



History & Resistance of The 2nd Amendment

Time: 2 Days Block Schedule, 200 minutes

Grade Level: 11-12th Grade

Purpose (What will students learn from this lesson?):

The purpose of the lesson is for students to understand the historical context of the 2nd Amendment and understand the impact that gun violence has on communities of color. Students will understand the historical implications of the 2nd Amendment, which was the subjugation of people of color from Slave Patrols, the erasure of indigenous lands, and the removal of Mexicans from their land due to Western Expansion. The 2nd Amendment was never intended to be used as a medium of self-defense but as a tool to oppress people and uphold the ideals of white supremacy. Then, students explore the impact of guns on people of color today by examining data from the Giffords Institute. Students examine the impact gun violence has on communities of color. Finally, students create a social media post advocating for a Gun Legislation of their choosing that will help decrease or end gun violence in communities of color.

Unit Enduring Understandings Alignment:

- We understand the impact settler colonialism, imperialism, genocide, and hegemony have on the historical and contemporary experiences of our people.
- We understand and critique the relationship between white supremacy, racism, anti-Blackness, anti-Indigeneity, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, ageism, anthropocentrism, and other forms of power and oppression.
- We critique systems of oppression and actively do something about it, together.

Lesson Guiding Questions:

- What is the history of the 2nd Amendment?

- What does Gun Control look like today?
- What can we do?

Essential Skills:

- Reading secondary non-fiction text
- Deciphering DATA examining trends
- Utilizing evidence to respond to questions
- Interpersonal communication and collaboration

Cultural Wealth (Yosso, p. 78):

- **Aspirational capital** refers to “the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers. This resiliency is evidenced in those who allow themselves and their children to dream of possibilities beyond their present circumstances, often without the objective means to attain those goals”
- **Social capital** can be understood as “networks of people and community resources. These peers and other social contacts can provide both instrumental and emotional support to navigate through society’s institutions... Mutualistas or mutual aid societies are an example of how historically, immigrants to the US and indeed, African Americans even while enslaved, created and maintained social networks... This tradition of ‘lifting as we climb’ has remained the motto of the National Association of Colored Women’s Clubs since their organization in 1896”
- **Resistant capital** refers to “those knowledges and skills fostered through oppositional behavior that challenges inequality... This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by Communities of Color... Furthermore, maintaining and passing on the multiple dimensions of community cultural wealth is also part of the knowledge base of resistant capital”

Ethnic Studies Principles Alignment:

- Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.
- Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.

Standards Alignment:

- 12.1.6: Understand that the Bill of Rights limits the powers of the federal government and state governments
- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Materials:

<ul style="list-style-type: none"> ● Google Slides ● The Second: Race Guns in A Fatally Unequal America (EXCERPT) ● An Indigenous People's' History of the United States by Roxanne Dunbar-Ortiz (EXCERPT) ● Loaded: A Disarming History of the Second Amendment By Roxanne Dunbar-Ortiz (EXCERPT #2) ● History & Resistance of The 2nd Amendment Graphic Organizer ● The Trace: An Atlas of Gun Violence by Daniel Hass (Data Collection) & Gallery Walk Graphic Organizer ● An Atlas of American Gun Violence ● Ten years. 370,000 shootings. How has gun violence marked your corner of the country? By Daniel Nass The TRACE ● Gifford Law Center (Indigenous) ● Gifford Law Center (African-American) ● Gifford Law Center (Chicanx/Latinx) 	
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Modifications, Accommodations, Resources for Multilingual Students :

