



| ASSABET VALLEY REGIONAL TECHNICAL HIGH SCHOOL |

Gun Control and the 2nd Amendment

U.S. Government & Society

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| **MARLBOROUGH, MA** |

An Analytical Look: The Controversy behind Gun Control and the 2nd Amendment

Lesson Plan Outline

Grade Level: 12th Grade, U.S. Government & Society

Duration: 60 Minutes

A. Educational Standards

Massachusetts Curriculum Frameworks

- ***American Government:***

USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.

USG.1.9 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.

- *Example(s):* United States Constitution (1787), Bill of Rights (1791)

USG.3.11 Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.

Common Core: Common Core State Standards Initiative

Writing Standards for Literacy History/Social Studies (Grades 11-12 students):

1. Write arguments focused on *discipline-specific content*.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

B. Essential Question

- Is the right to keep and bear arms in the United States an individual or a collective right?

C. Enduring Understandings

- The debate on gun control is an ongoing, complex conversation that is being had at all levels of government and society in this country, and is one without a clear answer.
- The debate on gun control is rooted in peoples' values, peoples' safety, and peoples' rights and freedoms.

D. Student Learning Objectives: Student will be able to...

(Identify, describe, explain, analyze, compare/contrast, evaluate, apply...)

- **ASSESS** historic arguments that have been made in support of the individual or collective rights interpretations of the Second Amendment.
- Promote an understanding of the contemporary gun control debate by **ANALYZING** a synopsis of a landmark Supreme Court decision and key points from the majority and dissenting opinions.
- **EXPLORE** the balance between individual and collective rights by **EXAMINING** gun control policies across the nation.
- Enable students to **CRAFT/CREATE** their own opinion of gun control policies that demonstrates comprehension of the 2nd Amendment, as well as the debates surrounding its interpretation.

E. Learning Activities: Academic Language & Prerequisite Skills

Content-Area Terms	Academic Language
<ul style="list-style-type: none"> ▪ Appellant ▪ Respondent ▪ Justice ▪ Supreme Court ▪ Second Amendment ▪ Rebuttal ▪ "A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed." 	<ul style="list-style-type: none"> ▪ Equality ▪ Rebut ▪ Supreme Court ▪ Justice ▪ Right ▪ Attainable ▪ Infringed ▪ State ▪ Militia

F. Materials and Resources

- PowerPoint Slide Presentation
- I See, I Think, I Feel, I Wonder Worksheet
- Gun Control Images (*Sandy Hook, Fully Automatic America, Dallas SWAT*)
- Fishbowl Protocols
- Opening Statements Paper
- Rebuttal Argument
- Closing Argument Paper
- Judges' Questions Paper
- Judges' Determination Sheets
- Scored Discussion Grading Rubric
- Scored Discussion Procedures

G. Technology

- Microsoft PowerPoint
- Microsoft Word (SmartArt – Graphic Organizer)

H. Accommodations for Diverse Learners

- Cooperative Learning Team Assignments have been determined based on ability, aptitude, and with SPED/504/ELL accommodations in mind.
 - **Note: 11 out of 19 (58%) of the students in the class are currently receiving services directly related to Individual Education Programs (IEPs).**
 - *One student in the class has several IEP-related accommodations related to his/her special needs (anxiety, severe depression, etc.). In this instance, this student will be permitted deliver the group's opening statement in a pre-planned, prepared statement, and this will serve as the only time the student is asked to participate orally in the course of the assignment.*
- Overview of vocabulary terms (ex. "infringe") with pictorial representation of the terms, if necessary.
- Connect the idea of the Second Amendment to everyday, contemporary life (ex. Imagine if you were one of the students at Columbine, or the Aurora movie theater, or Sandy Hook...how would these events effect you and your thoughts on gun control?).
- Repeat and review instructions of assignments in writing (found in Evidence Packets)
- Provide class notes and study guides regarding the Second Amendment and Gun Control debates, including information on *Columbia v. Heller* (2008) – (provided in Evidence Packet)
- Provide access to computer/word processor in the library, if necessary.

I. TASK 2: Instructing and Engaging Students in Learning

STEP	ACTIVITY	DURATION
PRE-CLASS:	<ul style="list-style-type: none"> ▪ Before class begins, be sure to have the Objectives, Enduring Understanding/Essential Questions, and Agenda written on the white board. ▪ Relocate to the LIBRARY CLASSROOM AREA – 	N/A
BEGINNING THE LESSON: Do-Now/FOCUS ACTIVITY	<ul style="list-style-type: none"> ▪ Have students pick up a blank I See, I Think, I Feel, I Wonder graphic organizer worksheet, and complete each of the questions, relative to the three images they received on gun control. ▪ In the last several class periods, you have gathered information about the timeline of events relevant to the issue of gun control. We have seen documentary footage of this national debate, and have discussed landmark court cases that have challenged and shaped our nation's laws on this issue. Today, we will be applying what you know about this era in history and using that knowledge to debate the issue of gun control and the 2nd Amendment ▪ Use the Do-Now visual organizer to begin a class discussion about the nature of the civil rights movement during the mid-twentieth century. ▪ Explain the significance of the painting and Norman Rockwell's work during this time period, relative to the civil rights movement. ▪ Show students Separate, but Equal PPT slides. 	Do-Now: 8-15 minutes total <ul style="list-style-type: none"> ▪ 1 min intro ▪ 5 min writing ▪ 2 min discussion about items in I See, I Think, I Feel, I Wonder worksheet

