LESSON PLAN TITLE: ___Does the NRA influence gun control?_____

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Grade Level: _11___ **School:**_____

Subject of this lesson : _Gun Control in the U.S._____

Theme/Topic: _Controversial topics - writing arguments_____

Student Outcomes:
(with connection to State standards)

HS.24. Analyze and critique the impact of constitutional amendments
HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.

Required Materials and Equipment:
(include everything that will be needed)

Whiteboard, overhead projector, dry erase markers, pencils, paper, Second Amendment, Graphic Organizer, Article one (in favor of NRA), Article two (against NRA)

Agenda:
(The major events of the day posted for public viewing. Schedule warm-up, bathroom breaks, surprises (pop quiz), guest speakers, specials, assemblies, movie clips, outside assignments etc. so students can manage their time with you.)

Warm up - Ten minutes with brief discussion - Do you belief in gun control, why or why not?
Class reading: Article One - Action Alert: Don't Let the Media and Gun Control Activists Blame You for the Actions of Criminals -- Contact Your Lawmakers Today! - 20 minutes with annotations (class read, annotate together, with partner, alone)

Warm Up:
(A one to two sentence task, written or drawn on the board, to be completed alone or in groups prior to the beginning of the lesson. At the elementary level it would be used for classroom transitions, and in grades 7-12 to define one content area from another. The warm-up is designed to access learning from the previous lesson and settle students into the flow for the present lesson on hand.)

Do you believe in gun control, why or why not?

Anticipatory Set:
(Attention Getter to kindle student interest)

How much money does the NRA donate to lawmakers every year?

Direct Instruction (10-20 mins):
(Input, Modeling/demo, giving directions, check for understanding)

Explain the debate of the NRA backing certain politicians, explain that we will read two articles, one for and against the NRA. Pass out article #1 and graphic organizer. Model reading the first part of the article and demonstrate how to include one piece of evidence on the graphic organizer.

Guided Practice (x mins):
(Under teacher's direct supervision, students individually apply or practice what they have just learned and receive immediate feedback)

Have a student read the next paragraph. Have a different student identify evidence for the NRA, have another student explain how the evidence supports the NRA.

Closure (x mins):
(Actions designed to cue in students that they have arrived at an important point in the lesson or at the end of the lesson; often closure consists of review and clarifying key points)

Review claim, evidence, and explanation of evidence. Use a tri-share, three students, each one explains the term to the group. Other group members may add on if needed.

Independent Practice:
(Student directed, may be incorporated before closure or as outside assignment. The aim is repetition in enough different contexts so that the learning may be applied to any relevant situation, not only the context in which it was originally learned.)

The students complete the article and graphic organizer for article one on their own.

Assessment and Follow-Up:
(Self-reflection, collaborative rubric, other rubric, anecdotal evidence, teacher created quiz/test etc., peer review, standardized test, exhibition, portfolio piece(s))

Exit ticket: write a claim, supported by evidence from the article and explain your reasoning in support of the NRA funding politicians.