

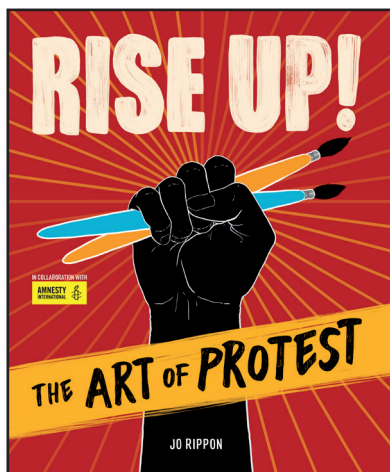
RISE UP!

THE ART OF PROTEST

A LESSON GUIDE

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Jo Rippon
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ABOUT THE BOOK

Developed in collaboration with Amnesty International, *Rise Up!* encourages young people to engage in peaceful protest and stand up for freedom. Images of protest posters and other resistance media celebrate the ongoing fight for gender equality, civil rights, LGBTQ rights, refugee and immigrant rights, peace, and the environment. Published simultaneously for adult readers by Imagine Publishing as *The Art of Protest*.



ABOUT THE AUTHOR

Jo Rippon is a writer and editor of books for adults on music and art. She lives in London with her husband and children.



ABOUT AMNESTY INTERNATIONAL

Amnesty International began in the early 1960s as a global letter-writing campaign on behalf of political prisoners. They have gone on to campaign against torture, the death penalty, mass surveillance, and police brutality, among many other causes.

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WOMEN'S RIGHTS ARE HUMAN RIGHTS

CLASSROOM DISCUSSION

- Why do you think this chapter begins with a German poster? Read the caption aloud and discuss the timeline of global women's suffrage.
- "The story of women's struggle for equality belongs to no single feminist nor to any one organization but to the collective efforts of all who care about human rights."—*Gloria Steinem, feminist, journalist, and activist*. Do you agree? Why or why not?
- Are you familiar with the slogan "Respeto a mi existencia o espera resistencia" or its English counterpart, "Respect my existence or expect resistance"? What do you think makes this a successful slogan? What in general makes a slogan successful or unsuccessful?
- Consider the reading you have done for school this year in literature and history. How often are women the authors of your texts?

PROJECTS

By the Numbers: Seek out a reputable source of statistics related to an issue such as workplace equity, educational equity, sexual assault, domestic violence, MMIWG, the ERA, healthcare access, etc. Present five statistical facts to your class with compelling data visualizations.

Profile a Designer: Research one of the poster designers whose work appears in this chapter. What led them to create protest art for women's rights? What artists or movements influenced their work?

Sloganeer: Do some background research on a piece of legislature relating to women's rights and craft an effective slogan in support or protest of the legislature.

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OUR DIFFERENCES ARE
ONLY SKIN DEEP

CLASSROOM DISCUSSION

- This chapter begins with a poster bearing the message “Honor King: End Racism!” Discuss Dr. Martin Luther King, Jr.’s impact on American culture and ideas about race and justice. What do you know about Dr. King’s life and work?
- Discuss the timeline of slavery and segregation in the United States. Consider that there are people alive today who lived under Jim Crow laws and that the last known survivor of the Atlantic slave trade passed away in 1937.
- In the United States, slavery and racism are often discussed in the context of the South. If your classroom is not in a Southern community, do you know the racial history and context of your own area?
- What do you know about South African apartheid? What do you know about Aboriginal colonization in Australia? Discuss these two examples of racism outside the United States. Are there other examples you can think of?
- While the text of this chapter largely discusses racism in an African American context, the poster examples cover racism against Middle Eastern, Latinx, and Native American people. What do you know about the history and current incarnations of racism against these populations?

PROJECTS

Speak Up: Research and analyze a speech on racial justice by a speaker other than Dr. Martin Luther King, Jr. Include a brief introduction outlining the context in which the speech was given.

Hear It From the Source: Interview someone in your community who has organized or protested for racial equality.

Archive Deep Dive: Examine a web archive of protest art, such as the Art of the March archive (which documents signs carried in the 2017 Boston Women’s March). How is the archive hosted, organized, and navigated? Is it accessible? How was the artwork collected? What group or institution created the archive?

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THE FIGHT FOR PEACE

CLASSROOM DISCUSSION

- What do you know about anti-war movements before the World Wars?
- Why do you think the Vietnam War caused such a surge of peace demonstrations and anti-war sentiment?
- What do you know about anti-war movements in a post-9/11 context?
- What does it mean to be a conscientious objector? What are some religious or philosophical traditions that lead people to identify as conscientious objectors? Does one need to be religious in order to be a conscientious objector?
- How are military service members and veterans treated in the United States? Why do you think that is? What is your community's relationship to the military?
- Men in the United States between the ages of 18 and 26 must register for conscription into the military. Do you think this is ethical? Why or why not? When was this law instituted? How has the draft been used throughout American history?

