



Second Amendment- Do you want your teachers locked and loaded?

Time Frame: 1- 2 class periods	Author: Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation, mdaneels@illinoiscivics.org
Proven Practices of Civic Education <ul style="list-style-type: none">✓ Instruction on government institutions✓ Use of current & controversial issues✓ Simulations of democratic practices✓ Service Learning	
<u>IL Social Studies Standards</u> <p><u>SS.IS.1.9-12:</u> Explain how a question reflects an enduring issue in the field</p> <p><u>SS.IS.4.9-12:</u> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><u>SS.IS.5.9-12:</u> Identify evidence that draws information from multiple sources to revise and strengthen claims.</p> <p><u>SS.IS.6.9-12:</u> Construct and evaluate arguments to a targeted audience in diverse settings.</p> <p><u>SS.CV.4.9-12:</u> Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.</p> <p><u>SS.CV.7.9-12:</u> Describe the concepts and principles that are inherent to American Constitutional Democracy.</p> <p><u>SS.CV.9.9-12:</u> Evaluate public policies in terms of intended and unintended outcomes and related consequences</p>	<u>CCSS/ELA History/Social Studies Standards</u> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

**Essential Question:**

- What is the balance between individual rights and the common good?
- How do we keep students safe?

Supporting Questions

- What is the significance of the Second Amendment?
- What are the limits on the right to bear arms per the Second Amendment and judicial review?
- How do the left and right differ on the presence of concealed weapons in schools to keep students safe?

Resources Required with Citations

“The Case for Gun Rights is Stronger than you Think by William J. Bennett-CNN.com” CNN. Cable News Network, n.d. Web 19 Dec 2012. <<http://www.cnn.com/2012/12/19/opinion/bennett-gun-rights/index.html>>

“Arm Teachers: The Facts Argue Against It by Violence Policy Center” National Center on Domestic and Sexual Violence, n.d. Web 04 Sept, 2017. <http://www.ncdsv.org/images/VPC_Arm-teachers-the-facts-argue-against-it.pdf>

Statement Sort by Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation. Available at <http://tinyurl.com/gunsort>

Parliamentary Procedure Guide by Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation. Available at <https://tinyurl.com/ilcivicsparli>

Powerpoint by Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation. Available at <http://tinyurl.com/concealedppt>

Recommended Procedures

1. Provide introductory information about the 2nd amendment to the class. May use/revise ppt for the introduction.
2. Put students into pairs.
3. Give each student an envelope of the statements cut up. Have students take statements out and infer the topic for deliberation related to the 2nd amendment.
4. Have students sort statements into two categories, four statements each.
5. Give each student in the pair one of the primary source readings. Instruct students to closely read their source and identify the four statements from statement sort that are paraphrases of their reading.
6. Have students go through reading a second time and “*” any additional claims the author makes.
7. To check their understanding, have students with the same reading gather in a corner of the room, bringing annotated reading with them.
8. Have students pair up with an individual that had the same reading and write a brief paragraph summarizing claims from the assigned reading.



<ol style="list-style-type: none">9. Have students return to their original pairs and share paragraphs with one another, listeners, should paraphrase back what they heard.10. Have students pick the statement that best reflects their perspective on the issue or write their own unique statement.11. Have students put desks in “U” formation for deliberation of the <i>Keep our Student Safe Act</i> (see ppt).12. Go over basic rules of parliamentary procedure with class. Designate deliberation time and begin.13. At the end of the deliberation, have students vote on the resolution.14. Have students write a paragraph summarizing their position on the issue, addressing claims and counterclaims. Teachers could use tools such as google classroom & blackboard.com to promote online deliberation.	
Possible Service Learning Extensions <ul style="list-style-type: none">• Students can write an elected official advocating their position• Students can write letters to the editor or craft an editorial cartoon on the issue.	Differentiation <ul style="list-style-type: none">• Advanced students may not use statement sort and curate further sources on the issue.• For classes that need more literacy support, the teacher can model step 5 with one of the readings to the whole class, have the class practice with the remaining reading and check to understand• Deliberation can occur without the primary source analysis; using only the simplified statements.
Possible Assessments <ul style="list-style-type: none">• In-class deliberation• Vote• Four corner check• Blog• Letter to an elected official• Letter to the editor or political cartoon w/ explanation.	Other Considerations <p>If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.</p> <ul style="list-style-type: none">• Conducting a Civil Conversation in the Classroom by CRFC• Contracting by Facing History and Ourselves