<p>The Second: Race Guns in A Fatally Unequal America (EXCERPT)</p> <ul style="list-style-type: none"> ● To modify this reading, teachers can shorten the reading to read the first TWO pages, which is where most of the information is found. Students can highlight, annotate, or frontload any vocabulary that may seem challenging for students. ● ALTERNATIVE SOURCE: <ul style="list-style-type: none"> ○ If reading is too challenging, teachers can provide an excerpt from the following podcast, which touches 	
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<p>upon the same issues mentioned in the EXCERPT:</p> <ul style="list-style-type: none"> ○ NPR PODCAST <p>Unequal America (EXCERPT) An Indigenous People's' History of the United States by Roxanne Dunbar-Ortiz (EXCERPT)</p> <ul style="list-style-type: none"> ● This is probably the most challenging of the readings, so have students read the first TWO pages if reading is too hard. ● Highlight critical sections within the reading and frontload any vocabulary that might be difficult for students. The teacher can annotate the text to make it accessible. 	
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Settler Colonialism:	<p>Land Dispossession: The primary aim is the acquisition and control of land. Indigenous populations are often forcibly removed from their territories to make way for settlers.</p> <p>Permanent Settlement: Settlers move to the new territory to stay permanently, establishing homes, farms, and communities.</p> <p>Cultural Erasure: There is often an effort to erase indigenous cultures, languages, and identities, replacing them with the culture and societal norms of the settlers.</p> <p>Sovereignty and Governance: Settlers establish their systems of governance and laws, often marginalizing or completely disregarding indigenous governance systems.</p> <p>Conflict and Violence: The process is frequently marked by conflict and violence,</p>	<p>Settler Colonialism has been categorized by its characteristics. As teachers review these characteristics, they and students can generate modern-day or historical examples. If students have taken US history, teachers can use historical examples like the Trail of Tears and Wounded Knee.</p>

	including wars, massacres, and other forms of direct and indirect violence against indigenous populations.	
Militaristic Culture	<p>Government and Politics: Military leaders may hold significant political power, and decisions may be heavily influenced by military considerations.</p> <p>Education and Socialization: Educational systems and social institutions may prioritize military history, training, and values, promoting a sense of duty and preparedness for military service among the population.</p> <p>Economic Prioritization: Significant national resources may be allocated to military spending, including developing and maintaining armed forces and military technology.</p> <p>Cultural Expressions: Art, literature, media, and public ceremonies may glorify military achievements, heroes, and historical conflicts, fostering a collective identity centered around military prowess.</p> <p>Social Status: Military service and affiliations may confer high social status, with veterans and active service members receiving respect and privileges.</p> <p>Conflict Resolution: Society may be more inclined to support wars and military interventions, and there may be a preference for using military force to resolve international disputes.</p>	Similar to the above concept, this term has been broken down by characteristics so teachers can ask students to provide modern-day examples of each.

C1: Cultural Rituals and Energizer

Description:

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests. Please indicate if this ritual or energizer should be done

daily, weekly, or just one time.

We encourage Ethnic Studies lessons to start off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
Step 1	<p>Land Acknowledgement</p> <p>The Jumanos people are an Indigenous tribe that stewarded the land of modern-day Uvalde, Texas. The goal is to pay homage to the indigenous people of the Jumanos and to remember the children of Uvalde. There is a QR code provided that students can scan to learn more about the indigenous groups.</p>	5 minutes
Step 2	<p>Ancestor Acknowledgement</p> <p>Philando Castille and Jayce Luevanos are both victims of Gun Violence. However, the Ancestor Acknowledgment aims to humanize their story and know who they are as people, not victims. Each of their pictures is accompanied by a bio. Teachers should get to know these people just in case students have questions. The third person is Dewey Beard, or Wasú Mába, a survivor of Little Big Horn and American expansion west.</p>	5 minutes
Step 3	<p>Cultural Energizer</p> <p>Students will listen to Andra Day's "RISE UP" and answer the following TWO questions:</p> <ol style="list-style-type: none"> 1. How can music bring people hope for change? 2. What is a lyric from this song or a point in the video that inspires hope? 	10 minutes

C2: Critical Concepts

Description:

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
Slide 9/	Dr. Carol Anderson begins by examining the racist roots of	10 minutes

