

2nd Amendment Lesson Plan

Mr. Kost's 8th Grade US History Class

This would be used as lesson that challenges student's to think deeper about the Bill of Rights and how it impacts them today. I would have already presented about the Bill of Rights and would expect the students to have a base knowledge of what the 2nd Amendment is and how it was passed. Then from there, I would like the students to take amendments of their own and form arguments for or against them, as they research them more deeply. This would be an example of how to do that and how specific amendments have debate around them and still affect us today.

Content: US History/Government – Bill of Rights and Constitutional Amendments

Grade Level: 8th Grade

Materials Needed: Articles for and against the purpose of the 2nd Amendment (Placed at the end of this document), Signs for agreement/disagreement, and pictures of gun examples

Period Length: 50 Minutes

Standards: North Dakota Department of Public Instruction Standard 8.4.3:

“Explain how the United States Constitution and Amendments influence society (e.g., voting rights, equal protection, due process)”

Objectives: Students should be able to do the following after the lesson:

*TLW examine both arguments regarding the 2nd Amendment's purpose

*TLW form an educated opinion about what they think the 2nd

Amendment's purpose is

*TLW analyze bias in the articles and pick out facts from the articles

Learning Activities: The following activities will be used to help the students gain knowledge of the subject while fostering learning by having movement and group work:

1. Welcome: Welcome students as they walk in and go over any logistical things we need to get done right away. (5 Minutes)

2. Split students into groups of 2-3, and then split those groups into two halves on each side of the classroom. (2 Minutes)
3. Example the T-chart I expect them ALL to fill out and show them an example. (3 Minutes)
 - a. This will consist of a T-chart that has “ 2nd Amendment Debate” at the top, arguments for control on the left and arguments against gun control on the right
 - b. Example:

2nd Amendment Debate	
For Gun Control	Against Gun Control
My Opinion:	
Why:	

4. Distribute both articles to both sides of the room. Explaining how they are to read the article and fill out the T-chart along the way. (Like can work with their partner to find facts and split up the reading of the article, but still need to fill out their own chart) Cautioning them that there will be bias in both of those articles, as I took two extreme articles to both sides. They must look for the facts presented and for logical arguments and reasoning. (5-10 Minutes)
5. Have students switch sides of the room and read the other article. (5-10 Minutes)
6. Organize students they have finished working through both articles. Pose the question to the students, “Does the 2nd Amendment protect a citizen’s rights to have a fully automatic weapon with large amounts of ammo?” (3 Minutes)
7. Ask students to move to the preplaced signs that read “For sure,” “Probably,” “Probably Not,” and “No Way.” (2 Minutes)
8. Reminding the students of how we should always be respectful to people even if we disagree, especially when discussing hard issues like this, I would then proceed to ask students why they went to the particular place that they did.

From there, I would question their stances and ask them to cite examples from the text as their reasoning. (10 Minutes)

9. Lastly, I would ask each student to write down their opinion on the bottom of their t-chart, again asking for examples from the text to be used as their reasoning. (5 Minutes)

10. Dismissal: I would clear up any questions or logistical things that need to be done for the day, remind them that they will use the activity they did today later for their own project, and collect the T-charts, as that is their assessment. (1-5 Minutes)

Assessment: My assessment for this lesson would be the T-chart they filled out. This allows for me to see if they first did the work of reading the articles. Then I will be able if they were able to meet the objective of pulling out facts and reasoning, while avoiding bias. Then lastly, I will be able to see if the student can apply the information and form their own opinions at the bottom. Thus, this T-chart not only shows me if they can do the work of reading with a purpose, but if they can apply it to the broad themes and standards of the course.

Reflection: After presenting this lesson to my peers, I came to the following conclusions about this lesson next time I give it:

- Questioning. Often times my questions were very vague and did not get the responses I was looking for. Often times the question evoked different thoughts in my students than I wanted them to think about. Next time, I will think my questions through more, and make sure they are checking for the correct types of knowledge that I need them to.
- Formative Assessment. I did not do a great job of making sure students understood what they were doing throughout the process. I need to make sure I am more proactive about asking students as we go and being sure that they understand the knowledge they to before we move on. And build off of that.
- Student Participation. This class period in particular was dominated by a few passionate students. With a "hot button" issue like the 2nd Amendment, this can be somewhat expected. However, I need to make sure those students don't take over and are open to opposing ideas/views. This could be accomplished through larger formative assessment as I make sure all of my students have an argument to present, and then asking them to describe

Zachary K. Kost

that to the class. Ultimately, I would need to make sure the discussion is not taken over by a few passionate students, and ask others students to participate and offer their opinion.