PROJECTS

Singing for Peace: Find three examples of protest songs against war: one written before 1945, one written between 1945 and 1975, and one written after 1975. Analyze the lyrics: Who is the narrator of each song? Who is the antagonist? What role does military technology play in the song? What picture do these songs paint of war over the course of the twentieth century (and possibly earlier, in the case of the first song)?

Veterans' Voices: Research the work of Veterans for Peace or another anti-war organization which centers the experiences and contributions of veterans. If possible, contact a local chapter. Put together a presentation for your class on the organization's history, mission, and current activities.

The True Cost: As a class, create a compelling large-scale visualization of the lives lost in a war of your choice. Display it in the cafeteria, the front entry, or another central gathering place in your school.

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YOUNG PEOPLE FOR CHANGE

CLASSROOM DISCUSSION

- How does this chapter define “young people”?
- Why do you think so many protest movements have been helmed by student groups? What are some advantages and disadvantages of a student protest?
- Besides being organized and/or participated in by students, what do the movements in this chapter have in common?
- Are any of the protest movements named in this chapter unfamiliar to you?
- Have you participated in or helped lead a protest? If so, what spurred you to action?
- How did student organizing happen before the invention of the internet? Would you say that the rise of social media has helped or hindered student causes?

PROJECTS

Hear Your Peers: As a class, put together a current-issues poll and circulate it among your peers at school to gather their opinions. Then, create a data visualization of the results that communicates which issues are most important to your school community.

Tune In: Produce a 10- or 15-minute podcast episode about an issue dear to students in your community. Include quotes from interviews with at least two peers.

Call it In: Organize a phone-in campaign to your local or Congressional representatives about a piece of legislation relevant to you and your peers. Provide a quick and easy script for callers to read off in a warm, convivial group setting.

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FREE TO LOVE

CLASSROOM DISCUSSION

- Discuss the poster which opens this chapter. Why do you think it was so widely circulated? What visual and textual elements make it a successful poster? Would you have chosen a different slogan or design?
- Why do you think the 1960s were the point when LGBTQ activists began to gain traction and see change in the United States?
- Discuss the timeline of marriage equality. Why did it take so long to legalize same-sex marriage? Why was marriage such a key issue in LGBTQ organizing and campaigning?
- The 1969 Stonewall uprising is commemorated by posters and organizations which appear in this chapter. What do you know about Stonewall? Why do you think this event is or is not taught in more schools?
- On page 50, the poster “A Little Too Straight” presents ten historical figures whose sexuality is commonly elided. Were you aware that any of these figures were LGBTQ? If so, how did you come to that knowledge? Do you know off the top of your head of any other historical figures who are LGBTQ?

PROJECTS

Gathering Together: Many posters in this chapter are produced by or on behalf of an LGBTQ community organization such as GLAAD, PFLAG, or Stonewall. Put together a presentation for your class on the history of an LGBTQ organization in the United States or abroad.

Reclaim, Rename: This chapter opens with an explanation of the LGBTQ acronym, particularly the Q, which stands for “questioning” and also for “queer,” which some members of the LGBTQ community have reclaimed after it was used as a slur. With reference to essays and articles on the topic of reclaiming slurs (sexual, religious, racial, gendered, etc.), write an essay or article explaining your own position on this practice.

Represent: As a class, list all the movies, TV shows, books, comics, graphic novels, podcasts, video games, and other entertainment media you’ve consumed over the last month. How many of them feature an LGBTQ character or relationship? Of those, select one and write a brief article analyzing the quality of the representation. If the answer is “none,” research and view a critically acclaimed piece which does feature an LGBTQ character or relationship.

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STAND TOGETHER FOR THE PLANET

CLASSROOM DISCUSSION

- This chapter begins with an acknowledgment that Indigenous cultures around the world have had environmental laws long before the advent of Western environmentalism. What do you know about indigenous environmentalism and the role of Indigenous activists in modern environmental causes? Where did you learn this information?
- What do you know about climate change and greenhouse gases? What are some ways in which climate change has affected your community?
- This chapter includes some of the most visually striking posters in the book. Discuss the imagery at work in these posters. What makes each successful? Why did the designers choose the media they did?
- “Environmental activism” is an umbrella term covering many important causes, including clean air, clean water, renewable energy, biodiversity, etc. Is there a particular environmental cause that is dear to your heart?

PROJECTS

In My Backyard: Research a local environmental cause. As a group, put together a social media campaign supporting a local organization’s efforts toward that cause.

Starting at School: In conjunction with school leadership, help organize a community meeting to discuss your school’s current sustainability measures and its goals both as an individual school and district-wide.

Planting Progress: Invite a speaker from a local farm or agricultural organization to discuss their work and their concerns for a sustainable, productive future in the face of changing climate and technology.