters to the Congressmen/women that represent the District where the Mass Shooting occurred (Parkland- letters were addressed to Senators Marco Rubio and Rick Scott, and Representative Ted Deutch). Once the writing assignment is completed, the student editors systematically review and edit each letter as needed.

The next step in the project is to have students reflect on the 2nd amendment and how they would change the language of it and why. The students would then draft their responses in a concise paragraph. Following their reconstruction of the 2nd Amendment, the students then write a tweet (limited to 240 characters) reflecting their feelings and emotions upon hearing about a particular mass shooting. Once these drafts have been reviewed by a peer they are then forwarded to the student editors for further review. After the tweets have been edited they are then forwarded to a student who places the submissions into an authentic Twitter format.

Concurrently, student artists are drawing victims of Mass Shootings as the construction of the amendments and the tweets are being drafted. Once the research and the writing have been completed, students then begin looking at the data and constructing graphs and tables in an effort to visually depict their findings. The students also look at the data in an effort to make inferences. Ideally, the research, writing, editing, drawing and statistical analysis should be completed prior to the winter break.

When the students return from winter break, the layout of the magazine begins. Once the placement and the layout of submitted items have been determined, a draft copy of the magazine is then printed. At this time, another group of students are trying to negotiate the best price for the publication of the magazines; this involves calling printing companies and also sending out requests for proposals via the internet. Once a printing company is selected the edited draft is sent to be printed. This portion of the project can be financed through a grant.

While the students wait for the magazine's arrival, they create bi-partisan reading groups for Senators and Representatives from opposing parties to read the magazines collaboratively. When the magazines arrive, selected students and their parents deliver them, with the reading lists, to the offices of our local congressmen/women (Senators Rubio and Scott and Congresswoman Murcasel and Congressman Diaz-Balart). Ideally, the magazine deliveries should coincide with Spring Break. The long term goal of the project is to have our students deliver these magazines annually to The Congress of The United States of America in Washington D.C until there is serious legislative action related to Mass Shootings.

The students then wait a few weeks and then begin their followup with the Congressmen and Congresswomen who were issued magazines. The year ends by tentatively choosing Mass Shooting selections for the upcoming magazine.

Please note that this project based format can be easily adapted to give students insight about and agency on any critical issue where society seems to be at an impasse; Mass Shootings is one such issue.

Lesson Plan (Researching mass shootings using commonly acceptable research standards)

Name of Instructor: Kelsey Major	**Subject Area: Language Arts**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: August 20 - August 31**	**Period(s): 1**

Standard/Objective:

LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or format (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using research terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

At the end of this lesson, students will

Know: How to document and verify the research from multiple sources; how and when to classify a violent event as a Mass Shooting; how many Mass Shootings have occurred since Columbine.	**Be Able To: Identify and differentiate what is fact, opinion, or misinformation about Mass Shootings.**	**Relevance/Think About: How has information/misinformation about Mass Shootings influenced the world today?** **Are there theories about Mass Shootings that conflict with known facts and reality?** **Is enough being done to prevent Mass Shootings?**

Essential Question: Why are Mass Shootings more frequent and more deadly?

Enabling Activity or Do Now: The names of all of The States (written on a piece of paper) will be placed into a bag and each student will choose one of them. Each state will have a mass shooting that has occurred there written on it. Students will be responsible for conducting research on the selected mass shooting. **Instructor will demonstrate how to complete a digital Mass Shooting research form (The form has all of the research questions that need to be answered).**	
Instructional Activities:	**After the instructor has completed his demonstrations students can then begin research on their assigned Mass Shooting. The research is guided by the specific questions on the form (see appendix).** **Bell ringer: Ask students to post their definitions of a Mass Shooting in padlet. Display the Federal Government's definition of a Mass Shooting. Discuss.**
Assessment:	**Students will be informally assessed on their in-class research progress. The purpose of this assessment is to provide feedback and guidance. Students are encouraged to have their peers validate their findings.**
Home Learning:	**Students have approximately 10 days to complete the research on their particular Mass Shooting. The students will submit the completed research form via OneDrive.**

Accommodations:			
ESOL	**Differentiated Instruction**		
Instructions will be intentionally slightly above students English proficiency level; students will be paired, as needed, with a proficient peer.	**The instructions will be presented through a lecture and modeling of the assignment**	.	

Lesson Plan (Understanding and discussing the details of mass shootings)

Name of Instructor: Kelsey Major	Subject Area: Language Arts	Course Name: Speech and Debate (Research and Current Events)
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: September**	**Period(s): 1**

Standard/Objective:

LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or format (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.8.W.3.8: LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data conclusions of others while avoiding plagiarism and following a standard format for citation.

