

“... a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

—Gettysburg Address (1863) President Abraham Lincoln

Lift Every Voice

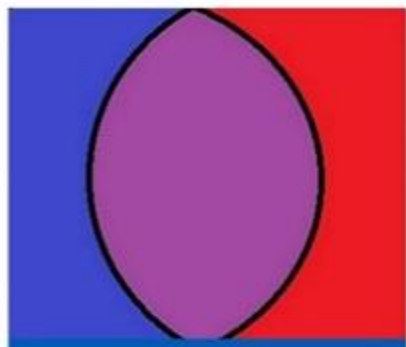
How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Step 8:
Lift Your Voices,
Cast Your Votes



Step 1.
Connect to the Problem



Step 2:
Compare and Evaluate
Case Studies



Step 7:
Discuss and Debate
the Proposals



Project 1:
Stop Gun Violence



Step 3:
Analyze the Data



Step 6:
Develop and Present
Your Proposal



Step 5:
Read Proposals and
Listen to Speeches



Step 4:
Listen to and Share Stories



Voices Institute



Voices Institute

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Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

Project 1: Stop Gun Violence



...a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

—Gettysburg Address (1863) President Abraham Lincoln

Overview: How can we stop gun violence?

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1. Overview of Democratic Values, Skills, and Knowledge

Lift Every Voice is dedicated to helping people to lift their voices to advocate ways to solve major social and ecological problems and to create a more compassionate, just, and free society.

Lift Every Voice consists of Books and Projects.

Lift Every Voice Books provides resources about some of the most important democratic values, skills, and knowledge:

- Book 1: Democratic Values
- Book 2: Social-Emotional Skills
- Book 3: Democratic Skills and Practices
- Book 4: Social and Ecological Awareness
- Book 5: Democratic Knowledge



These five books provide some of the most important resources needed to analyze some of our most important social and ecological problems and to propose democratic solutions to these problems.

2. Overview of Social and Ecological Projects

Lift Every Voice Projects focus specifically on how we can lift our voices to advocate solutions to these problems.

- Project 1: Stop the Gun Violence (available now)
- Project 2: Stop the Pandemic (Spring 2023)
- Project 3: Stop Police Violence (Summer 2023)
- Project 4: Stop Global Warming (Summer 2023)

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



“Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....”

—Emma Gonzalez
March for Our Lives Speech,
March 24, 2018

Project 1:
Stop Gun Violence

Project 2:
Stop the Pandemic

Project 3:
Stop Police Violence

Project 4:
Stop Global Warming

Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

3. Introduction to Project 1: Stop Gun Violence

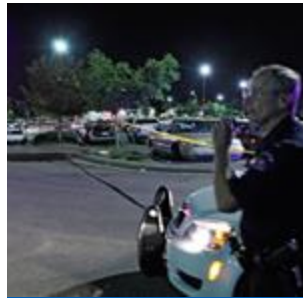
Over 18,000 Children Are Shot Every Year in Our Country!
Over 45,000 Persons Are Killed Every Year!
When will this stop?
How can we stop gun violence?



Columbine 1999



Sandy Hook 2012



Aurora 2012



Chicago 2014



Baltimore 2015



Baltimore 2015



Las Vegas 2017



Parkland 2018



Highlands Ranch
2019



Pittsburgh 2018



Buffalo 2022



Uvalde 2022



Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....

—Emma Gonzalez, March for Our Lives Speech, March 24, 2018

X González (born Emma González; November 11, 1999) is an American activist and advocate for gun control. In 2018, they survived the Stoneman Douglas High School shooting,[6] the deadliest high school shooting in U.S. history, and in response co-founded the gun-control advocacy group Never Again MSD.[7] González gave a viral speech against gun violence, proclaiming "We call B.S." on the lack of action by politicians funded by the NRA.[8] Subsequently, González continued to be an outspoken activist on gun control, making high-profile media appearances and helping organize the March for Our Lives. Speaking at the demonstration, González led a moment of silence for the victims of the massacre; they stood on stage for six minutes, which they observed was the length of the shooting spree itself.

—Wikipedia

4. The Problem:

The Rise in Gun Violence

Every year, more than 100,000 people in America are shot in murders, assaults, suicides and suicide attempts, unintentional shootings, or by police intervention.

More than 18,000 are ages 0–19!

5. Our Solution: Use Your Voices to Advocate Proposals That Can Stop Gun Violence

To stop gun violence, we all must lift our voices and work together to advocate ways to stop this pandemic of violence.

In this Project 1, you will first analyze statistics and case studies to get a comprehensive understanding of the breadth and depth of this crisis. Then you will research the various ways to respond to this crisis and choose one or more ways that you think will contribute to stopping gun violence.

Finally, you will write and deliver a speech advocating your proposal for stopping gun violence.



March For Our Lives, Washington, D.C.

6. Eight Steps for Lifting Our Voices

This Stop Gun Violence Project seeks to help us to lift our voices to fight this crisis in eight steps:

Step 1: Connect to the Problem: What are your thoughts and feelings about gun violence?

Step 2: Compare Case Studies: Which case study are you most interested in?

Step 3: Analyze the Facts: Which type of gun violence are you most concerned about?

Step 4: Listen to the Stories: Which democratic values are most important for overcoming gun violence?

Step 5: Listen to the Speeches: Which Are the Best Proposals to Unite Our Nation?

Step 6: Present Your Speech: What is your proposal for stopping gun violence?

Step 7: Discuss and Debate: Can You Find a Middle Ground or Compromise?

Step 8: Lift Your Voice: Cast Your Votes for the Three Best Proposals!

Eight Steps for Lifting Our Voices

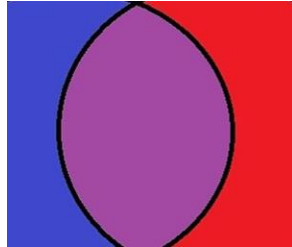
Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:

Connect to the Problem:

What are the types of guns and types of gun violence? What is your experience with gun violence?



Step 2:

Compare Case Studies:

What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:

Analyze the Facts:

What are the causes and effects of gun violence?



Step 4:

Listen to and Share Related Stories:

What are the stories of victims, survivors, and frontline workers? What are your stories?



Step 5:

Read the Proposals and Listen to the Speeches:

What are the national proposals for stopping gun violence?



Step 6:

Develop and Deliver Your Proposal:

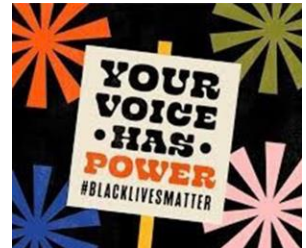
What is your proposal for stopping gun violence?



Step 7:

Discuss and Debate the Proposals:

What are other students and people advocating? Are there ways to integrate your proposals?



Step 8:

Lift Your Voices, Cast Your Votes:

What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

Step 1. Connect to the Problem: What are your thoughts and feelings about gun violence?

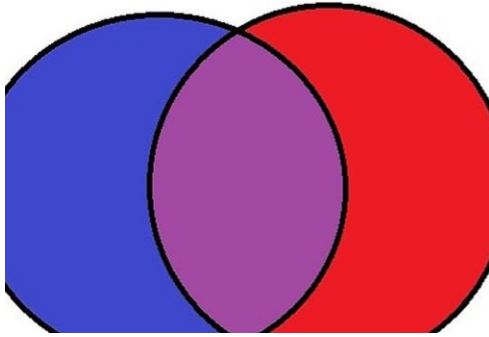


— David Hogg, Co-founder and board member of March For Our Lives

- 1.1. Overview of Democratic Values, Skills, and Knowledge
 - 1.2. Overview of Social & Ecological Projects
 - 1.3. Eight Steps for Lifting Our Voices
 - 1.4. Central Questions for the Stop Gun Violence Project
 - 1.5. Step 1: Your Thoughts and Questions
 - 1.6. Step 1: Critical Thinking and Democratic Competencies
 - 1.7. Types of Guns
 - 1.8. Types of Gun Violence
 - 1.9. Gun Types and Types of Gun Violence Vocabulary
 - 1.10. The Lift Every Voice Gun Violence Survey
 - 1.11. Stop Gun Violence Personal Journal
 - 1.12. Discuss Which Type of Gun Violence You Are Most Concerned With
 - 1.13. Next Steps
- References

[Click here to go to Step 1.](#)

Step 2: Compare Case Studies: Which case study are you most interested in?



Robert Peterson – whose mother was killed in the Atlanta Spa shootings

- 2.1. Overview of Democratic Values, Skills, and Knowledge
 - 2.2. Overview of Social and Ecological Project
 - 2.3. Eight Steps for Lifting Our Voices
 - 2.4. Central Questions for the Stop Gun Violence Project
 - 2.5. Step 2: Questions About Shootings
 - 2.6. Step 2: Critical Thinking and Democratic Competencies
 - 2.7. Introduction to individual and Institutional Discrimination
 - 2.8. Explore Case Studies:
 - Case Study #1: The Columbine Shooting (April 20, 1999)
 - Case Study #2: Chicago Police Shooting of Laquan McDonald (Oct. 20, 2014)
 - Case Study #3: Parkland School Shooting (Feb. 14, 2018)
 - Case Study #4: Highland Ranch STEM High School (May 7, 2019)
 - Case Study #5: The Capitol Insurrection (Jan. 6, 2021)
 - Case Study #6: The Pittsburgh Synagogue Shooting (Oct. 27, 2018)
 - Case Study #7: Atlanta Spa Shootings (March 16, 2021)
 - Case Study #8: Buffalo Shooting (May 14, 2022)
 - Case Study #9: Uvalde (Robb Elementary School) (May 24, 2022)
 - 2.9. Stop Gun Violence Personal Journal
 - 2.10. Stop Gun Violence Video Presentation
 - 2.11. Next Steps
- References

[Click here to go to Step 2.](#)

Step 3: Analyze the Facts: Which type of gun violence are you most concerned about?



—Former Congresswoman,
Gabrielle Giffords

- 3.1. Overview of Democratic Values, Skills, and Knowledge
 - 3.2. Overview of Social and Ecological Projects
 - 3.3. Eight Steps for Lifting Our Voices
 - 3.4. Central Questions for the Stop Gun Violence Project
 - 3.5. Step 3: Questions About Gun Violence Statistics
 - 3.6. Step 3: Critical Thinking and Democratic Competencies
 - 3.7. Step 3: Gun Violence Statistics
 1. Gun Deaths in the United States
 2. Global Comparisons of Gun Violence
 3. Types of Gun Violence
 4. Firearm Suicide
 5. Firearm Homicide
 6. Community Gun Violence
 7. Domestic Violence
 8. Violent Crimes with Firearms
 9. Mass Shootings
 10. School Shootings
 11. Domestic Violent Extremism with Firearms
 12. Unintentional Shootings
 13. Officer Involved Shootings
 14. Nonfatal Shootings
 15. Gun Ownership
 - 3.8. Stop Gun Violence Personal Journal
 - 3.9. Next Steps
- References

[Click here to go to Step 3.](#)

Step 4: Listen to the Stories: Which democratic values are most important for overcoming gun violence?



Amanda Gordon, National Youth Poet Laureat

- 4.1. Overview of Democratic Values, Skills, and Knowledge
 - 4.2. Overview of Social & Ecological Projects
 - 4.3. Eight Steps for Lifting Our Voices
 - 4.4. Central Questions for the Stop Gun Violence Project
 - 4.5. Step 4: Introduction and Questions
 - 4.6. Step 4: Critical Thinking and Democratic Competencies
 - 4.7. Introduction to Democratic Values
 - 4.8. Listen to the Stories
 - Case Study #1: Stories Related to the Columbine High School Shooting
 - Case Study #2: Stories Related to the Shooting of Laquan McDonald
 - Case Study #3: Stories Related to the Parkland School Shooting
 - Case Study #4: Stories Related to the Highlands Ranch STEM School Shooting
 - Case Study #5: Stories Related to the Capitol Insurrection
 - Case Study #6: Stories Related to the Pittsburgh Synagogue Shooting
 - Case Study #7: Stories Related to the Atlanta Spa Shooting)
 - Case Study #8: Stories Related to the Buffalo Shooting
 - Case Study #9: Stories Related to the Uvalde (Robb Elementary School) (May 24, 2022)
 - 4.9. Stop Gun Violence Personal Journal: Apply Democratic Values
 - 4.10. Stop Gun Violence Video Presentation
 - 4.11. Next Steps
- References

[Click here to go to Step 4.](#)

Step 5: Listen to the Speeches: Which Are the Best Proposals to Unite Our Nation?



Former President of South Africa,
Nelson Mandela

- 5.1. Overview of Democratic Values, Skills, and Knowledge
 - 5.2. Overview of Social & Ecological Projects
 - 5.3. Eight Steps for Lifting Our Voices
 - 5.4. Central Questions for the Stop Gun Violence Project
 - 5.5. Step 5: Introduction and Questions
 - 5.6. Step 5: Critical Thinking and Democratic Competencies
 - 5.7. Introduction to Risk and Protective Factors
 - 5.8. Gun Violence Prevention Terms
 - 5.9. Biden Signs Bipartisan Gun Safety Bill Into Law (June 25, 2022)
 - 5.10. Stop Gun Violence Proposals by National Organizations
 - 1. The Brady Plan: 12 Points
 - 2. March for Our Lives: Policy Agenda
 - 3. Black Lives Matter: Seven Demands and The Breath Act.
 - 4. National Rifle Association: Opposition to Gun Control
 - 5.11. Proposed National Gun Violence Prevention Legislation
 - 5.12. Lift Every Voice: Rate the Stop Gun Proposals
 - 5.13. Next Steps
- References

[Click here to go to Step 5.](#)

Step 6: Develop and Present Your Speech: What is your proposal for stopping gun violence?



President Obama speaking after the Sandy Hooke shooting

- 6.1. Overview of Democratic Values, Skills, and Knowledge
 - 6.2. Overview of Social and Ecological Projects
 - 6.3. Eight Steps for Lifting Our Voices
 - 6.4. Central Questions for the Stop Gun Violence Project
 - 6.5. Step 6: Introduction and Questions
 - 6.6. Step 6: Critical Thinking and Democratic Competencies
 - 6.7. Introduction to Democratic Voice
 - 6.8. Choose and Research Your Proposal
 - 6.9. Develop the Outline for Your Speech
 - 6.10 Write Your Stop the Gun Violence Speech
 - 6.11. Stop Gun Violence Video Presentation (Flip)
 - 6.12. Send Your Speech to Three Other Persons and Ask Them To Vote
 - 6.13. Next Steps
- References

[Click here to go to Step 6.](#)

Step 7: Discuss and Debate: Can You Find a Middle Ground or Compromise?

