



2nd Amendment – Bridging the Gap Between Gun Control and Gun Rights Groups

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Time Frame: 1 day (45- 50 minutes) This lesson plan is a part of a unit on civil rights. We look to see how the Supreme Court has placed restrictions on some of our freedoms in the Bill of Rights.	Proven Practices (indicate which practices used) ✓ Instruction on government institutions ✓ Use of current & controversial issues
<u>IL Social Studies Standards</u> <u>SS.IS.1.9-12:</u> Address essential questions that reflect an enduring issue in the field. <u>SS.IS.5.9-12:</u> Identify evidence that draws information from multiple sources to revise or strengthen claims. <u>SS.IS.7.9-12:</u> Articulate explanations and arguments to a targeted audience in diverse settings	<u>CCSS/ELA History/Social Studies Standards</u> <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. <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.
Essential Question: Are We Free?	
Supporting Questions: What does the 2nd Amendment say about gun ownership? What is the difference between gun control and gun rights groups? Can Americans agree on common sense gun restrictions?	
Resources Required w/Citations: Copy of the 2nd Amendment in the U.S. Constitution Article used: "Does the U.S. Need Tougher Gun-Control Laws? in <u>Upfront</u> magazine - published by <u>The New York Times</u> April 20, 2015	
Recommended Procedures: <ul style="list-style-type: none"> • Opener: Again, ask the essential question of the unit: "Are We Free?" • Show a short Powerpoint on the 2nd Amendment. Perhaps embed videos depicting 18th Century weapons vs. weapons used in 2018. Insert a current event by showing the facts of a 	



recent mass shooting in America (keeping my fingers crossed there will not be one). List names of current interest groups that focus on gun control or gun rights.

- Have the class read the article “Does the U.S. Need Tougher Gun-Control Laws?” aloud.
- Ask each student to choose the statement in the article that best explains their feelings on this issue. Write this statement in their notes.
- Remind the student that we are always trying to take our emotion about an issue and turn it into informed, educated words and statements.
- Have each student get with their partner, read their statement, and explain why they like that sentence the best.
- Show hands: Did you and your partner both choose statements on the YES side? The NO side? Have you and your partner ended up on different sides of this issue?
- Reminder: For many Americans ending up on the different sides of the issue means stalemate. Let’s go past that, list in your notes 5 sensible gun restrictions that you and your partner can both agree to. Give them an example: Kindergartners should not be allowed to bring guns to school. Remind them the government must balance freedom and safety.
- Wrap up: Have each group say their individual statements and list their 5 agreed restrictions.
- Could put the agreed restrictions on the board and see if we get a class consensus on any of them.

Possible Service Learning Informed Action:

Have an activity in which students think what issue they are most concerned with: gun rights, abortion, immigration (DACA), etc... Put them on computers to find out what interest groups are out there on that issue. Research them and decide which one they might consider joining.

Perhaps when they get home they could discuss with their parents the possibility of joining that group.

Differentiation:

This lesson plan can be done with many different controversial topics. Just find a balanced pro/con article that explains both sides.

Possible Assessments:

A formative assessment is to listen to the students as they present at the end to see if they seem to understand the issue.

Summative assessments could be questions on the unit test and final exam about this topic.

Other Considerations: ProCon.org is a website to find arguments for each side of an issue.