At the end of this lesson, students will

Know: the possible motivation for their particular mass shooting; how many people were killed; who is more likely to commit a mass shooting; the types of weapons likely to be used in a mass shooting; the average duration of a mass shooting.	Be Able To: articulate who is likely to commit a mass shooting and why; identify characteristics of a potential mass shooter.	Relevance/Think About: Have I ever seen or heard someone say or do something that fits the profile of a potential mass shooter? Did someone ever tried to reach out to me in reference to mass shooting related thoughts? Did I report what was seen or heard? Did I know how to report what I saw or heard?

Essential Question: What was the motivation for the mass shooting that I researched?	
Enabling Activity or Do Now: Provide each student with the quoted words of someone who saw a characteristic or a trait of a mass shooter from the research and did not report it. **Instructor will quote President Trump's or another leader's comments:** **Donald J. Trump** ✔ **@realDonaldTrump** **So many signs that the Florida shooter was mentally disturbed, even expelled from school for bad and erratic behavior. Neighbors and classmates knew he was a big problem. Must always report such instances to authorities, again and again!** **8:12 AM - Feb 15, 2018**	
Instructional Activities:	**Each student will use the information on their research form to discuss their mass shooting with a partner. Each student will then be given three minutes to share the summarized details of their event with the class. Students will be required to contrast at least two aspects of their mass shooting with that of their partner's mass shooting.** **Bell ringer: Teacher will quote the words of someone who did not report something that they heard a mass shooter say or do. Students will be allowed to reflect on it for a few minutes.**
Assessment:	**Students will summarize their presentation and submit it digitally via Onedrive (maximum of two paragraphs).**
Home Learning:	**Summarize and submit mass shooting presentation.**

Accommodations:			
		ESOL	**Differentiated Instruction**
		Students will be allowed to conduct initial research in their native language. ESOL students will be partnered with proficient English students as needed.	

Lesson Plan(The political geography of mass shootings: the States and Congressional Districts of mass shootings)

Name of Instructor: Kelsey Major	**Subject Area: Social Science**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: September**	**Period(s): 1**

Standard/Objective:

SS.5.G.4.2: Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state or national problems.

SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

At the end of this lesson, students will		
Know: that that each state has two Senators; that the number of Congressmen in the House of Representatives is based on a States' population; the name of Senators and Representatives that represent the Congressional District where their focal mass shooting occurred.	**Be Able To: see which states and districts have the most mass shootings; understand why some states are more powerful than others; determine which states will gain or lose Congressional Districts based on population trends.**	**Relevance/Think About: Has a mass shooting ever happen in my Congressional District?** **What is my District's name?** **Has a mass shooting ever happened in my state?** **Can I name my Congressional Representative and Senators.**

Essential Question: Is there a correlation between Mass Shootings and State Gun laws that govern Congressional Districts?
Enabling Activity or Do Now: Students will use a map to generally determine which part of the country their event occurred in (Northeast, Midwest. etc.) **Instructor will model this by finding the The Congressional District, Congressional Representative and Senators for a predetermined mass shooting.**

Instructional Activities:	**Each student will conduct research to determine The Congressional District where their event occurred. They will also determine the name of the sitting Representative and Senators. They will verify this information by using the website www.congress.gov/members** **Bell ringer: Three minute kahoot in groups to determine the political and geographical regions of the United States.**
Assessment:	
Home Learning:	**Verify from at least three credible sources that the research information is correct.**

Accommodations:			
		ESOL	**Differentiated Instruction**
		Students will be allowed to conduct initial research in their native language. ESOL students will be partnered with proficient English students as needed.	**The lesson will be presented in lecture form, it will be modeled, and technology will be used.**

Lesson Plan(Use a “tweet” to write about the emotional impact of mass shootings)

Name of Instructor: Kelsey Major	**Subject Area: Health Education/Language Arts**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: October**	**Period(s): 1**
Standard/Objective: HE.912.B.4.1: Explain skills needed to communicate effectively with family, peers, and others to enhance health. LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
At the end of this lesson, students will		
Know: how to use writing to convey their feelings about an area of emotional concern; how to write concisely and effectively; that writing is an effective means to vent.	**Be Able To: concisely convey their emotions through efficient writing; clearly construct mental images of their feelings through writing and shift a negative perspective to one that is positive .**	**Relevance/Think About:? If I can effectively and efficiently describe my feelings in words I am better able to manage negative emotions.** **If I can effectively and efficiently describe my feelings in words I am better able to enjoy more of the present.** **If I can effectively and efficiently describe my feelings in words I am better able to help others to do the same.**

Essential Question: Can writing about my feelings and my fears about mass shootings benefit me?	
Enabling Activity or Do Now: Students will talk to a partner about one of their greatest emotional experiences. Instructor will share a memorable emotional moment where he/she felt vulnerable and almost hopeless (I used the experience of September 11th and watching The Twin Towers fall). I talked about the event for a few minutes then summarized it in a tweet: "Stunned hopelessness quickly covered my entire being. I was watching Americans fall to the ground in a fiery inferno. I didn't have the strength to be angry; I was just speechless and motionless. My hope was restored when President Bush spoke."	
Instructional Activities:	Students will develop a tweet about how they have been emotionally impacted by mass shootings (Parkland etc.). Students will write in long form first and then condense their writing to conform to the 280 or less Twitter criteria. Bell ringer: Use a brief emotional monologue from a Disney Movie
Assessment:	Students will submit the Tweet via Onedrive
Home Learning:	Students will be able to reflect and work on their tweet in order to ensure that it conforms to the Twitter character standards.