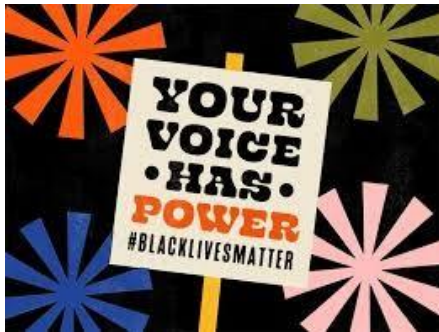


Kenrick Castillo, school shooting victim at Stem High School, Highlands Ranch, CO

- 7.1. Overview of Democratic Values, Skills, and Knowledge
- 7.2. Overview of Social and Ecological Projects
- 7.3. Eight Steps for Lifting Our Voices
- 7.4. Central Questions for the Stop Gun Violence Project
- 7.5. Step 7: Introduction and Questions
- 7.6. Step 7: Critical Thinking and Democratic Competencies
- 7.7. Stop Gun Violence Discussion and Debate (Flip)
- 7.8. Seek Common Ground and Compromise (chat)
- 7.9. Next Steps
- References

[Click here to go to Step 7.](#)

Step 8: Lift Your Voice: Cast Your Votes for the Three Best Proposals!



Kimberly Rubio, mother of victim Alexandria "Lexi" Rubio at the Uvalde School

- 8.1. Overview of Democratic Values, Skills, and Knowledge
- 8.2. Overview of Social and Ecological Projects
- 8.3. Eight Steps for Lifting Our Voices
- 8.4. Central Questions for the Stop Gun Violence Project
- 8.5. Step 8: Introduction and Questions
- 8.6. Step 8: Democratic Competencies
- 8.7. Introduction to Register and Vote
- 8.8. Lift Every Voice, Cast Your Votes
- 8.9. Why It's So Important to Lobby Elected Officials
- 8.10. Send Your Speech to One or More Elected Officials
- 8.11. Reflect On What You Have Learned From This Project
- 8.12. Next Steps
- References

[Click here to go to Step 8.](#)

7. The Goals of This Project

The goals of this course are for you to be able to:

- understand the causes and effects of gun violence
- develop empathy for the victims, survivors, and frontline workers
- share your own stories related to gun violence
- understand the various proposals being made to stop gun violence
- present a speech advocating ways to stop gun violence
- discuss and debate the proposals being advocated
- lobby your local and national elected officials
- rate and vote on the proposals
- become engaged in working with others to stop gun violence
- learn how to lift your voice to advocate democratic solutions to our most important social and ecological problems



National Gun Violence Organizations

March for Our Lives

Black Lives Matter

Sandy Hook Promise

National Gun Violence Policy Organizations

Giffords: Courage to Fight Gun Violence

The Coalition to Stop Gun Violence

Everytown: For Gun Safety

Brady Campaign to Prevent Gun Violence

National Gun Violence Related Research Organizations

- The Armed Conflict Location & Event Data Project (ACLED)
- Center for Disease Control: Violence Prevention
- Center for Disease Control: Firearm Mortality by State
- Center for Strategic and International Studies (CSIS)
- The Educational Fund to Fight Gun Violence
- George Washington Program on Extremism
- Gun Violence Archive
- Homeland Security Digital Library (Domestic Terrorism)
- Kaiser Family Foundation
- The K-12 School Shooting Database (Center for Homeland Defense and Security)
- Pew Research Center
- Southern Poverty Law Center (SPLC) Statista
- Wikipedia: Gun Violence in the United States

National Gun Violence Prevention Organizations (from the Ceasefire Colorado Website)

- Americans for Responsible Solutions
- Brady Campaign to Prevent Gun Violence
- Coalition to Stop Gun Violence
- Everytown for Gun Safety
- Law Center to Prevent Gun Violence
- National Law Enforcement Partnership to Prevent Gun Violence
- Newtown Action Alliance
- Protest Easy Guns
- States United to Prevent Gun Violence
- Violence Policy Center
- Women Against Gun Violence

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Project 1: Stop Gun Violence



Step 1
Connect to the Problem

What are the types of guns and types of gun violence? What are your experiences with gun violence?



We can choose to be hopeful, try and possibly fail or not be hopeful, give up and definitely fail.

— David Hogg, Co-founder and board member at March For Our Lives

1.1. Overview of Democratic Values, Skills, and Knowledge

Lift Every Voice is dedicated to helping people to lift their voices to advocate ways to solve major social and ecological problems and to create a more compassionate, just, and free society.

Lift Every Voice consists of Books and Projects.

Lift Every Voice Books provides resources about some of the most important democratic values, skills, and knowledge:

- Book 1: Democratic Values
- Book 2: Social-Emotional Skills
- Book 3: Democratic Skills and Practices
- Book 4: Social and Ecological Awareness
- Book 5: Democratic Knowledge



These five books provide some of the most important resources needed to analyze some of our most important social and ecological problems and to propose democratic solutions to these problems.

1.2. Overview of Social and Ecological Projects

Lift Every Voice Projects focus specifically on how we can lift our voices to advocate solutions to these problems.

- Project 1: Stop the Gun Violence (available now)
- Project 2: Stop the Pandemic (Spring 2023)
- Project 3: Stop Police Violence (Summer 2023)
- Project 4: Stop Global Warming (Summer 2023)

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

“Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....”

—Emma Gonzalez
March for Our Lives Speech,
March 24, 2018

Project 1:
Stop Gun Violence

Project 2:
Stop the Pandemic

Project 3:
Stop Police Violence

Project 4:
Stop Global Warming

Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

1.3. Eight Steps for Lifting Our Voices

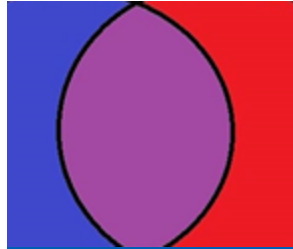
Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:

Connect to the Problem:

What are the types of guns and types of gun violence? What is your experience with gun violence?



Step 2:

Compare Case Studies:

What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:

Analyze the Facts:

What are the causes and effects of gun violence?



Step 4:

Listen to and Share Related Stories:

What are the stories of victims, survivors, and frontline workers? What are your stories?



Step 5:

Read the Proposals and Listen to the Speeches:

What are the national proposals for stopping gun violence?



Step 6:

Develop and Deliver Your Proposal:

What is your proposal for stopping gun violence?



Step 7:

Discuss and Debate the Proposals:

What are other students and people advocating? Are there ways to integrate your proposals?



Step 8:

Lift Your Voices, Cast Your Votes:

What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

1.4. Central Questions for the Stop Gun Violence Project



The Central Questions for this Stop Gun Violence Project includes the following:

- What connections do you have to gun violence?
- From your point of view, what are some of the most important incidents (case studies) of gun violence?
- What are some of the most important causes of gun violence?
- What values are most important in guiding us on how to stop or prevent gun violence?
- From your point of view, what is one of the most important proposals for stopping gun violence?
- How can you advocate for this proposal? Who would you lobby? How would you organize your community?
- What can you do in your own life to stop gun violence?

1.5. Step 1: Your Thoughts and Questions

In Step 1, the major objective is for you to think about your connections/experiences with gun violence and then to write down the questions you have about the gun violence crisis and the different ways we can stop it. After reading/viewing the following Step 1 pages, you can write your responses to these questions in your Lift Every Voice Personal Journal (Step 1.11).

- What are the types of guns and the types of gun violence?
- What if any is your experience with gun violence?
- What have you read about or viewed about gun violence?
- What are your initial questions about gun violence?



Columbine 1999



Sandy Hook 2012



Parkland 2018

1.6. Step 1: Critical Thinking and Democratic Competencies

In this first step—connect with the problem, the targeted Critical Thinking and Democratic Competencies that will help you to connect with the issue of gun violence include:



Critical Thinking Skills to Apply in This Step 1:

- Learn about the types of gun violence
- Learn and use the vocabulary needed to discuss the different kinds of guns and the different types of gun violence
- Develop your own personal questions about gun violence

Democratic Competencies to Apply in This Step 1:



- Make personal connections to gun violence
- Make connections to the prevalence of gun violence in our society
- Begin to develop your first-person point of view about the causes of gun violence
- Identify and explore whether and how gun violence has influenced your identity

1.7. Types of Guns

There **are five major types of guns** that are used in most gun violence situations.



1

Hand Gun

A **hand gun** is a short-barreled firearm that can be held and used with one hand. The two most common handgun sub-types in use today are revolvers and semi-automatic pistols.

1.7. Types of Guns Cont'd

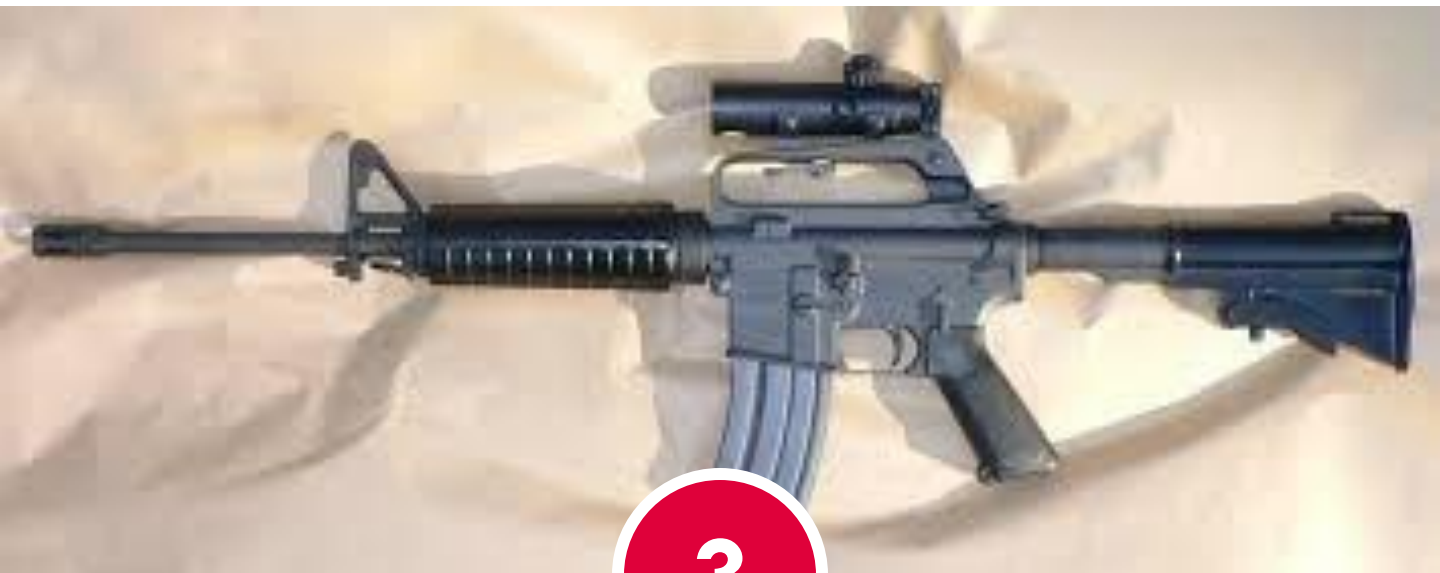


2

Long Gun

A **long gun** is a category of firearms with longer barrels than most other types. In small arms, a long gun is generally designed to be held by both hands and braced against the shoulder, in contrast to a handgun, which can be fired being held with a single hand.

1.7. Types of Guns Cont'd



3

Colt AR-15

The **Colt AR-15** carbine is a semi-automatic rifle that fires one round each time the trigger is pulled. The weapon features a pistol grip and a flash suppressor.

1.7. Types of Guns Cont'd



4

AK-47

AK-47, also called Kalashnikov Model 1947, Soviet assault rifle, possibly the most widely used shoulder weapon in the world. The initials AK represent Avtomat Kalashnikova, Russian for “automatic Kalashnikov,” for its designer, Mikhail Timofeyevich Kalashnikov, who designed the accepted version of the weapon in 1947. It is also classified as a semi-automatic rifle.

1.7. Types of Guns Cont'd



5

Bump Fire

Bump fire is the act of using the recoil of a semi-automatic firearm or double-action revolver to fire bullets in rapid succession, but with a loss of accuracy. Bump stocks or bump fire stocks are gun stocks that can be used to assist in bump firing.

1.8. Types of Gun Violence

GUN VIOLENCE ARCHIVE 2022

Evidence Based Research - since 2013

PUBLISHED DATE: January 12, 2023

Total Number of GV Deaths - ALL Causes⁴		44,270
Homicide/Murder/Unintentional/DGU ¹		20,180
Suicide ³		24,090
Total Number of Injuries¹		38,532
Mass Shootings ²		648
Mass Murders ²		36
Number of Children (age 0-11) ¹	Killed	314
	Injured	680
Number of Teens (age 12-17) ¹	Killed	1,357
	Injured	3,793
Officer Involved Incident ¹	Killed	71
Officer Killed or Injured	Injured	340
Officer Involved Incident ¹	Killed	1,402
Subject-Suspect Killed or Injured	Injured	869
Defensive Use ²		1,162
Unintentional Shooting ²		1,622
Murder/Suicides Incidents ²		670

1.8. Types of Gun Violence Cont'd



March 24, 2018
DENVER, CO

- Of course, what unites these various forms of violence is their ability to use various types of guns to kill people. What differentiates these types of gun violence is the specific context in which these guns are used.
- To prevent gun violence, we need to both limit access to guns in general and then to address the factors that contribute to use of guns in that particular context.
- For example, school shootings and inner-city gang murders are connected by the ability of the perpetrators to access semi-automatic firearms (pistols and rifles) (assault weapons). To prevent this kind of violence requires limiting or eliminating access to these firearms.
- In addition, to prevent school shootings requires making schools safer, addressing the mental health needs of students, fostering social emotional skills for all students, including conflict resolution skills, and more generally creating a more safe and supportive school climate that reaches out to those most in need.

1.8. Types of Gun Violence Cont'd



- Inner city, gang-related murders, on the other hand, requires eliminating the conditions that foster the growth of gangs including systemic discrimination against people of color, increasing poverty and income inequality, failing schools, lack of jobs and jobs training, rampant police brutality, and a broken criminal justice system.
- To prevent gun violence, we need to limit access to guns, particularly assault weapons, and then we need to address the specific conditions that promote each type of gun violence.


1.9. Gun Types and Types of Gun Violence Vocabulary

To support the reading, viewing, and comprehending of the articles and videos, we have created two sets of vocabulary for understanding gun violence. Click on the links below or copy the links. Once you are in Quizlet, you can move from one flashcard to the next, click on the blue arrows above where it says "Choose a Study Mode". Click on the slide (not the image) to see the vocabulary term and then the definition and image. Click on "View This Set" to go to a full screen. Click on the volume symbol to hear it read to you in English.

Q **Gun Violence Basics: Types of Guns and Gun Violence**
Study online at https://quizlet.com/_9mo5v8

automatic firearm

A firearm that will load and fire automatically and continuously with a single pull and hold of the trigger until the magazine is empty



Learn More!

[Link for Types of Guns and Gun Violence Quizlet Vocabulary](https://quizlet.com/_9mo5v8?x=1jqf&i=21iuc)
(https://quizlet.com/_9mo5v8?x=1jqf&i=21iuc)

1.10. The Lift Every Voice Gun Violence Survey

In this anonymous survey, you can share your thoughts and opinions about gun violence. You can also compare your responses to others.

The Gun Violence Survey: Your Experience With and Opinions About Gun Violence (2023)

This is a survey to assess your experience with and opinions about gun violence. This is an anonymous survey. Your name or your personal answers will not be shared with anyone. Only the aggregate results will be posted. You can take this survey in Spanish if you wish by clicking the arrow in the top right corner.

