

Undivided: Day 2

Lesson objectives:

- Closely read and analyze Chapter 2 of *Locking Up Our Own*
- Engage in discussion with peers about ideas in Chapter 2 of *Locking Up Our Own*
- Make connections between ideas in Chapter 2 and different policy perspectives on gun control

Assessment:

- Students will submit their responses to the Do Now and Closing questions
- Students will complete and submit the Policy Identification Log

Key Points:

- Today students will continue reading Chapter 2 and pull out the key perspectives on gun control held by the DC city Council members and the other politicians they will be portraying in the mock city council meeting
- Note: Given the variety of ways to read the chapter (individual, partners, groups, whole class) and different reading levels, it will vary in how many class periods you will need to use to complete the reading, repeat today's agenda as needed.

Component:	Teacher & Student Actions	Materials
Warm-Up or Hook [5 min]	• Do Now: Multiple Choice Review	• Slip of paper to collect student answers
Independent Practice [20 min]	• Read Chapter 2 ◦ Students can read independently, in pairs or aloud as a class, or you can break up the reading by doing a combination of these (i.e., start the reading as a whole class, finish independently).	• Policy Identification Log • You can use the Reading Strategies guide, depending on how students will read
Closing [5 min]	• Fill in the blank index cards: have students complete the sentence "Gun control debates of the 1970's are like ____ because ____." • Review schedule for tomorrow	• Slides • Index cards

Differentiation Considerations:

- Based on reading levels, students can complete the reading in different ways (independent, group, whole class). Additionally, consider using the audio readings of the book.
- Consider filling in portions of the Policy Identification Log to assist students in completing it (for example, it could become more of a fill-in-the-blank notes format)

Standard(s):

Common Core Standards

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. (CCSS.ELA-LITERACY.CCRA.R.5)
- Assess how point of view or purpose shapes the content and style of a text. (CCSS.ELA-LITERACY.CCRA.R.6)
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELA-LITERACY.CCRA.SL.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (CCSS.ELA-LITERACY.CCRA.SL.3)
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS.ELA-LITERACY.RI.6.3)
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS.ELA-LITERACY.RI.7.3)
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (CCSS.ELA-LITERACY.RI.8.3)
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS.ELA-LITERACY.RI.9-10.3)
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS.ELA-LITERACY.RI.11-12.3)
- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LITERACY.RI.6-8.10)
- By the end of grade 12, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently and independently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LITERACY.RI.9-12.10)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.6-8.1)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.9-12.1)

C3 Social Studies Standards

- Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). (D2.Civ.2.6-8.)
- Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5.9-12.)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12.)
- Compare historical and contemporary means of changing societies, and promoting the common good. (D2.Civ.14.6-8.)

- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ.14.9-12.)
- Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (D4.6.6-8.)
- Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. (D4.6.9-12.)