Accommodations:			
		ESOL	Differentiated Instruction
		Instructions given slowly and in a manner that is slightly above each student's level of comprehension. Students will be partnered with proficient peers. Students will have access to teacher's model.	A scene from a movie will be used. The assignment will be modeled by the instructor.

Lesson Plan(The ability to impact a national discussion by engaging my Federal elected officials)

Name of Instructor: Kelsey Major	**Subject Area: Social Studies/Language Arts**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: October**	**Period(s): 1**

Standard/Objective:

_LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

SS.7.C.2 **:** Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

<table>
<tr><th colspan="3">At the end of this lesson, students will</th></tr>
<tr><td>Know: how to gain access to their elected officials; how to communicate with their elected officials in writing and verbally; how to use an elected officials spoken words and promises to hold them accountable.</td><td>Be Able To: be a change agent as it relates to public issues;teach their parents how to address power; dialogue effectively and respectfully with powerful people; better understand their civic responsibility as citizens;</td><td>Relevance/Think About:? If an elected official represents my state of district, should he/she always be accessible to me?

Is it reasonable to expect a response from my Senators or Congressman?

Will contacting my elected officials really make a difference?</td></tr>
<tr><td colspan="3">Essential Question: Can I really expect my elected official to champion the cause of a group of middle school students?</td></tr>
<tr><td colspan="3">Enabling Activity or Do Now: Students will share the quotation or promise that an elected official made after their particular mass shooting.

Instructor will share a quotation of an elected official and demonstrate to the students how to confirm if the Representative or Senator kept his word.</td></tr>
<tr><td>Instructional Activities:</td><td colspan="2">Invite a local writer (I invited Andrew Boriga, South Florida Sun Sentinel Reporter) to give a workshop on effective writing. The writer will describe and model the essential components of effective writing. The writer will then lead the students in drafting their individual letters.

Bell ringer: Use a scene from a popular movie to demonstrate the impact of when a person’s spoken words are quoted back to them.</td></tr>
</table>

Assessment:	**Students will read and edit a partner's letter. After the home learning portion is completed, the letter will be submitted via Onedrive.**
Home Learning:	**Students will collaborate with their parents and other family members to make their elected official letter as effective as possible.**

Accommodations:			
		ESOL	**Differentiated Instruction**
		Bi-lingual writer will be invited to conduct a writing workshop. ESOL students will be paired with proficient English peers.	**Students will lesson to lecture on letter composition. Students will watch a video on letter composition. Students will work with partners**

Lesson Plan(Drafting an amendment to The Second Amendment)

Name of Instructor: Kelsey Major	**Subject Area: Social Studies/Language Arts**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: November**	**Period(s): 1**

Standard/Objective:

SS.7.C.3.5: Explain the Constitutional amendment process.

LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning.

At the end of this lesson, students will

Know: what is a Federal Constitutional Amendment; how the Federal amendment process works; what is the Bill of Rights.	**Be Able To: write in a wide and a specific way simultaneously; distill a complex topic down to its essential parts; understand the rules by which they are governed.**	**Relevance/Think About:? Does the constitution or its amendments really impact me and my family?** **When was the last amendment added to the constitution?** **Why is it so difficult to amend the constitution? Is this good or bad?**

Essential Question: Can mass shootings rise to the level where it prompts a constitutional amendment?

Enabling Activity or Do Now: Have students suggest an amendment to a class rule. Create two groups in support of the amendment and two groups against the amendment. Each group must support their positions with properly reasoned perspectives. **Instructor will analyze the reasoned perspectives and lead a class discussion highlighting that amending a constitution has both pros and cons.**	
Instructional Activities:	**The students will review the constitutional pathways to amending the constitution. Students will review the current amendments to the constitution. The students will then review the text and the history of The Second Amendment. Students will then begin drafting their proposed 2nd Amendment.** **Bell ringer: Discuss the relevance of the amendments that gave Women the right to vote and African Americans citizenship.**
Assessment:	**Students will write their Second Amendments from the perspective of it having a potential positive impact on mass shootings. (This assignment should be completed in class).**
Home Learning:	**n/a**

Accommodations:			
		ESOL	**Differentiated Instruction**
		The new vocabulary will be represented visually. Students will be allowed to use dictionaries as needed.	**Modeling and lecture. Students will watch short videos on the constitution and the amendment process.**