<p>CARRYING OUT THE LESSON: COOPERATIVE LEARNING TEAMS (DEBATING THE ISSUES ACTIVITY)</p>	<ul style="list-style-type: none"> ▪ Teams will have 10 minutes to review their arguments and positions on the issue of gun control as a group. Both sides should be formulating their opening arguments during this time. The Judges should be finishing up formulating questions based on the information provided to both teams. ▪ The Spokesperson for the Pro-Gun Team will present his/her opening statement to the class. <ul style="list-style-type: none"> ▪ The members of the Anti-Gun Team should be writing down notes in order to refute the claims of the Pro-Gun Team. ▪ The Spokesperson for the Anti-Gun Team will present his/her opening statement to the class. <ul style="list-style-type: none"> ▪ The members of the Pro-Gun Team should be writing down notes in order to refute the claims of the Appellant Team. ▪ The Judges will question both teams following opening statements. ▪ Each team will be given several minutes to present their rebuttal arguments. ▪ The Judges will be given the opportunity to ask another round of questions to both teams. ▪ Both teams will issue their closing arguments. ▪ The Judges will fill out individual ballots, and the Chief Justice will announce the final determination. 	<p>Gun Control Case: 28-33 minutes total</p> <ul style="list-style-type: none"> ▪ 10 min intro work session w/ evidence ▪ 6 min total opening statements & questioning ▪ 6 min total rebuttal arguments & questioning ▪ 4 min total closing arguments & questioning ▪ 2 min voting & final determinations
<p>COMPLETING THE LESSON: CLOSING</p>	<ul style="list-style-type: none"> ▪ You've seen how gun control has become a very controversial topic in American culture, and you've participated in arguing either side of this landmark issue in the spirit of the debate. Now, you will put your knowledge to the following test. 	<p>Closing: 6 minutes total</p> <ul style="list-style-type: none"> ▪ 2 min intro ▪ Remainder of class time to start formulating answer (if time allots)
<p>HOMEWORK ASSIGNMENT</p>	<ul style="list-style-type: none"> ▪ Have students respond, in no less than 200 words, to following prompt relative to the issue of gun control. ▪ "In class, we discussed the controversy of gun control and the 2nd Amendment to the Constitution. Gun control is a continuing controversy in the United States. Many argue that it is their right to own guns for protection of life, liberty and property, while others feel that guns in the hands of private citizens leads to more violence. Which of these viewpoints do you agree with and why? 	<p>Homework: 15-20 minutes</p>

J. TASK 3: Assessing Student Learning

Formative and Summative Assessment

Lesson Objective	Assessment Tool
<ul style="list-style-type: none"> ▪ ASSESS historic arguments that have been made in support of the individual and collective rights interpretations of the Second Amendment. 	<ul style="list-style-type: none"> ▪ Students will complete the packet with graphic organizer “To Keep & Bear Arms: An Individual or Collective Right?”, review the PowerPoint “Do You Have the Right to Own a Gun?”, and watch segments of documentaries “Fully Automatic America” and “Bowling for Columbine” to start developing their arguments for the debate (<i>to be completed 4/1/2013-4/4/2013</i>) ▪ Completion of these assignments will be collected and assessed based on completeness (<i>graded as class work grade</i>)
<ul style="list-style-type: none"> ▪ Promote an understanding of the contemporary gun control debate by ANALYZING a synopsis of a landmark Supreme Court decision and key points from the majority and dissenting opinions. 	<ul style="list-style-type: none"> ▪ Students will be assessed with a Participation and Content Rubric to determine the quality of individual work within the debate exercise (<i>graded as a quiz grade</i>)
<ul style="list-style-type: none"> ▪ EXPLORE the balance between individual and collective rights by EXAMINING gun control policies across the nation. 	<ul style="list-style-type: none"> ▪ Students will be assessed with a Participation and Content Rubric to determine the quality of individual work within the debate exercise (<i>graded as a quiz grade</i>)
<ul style="list-style-type: none"> ▪ Enable students to CRAFT/CREATE their own opinion of gun control policies that demonstrates comprehension of the 2nd Amendment, as well as the debates surrounding its interpretation. 	<ul style="list-style-type: none"> ▪ Students will be assessed on written statements answering both essential questions relevant to the lesson. ▪ Grades will be calculated via content/technical rubric (<i>graded as a homework assignment</i>)