Gun Violence Survey

[Link to Gun Violence Survey](https://forms.office.com/Pages/ShareFormPage.aspx?id=U_zn9dmQyUKDQGHgx4WvD7gqwUsVVm9NoTLko7eIOThUNVpVRkhMRIJIRTUxWTYyMUhJUTYxN1AwMS4u&sharetoken=10LmTyDVnFCVXqZ4bQoi)

https://forms.office.com/Pages/ShareFormPage.aspx?id=U_zn9dmQyUKDQGHgx4WvD7gqwUsVVm9NoTLko7eIOThUNVpVRkhMRIJIRTUxWTYyMUhJUTYxN1AwMS4u&sharetoken=10LmTyDVnFCVXqZ4bQoi



Brian Sicknick

United States Capitol Police (USCP) officer, died on January 7, 2021, after having two strokes one day after he responded to an attack on the U.S. Capitol.

1.11. Stop Gun Violence Personal Journal

After reading/viewing Steps 1.1 to 1.10, take a moment and write down your responses to the following questions in your Lift Every Voice Stop Gun Violence Personal Journal. This journal is for your eyes only or those you wish to share it with.

- What are the types of guns and the types of gun violence?
- What if any is your experience with gun violence?
- What have you read about or viewed about gun violence?
- What are your initial questions about gun violence?

Lift Every Voice Stop Gun Violence Personal Journal

Link to Lift Every Voice Personal Journal
<https://lift-every-voice.voices.institute/wp-content/uploads/2023/01/Project-1-Stop-Gun-Violence-Personal-Journal.docx>

1.12. Discuss Which Type of Gun Violence You Are Most Concerned With

Project 1: Stop Gun Violence has several chat rooms for sharing and discussing your thoughts and feelings about gun violence and how we can work together in the future to prevent this plague. Click on the link below which will take you to the Lift Every Voice Gun Violence Chat Room.

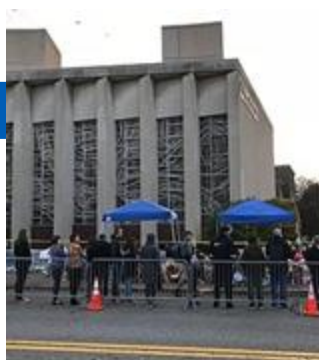
Stop Gun Violence Chat Room

[Click here to the Stop Gun Violence Chat Room.](https://lift-every-voice.voices.institute/chat-rooms/)
<https://lift-every-voice.voices.institute/chat-rooms/>

Mass Shootings



Las Vegas 2017



Pittsburgh 2018



Buffalo 2022

1.13. Next Steps



Archbishop
Desmond Tutu with
Parkland survivors



In this first step, you have gained a basic knowledge of the types of guns and the types of gun violence.



In Step 2, you will present your point of view about the impact of gun violence on victims, survivors, and frontline workers, and in particular people of color.



In Step 3, you will analyze the statistics and facts related to gun violence.



In Step 4, you will listen to the stories of survivors and frontline workers about gun violence and then you will share your own stories about gun violence or stories you have heard about and which have deeply affected you.



In Step 5, you will listen to speeches and proposals advocating ways to stop or prevent gun violence.



In Step 6, you will then develop your own proposal and deliver your speech advocating your proposals for stopping gun violence.



In Step 7, you will listen to the speeches of your classmates and seek to take their points of view as you respond to their proposals.



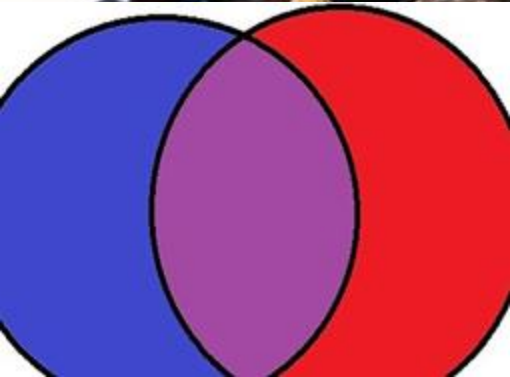
Finally, **in Step 8**, you will coordinate and integrate these different points of view, synthesize these different proposals, and cast your votes (take a survey) where you rate the different proposals.

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Project 1: Stop Gun Violence



Step 2
Compare Case Studies

What can we learn from studying incidents of gun violence? How does institutional discrimination affect gun violence?



“And that’s what we mean when we say Black Lives Matter, or Asian Lives Matter, it’s that we want to count on justice as much as anyone else and we deserve to be here.”

— **Robert Peterson** – whose mother was killed in the Atlanta Spa shootings

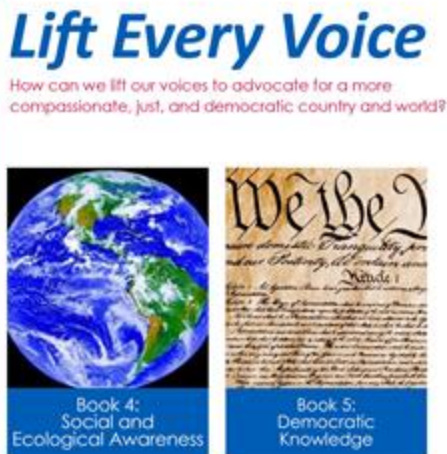
2.1. Overview of Democratic Values, Skills, and Knowledge

Lift Every Voice is dedicated to helping people to lift their voices to advocate ways to solve major social and ecological problems and to create a more compassionate, just, and free society.

Lift Every Voice consists of Books and Projects.

Lift Every Voice Books provides resources about some of the most important democratic values, skills, and knowledge:

- Book 1: Democratic Values
- Book 2: Social-Emotional Skills
- Book 3: Democratic Skills and Practices
- Book 4: Social and Ecological Awareness
- Book 5: Democratic Knowledge



These five books provide some of the most important resources needed to analyze some of our most important social and ecological problems and to propose democratic solutions to these problems.

2.2. Overview of Social and Ecological Projects

Lift Every Voice Projects focus specifically on how we can lift our voices to advocate solutions to these problems.

- Project 1: Stop the Gun Violence (available now)
- Project 2: Stop the Pandemic (Spring 2023)
- Project 3: Stop Police Violence (Summer 2023)
- Project 4: Stop Global Warming (Summer 2023)

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

“Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....”

—Emma Gonzalez
March for Our Lives Speech,
March 24, 2018

Project 1:
Stop Gun Violence

Project 2:
Stop the Pandemic

Project 3:
Stop Police Violence

Project 4:
Stop Global Warming

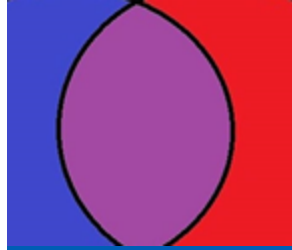
Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

2.3. Eight Steps for Lifting Our Voices

Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:
Connect to the Problem:
What are the types of guns and types of gun violence?
What is your experience with gun violence?



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What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:
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What are the stories of victims, survivors, and frontline workers?
What are your stories?



Step 5:
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What are the national proposals for stopping gun violence?



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What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

2.4. Central Questions for the Stop Gun Violence Project



The Central Questions for this Stop Gun Violence Project includes the following:

- What connections do you have to gun violence?
- From your point of view, what are some of the most important incidents (case studies) of gun violence?
- What are some of the most important causes of gun violence?
- What values are most important in guiding us on how to stop or prevent gun violence?
- From your point of view, what is one of the most important proposals for stopping gun violence?
- How can you advocate for this proposal? Who would you lobby? How would you organize your community?
- What can you do in your own life to stop gun violence?

2.5. Step 2: Questions About Shootings

In Step 2, the objective is to understand, analyze, and evaluate selected gun violence case studies with a primary focus on the impact of institutional discrimination on these case studies. Then you will have the opportunity to express your thoughts and feelings about one of the case studies.

- What can we learn from studying incidents of gun violence?
- How are these case studies similar? How are they different?
- How does institutional discrimination affect the victims of gun violence?

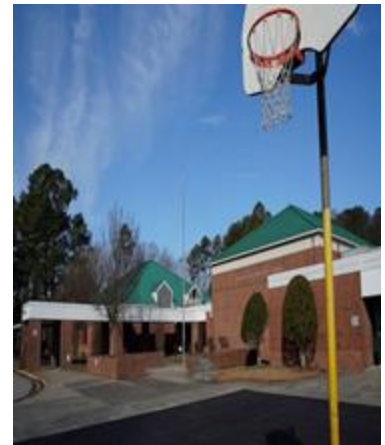
Recent School Shootings



Highlands Ranch
Colorado 2019



Uvalde Texas 2022



Newport News
Virginia 2023

2.6. Step 1: Critical Thinking and Democratic Competencies

In this first step—connect with the problem, the targeted Critical Thinking and Democratic Competencies that will help you to connect with the issue of gun violence include:



Critical Thinking Skills to Apply in This Step 2:

- Understand the different types of gun violence in specific situations.
- Analyze the impact of gun violence in these case studies.
- Compare the impacts particularly with regard to race, ethnicity, gender, religion, and sexual preference.

Democratic Competencies to Apply in This Step 2:



Analyze and evaluate the impact of institutional discrimination by race, ethnicity, class, gender, sexual preference, or religion on who becomes the victims of gun violence.

2.7. Introduction to individual and Institutional Discrimination

In trying to understand gun violence, it is also important to analyze the effects of various types of institutional discrimination on the perpetrators and victims of gun violence. What impact does race, ethnicity, class, gender, sexual preference, and religion play in these case studies and more broadly across our country?



“In almost every professional field, in business and in the arts and sciences, women are still treated as second-class citizens.... A girl should not expect special privileges because of her sex, but neither should she "adjust" to prejudice and discrimination.”
— Betty Friedan, *The Feminine Mystique*

Individual and Institutional Discrimination Presentation (Sway)

Link to Individual and Institutional Discrimination Sway
<https://sway.office.com/rZQgJedrug7RSjXj?ref=Link>

2.8. Explore Case Studies

Below we will review nine case studies of different types of gun violence:



Case Study #1:

The Columbine Shooting (April 20, 1999)

Case Study #2:

Chicago Police Shooting of Laquan McDonald (Oct. 20, 2014)

Case Study #3:

Parkland School Shooting (Feb. 14, 2018)

Case Study #4:

Highland Ranch STEM High School (May 7, 2019)

Case Study #5:

The Capitol Insurrection (Jan. 6, 2021)

Case Study #6:

The Pittsburgh Synagogue Shooting (Oct. 27, 2018)

Case Study #7:

Atlanta Spa Shootings (March 16, 2021)

Case Study #8:

Buffalo Shooting (May 14, 2022)

Case Study #9:

Uvalde (Robb Elementary School) (May 24, 2022)

Each case studies has facts, videos, and articles. After reading/viewing these materials, choose one case study to explore in more depth online.

Case Study 1

The Columbine Shooting (April 20, 1999)



Case Study #1: The Facts

The Columbine High School massacre was a school shooting that occurred on April 20, 1999, at Columbine High School in Columbine, Colorado, United States. The perpetrators, twelfth grade students Eric Harris and Dylan Klebold, murdered 12 students and one teacher.

Location: Columbine, Colorado, U.S.

Date: April 20, 1999

Target: Students and staff at Columbine High School; and first responders

Attack type: School shooting, mass murder, murder–suicide, arson, attempted bombing, shootout

Weapons:

Intratec TEC-9 Mini

Hi-Point 995 Carbine

Savage 67H pump-action shotgun

Stevens 311D double barreled sawed-off shotgun

99 explosives

Four knives

Deaths: 15 (including both perpetrators)

Injured: 24 (21 by gunfire)

Perpetrators: Eric Harris and Dylan Klebold

Motive Inconclusive

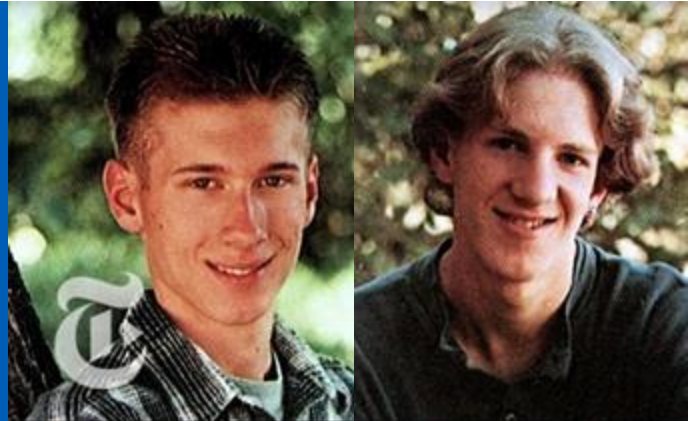
[\(excerpted from Wikipedia\)](#)

Case Study #1 Cont'd

Case Study #1 Videos

Haunted by Columbine | Retro Report Documentary | The New York Times The killing of 12 students and a teacher at Columbine High School in 1999 continues to shape how we view and understand school shootings today.

<http://nyti.ms/1PK273g>



Case Study #1: Articles

The following articles provide an in-depth analysis of this shooting.

[Click here](#) to read "Remembering the Columbine High School shooting--20 years ago on April 20, 1999" (PENN Live, April 20, 2019). <https://web.microsoftstream.com/video/23d06e1c-7c3c-4cfa-b470-1fc7285161de>

[Click here](#) to read "What Really Happened at Columbine?" (CBS News Part I, April 17, 2001). <https://www.cbsnews.com/news/what-really-happened-at-columbine/>

[Click here](#) to read "Columbine: Were There Warning Signals?" (CBS News Part II, April 17, 2001). <https://www.cbsnews.com/news/columbine-were-there-warning-signs/>

[Click here](#) to read "Columbine High School Shootings Fast Facts" (CNN May 1, 2019). <https://www.cnn.com/2013/09/18/us/columbine-high-school-shootings-fast-facts/index.html>

[Click here](#) to read "School Shooters: What's Their Path To Violence?" (NPR, Feb. 10, 2019) <https://www.npr.org/sections/health-shots/2019/02/10/690372199/school-shooters-whats-their-path-to-violence>

Case Study 2

Chicago Police Shooting of Laquan McDonald (Oct. 20, 2014)



Case Study #2: The Facts

Laquan McDonald was shot by Jason Van Dyke, an on-duty Chicago Police officer, 16 times in Chicago on October 20, 2014. The video of the shooting was not released until a year after the murder which began a series of major demonstrations. Finally, the police officer was found guilty of second degree murder on Oct 5, 2018, over three years later, with a maximum sentence of 6.75 years and could be released after three years.

Date: October 20, 2014; 4 years ago Time 9:57:36–9:57:54 p.m.

([CDT](#)) Location 4100 South Pulaski Road, [Chicago, Illinois](#), U.S. [Coordinates](#)

Location: Chicago, IL

Total number of deaths: 1 (Laquan McDonald)

Shooter: Officer Jason Van Dyke

Perpetrator: Officer Jason Van Dyke

Trial: September 17–October 5, 2018 Verdict: Second-degree murder (guilty); Aggravated battery with a firearm (guilty); Official misconduct (not guilty)

Sentence: 81 months (6.75 years)

Filmed by Police cruiser dashboard cameras

--[Wikipedia](#)

Case Study #2 Cont'd

Case Study #2 Videos

Police release video of Laquan McDonald's shooting Chicago police have released dashcam video showing the 2014 shooting death of 17-year-old Laquan McDonald.