Lesson Plan(Using the medium of realistic anime to honor victims of mass shootings)

Name of Instructor: Kelsey Major	**Subject Area: Art**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: August/September/October/ November**	**Period(s): 1**
Standard/Objective: VA.68.F.3.3: Collaborate with peers to complete an art task and develop leadership skills.		
At the end of this lesson, students will		
Know: how to honor mass shooting victims through their art; use art to make strong effective statements; collaborate with partners to improve their work.	**Be Able To: better accept and utilize constructive criticism; follow specific project guidelines and deadlines; better execute leadership responsibilities among their peers.**	**Relevance/Think About:? Is it important for visual art to be incorporated into important public service projects like mass shootings?** **Why is art often seen as a non essential subject area?** **Can non artists benefit from developing an appreciation of art effort?** **Is art the perfect medium for depicting the horrors of mass shootings?**
Essential Question: Can art assist in effectively conveying the emotional terror that is related to mass shootings?		

Enabling Activity or Do Now: Have students view art that effectively captures a particular moment or emotion. Let them explain what they see in the art and what they think it's portraying. Short video about emotions in artwork. **Instructor will present and discuss iconic visual art that captures and portrays emotions.**	
Instructional Activities:	**Students will choose victims from the sample mass shooting population and draw them in the realistic anime genre. Students will add emotions to their artwork as they are inspired to.** **Bell ringer: "Banksy's Napalm Girls" photo can be used.**
Assessment:	**Students will submit their completed artistic works for assessment. All artwork must be uploaded to Onedrive.**
Home Learning:	**Students can complete their artistic work at home.**

Accommodations:			
		ESOL	**Differentiated Instruction**
		Instructions will be given at a level slightly above students proficiency level. Students will be shown many examples of artwork that depict emotions.	**Students will look at emotional art. Students will watch a short video about motion in art.**

Lesson Plan(The Statistics of Mass Shootings)

Name of Instructor: Kelsey Major	**Subject Area: Math**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: November**	**Period(s): 1**

Standard/Objective:

MAFS.7.SP.1.1:Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

MAFS.6.SP.1.1: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

MAFS.6.SP.2.4:Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

At the end of this lesson, students will

Know: Quantitative data can be extracted from qualitative data; Quantitative data can be represented graphically; Graphically represented quantitative and qualitative data increases the chance of a document being read; data is usually best represented in a particular graphical format; the role of inference in statistical analysis; that an adequate size sample could reveal accurate information about a larger population	**Be Able To: use analytical skills to extract quantitative data from qualitative data; use technology to create visually attractive graphs that depict the quantitative data; use technology to create visually attractive tables**	**Relevance/Think About:? Is it necessary to create tables and graphs if I have already expressed it in words?** **How else can I use technology to engage my peers about mass shooting solutions.**

Essential Question: How can statistical analysis and graphical displays help in conveying the horrors of mass shootings?	
Enabling Activity or Do Now: Create groups of two students each. Give one student a quantitative representation of data and the other student a qualitative representation (at least two pages) of the same information. Give each of them two minutes to decode and discuss a summary of what was analyzed and read. **Instructor will model how qualitative data can be quantified and then represented graphically.**	
Instructional Activities:	**Students will quantify aspects of the mass shooting research: weapon type; average number of victims killed; average age of victims; average age of shooters; where did mass shootings take place; how often did students mention mental health in their tweets and 2nd amendments; is there a correlation between mean income and media coverage of mass shootings; race of shooter; how many times students considered the position of gun rights advocates; how many non gun mass killings have occured,etc.** **After the qualitative data has been quantified students will decide how best the quantified data can be represented (line graph, pie graph, bar graph, box and whisker plot, table, etc…)** **Bell ringer: Teacher will show a line graph and a pie chart of the number of students in each grade band. Teacher will lead a discussion on which graph most effectively depicts the data.**
Assessment:	**Students will be given a specific qualitative aspect of the research to transform into a quantitative information. Subsequently students will use a technology tool of their choice (excel, create a graph, etc) to create three graphical representation of their data. The students must then justify which graphical representation most effectively portrays the data.**
Home Learning:	**Students can complete graphical representations at home.**

Accommodations:			
		ESOL	**Differentiated Instruction**
		Instructions given clearly and slowly. Pair with a proficient math student.	**Model the transformation of qualitative data into a graphical representation.**

Lesson Plan(The Statistics of Mass Shootings Community Service Project)

Name of Instructor: Kelsey Major	**Subject Area: Social Studies**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: January and February**	**Period(s): 1**
Standard/Objective: SS.7.C.2.14: Conduct a service project to further the public good. SS.7.C.2.13:Examine multiple perspectives on public and current issues.		
At the end of this lesson, students will		
Know: Service projects are an important aspect of civic engagement; sustained service projects can have a positive impact of public discourse and public action; busy elected officials respond to the most organized and most persistent constituents	**Be Able To: create and lead others in a service project; maintain a neutral perspective on social issues that have been politicized; effectively research an issue and compile the findings in an appealing format.**	**Relevance/Think About:? I am a student and many mass shootings happen at schools.** **Mass shootings also happen at worksites where my parents are.** **Mass shootings also happen in public places like churches, malls and concerts.**
Essential Question: Has mass shootings rose to the level where the public now demands a constitutional, legislative of an executive intervention?		