<p>Step 1</p>	<p>the 2nd Amendment. After viewing the video, respond to the following question: What are the racist roots of the 2nd Amendment?</p>	
<p>Slide 10-14/ Step 2</p>	<p>The directions for the EXCERPTS are linked in the slides. Teachers should create their PADLET so that students can use it. I suggest making one PADLET per period so students can respond independently without looking at other people's answers. If your class is a little bigger, multiple groups can read the same excerpt. All students are responding to the guiding questions in the PADLET.</p> <p>Directions: in groups of 4-5, students will explore the impact of the 2nd Amendment on the following ethnic groups in the United States:</p> <ul style="list-style-type: none"> → Latinx -Loaded: A Disarming History of the Second Amendment By Roxanne Dunbar-Ortiz → African-American -The Second: Race Guns in A Fatally Unequal America → Indigenous -An Indigenous People's' History of the United States by Roxanne Dunbar-Ortiz <ul style="list-style-type: none"> <input type="checkbox"/> As you examine the sources, you will be assigned to a <u>padlet</u> to put your findings in. (COMPLETE GRAPHIC ORGANIZER ON YOUR OWN) <input type="checkbox"/> Make sure to stay in the PADLET that has been assigned to your group <p>The Second: Race Guns in A Fatally Unequal America (EXCERPT) Questions:</p> <ol style="list-style-type: none"> 1. How has historically the use of the Second Amendment been used towards the subjugation of enslaved people? Provide Examples from the text. 2. According to the EXCERPT, what is the original intent of the Second Amendment as argued in its foundation? Provide evidence from the text. <p>An Indigenous People's' History of the United States by Roxanne Dunbar-Ortiz (EXCERPT) Questions:</p> <ol style="list-style-type: none"> 1. How was the creation of the 2nd Amendment used towards the goal of expanding the territories controlled by the United States? Provide evidence from text. 2. Explain the role of the militia in the conquest of Indigenous tribes. Provide examples from the text. 	<p>30+ minutes</p>

Slide 15/ Step 3	<p>Loaded: A Disarming History of the Second Amendment By Roxanne Dunbar-Ortiz (EXCERPT #2)</p> <p>Questions:</p>	
	<p>Once all students have completed the PADLET, the teacher should go over the PADLET and highlight essential findings that the groups highlighted. Once all groups are finished, students must complete the graphic organizer and answer the questions below. After students have completed, call on volunteers to share their findings.</p> <p>History & Resistance of The 2nd Amendment Graphic Organizer</p> <p>Directions: After groups have completed their discussion questions on the PADLET, read through students' responses and complete the GRAPHIC ORGANIZER below. The goal is to capture the main ideas and big picture items of the research groups completed.</p> <ol style="list-style-type: none"> 1. Explain the impact the 2nd Amendment has had on the subjugation of these groups of people. 2. Explain how including the 2nd Amendment has expanded the militaristic culture in the United States. 3. Explain how the 2nd Amendment assisted in the creation of settler colonialism. 	10 minutes

C3: Community Collaboration and/or Critical Cultural Production

STEP	DESCRIPTION	TIME
Step 1	<p>Student View TWO clips of Frontline Documentary: After Uvalde: Guns, Grief & Texas Politics</p> <p>Clip #1: 9:54-16:15</p> <p>This clip just speaks to the events in the Uvalde shooting, centering the story about the relationship between two friends, Jackie Cazares (victim of the shooting) and Caitlyne Gonzales (her best friend who became an activist). The clip speaks about the failure of law enforcement. This is an</p>	30 minutes

	<p>excellent way to connect the material back to the Ancestor Acknowledgement and remind students about the police actions against Philando Castille compared to their actions in Uvalde and connect their role as slave patrols mentioned in Dr. Carol Anderson's reading.</p> <p>Clip #2: 20:19-26:08 This clip is about the political fight in Uvalde about raising the age limit of gun purchases to 21. In this clip, Governor Abott will argue that the 2nd Amendment prohibits the gun ownership age from being increased to 21 as it violates the 2nd Amendment. Here, students need to connect their knowledge of the excerpts they read in class. Students should understand that the 2nd amendment benefitted white settlers using the power to enslave people and expand westward, displacing the cultures and lives of both indigenous people and Mexicans.</p> <p>Question to respond to: <i>Based on your understanding of the Second Amendment, what rights are afforded to people with regards to the Second Amendment? Use your knowledge for the first part of class.</i></p>	
<p>Step 2</p>	<p><u>The Trace: An Atlas of Gun Violence by Daniel Hass</u> Students will use the source above to access the website. The Website will provide students with Fatal and Non-Fatal gun incidents in the United States. Their goal is to capture data from three different cities: (Milwaukee, Memphis, and the city they live in). The goal is for students to compare data and examine some trends. The second part of the assignment is for students to understand the missing data.</p> <p>What trends do you notice about the data in all three cities? (Trends: a general direction in which something is developing or changing) <i>STUDENTS: The response should be that gun incidents continue to rise, at least in both Memphis and Milwaukee. If they choose to examine another city, the trend should hold with a few fluctuations.</i></p> <p>What data needs to be included? Why is that data important? <i>STUDENTS: Students should respond that the data is not broken by other factors like Gender, Ethnicity, or Socio-Economic Status. These factors are essential to</i></p>	<p>20 minutes</p>