Case Study #2: Articles

[10 Things You Should Know About the Killing of Laquan McDonald by Police \(Mother Jones, Dec 1, 2015\)](https://www.motherjones.com/politics/2015/12/laquan-mcdonald-chicago-police-shooting-video-explainer/) <https://www.motherjones.com/politics/2015/12/laquan-mcdonald-chicago-police-shooting-video-explainer/>

[A complete guide to the Laquan McDonald shooting and criminal trial \(Chicago Sun Times\)](https://graphics.suntimes.com/laquan-mcdonald-jason-van-dyke-shooting-trial/) <https://graphics.suntimes.com/laquan-mcdonald-jason-van-dyke-shooting-trial/>

[The complicated, short life of Laquan McDonald \(Chicago Tribune\)](https://www.chicagotribune.com/news/local/breaking/ct-laquan-mcdonald-trouble-met-20151211-story.html) <https://www.chicagotribune.com/news/local/breaking/ct-laquan-mcdonald-trouble-met-20151211-story.html>

Case Study 3

Parkland School Shooting (Feb. 14, 2018)



Case Study #3: The Facts

On February 14, 2018, a gunman opened fire at Marjory Stoneman Douglas High School in Parkland, Florida, killing seventeen students and staff members and injuring seventeen others. Witnesses identified Nikolas Cruz, a nineteen-year-old who had been expelled as a student, as the assailant.

Location: Parkland, Florida, U.S.

Date: February 14, 2018

Target: Students and staff at Marjory Stoneman Douglas High School

Attack type: School shooting, mass shooting

Weapons: Smith & Wesson M&P15 Sport II semi-automatic rifle

Deaths: 17

Injured: 17

Accused: Nikolas Cruz

Charges :

17 counts of capital murder

17 counts of attempted first-degree murder

--[Wikipedia](#)

Case Study #3 Cont'd

Case Study #3 Videos

Two days after the mass shooting at Marjory Stoneman Douglas High School, new details are emerging about Nikolas Cruz, the 19-year-old suspect, who has confessed to police, and whether warning signs were missed. NBC's Gabe Gutierrez reports for TODAY from Parkland, Florida.



<https://www.today.com/video/florida-school-shooting-new-details-about-nikolas-cruz-emerge-1163143747982>

Surveillance video of Nikolas Cruz inside Marjory Stoneman Douglas High School during the massacre was released along with a report highlighting security failures.



<https://abcnews.go.com/US/surveillance-video-marjory-stoneman-douglas-campus-released-gunman/story?id=53766372>

Case Study #3 Cont'd

Case Study #3 Videos

These are the victims of the Florida school shooting CNN's Anderson Cooper shares the names and stories of 17 victims who were gunned down during a school shooting at Marjory Stoneman Douglas High School in Parkland, Florida.



<https://www.cnn.com/videos/us/2018/02/16/florida-high-school-shooting-victims-names-sot-ac.cnn>

Case Study #3: Articles

[Video of Parkland School Shooter Nicholas Cruz Talking About His Plans on His Cellphone](https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/99367023-132.html) <https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/99367023-132.html>

[Florida School Shooting Timeline \(CNN\)](https://www.cnn.com/2018/02/15/us/florida-school-shooting-timeline/index.html)
<https://www.cnn.com/2018/02/15/us/florida-school-shooting-timeline/index.html>

[Rifle Used by Nicholas Cruz was bought legally \(USA Today\)](https://www.usatoday.com/story/news/2018/02/15/florida-shooting-suspect-bought-gun-legally-authorities-say/340606002/)
<https://www.usatoday.com/story/news/2018/02/15/florida-shooting-suspect-bought-gun-legally-authorities-say/340606002/>

[What Broward schools knew about Parkland shooter \(Sun Sentinel\)](https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-florida-school-shooting-consultant-report-full-20180803-story.html)
<https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-florida-school-shooting-consultant-report-full-20180803-story.html>

Case Study 4

Highland Ranch STEM High School (May 7, 2019)



Case Study #4: The Facts

Two Highlands Ranch STEM High School students attacked their school on May 7th killing one student and injuring eight others. Both shooters, one adult and one adolescent, were apprehended. Kendrick Castillo was killed trying to stop one of the shooters. Two other students tackled the same shooter right afterwards.

Location: Highlands Ranch, Colorado, U.S.

Date: May 7, 2019

Target: STEM School Highlands Ranch

Attack type: School shooting

Weapons:

Glock 21 .45-caliber semi-automatic pistol

Beretta M9 9mm semi-automatic pistol

.357 Magnum Taurus Revolver

Ruger 10/22 .22-caliber semi-automatic rifle

Deaths: 1

Injured: 8

Pending: Devon Erickson

Convicted: Alec McKinney

[Excerpted from Wikipedia](#)

Case Study #4 Cont'd

Case Study #4 Videos

At least 8 injured in school shooting in suburban Denver Two suspects are in custody after a school shooting about seven miles from Columbine High School left eight students injured, authorities said. The two were apprehended after the shooting at the STEM School Highlands Ranch, which covers K-12, Douglas County Sheriff Tony Spurlock said.

<https://www.cnn.com/2019/05/07/us/colorado-denver-area-school-shooting/index.html>



Affidavit: Juvenile suspect planned STEM School shooting, threatened other suspect Court documents released Thursday suggest that the juvenile suspect in the STEM School Highlands Ranch planned the May attack and threatened the other suspect if he didn't go along with the plan or told anyone about it.

<https://www.denver7.com/news/local-news/affidavit-juvenile-suspect-planned-stem-school-shooting-threatened-other-suspect>



Case Study #4 Cont'd

Case Study #4 Videos

STEM school shooting suspect back in court The suspect's mother testified in the hearing on Wednesday.



<https://www.denver7.com/news/local-news/stem-shooting-suspects-mother-details-teens-troubled-upbringing-including-alleged-sexual-abuse>

Colorado School Shooting: Student Describes Slain Classmate Tackling Gunman | TODAY Nui Giasolli, a student at the STEM School Highlands Ranch outside of Denver, describes the shooter entering her classroom before a peer, Kendrick Castillo, attempted to tackle the gunman. He did not survive. Nui's mother, Nyki, says the experience was a nightmare.

<https://youtu.be/QsMiWnzx7FI>



Case Study #4 Cont'd

Case Study #4: Articles

["STEM School Highlands Ranch shooting timeline..."](https://www.denverpost.com/2019/05/10/stem-school-shooting-colorado-timeline/) (Denver Post, 5/10/2019). Start here. <https://www.denverpost.com/2019/05/10/stem-school-shooting-colorado-timeline/>

["STEM School Highlands Ranch shooting: What we know"](https://www.denverpost.com/2019/05/08/stem-school-highlands-ranch-shooting-what-we-know/) (Denver Post, 5/9/2019) <https://www.denverpost.com/2019/05/08/stem-school-highlands-ranch-shooting-what-we-know/>

["Suspected STEM School shooters appeared in court..."](https://www.denverpost.com/2019/05/08/stem-school-highlands-ranch-colorado-shooting/) (Denver Post, 5/8/2019) <https://www.denverpost.com/2019/05/08/stem-school-highlands-ranch-colorado-shooting/>

["STEM School students burst into spontaneous protest..."](https://www.denverpost.com/2019/05/08/stem-school-vigils-highlands-ranch/) (Denver Post, 5/9/2019) <https://www.denverpost.com/2019/05/08/stem-school-vigils-highlands-ranch/>

["PHOTOS: STEM vigil at Highlands Ranch High School"](https://www.denverpost.com/2019/05/08/stem-shooting-vigil-highlands-ranch-high-school/) (Denver Post, 5/8/2019). Includes moving photos of the vigil. <https://www.denverpost.com/2019/05/08/stem-shooting-vigil-highlands-ranch-high-school/>

["Petition urges ESPYS to honor STEM School students who saved lives..."](https://www.denverpost.com/2019/05/09/stem-school-shooting-students-espys-petition/) (Denver Post, 5/9/2019) <https://www.denverpost.com/2019/05/09/stem-school-shooting-students-espys-petition/>

["Anonymous complaint alleged issues at STEM School months before deadly shooting"](https://coloradosun.com/2019/05/09/stem-school-highlands-ranch-complaints-culture/) (Colorado Sun, 5/9/2019). An anonymous parent alleges that there was a lot of bullying in the schools five months before the shooting. <https://coloradosun.com/2019/05/09/stem-school-highlands-ranch-complaints-culture/>

Case Study #4 Cont'd

Case Study #4: Articles

["Suspected Colorado STEM shooter was a bully, made jokes about school shootings..."](https://www.nbcnews.com/news/us-news/suspected-colorado-stem-shooter-was-bully-made-jokes-about-school-shootings...) (NBC News, 5/10/2019). One of the shooters was consider a bully by many students. <https://www.nbcnews.com/news/us-news/suspected-colorado-stem-shooter-was-bully-made-jokes-about-school-n1004181>

["Maya 'Alec' McKinney Being Sentenced To Life In Prison With Possibility Of Parole For Deadly STEM School Shooting"](https://denver.cbslocal.com/2020/07/24/maya-alec-mckinney-sentenced-deadly-stem-school-shooting/) (CBS Denver, July 24, 2020) <https://denver.cbslocal.com/2020/07/24/maya-alec-mckinney-sentenced-deadly-stem-school-shooting/>

["Trial for older STEM School shooting suspect slated to begin in May"](https://www.9news.com/article/news/crime/older-stem-school-shooting-suspect-hearing/73-0eb6062c-765f-4809-9ac8-caf0b2cc0464) (9News, Jan. 15, 2021) <https://www.9news.com/article/news/crime/older-stem-school-shooting-suspect-hearing/73-0eb6062c-765f-4809-9ac8-caf0b2cc0464>

Case Study 5

The Capitol Insurrection (Jan. 6, 2021)



Case Study #5: The Facts

The On January 6, 2021, the United States Capitol was stormed during a riot and violent attack against the United States Congress. A mob of supporters of President Donald Trump attempted to overturn his defeat in the 2020 United States presidential election by disrupting the joint session of Congress assembled to count electoral votes to formalize Joe Biden's victory. The Capitol complex was locked down and lawmakers and staff were evacuated while rioters occupied and vandalized the building for several hours. More than 140 people were injured in the storming, and five died during or shortly after it.

Date: January 6, 2021; 2 months ago

Location: United States Capitol, Washington, D.C.

Caused by:

Opposition to the results of the 2020 United States presidential election

Donald Trump's and his allies' false claims of 2020 presidential election fraud

Right-wing extremism in the United States

Case Study 5 Cont'd

The Capitol Insurrection (Jan. 6, 2021)



Case Study #2: Articles

Goals:

Disrupt, delay, and overturn the Electoral College vote count in favor of Trump

Pressure Congress and Vice President Mike Pence to overturn the election of Joe Biden

Methods:

Demonstration

Civil disorder: rioting, vandalism, looting, assault

Political subversion: propaganda (big lie), conspiracy, intimidation, incitement, legislature takeover

Resulted in:

Failure to overturn the presidential election; delay of counting electoral votes by several hours; resumption of presidential transition leading up to the inauguration of Joe Biden

Second impeachment of President Trump

Deaths: 4 protesters, 1 police officer

Injuries:

Unknown number of rioters injured, at least five rioters hospitalized

At least 138 police officers (73 Capitol Police officers, 65 Metropolitan Police Department officers) including at least 15 hospitalized

Damage: Extensive physical damage; offices and chambers vandalized and ransacked; property stolen; \$30 million+ for costs of repairs and security measures

Charged: 390 and increasing

--[Wikipedia](#)

Case Study #5 Cont'd

Case Study #5 Videos

The FBI has released new video from the Capitol Riots to identify the suspects involved. The FBI has arrested more than 300 suspects involved, but the bureau is still having trouble identifying 10 men involved. NBC's Ken Dilanian joins 'The News with Shepard Smith' to report. For access to live and exclusive video from CNBC subscribe to CNBC PRO: <https://cnb.cx/2NGelvi>



<https://www.nbcnews.com/news/us-news/fbi-releases-videos-most-egregious-assaults-officers-capitol-riot-n1261419>

Watch how the events unfolded during the Capitol riots Pro-Trump supporters rioted and overtook U.S. Capitol officers to enter the building as lawmakers attempted to count the electoral college votes on Jan. 6. Protesters were in the District to falsely assert the presidential election was stolen from Trump.

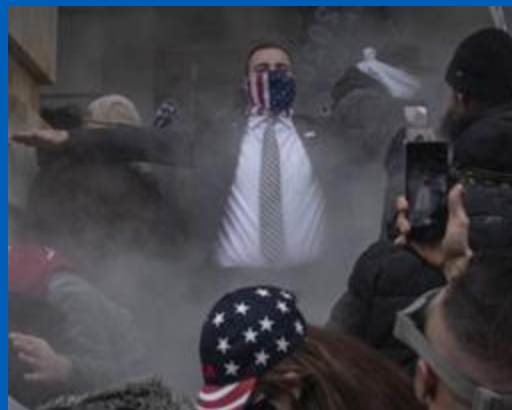


<https://www.denver7.com/news/local-news/affidavit-juvenile-suspect-planned-stem-school-shooting-threatened-other-suspect>

Case Study #5 Cont'd

Case Study #5 Videos

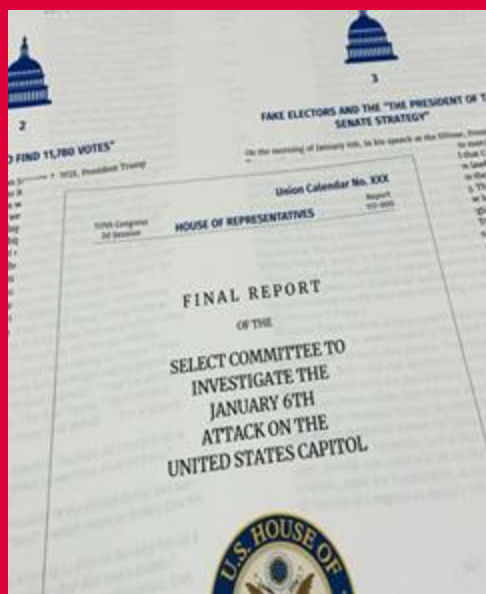
“In Pictures: the January 6 Capitol Riot”



<https://www.cnn.com/2022/01/03/politics/gallery/january-6-capitol-insurrection/index.html>

Key takeaways from the January 6 committee’s final report. CNN Dec. 23, 2022.