Enabling Activity or Do Now: Have students review the lessons in their textbook. Ask them which lessons are more important? Watch a short service project video. **Instructor will explain that the order in which student work appears in the magazine does not reflect its importance. Instructor will reiterate the importance and worth of each submission.**			
Instructional Activities:	**Final drafts of all aspects of the project are printed. Individual group leaders (editor, writer, artists, tweet formater, researcher, math) will collaborate with the teacher to determine the order in which magazine items will appear. The organization of the dispirate parts is important to ensure coherence. Once the order of the magazine's content has been decided, the digital document can then be sent to the printing company**		
Assessment:	**n/a**		
Home Learning:	**n/a**		
Accommodations:			
		ESOL	**Differentiated Instruction**

Lesson Plan(The Statistics of Mass Shootings Community Service Project)

Distribution of magazines and follow up letters

Name of Instructor: Kelsey Major	**Subject Area: Social Studies**	**Course Name: Speech and Debate (Research and Current Events)**
Unit Name: The Statistics of Mass Shootings	**Implementation Dates: March**	**Period(s): 1**
Standard/Objective: SS.7.C.2.14: Conduct a service project to further the public good. SS.7.C.2 **:** Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.		
At the end of this lesson, students will		
Know: that there are local offices for their Congressmen and women; that the office of elected officials are open to all constituents; that they will always be received if they visit a local elected official's office.	**Be Able To: locate the office of elected officials; communicate with elected officials and staff; will be able to articulate their position on key public concerns**	**Relevance/Think About:? Is the seat of power as close as it seems?** **Can I really be an agent of change with a relevant service project** **I have an opportunity to impact meaningful legislation.**
Essential Question: Can a timely and properly executed public service project really impact legislation?		

Enabling Activity or Do Now: Conduct mock activity where students pretend to deliver the magazines to the respective offices. **Instructor will explain the importance of a first impression when interacting with public officials at this level. The instructor will model proper demeanor, word choice, diction and dress.**	
Instructional Activities:	**n/a**
Assessment:	**n/a**
Home Learning:	**n/a**

Accommodations:			
		ESOL	**Differentiated Instruction**

Implementation Guidelines

(Note that the format of this project can be adapted to any public interest topic)

The students that will implement the Mass Shooting project should be identified at the beginning of the school year. The hook for students who are interested in the project is that their names will appear in a magazine that will be read by United States Congressmen. Once the group has been selected and the goals and objectives of the project have been explained then students must have their parents complete the requisite media release forms.

It is important that a retreat or a bonding session be organized early in the year to encourage camaraderie and teamwork (Our bonding exercise was Baynanza which occured in The Spring; it was very effective but it occurred too late in the year). The District requires extensive paperwork for field trips so this must be discussed with The Principal at an early date. At the same time a calendar of days should be sent home to the parents indicating when students will be required to remain after school for an hour and a half. Plan at least five days to remain after school in order to complete segments of the project. Wednesdays were convenient for this project because that is an early release day for our school.

Have the selected group members anonymously submit and then democratically decide on a name and a subtitle for the magazine. The name of the magazine that the students decided on was "First Shot"; *The statistics of mass shootings. Middle Schoolers trying to make sense out of nonsense*. The name selection should happen no later than the second week of school.

Determine the main interests of students (writing, research, editing, proofreading, budgeting and financial management, drawing, statistics, civics and government, geography). This will make the project more efficient and effective if students are placed in areas of interest. Please note that the placements are not rigid; students are allowed to move from group to group.

Each student then randomly chooses a mass shooting and begins his/her research. The research is guided by questions on a premade form (see appendix). I used a physical form. However, it is more effective if a form is made in the Google Forms App and students fill it in the information online. If the form is constructed correctly, Goggle Forms will disaggregates the data. This eliminates excess paper

submissions and misplaced forms. The lesson plan indicates the teacher's role in modeling each aspect of the project.

The forms will guide the students to determine the State and the Congressional District where their particular mass shooting took place. The students will document the names of the current sitting Senators for the state and the current Congressional Representative for the District. The students must then locate a relevant quotation made by each elected official.

After the research is complete the students should reflect on their feelings upon hearing about yet another mass shooting. The goal is to initially have students write out their feelings in paragraph form. Ultimately, the students will condense their long form feelings into a 280 character tweet. A tweet format specialist would have to be chosen from among the students to conform the student submissions to the Twitter format.