	<i>determine the impact on communities of color.</i>	
Step 3 Slide 28-32	<p>Students are going to examine the data with regards to Gun Violence for different ethnic groups. They are going to do the following:</p> <ul style="list-style-type: none"> → Students are going to be assigned ONE of the following groups: <ul style="list-style-type: none"> ◆ Indigenous ◆ African-American ◆ Latinx → The goal is for students using the source provided (click on the title of the GOOGLE SLIDE) to answer the questions posed in each slide → Not all students are answering the same question → Make sure you answer the questions that are assigned to your group → There will be 6 GROUPS assigned <p>Students write their responses on a poster paper that they will hang in the classroom to complete a GALLERY WALK.</p> <p>As students walk around the classroom they are to capture their ideas on their graphic organizer. Then respond to the following reflections questions:</p> <ol style="list-style-type: none"> 1. How does the history of the Second Amendment continue to oppress black and brown people today? Provide examples from posters or data. 2. What should be done about gun violence in this country that supports the lives and communities of black and brown people? 	15 minutes
Step 4 34-38	<p>Students will use the Gifford website to examine different solutions to the country's gun control problem. The following are the directions for the assignment:</p> <ul style="list-style-type: none"> → Using the link provided in the title students will brainstorm a potential piece of legislation to implement at the federal level to reduce gun violence in this country. → Student must complete the following Tasks: <ul style="list-style-type: none"> ◆ Select a policy to examine ◆ Research and answer questions using the link above ◆ Using your research create an Instagram post advocating for the passage of such type of legislation ◆ In the caption portion of your post respond to 	40 minutes

the following question:

- How would the selected policy implementation impact the lives of people of color studied in this lesson? (Latinx, Indigenous, African-Americans)
-Provide Evidence

As you are researching the policy answer the following questions:

Answer the following questions about your policy to use as a prewrite to creating your instagram post.

1. Which policy area are you focusing on?
2. What are the main objectives of this policy?
3. What specific regulations or measures does this policy include?
4. How does this policy aim to reduce gun violence?
5. What evidence supports the effectiveness of this policy?
6. How can individuals or communities support the implementation of this policy?
7. What are the expected long-term benefits if this policy is widely adopted?
8. How would the selected policy implementation impact the lives of people of color studied in this lesson? (Latinx, Indigenous, African-Americans) -Provide Evidence

On Slide 37 & 38 there have been some examples provided to students that they may use to model their work. Students can use those as exemplars. Students should use CANVA to create their instagram story. Most features are free for students and they can create their own account.

*Teachers can have students either post on their personal INSTAGRAM and share a screenshot with teachers or submit into a teacher created GOOGLE FORM or teachers can create a class by class instagram or a ALL PERIOD INSTAGRAM have all students post to it allow students to comment on each others post.

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?

For students they must learn the true history of the Second Amendment so that they understand the fallacy of some of the arguments made in contemporary time. Too often politicians, media, and society, attempt to change the narrative about issues that are important or impacting communities of color. During Covid-19 shutdown, the media often played images of armed people at protests, especially in states that allowed people to open carry. Oftentimes people argue that the purpose of the second amendment was for protection at least that is how the courts have interpreted the second amendment. History tells us that the goal of the second amendment was to protect people from an encroaching federal government and to expand westward. Those are ideas that are often not taught in school and in this lesson students are able to understand the second amendment from its inception to the impact it currently has on black and brown people. Part of the lesson is for students to examine the impact by the numbers on their community according to contemporary data.

Assessment: How will the students be assessed?

Students will be assessed by responding to the following questions:

1. How does the history of the Second Amendment allow people today to decipher pro-gun rights arguments?
2. How does knowing the impact of gun violence on communities of color allow students to be empowered?
3. What should people do to control gun violence?

Students will also be assessed in their ability to create a post and research the policy of their choosing.

Evaluation: How will the effectiveness of this lesson plan be evaluated?

There are multiple avenues that students will be assessed after conducting each chunk of the lesson students can be assessed on three guiding questions posted:

1. What is the history of the 2nd Amendment?
2. What does Gun Control look like today?
3. What can we do?