<https://www.cnn.com/2022/01/03/politics/gallery/january-6-capitol-insurrection/index.html>



Case Study #5 Cont'd



Case Study #5: Reports and Articles

Click on the link to read the "Final Report of the Select Committee to Investigate the January 6th Attack on the U.S. Capitol". <https://lift-every-voice.voices.institute/wp-content/uploads/2023/01/GPO-J6-REPORT.pdf>

"The Big Lie" (Wikipedia) https://en.wikipedia.org/wiki/Big_lie

"Trump's Big Lie" BY HEATHER COX RICHARDSON | FEBRUARY 3, 2021
(BillMoyers.com) <https://billmoyers.com/story/trumps-big-lie/>

"Researchers: More Than a Dozen Extremist Groups Took Part in Capitol Riots"
By Masood Farivar USA January 16, 2021 <https://www.voanews.com/2020-usa-votes/researchers-more-dozen-extremist-groups-took-part-capitol-riots>

"Who Were the US Capitol Rioters?" By Masood Farivar USA February 12, 2021 <https://www.voanews.com/usa/who-were-us-capitol-rioters>

"The Role of Guns & Armed Extremism in the Attack on the U.S. Capitol"
Everytown 1.28.2021 <https://everytownresearch.org/report/armed-extremism-us-capitol/>

Two arrested in assault on police officer Brian D. Sicknick, who died after Jan. 6 Capitol riot By Spencer S. Hsu, Peter Hermann and Emily Davies Washington Post March 15, 2021 https://www.washingtonpost.com/local/legal-issues/two-arrested-in-assault-on-police-officer-brian-d-sicknick-who-died-after-jan-6-capitol-riot/2021/03/15/80261550-84ff-11eb-bfdf-4d36dab83a6d_story.html

Case Study 6

The Pittsburgh Synagogue Shooting (Oct. 27, 2018)



Case Study #6: The Facts

The Pittsburgh synagogue shooting was an antisemitic terrorist attack in the form of a mass shooting, which took place at the Tree of Life – Or L'Simcha Congregation a synagogue in the Squirrel Hill neighborhood of Pittsburgh, Pennsylvania, United States. The congregation, along with New Light Congregation and Congregation Dor Hadash, which also worshipped in the building, was attacked during Shabbat morning services on October 27, 2018. The perpetrator killed eleven people and wounded six, including several Holocaust survivors. It was the deadliest attack ever on the Jewish community in the United States.

Location Tree of Life – Or L'Simcha Congregation, 5898 Wilkins Avenue, Pittsburgh, Pennsylvania, United States

Coordinates 40°26'37"N 79°55'17"W

Date October 27, 2018 9:54 – 11:08 a.m. (EDT)

Target Tree of Life – Or L'Simcha Congregation

Attack type Mass shooting, domestic terrorism, hate crime

Weapons Colt AR-15 SP1 semi-automatic rifle
Three Glock .357 SIG handguns

Deaths 11

Injured 7 (including the suspect)

Motive Antisemitism, belief in the white genocide conspiracy theory

Accused Robert Gregory Bowers

Charges 63 federal criminal counts, 36 state criminal counts

--[Wikipedia](#)

Case Study #6 Cont'd

Case Study #6 Videos

11 dead in shooting at Pittsburgh synagogue, suspect in custody
"It's a very horrific crime scene. It's one of the worst that I've seen," Pittsburgh Public Safety Director Wendell Hissrich said.

<https://www.nbcnews.com/news/us-news/active-shooter-reported-near-pittsburgh-synagogue-n925211>



Oct 29, 2018

CBS2's Ali Bauman has the latest from Pittsburgh, where residents are still grieving after the Pittsburgh synagogue shooting.

<https://youtu.be/qpB17vI3NxU>



Pittsburgh Synagogue Shooting Has Changed American Jewry PERSPECTIVES | The Jewish community of Pittsburgh is shaken but is standing strong. Israel's Consul General in New York Dani Dayan believes that this fatal anti-Semitic attack has changed American Jewry forever. Our Dan Raviv reports to Tracy Alexander from the scene of Saturday's attack.

<https://www.youtube.com/watch?v=nvillLzy5Bg>



Case Study #6 Cont'd



Case Study #6: Articles

Pittsburgh Synagogue Shooting Suspect Robert Bower Pleads Not Guilty at Federal Arraignment, CBS News Pittsburgh, November 1, 2018. <https://www.cbsnews.com/pittsburgh/news/pittsburgh-synagogue-shooting-suspect-robert-bowers-federal-arraignment/>

Pittsburgh 11 people were gunned down at a Pittsburgh synagogue. Here are their stories By Emanuella Grinberg, Elliott C. McLaughlin, Sara Sidner and AnneClaire Stapleton, CNN Updated 4:09 PM EDT, Thu November 1, 2018.

<https://www.cnn.com/2018/10/28/us/pittsburgh-synagogue-shooting-victims/index.html>

Pittsburgh synagogue shooting: What we know about alleged mass shooter Robert Bowers. Police named Robert Bowers, 46, as the suspect in the killing of 11 people. ByKaelyn Forde, Emily Shapiro, Matt Gutman, and Matt Seyler. October 29, 2018, 12:03 PM. <https://abcnews.go.com/US/pittsburgh-synagogue-shooting-alleged-mass-shooter-robert-bowers/story?id=58794586>

Case Study 7

Atlanta Spa Shootings (March 16, 2021)



Case Study #7: The Facts

Location: Atlanta and unincorporated Cherokee County, Georgia, United States

(first shooting, unincorporated Cherokee County)

(second shooting, in Atlanta)

(third shooting, in Atlanta)

(suspect captured, in unincorporated Crisp County)

Date: March 16, 2021

Target: Spas and massage parlors

Attack type: Mass shooting, shooting spree

Weapons: 9mm semi-automatic pistol

Deaths: 8

Injured : 1

Motive Under investigation

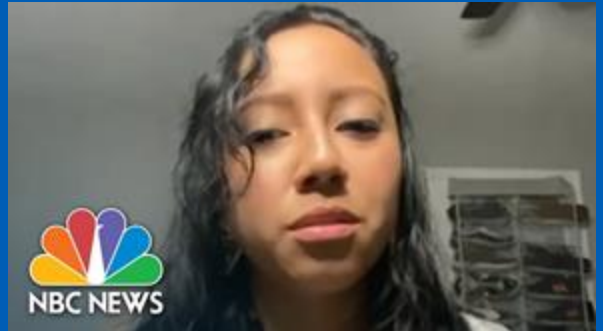
Accused: Robert Aaron Long

--[Wikipedia](#)

Case Study #7 Cont'd

Case Study #7 Videos

Surveillance Video Shows Moments Before Atlanta Spa Shootings | NBC Nightly News The video shows the suspected gunman entering the first spa on his deadly rampage, and the aftermath as police arrived. All eight victims, six of them Asian women, have now been identified.



<https://www.cnn.com/2022/01/03/politics/gallery/january-6-capitol-insurrection/index.html>

Family members of Atlanta shooting victims speak out as thousands rally for change | GMA In Georgia and across the country, people are marching in support of Asian Americans after the murder of six Asian women at three different spas across the Atlanta metro area last week.



<https://abcnews.go.com/GMA/News/video/family-members-atlanta-shooting-victims-speak-thousands-rally-76601619>

Case Study #7 Cont'd

Case Study #7 Videos

Surveillance Video Shows Moments Before Atlanta Spa Shootings | NBC Nightly News The video shows the suspected gunman entering the first spa on his deadly rampage, and the aftermath as police arrived. All eight victims, six of them Asian women, have now been identified.



<https://cbs4indy.com/video/atlanta-spa-shooting-details-emerge/6449934/>

Assaulted. Harassed. This is the reality for Asian Americans a year after the Atlanta spa shootings
Nicole Chavez Natasha Chen
By Nicole Chavez and Natasha Chen, CNN
Updated 11:21 AM EDT, Wed March 16, 2022

<https://www.cnn.com/2022/03/16/us/atlanta-spa-shootings-anniversary/index.html>



Case Study #7 Cont'd



Case Study #7: Articles

[Stop AAPI Hate: Our communities stand united against racism. Hate against Asian American Pacific Islander communities has risen during the COVID-19 pandemic. Together, we can stop it. ACT NOW](https://stopaapihate.org/)

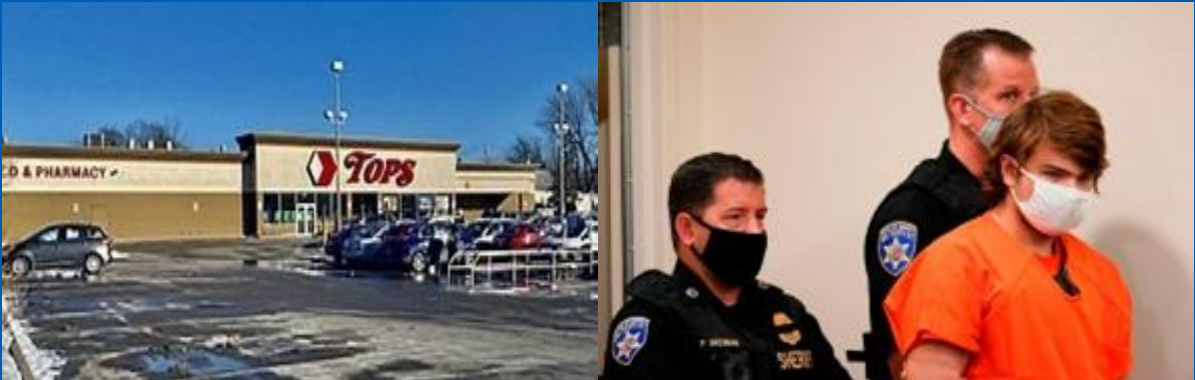
<https://stopaapihate.org/>

["The Atlanta spa shooting suspect's life before attacks" By Mark Berman, Brittany Shammas, Teo Armus and Marc Fisher Washington, Post March 19, 2021](https://www.washingtonpost.com/national/atlanta-shooting-suspect-robert-aaron-long/2021/03/19/9397cdca-87fe-11eb-8a8b-5cf82c3dffe4_story.html)

https://www.washingtonpost.com/national/atlanta-shooting-suspect-robert-aaron-long/2021/03/19/9397cdca-87fe-11eb-8a8b-5cf82c3dffe4_story.html

Case Study 8

Buffalo Shooting (May 14, 2022)



Case Study #8: The Facts

On May 14, 2022, a mass shooting occurred in Buffalo, New York, United States, at a Tops Friendly Markets supermarket in the East Side neighborhood. Ten Black people were killed and three other people were injured. The shooter live-streamed part of the attack on Twitch, but the live stream was shut down by the service in under two minutes. The accused, identified as 18-year-old Payton S. Gendron, was taken into custody and charged with first-degree murder. He formally entered a plea of "not guilty" on May 19, 2022.

Location 1275 Jefferson Avenue, Buffalo, New York, U.S.

Coordinates 42°54'35"N 78°51'10"W Coordinates: 42°54'35"N 78°51'10"W

Date May 14, 2022 c. 2:30 – 2:36 p.m. (EDT; UTC−04:00)

Attack type Mass shooting

Weapon Bushmaster XM-15 semi-automatic rifle[

Deaths 10

Injured 3

Accused Payton S. Gendron

Charges First-degree murder (10 counts), Attempted murder (3 counts), Domestic terrorism motivated by hate, 26 federal hate crimes, Other firearm offenses.

[Wikipedia](#)

Case Study #8 Cont'd

Case Study #8 Videos

Police: At least 10 killed in racially-motivated shooting at Buffalo supermarket At least 10 people were killed and three injured during a mass shooting at a grocery store in Buffalo, New York, according to the city's police commissioner. The shooting is being investigated as a hate crime, the FBI said. CNN's Athena Jones reports. #CNN #News



<https://www.cnn.com/2022/05/14/us/buffalo-ny-supermarket-multiple-shooting/index.html>

Buffalo shooting was racially motivated attack, officials say Sara Welch reports for the KTLA 5 News at 10 on May 15, 2022.

<https://youtu.be/MJPDeRNTjew>



Case Study #8 Cont'd

Case Study #8 Videos

Shooting In Buffalo Shows The Mainstreaming Of A Deadly Ideology New York Times columnist Charles Blow and former RNC Chairman Michael Steele discuss the far right pushing the great replacement theory and how it influenced the Buffalo shooter.



<https://www.msnbc.com/deadline-white-house/watch/shooting-in-buffalo-shows-the-mainstreaming-of-a-deadly-ideology-140132933548>



President Biden visits Buffalo following deadly mass shooting — 5/17/2022 President Joe Biden visits Buffalo, New York on Tuesday after a mass shooting there left 10 people dead and three others wounded.

<https://www.youtube.com/watch?v=-kSlyFfhy0A>

Case Study #8 Cont'd



Buffalo mass shooting suspect indicted on hate crime charges, AG to consider death penalty Ten people, all of whom were Black, were gunned down in the alleged hate crime. By Aaron Katersky and Emily Shapiro July 14, 2022, 12:15 PM.

<https://abcnews.go.com/US/buffalo-mass-shooting-grand-jury-indicts-suspect-federal/story?id=86830315>

On the heels of Buffalo mass shooting, more gun sales across New York State. Jay Tokasz Aug 16, 2022 Updated Nov 30, 2022.

https://buffalonews.com/news/local/on-the-heels-of-buffalo-mass-shooting-more-gun-sales-across-new-york-state/article_04a5b63e-18eb-11ed-a568-0367810f83b0.html

Buffalo mass shooting survivors feeling forgotten and unheard. By: Krizia Williams Posted at 7:05 PM, Aug 14, 2022.

<https://www.wkbw.com/news/local-news/buffalo-mass-shooting/buffalo-mass-shooting-survivors-feeling-forgotten-and-unheard>

Suspect in racist Buffalo mass shooting indicted on federal hate crimes charges, faces death penalty if convicted. By Tom Winter, Pete Williams and Chantal Da Silva. July 14, 2022, 12:24 PM MDT.

<https://www.nbcnews.com/news/us-news/suspect-racist-buffalo-mass-shooting-indicted-federal-hate-crime-charge-rcna38273>

Case Study #9

Uvalde (Robb Elementary School) (May 24, 2022)



Case Study #9: Facts

On May 24, 2022, a mass shooting occurred at Robb Elementary School in Uvalde, Texas, United States, where nineteen students and two teachers were fatally shot, and seventeen others were wounded by 18-year-old Salvador Ramos. Earlier in the day, he shot his grandmother in the face at home, severely wounding her. Outside the school, he fired shots for approximately five minutes before entering unobstructed with an AR-15 style rifle through an unlocked side entrance door. He then shut himself inside two adjoining classrooms, without locking the classroom door, killed nineteen students and two teachers, and remained in the school for more than an hour before members of the United States Border Patrol Tactical Unit (BORTAC) fatally shot him. The shooting is the third-deadliest school shooting in the United States, after the Virginia Tech shooting in 2007 and the Sandy Hook Elementary School shooting in 2012, and the deadliest in Texas.

Location Robb Elementary School, 715 Old Carrizo Road, Uvalde, Texas, U.S.

Coordinates 29°11'58"N 99°47'18"W

Case Study #9

Uvalde (Robb Elementary School) (May 24, 2022)

Case Study #9: The Facts Cont'd

Date May 24, 2022, 11:28 a.m. – 12:50 p.m. (UTC-05:00)

Attack type School shooting, mass shooting, mass murder

Weapons Daniel Defense DDM4 V7 (AR-15 style rifle)

Deaths 22 (including the perpetrator)

Injured 18 (including the perpetrator's grandmother at her home) [3]

Perpetrator Salvador Rolando Ramos

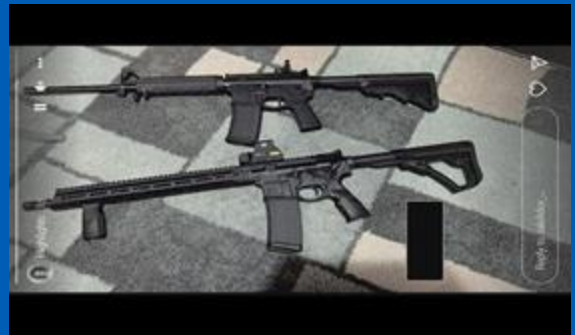
Motive Unknown (under investigation)

[--Wikipedia](#)

Case Study #9 Videos

How a gunman got into Robb Elementary School Scott Swan looks into how investigators believe a gunman got into Robb Elementary School to murder 19 children and two teachers.