The emotions from the tweets along with the quotations and the students insights and perspective must then be drafted in a concise letter to the elected officials. The idea is to use the officials own words/promises to remind him/her of what she originally said. I invited a writer(Andrew Boriga, The South Florida Sun Sentinel) to my class who conducted a workshop to assist the students in effective letter construction. However, a language arts teacher can easily fill this role.

The students are then required to review The Second Amendment and its history. The review should occur with mass shootings as a backdrop. The goal is to have students reflect on the amendment and then write their version of what they think the amendment should be in light of mass shootings. This aspect of the project could be outsourced to a Social Studies teacher.

Once the mass shooting research forms, tweets, letters, and Second Amendments are completed they are sent to the student editors. The student editors are tasked with correcting grammatical, punctuation, spelling and factual errors. This is a daunting task, so the editors must be carefully selected and they must also be capable of effectively completing the task. Junior editors should also be selected to ensure project continuity in the upcoming years. As the editing is completed the work should be uploaded to Onedrive.

Concurrent with the writing portion of the project, the artistic students should begin their drafts of mass shooting victims. The artist are also responsible for the cover of the magazine and all of the photographic selections. If the school has an Art teacher she could be responsible for managing this aspect of the project.

The entire cohort must be involved in the statistical aspect of the project. Those students who are not strong in math should be paired with their more proficient peers. The statistical analysis is a key feature of the project and should be foregrounded. Students should be encouraged to search for quantitative data patterns from among their qualitative research. It should also be emphasized that the graphical

representation of quantitative data allows the research to be accessible to a larger audience (visual learners).

The finance and budget students should have been reaching out to print companies in an effort to secure the best price for the printing of the magazines. The cost for printing can be subsidized through a grant or it can be parent funded (parents are likely to financially support a project where their child's name is mentioned). Parents will likely want copies, so if the grant does not cover the printing cost for extra magazines let the parents know the cost to secure a copy. The Education Fund fully funded this project.

The leaders among the students then collaborate with the teacher to determine the layout and sequence of the magazine; the layout must be thoughtful and intentional. Once this has been accomplished the magazine is sent off to be printed. Internet companies will review your draft and ask you to confirm their review or make changes. After changes are made and the draft is confirmed, it will take about three days to have the printed magazines shipped to your school site or home.

While the magazines are being printed students can create bi-partisan reading lists of the Senators and Representative mentioned in the magazine. Also, at this time parents should be recruited to deliver the magazines to offices of our local Congressmen/women. The students should document their visit by taking pictures. They should also request pictures to be forwarded to them of the elected officials reading the magazines. The officials at all of the offices were impressed with the quality of the work that the students did. The delivery of the magazines should coincide with Spring Break.

Finally, after about two weeks, followup letters should be sent to each elected official who was issued a magazine.This correspondence should solicit feedback, the legislator's thoughts on the magazine's content and the legislative progress related to mass shootings.

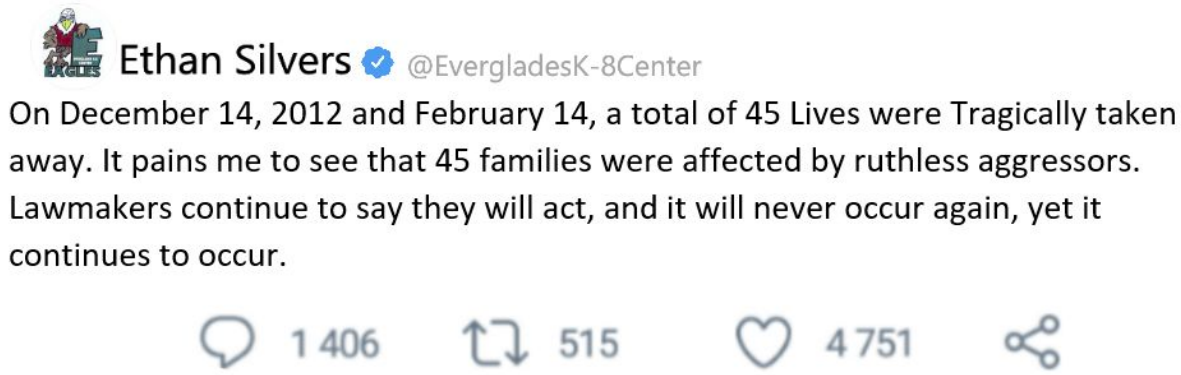
The final task for the cohort should be to select a subtitle for the upcoming magazine and to identify specific mass shootings that could be topics of research.

