

Model: Jurisprudential Inquiry

Purposes:

- To expose students the controversial issue of gun control.
- To help students take an informed position on gun control.

Context:

Students will have seen several documentaries on guns. Some of which cast guns as good and some as bad.

Phase One: Orientation to the Case

Orientation will consist of showing students statistics on gun control. Number of students killed in school each year, total murders, lives saved by guns, revenue from hunting industry, Go over the second amendment-the right to bear arms-and talk about what it means.

Phase Two: Identifying the Issues

Ask students about current gun control laws. Have students list actions, which are currently legal and illegal. Ask students why they are this way? Should they be?

Phase Three: Taking Positions

Students begin forming positions in support or against current and possible laws. They are ask to examine their reasons for doing so and predicting consequences.

Phase Four: Exploring the Stance(s), Patterns of Argumentation

Establish when our right to bear arms is violated. Conjecture consequences. Set priorities for our rights, that is how do we protect citizens and protect the second amendment (should we?).

[On a topic like gun control, it may not be possible to come to a class agreement on priorities.

Phase Five: Refining and Qualifying the Positions

Students formulate a position on gun control and examine similar situations it is effective for.

Phase Six: Testing Factual Assumptions Behind Qualified Positions

Now pose questions or situations, which would challenge their values at that position. This should help refine the position. Talk about consequences and validity of such a policy.

Last three phases may require individualized interaction rather than class interaction