<https://youtu.be/WD1rtpl6fL4>



New details on what happened moments before gunman entered Robb elementary school More victims of school shooting massacre in Uvalde are laid to rest as more details are coming to the surface.

<https://youtu.be/n6YdMcti9ms>



Case Study #9 Cont'd

Case Study #9 Videos

Authorities ID Texas school shooting suspect accused of killing 15 people at Robb Elementary School. ...The 18-year-old suspect, a student at Uvalde High School, is also dead, he said.

<https://youtu.be/85aF42JXwCU>



'I played dead': Kid who survived Texas school shooting recalls gunman saying 'you're all gonna die' ...one of the students who survived the mass shooting at Robb Elementary School in Uvalde, Texas, told ABC News.

<https://youtu.be/ce0ZWFhuLN0>



Funerals for two 10-year-olds are taking place today, exactly one week after a gunman killed 19 students and two teachers at Robb Elementary School in Uvalde, Texas.

<https://www.cbsnews.com/video/funerals-victims-robb-elementary-school-shooting/>



Case Study #9 Cont'd



Case Study #9: Articles

Timeline: How the shooting at a Texas elementary school unfolded. The suspected gunman bought the AR-15-style rifle two days after he turned 18. By Julia Jacobo and Nadine El-Bawab. December 12, 2022. <https://abcnews.go.com/US/timeline-shooting-texas-elementary-school-unfolded/story?id=84966910#:~:text=Timeline%3A%20How%20the%20shooting%20at%20a%20Texas%20elementary,Elementary%20School%2C%20May%2024%2C%202022%2C%20in%20Uvalde%2C%20Texas.>

"Who Are The Victims In The Robb Elementary School Shooting In Texas? Teachers Eva Mirales and Irma Garcia died trying to protect third- and fourth-graders like Amerie Jo Garza, Annabell Guadalupe Rodriguez, Uziyah Garcia, Nav eah Bravo and Xavier Javier Lopez. In total, 19 kids were shot by a local 18-year-old man on Tuesday." By Jill Sederstrom. MAY 25, 2022, 11:16 AM ET. <https://www.oxygen.com/crime-news/robb-elementary-school-shooting-victims>

"What we know about the gunman in the Robb Elementary School shooting". By Azmi Haroun, Mia Jankowicz, Natalie Musumeci, Lauren Frias, Cheryl Teh, Taiyler Simone Mitchell. May 27, 2022. <https://www.yahoo.com/now/know-robb-elementary-school-shooting-212458168.html>

2.9. Which Case Study Interests You the Most? (Personal Journal)

After reading/viewing the nine different case studies, take a moment and write down your thoughts about the case study that interests you the most in your Stop Gun Violence Personal Journal. This journal is for your eyes only or those you wish to share it with.

- Which case study are you most interested in?
- In your opinion, what are the major causes of gun violence?
- In particular, do you think that institutional discrimination played a role in the incident you are most interested in. See Step 2.17 for more about institutional discrimination.



**Which Case Study
Interests You the Most?
Why? (Personal
Journal)**

Click Here to Download Your Lift Every Voice Personal Journal
<https://lift-every-voice.voices.institute/wp-content/uploads/2023/01/Project-1-Stop-Gun-Violence-Personal-Journal.docx>

2.10. Share Your Thoughts and Feelings About One of the Case Studies (Flip)

After you have made some notes in your journal about what you consider to be one of the most interesting case studies, you can introduce yourself and your thoughts on video (Flip). You can decide whether or not you want other people to view your video. And you can comment on other people's videos as well.



What Are Your Thoughts and Feelings About the Case Study That Interests You the Most? (Flip)

Click This Link to Go to Project 1: Stop Gun Violence (Flip)
<https://flip.com/stopgunviolence>

2.11 Next Steps



In this Step 2, you explored the different points of view of the characters in this story. We are using this story to help us develop the social perspective taking skills you will need to use and apply in the following steps.



In Step 3, you will analyze the facts related to gun violence.



In Step 4, you will listen to the stories of survivors of gun violence, empathize with them, and take their points of view—similar to taking the point of view of Monchi's cousin, Dreamer.



In Step 5, you will listen to the proposals of gun violence prevention advocates.



In Step 6, you will then develop your own proposal and present your speech.



In Step 7, you will listen to the speeches of your classmates and seek to take their points of view as you respond to their proposals.



Finally in Step 8, you will coordinate and integrate these different points of view, synthesize these different gun violence prevention proposals, and cast your vote the best of the proposals.

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Project 1: Stop Gun Violence



Step 3:
Analyze the Facts

What are the causes and effects of gun violence? Based on the data, what are the most important types of gun violence to try to reduce? What in the data stands out to you?



Moments ago, the U.S. Senate decided to do the unthinkable about gun violence - nothing at all. Over two years ago, when I was shot point-blank in the head, the U.S. Senate chose to do nothing. Four months ago, 20 first-graders lost their lives in a brutal attack on their school, and the U.S. Senate chose to do nothing. It's clear to me that if members of the U.S. Senate refuse to change the laws to reduce gun violence, then we need to change the members of the U.S. Senate.

—Gabrielle Giffords

3.1. Overview of Democratic Values, Skills, and Knowledge

Lift Every Voice is dedicated to helping people to lift their voices to advocate ways to solve major social and ecological problems and to create a more compassionate, just, and free society.

Lift Every Voice consists of Books and Projects.

Lift Every Voice Books provides resources about some of the most important democratic values, skills, and knowledge:

- Book 1: Democratic Values
- Book 2: Social-Emotional Skills
- Book 3: Democratic Skills and Practices
- Book 4: Social and Ecological Awareness
- Book 5: Democratic Knowledge



These five books provide some of the most important resources needed to analyze some of our most important social and ecological problems and to propose democratic solutions to these problems.

3.2. Overview of Social and Ecological Projects

Lift Every Voice Projects focus specifically on how we can lift our voices to advocate solutions to these problems.

- Project 1: Stop the Gun Violence (available now)
- Project 2: Stop the Pandemic (Spring 2023)
- Project 3: Stop Police Violence (Summer 2023)
- Project 4: Stop Global Warming (Summer 2023)

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

“Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....”

—Emma Gonzalez
March for Our Lives Speech,
March 24, 2018

Project 1: Stop Gun Violence

Project 2: Stop the Pandemic

Project 3: Stop Police Violence

Project 4: Stop Global Warming

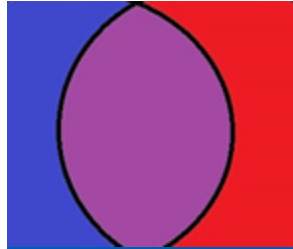
Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

3.3. Eight Steps for Lifting Our Voices

Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:
Connect to the Problem:
What are the types of guns and types of gun violence? What is your experience with gun violence?



Step 2:
Compare Case Studies:
What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:
Analyze the Facts:
What are the causes and effects of gun violence?



Step 4:
Listen to and Share Related Stories:
What are the stories of victims, survivors, and frontline workers? What are your stories?



Step 5:
Read the Proposals and Listen to the Speeches:
What are the national proposals for stopping gun violence?



Step 6:
Develop and Deliver Your Proposal:
What is your proposal for stopping gun violence?



Step 7:
Discuss and Debate the Proposals:
What are other students and people advocating? Are there ways to integrate your proposals?



Step 8:
Lift Your Voices, Cast Your Votes:
What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

3.4. Central Questions for the Stop Gun Violence Project



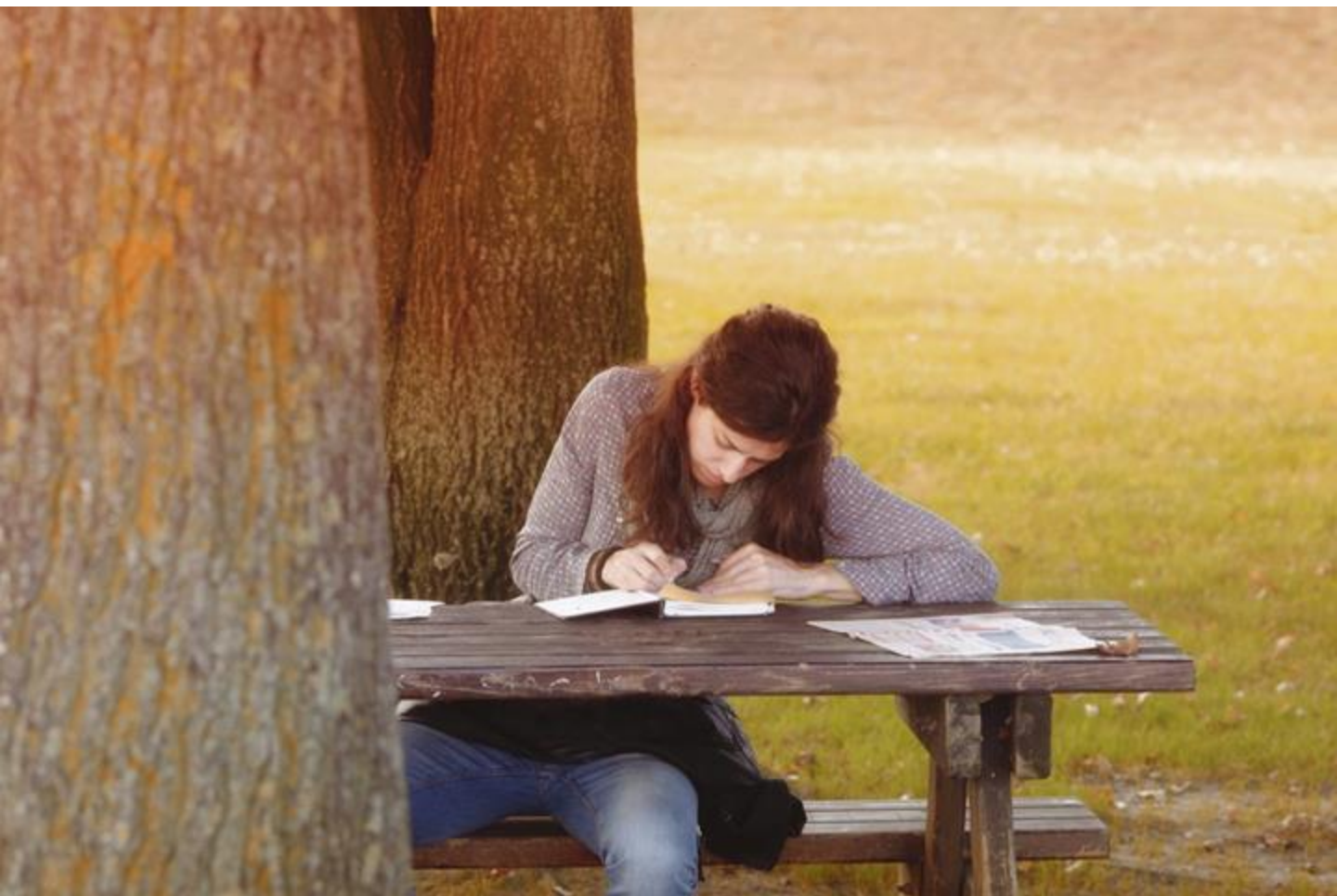
The Central Questions for this Stop Gun Violence Project includes the following:

- What connections do you have to gun violence?
- From your point of view, what are some of the most important incidents (case studies) of gun violence?
- What are some of the most important causes of gun violence?
- What values are most important in guiding us on how to stop or prevent gun violence?
- From your point of view, what is one of the most important proposals for stopping gun violence?
- How can you advocate for this proposal? Who would you lobby? How would you organize your community?
- What can you do in your own life to stop gun violence?

3.5. Step 3: Questions About Gun Violence Statistics

In Step 3, the major objective is to analyze the data/facts about the different types of gun violence. As you read/view this data keep in mind the following questions. You can write your thoughts about these questions in your Lift Every Voice Personal Journal (Step 3.8).

- What type of gun violence are you most concerned about?
- What is the trend line for that type of violence?
- What are some of the major causes of this kind of gun violence?
- Do you think it is possible to prevent or reduce or stop the kind of violence you are most concerned about? Explain.



Proposed National Gun Violence Prevention Legislation Overview



Legislative Proposal/Bill #1: License to Purchase and Own a Gun



Legislative Proposal/Bill #2: Require Background Checks



Legislative Proposal/Bill #3: Ban Assault Weapons



Legislative Proposal/Bill #4: Ban Large Capacity Magazines



Legislative Proposal/Bill #5: Establish Categories of Prohibited People Who Cannot Purchase a Firearm



Legislative Proposal/Bill #6: Extreme Risk Protection Orders (Red Flag) provide for the removal of guns from dangerous people



Legislative Proposal/Bill #7: Increase Funding for Research Related to Gun Violence



Legislative Proposal/Bill #8: Fund Violence Prevention Programs

3.6. Step 3: Critical Thinking Competencies

In Step 3, the objective is to analyze and evaluate the data/information about gun violence. After reviewing and analyzing this data, you can then discuss what is the most important information you have learned and what is the future of gun violence

Critical Thinking Skills to Apply in This Step 3:

Analyze the Data

- Analyze which types of gun violence have the greatest impact on deaths and society.
- Analyze which types of gun violence are increasing the most.
- Analyze which types of violence have the most impact on specific communities—people of color, gender, sexual preference, religious.



Understand Evaluate Importance

Analyze and evaluate the impact of institutional discrimination by race, ethnicity, class, gender, sexual preference, or religion on who becomes the victims of gun violence.