Resource List

Technology:

- The Internet and The World Wide Web
- Laptop computers
- Desktop Computers
- Smart Phones
- Smartboard
- Google Docs
- Google Forms
- Washington Post Mass Shooting database(Use to verify the validity of student research) https://www.washingtonpost.com/graphics/2018/national/mass-shootings-in-america/?noredirect=on&utm_term=.22c5e2eb084b
- The Congressional District Locator(Use to determine Congressional Districts and Representatives) **www.congress.gov/members**
- Onedrive
- Drawing paper ($15.00)
- Pencils ($5.00)
- Colorful markers ($15.00)
- Snacks ($200.00) (For the retreat and 5 afterschool sessions)
- Magazine printing (Approximately $6.00 per magazine; price based on quality)
- Postage ($75.00)
- Baynanza (bounding exercise)
- Andrew Boriga (The Florida Sun Sentinel writer that conducted workshop)
- Student letters to Congressmen (copy and paste in browser): https://miamidadeschools-my.sharepoint.com/:w:/g/personal/0420669_students_dadeschools_net/EYjghHbJIE5Jk4teLb5-dtoBS-Kf9t-u5sz4AxTYI_JyBw?rtime=S-29njcZ10g

- Student tweets:



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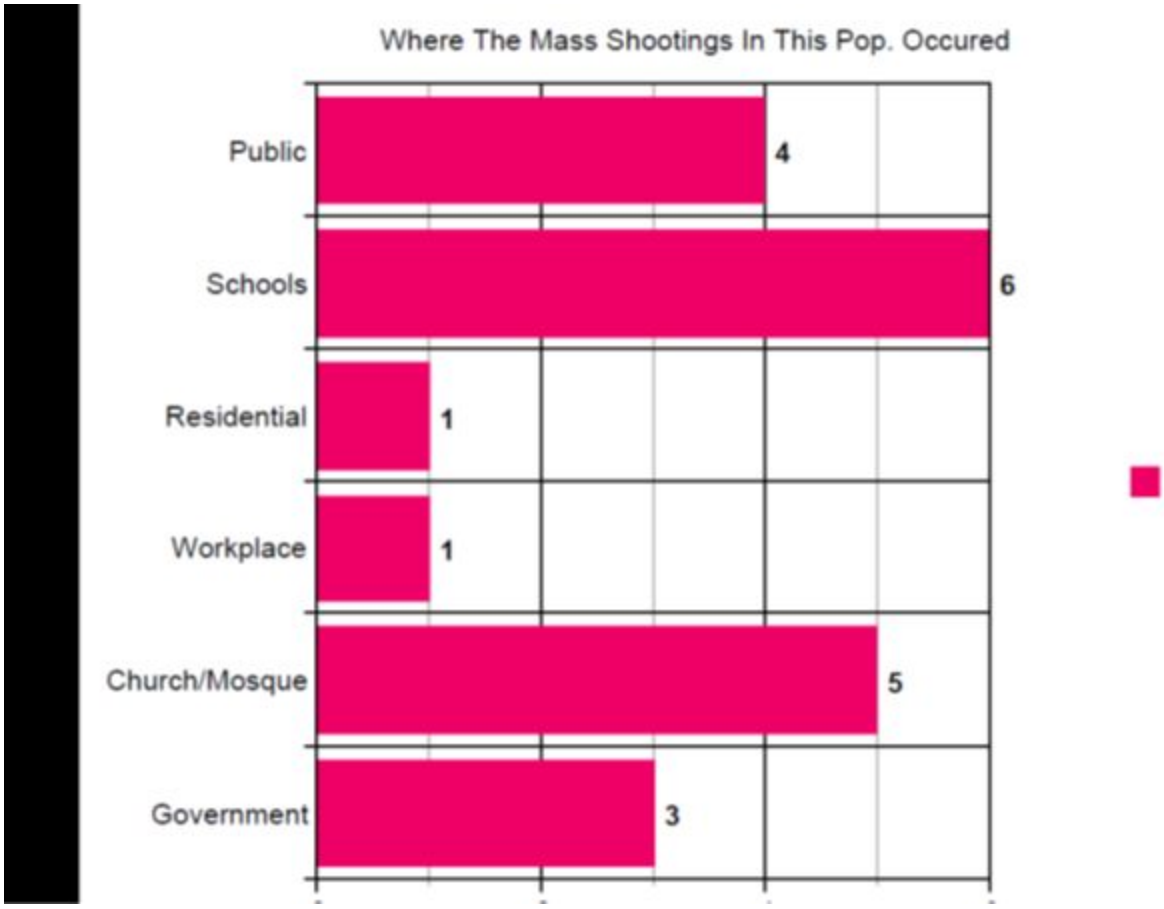
- Student realistic anime:Anna Marquez Greene killed at Sandy Hook Elementary School (12/14/2012); Debony Groves killed in The Waffle House (4/22/2018)

- Students graphical representation of qualitative and quantitative data:



- Student letter and reading list for Congressmen:

June 7, 2019
The Honorable Rick Scott

801 North Florida Avenue
Suite 421,
Tampa FL 33602
United States Senate

Dear Senator Scott:

My fellow classmates at Everglades K-8 Center (Miami. Florida) and I are gravely concerned about the severity and the frequency of mass shootings that have occurred across America in recent months/years. We do not want mass shootings to become a point of reference in our future conversations as Vietnam is for you and September 11th is for our parents. However, we wanted to do more than just write a letter to our elected officials.