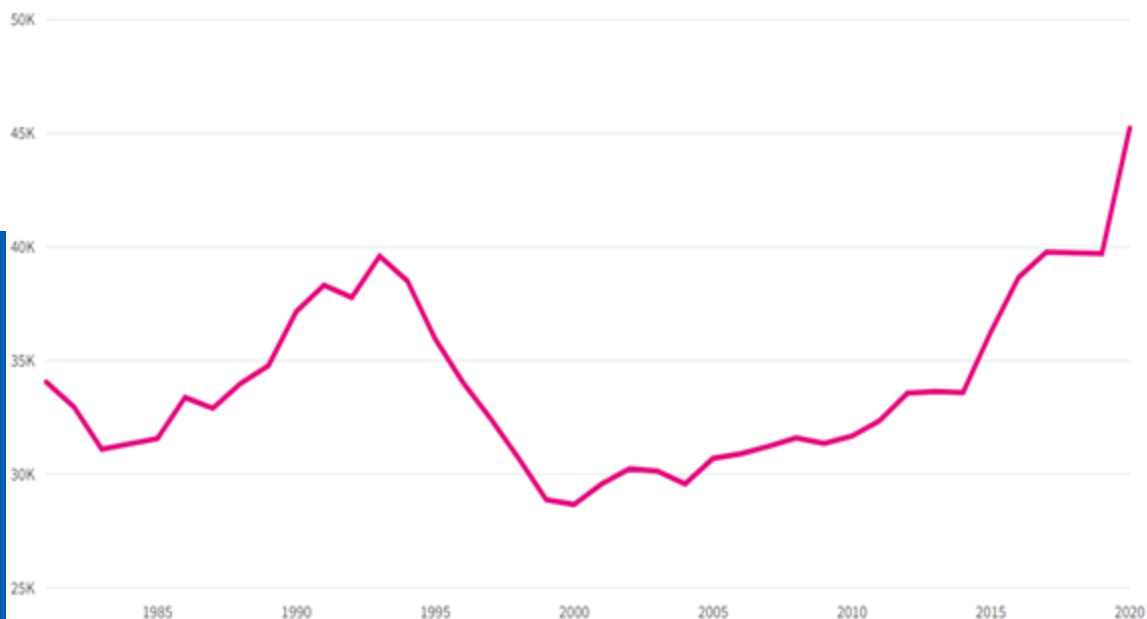


3.7. 15 Types of Gun Violence

1. Gun Deaths in the United States
 - 1.1. Gun Deaths, 1985-2020
 - 1.2. Gun Deaths Rates, 2010-2019
 - 1.3. Gun Deaths, 2022
 - 1.4. Gun Deaths by State
 - 1.5. Gun Deaths by Sex
 - 1.6. Gun Deaths by Race, Ethnicity, and Age
 - 1.7. Gun Deaths Among Children and Teens, 2015-2019
 - 1.8. Americans Killed by Guns and In Wars
2. Global Comparisons of Gun Violence
3. Types of Gun Violence
4. Firearm Suicide
5. Firearm Homicide
6. Community Gun Violence
7. Domestic Violence Extremism
8. Violent Crimes with Firearms
9. Mass Shootings
10. School Shootings
11. Domestic Violent Extremism with Firearms
12. Unintentional Shootings
13. Officer Involved Shootings
14. Nonfatal Shootings
15. Gun Ownership

1. Gun Deaths in the United States

Firearm deaths



Sources: Centers for Disease Control and Prevention. [see more](#) ▼

43,536 people were killed with guns in 2020. 119 per day.
From 2009 to 2019, 17% increase in death rates.

[Learn More](#)

<https://usafacts.org/data/topics/security-safety/crime-and-justice/firearms/firearm-deaths/>

Gun Deaths in the U.S Cont'd

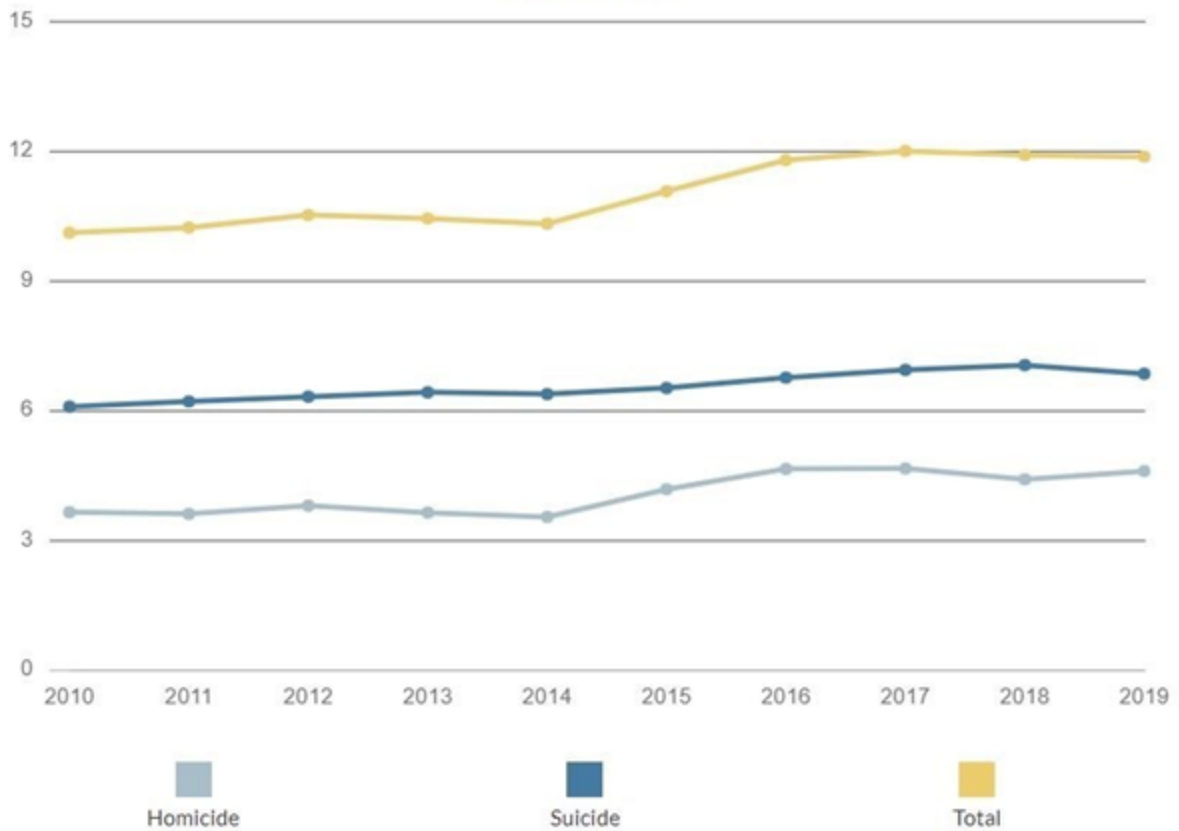
- 43,536 gun deaths in 2020
- 119 people died per day on average in 2020
- From 2009 to 2019, there was a 17% increase in death rates; 12.5% in suicides; 26.6% in homicides
- The highest death rates were in Alaska, Mississippi, Wyoming, and New Mexico. The lowest in New York, Massachusetts, New Jersey, and Hawaii.
- 85% of firearm suicides were male; 84% of firearm homicides were male; 90% of unintentional firearms were male; 96% of police involved shootings with male.
- Firearm suicide rates are highest among White people.
- Firearm homicide rate are highest among Black people.
- Unintentional firearm death rates are highest among Native Americans.
- Police-involved shootings are disproportionately higher among Black and Latino Americans.
- 3,390 children and teens were killed by gun violence in 2019 2,000 by homicide and 1100 by suicide.
- Over the past five years, 3200 children and teens were killed by gun.
- Nine children and teens die every day of gun violence.
- Firearms are the leading cause of death for Americans Ages 1-24
- Summarized from The Education Fund To Stop Gun Violence report "[Gun Violence in the United States](https://efsgv.org/learn/type-of-gun-violence/gun-violence-in-the-united-states/)".

Learn More

<https://efsgv.org/learn/type-of-gun-violence/gun-violence-in-the-united-states/>

1.2. Gun Deaths Rates, 2010-2019

Gun Death Rates in the United States, 2010-2019



Source: CDC WONDER

[Learn More](https://efsgv.org/learn/type-of-gun-violence/gun-violence-in-the-united-states/)

<https://efsgv.org/learn/type-of-gun-violence/gun-violence-in-the-united-states/>

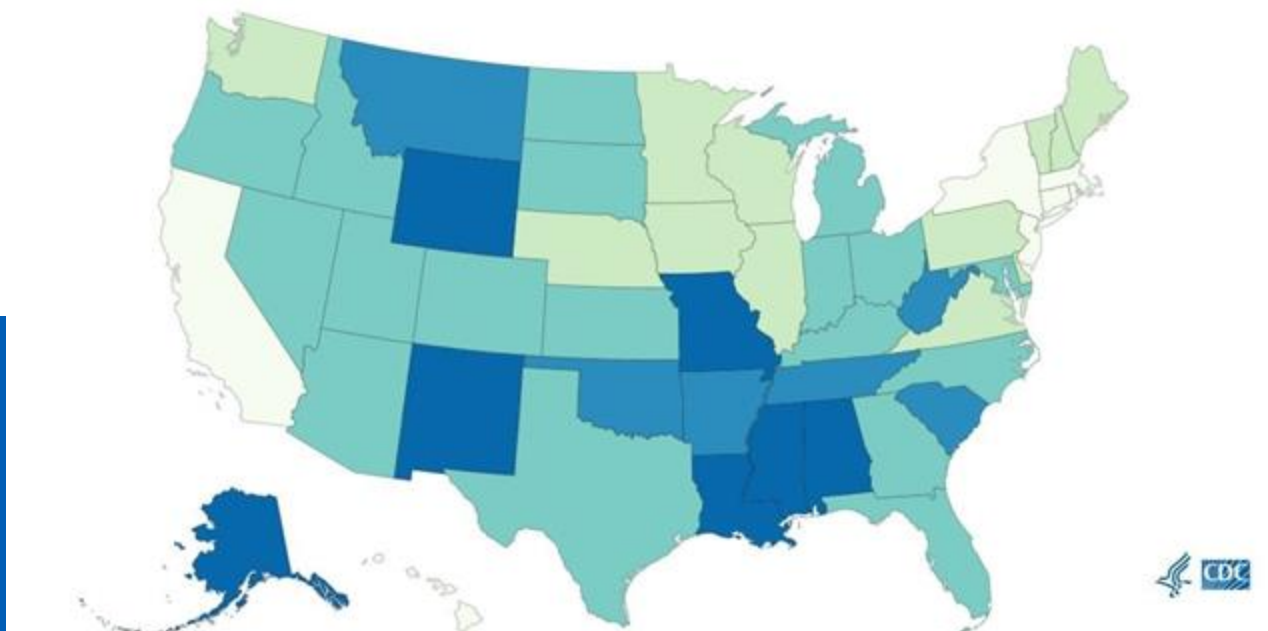
1.3. Gun Deaths in the U.S 2022

<i>GUN VIOLENCE ARCHIVE 2022</i>		
Evidence Based Research - since 2013		
PUBLISHED DATE: January 12, 2023		
Total Number of GV Deaths - ALL Causes⁴		44,270
Homicide/Murder/Unintentional/DGU ¹		20,180
Suicide ³		24,090
Total Number of Injuries¹		38,532
Mass Shootings ²		648
Mass Murders ²		36
Number of Children (age 0-11) ¹	Killed	314
	Injured	680
Number of Teens (age 12-17) ¹	Killed	1,357
	Injured	3,793
Officer Involved Incident ¹	Killed	71
Officer Killed or Injured	Injured	340
Officer Involved Incident ¹	Killed	1,402
Subject-Suspect Killed or Injured	Injured	869
Defensive Use ²		1,162
Unintentional Shooting ²		1,622
Murder/Suicides Incidents ²		670

The Educational Fund to Stop Gun Violence report "[A Public Health Crisis in the Making](#)" (Feb 2021)

1.4. Gun Deaths By State

Firearm Mortality by State



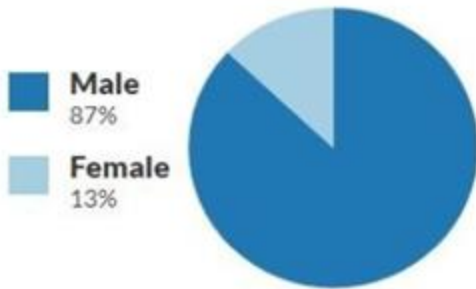
Click here to go the CDC National Center for Health Statistics' Firearm Mortality by State. There you can look up the most recent gun violence data for your state.

Learn More

https://www.cdc.gov/nchs/pressroom/sosmap/firearm_mortality/firearm.htm

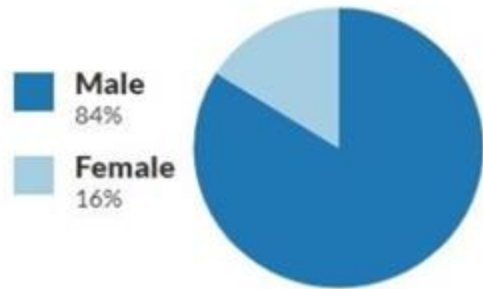
1.5. Gun Deaths by Sex

Firearm Suicide Deaths by Sex, 2019



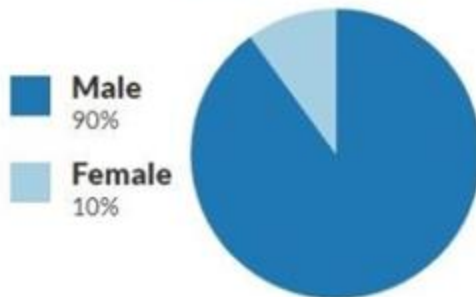
Source: CDC WONDER.

Firearm Homicide Deaths by Sex, 2019



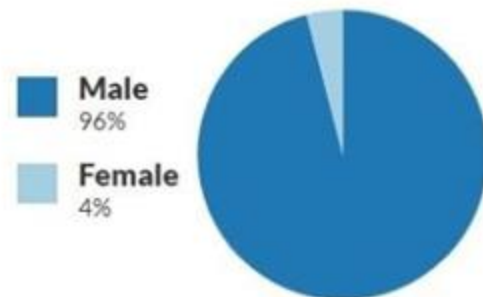
Source: CDC WONDER.

Unintentional Firearm Deaths by Sex, 2019



Source: CDC WONDER.

Police-Involved Shooting Firearm Deaths by Sex, 2015-2020



Source: Washington Post.

1.6. Gun Deaths by Race, Ethnicity, and Age

BY RACE, ETHNICITY, AND AGE

Overall:⁶⁷

- Firearm suicide rates are highest among White people, followed by American Indian/Alaska Native people. Firearm suicide risk is highest among people age 75 and older across the population as a whole, but that is primarily due to the very high rate of suicide among White males in that age group. Firearm suicide rates peak at younger ages (ages 20-34) for American Indian/Alaska Native, Asian, and Black males and females.
- Firearm homicide rates are highest among Black people as compared to people of other racial and ethnic identities and firearm homicide risk is highest among people ages 20-34 across the entire population.
- Unintentional firearm death rates are highest among American Indian/Alaska Native and Black Americans, followed by White Americans. Nearly one-quarter of all unintentional firearm decedents are 0-19 years old.
- Police-involved shootings disproportionately affect Black Americans and Hispanic/Latino Americans. Black Americans are killed in police-involved shootings at more than twice the rate of White Americans. Hispanic/Latino Americans are killed by police-involved shootings at nearly twice the rate of White Americans.⁶⁸

Excerpted from The Education Fund To Stop Gun Violence report "[Gun Violence in the United States](#)".

1.7. Gun Deaths Among Children

Tragically, more than 3,300 children and teens (ages 0-19) were killed by gun violence in 2019, including over 2,000 by homicide and 1,100 by suicide. An average of nine children and teens were killed by gun violence daily in 2019, including six by homicide and three by suicide.

	Child and teen gun deaths total, 2019	Average daily child and teen gun deaths, 2019	Child and teen gun death rate, 2019
Homicide	2,023	6	2.48
Suicide	1,167	3	1.43
Unintentional	117	<1	0.14
Legal Intervention	19	<1	Unreliable
Undetermined Intent	64	<1	0.08
Total	3,390	9	4.15

On average, over 3,200 children and teens (ages 0-19) were killed by guns annually from 2015-2019, including over 1,800 by homicide, 1,100 by suicide, and 115 unintentionally. Nine children and teens died from gun violence every day.