At the beginning of the 2018 - 2019 school year, under the guidance of our teacher, we embarked on a very ambitious project based learning experience that was centered around mass shootings. Our goals were to honor the victims of mass shootings; analyze data from these horrible events; highlight the emotional yet strong voices of our middle school classmates; engage and hold accountable our federally elected representatives on the issue of mass shootings; and to provide possible solutions to end these horrific events. Our year long effort is reflected in the magazine “First Shot”, that we have created and are presenting to The Congress of The United States.

As our Senator, we are enlisting the support of your office to aid us in distributing the “First Shot” magazine to your congressional colleagues. In an effort to encourage bi-partisan cooperation, we have created reading pairs of specific Republican and Democratic senators (see enclosed list). It is our great hope that this exercise will help in the creation of meaningful legislation in the immediate future.

We will publish this magazine each school year until there is notable legislative change as it relates to mass shootings. We acknowledge that you have a very difficult job but we must depend on you and your colleagues to do more. My classmates and I thank you for your present and future support.

Sincerely,

Ethan Silvers (13),
Future Voter and Student at Everglades K-8 Center
8375 SW 16th St,
Miami, FL 33155

Senator	State	Political Party	Reading Partner	Delivered By	Page
Cory Gardiner	Colorado	Republican	Dick Durbin	Rick Scott	6, 7
Rick Scott	Florida	Republican	Tammy Duckworth	Rick Scott	10, 34, 35
Thom Tillis	North Carolina	Republican	Richard Blumenthal	Rick Scott	11
Ted Cruz	Texas	Republican	Chris Murphy	Rick Scott	15
Dick Durbin	Illinois	Democratic	Cory Gardner	Rick Scott	16
Tammy Duckworth	Illinois	Democratic	Rick Scott	Rick Scott	16
Richard Blumenthal	Connecticut	Democratic	Thom Tillis	Rick Scott	22
Murphy	Connecticut	Democratic	Ted Cruz	Rick Scott	22

Completed student research form:

"First Shot"
Scott Beigel
Hero Teacher

Age: 35 - Geography Teacher

University:

Favorite Place: Starlight Summer Camp (Starlight, PA)

Scott was safe in his classroom but he opened the door to save students. While ushering students in, Scott's body was pierced with bullets and he lost his life so that his students could live.

Congressman Theodore E. Deutch Quote: "That the last Congress failed to pass even the most basic gun safety legislation, like the ban on high capacity ammunition magazines that we are reintroducing today, is shameful,"

Senator Marco Rubio Quote: "I absolutely believe that in this country if you are [under] 18 years of age you should not be able to buy a rifle and I will support a law that takes that right away."

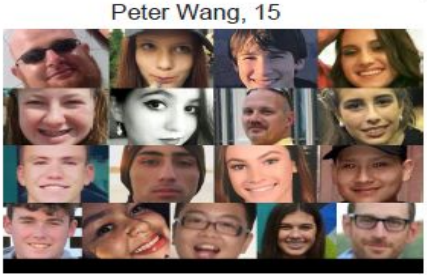
Senator Rick Scott Quote: "The violence has to stop. We cannot lose another child in this country to violence in a school," Scott said at a news conference on Thursday. "If someone is mentally ill, they should not have access to a gun … None of us want anything like this to happen again." (Business Insider.com)

Parkland/Marjory Stoneman Douglas Mass Shooting Florida's 22nd Congressional District

Date: February 14, 2018
Shooting Began at: 2:21 pm
Shooting Ended at: 2:28 pm

# of People Killed: 17
About 2 ½ people killed per minute.

Alyssa Alhadeff, 14 - Scott Beigel, 35
Martin Duque, 14 - Nicholas Dworet, 17
Aaron Feis, 37 - Jaime Guttenberg, 14
Chris Hixon, 49 - Luke Hoyer, 15
Cara Loughran, 14 - Gina Montalto, 14
Joaquin Oliver, 17 - Alaina Petty, 14
Meadow Pollack, 18 - Helena Ramsay, 17
Alex Schachter, 14 - Carmen Schentrup, 16
Peter Wang, 15



# of People Shot: 31
About 5 people shot per minute

- **Statistics**
- Weapon: AR - 15 Assault Rifle (Semi-Automatic)
- Bullets Fired: About 150 (CNN)
- Shooter: White Male
- Shooter's Age: 18
- Shooter's Mental State: Referred to be Baker Acted; Self Harm; Depression; Violence at School (Inquisitor)

"The answer my friend is blowing in the wind...." Bob Dylan