	Average annual child and teen gun deaths, 2015-2019	Average daily child and teen gun deaths, 2015-2019	Average child and teen gun death rate, 2015-2019
Homicide	1,855	5	2.26
Suicide	1,176	3	1.43
Unintentional	115	<1	0.14
Legal Intervention	26	<1	0.03
Undetermined Intent	59	<1	0.07
Total	3,231	9	3.94

The Educational Fund to Stop Gun Violence report "[A Public Health Crisis in the Making](https://efsgv.org/2019cdcdata/)" (2/2021) <https://efsgv.org/2019cdcdata/>

1.8. Americans Killed by Guns and In Wars

Americans Killed

Firearm related deaths 1968 to 2015: 1.53 million

America's Wars 1775 - 2017: 1.20 million

Revolutionary War	1775-1783	4,435
War of 1812	1812-1815	2,260
Indian Wars	Approx. 1817-1898	1,000
Mexican War	1846-1848	13,283
Civil War	1861-1865	498,332
Spanish-American War	1898-1902	2,446
World War I	1917-1918	116,516
World War II	1941-1945	405,399
Korean War	1950-1953	54,246
Vietnam War	1964-1975	90,220
Desert Shield/Desert Storm	1990-1991	1,948
Global War on Terror	2001-	6,929*

*As of October 2017.

Sources: CDC, U.S. Dept. of Veterans Affairs, icasualties.org

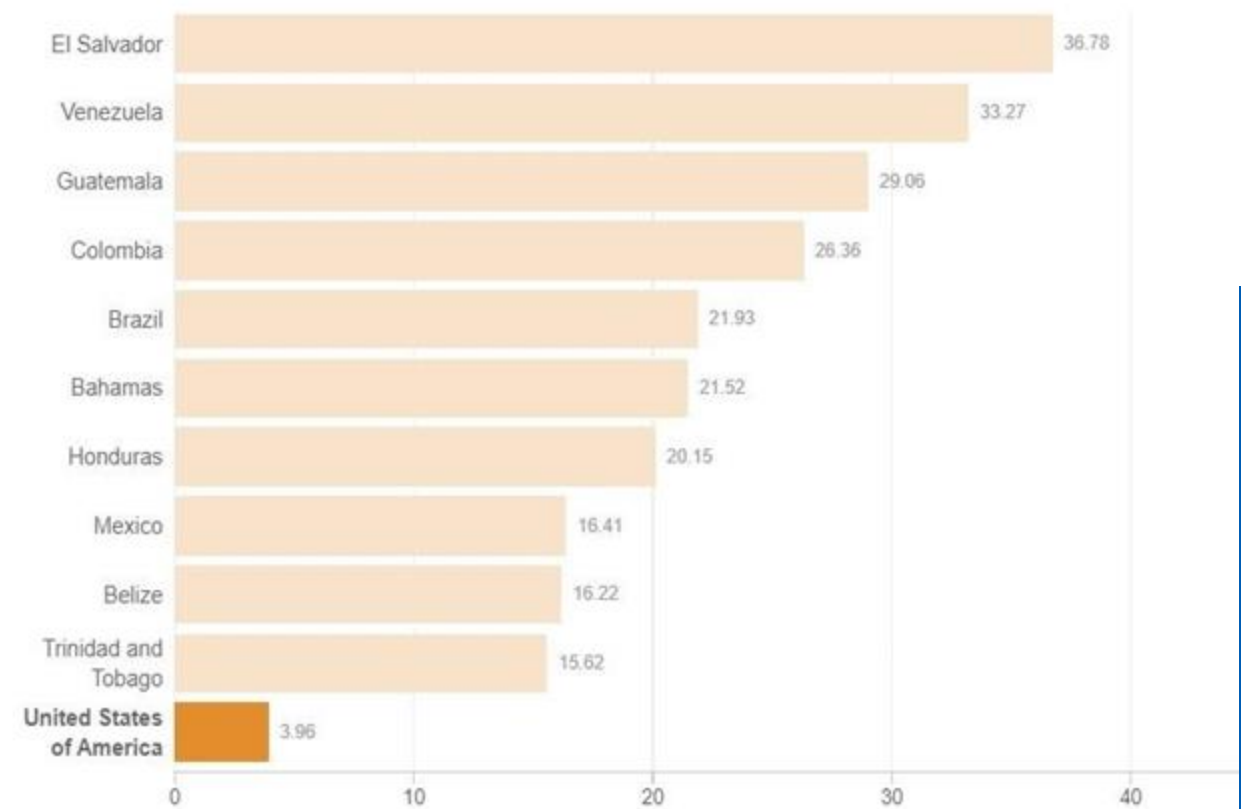
[Learn More](#)

<https://www.nbcnews.com/storyline/las-vegas-shooting/more-americans-killed-guns-1968-all-u-s-wars-combined-n807156>

2. How The U.S. Compares With The Rest Of The World

How The U.S. Compares With The Highest Rates Of Violent Gun Deaths Worldwide

Violent gun deaths per 100,000 people in 2019



Notes

Because of the high rate of gun deaths in the Americas, the scale for this chart is different from the others in this post. All charts exclude deaths from conflict and from accidents or self-harm.

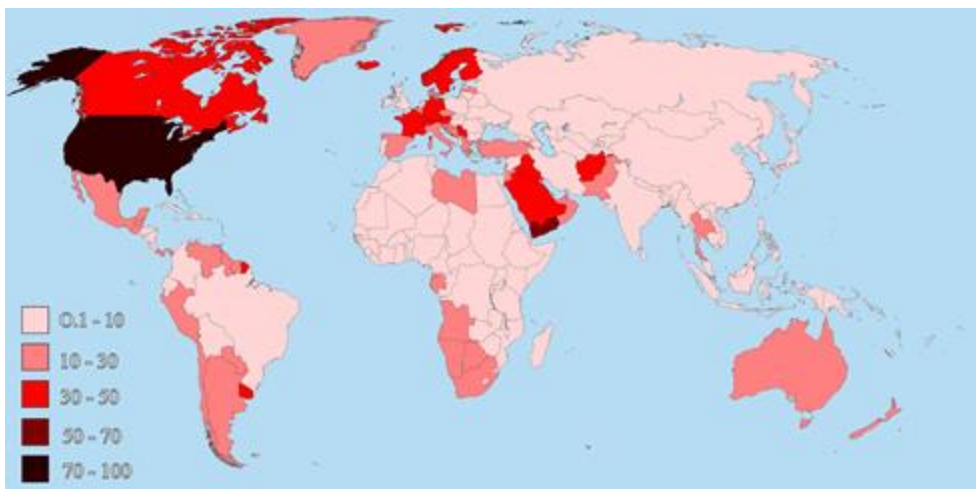
Source: Institute for Health Metrics and Evaluation

How The U.S. Compares Cont'd

U.S. rate 8 times higher than Canada and 100 times higher than the U.K

Global Comparisons Highlights:

- The United States has the 32nd-highest rate of deaths from gun violence in the world: 3.96 deaths per 100,000 people in 2019.
- 8 times higher than Canada (.47) and 100 times higher than the United Kingdom (.04).
- Mexico has the highest homicide rate in the world for children and teenagers (26.7 per 100,000).
- The District of Columbia had a rate of 18.5 deaths per 100,000 people in that year; Japan had (.02) and China had (.02).
- Excerpted from the NPR article by Narith Aizenman "Gun Violence Deaths: How the U.S. Compares with the Rest of the World" (March 24, 2021).



“The map shows private gun ownership levels around the world measured by the number of guns per 100 people.

The USA has by far and away the highest levels – some 88.8 guns per 100 people in 2012. The next closest country is Yemen, with 54.8 per 100 people.”

<https://www.businessinsider.com/gun-ownership-around-the-world-2016-1>

3. Types of Gun Violence

CDC Categories (Deaths and Injuries)	With More Detail
Intentionally Self-Inflicted	Suicide (60% of Gun Deaths)
Unintentional	Accidental (1% of Gun Deaths)
Interpersonal Violence	<ul style="list-style-type: none">• Community Gun Violence• Domestic Violence• Robbery and Assault• Mass Shootings• School Shootings• Domestic Terrorism• International Terrorism (35% of Gun Deaths)
Legal Intervention	Police Involved Shootings
Undetermined Intent	Unknown Motive

Types of Gun Violence Overview Highlights:

- The CDC classifies five types of firearm injuries or deaths: intentionally self-inflicted (includes suicide), unintentional (accidental), interpersonal violence (includes homicide), legal intervention (police involved shootings), and undetermined intent.
 - More people suffer nonfatal firearm-related injuries than die.
 - Males account for 85% of firearm deaths and 88% of injuries.
 - Firearm homicide rates are highest among teens and young adults 15-34 year of age, and among Black, American/Indian/Alaskan Native, and Hispanic populations.
 - Interpersonal violence includes a wide range of types of homicides.
- <https://www.cdc.gov/violenceprevention/firearms/fastfact.html>

Types of Violence Cont'd

What are the different types of firearm injuries?

There are many types of firearm injuries, which can be fatal or nonfatal:

- **Intentionally self-inflicted**
 - Includes firearm suicide or nonfatal self-harm injury from a firearm
- **Unintentional**
 - Includes fatal or nonfatal firearm injuries that happen while someone is cleaning or playing with a firearm or other incidents of an accidental firing without evidence of intentional harm
- **Interpersonal violence**
 - Includes firearm homicide or nonfatal assault injury from a firearm
- **Legal intervention**
 - Includes firearm injuries inflicted by the police or other law enforcement agents acting in the line of duty
 - For example, firearm injuries that occur while arresting or attempting to arrest someone, maintaining order, or ensuring safety
 - The term *legal intervention* is a commonly used external cause of injury classification. It does not indicate the legality of the circumstances surrounding the death.
- **Undetermined intent**
 - Includes firearm injuries where there is not enough information to determine whether the injury was intentionally self-inflicted, unintentional, the result of legal intervention, or from an act of interpersonal violence.

Types of Violence Cont'd

How common are firearm injuries?

Firearm injuries are a serious public health problem. In 2018, there were 39,740 firearm-related deaths in the United States – that's about 109 people dying from a firearm-related injury each day. Six out of every 10 deaths were firearm suicides and more than 3 out of every 10 were firearm homicides.

More people suffer nonfatal firearm-related injuries than die. Seven out of every 10 medically treated firearm injuries are from firearm-related assaults, and 2 out of every 10 are unintentional firearm injuries. There are few intentionally self-inflicted firearm-related injuries seen in hospital emergency departments. Most people who use a firearm in a suicide attempt, die from their injury.

Firearm injuries affect people in all stages of life. Firearm-related injuries are among the 5 leading causes of death for people ages 1-64 in the United States.

Some groups have higher rates of firearm injury than others. Males account for 85% of all victims of firearm death and 88% of nonfatal firearm injuries. Rates of firearm violence also vary by age and race/ethnicity. Firearm homicide rates are highest among teens and young adults 15-34 years of age, and among Black, American Indian/Alaskan Native, and Hispanic populations. Firearm suicide rates are highest among adults 75 years of age and older and among American Indian/Alaskan Native and non-Hispanic white populations.

4. Firearm Suicide



National Suicide Prevention Lifeline

 1-800-273-8255

<https://988lifeline.org/>

More Than 60% of All Firearm Deaths Are Due to Suicide Using a Firearm.

Access To a Firearm in the Home Increases the Odds of Suicide Three-Fold.

Nearly 24,000 Americans die by firearm suicide every year. In 2019, the most recent year of data available, 23,941 Americans died by firearm suicide.¹ In the past decade, we have lost nearly 220,000 Americans to firearm suicide. This is almost twice as many Americans as were killed in World War I.²

Suicides make up three in every five gun deaths and half of all suicides are by firearm.³ While suicide is not a uniquely American problem, the firearm suicide rate in America is 8 times higher than in other industrialized countries.⁴

[Excerpted from The Educational Foundation to Stop Gun Violence report "Firearm Suicide". https://efsgv.org/firearm-suicide/](https://efsgv.org/firearm-suicide/)

5. Firearm Homicide



13,000 people die of firearm homicide each year!
Last year, **139 people were killed with firearms** on average every day!

Quick Facts about Firearm Homicide



More than 13,000 people die by firearm homicide every year.

More than one-third of all gun deaths are homicides and nearly 75% of homicides are committed with firearms.

Access to firearms – such as the presence of a gun in the home – doubles the risk for homicide victimization.

The firearm homicide rate in the United States is 25 times higher than other industrialized countries.

Black Americans are over 10 times more likely to die by firearm homicide than White Americans.

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TO STOP GUN VIOLENCE

Citations: CDC WONDER Database; Anglin, Hirsch, & Rutherford (2014); Dahlberg, Berth, & Kruttschnitt (2004); Choma, Spitzer, & Sakran (2015).

Firearm Homicide Cont'd

Over 14,000 Americans die by firearm homicide every year. In 2019, 14,414 Americans died by firearm homicide – more than 39 people each day. In the past decade, we have lost 126,292 Americans to firearm homicide – more than twice as many Americans as were killed in the Vietnam War.^{1,2}

Homicides make up more than one-third of all gun deaths, and nearly three out of every four homicides are by firearm.³ While homicide is certainly not a uniquely American problem, the firearm homicide rate in the United States is 25.2 times higher than other industrialized countries.⁴

Understanding the factors that elevate risk of violence is important for tailoring solutions to prevent firearm homicide. Evidence-based risk factors for interpersonal violence include:

- Adverse childhood experiences^{5,6,7}
- Availability of alcohol^{8,9,10}
- Availability of guns^{11,12}
- Being male¹³
- Being young¹⁴
- Cruelty to animals¹⁵
- Domestic violence^{16,17}
- Economic inequality¹⁸
- Exposure to violence^{19,20}
- History of early aggressive behavior²¹
- Impulsivity^{22,23}
- Impulsive anger²⁴
- Past violent behavior²⁵
- Poverty^{26,27}
- Risky alcohol use²⁸
- Risky substance use^{29,30,31}
- Trauma³²
- Unemployment³³

Firearm Homicide Cont'd

INTERSECTION OF FIREARMS AND HOMICIDE

Access to firearms – such as the presence of a gun in the home – is correlated with an increased risk for homicide victimization.^{34,35} Studies show that access to firearms doubles the risk of homicide.³⁶ Nearly 75% of all U.S. homicides are by firearm.³⁷ Firearm homicide is a complex issue that includes different types of gun violence – domestic violence, community violence, mass shootings, and police-involved shootings – and requires an array of different policies, programs, and practices if we want to see meaningful change.

Domestic Violence

Guns and domestic violence are a lethal combination. Nearly half of all women murdered in the United States are killed by a current or former intimate partner, and more than half of these intimate partner homicides are by firearm. Women are five times (400%) more likely to be murdered by an abusive partner when the abuser has access to a gun.^{38,39}

More than one in four homicides in the United States are related to domestic violence, and the use of firearms in domestic violence situations increases the risk that there will be multiple fatalities.⁴⁰ Victims in a domestic homicide could include an intimate partner, family members, or the perpetrator.

Firearm Homicide Cont'd

Community Violence

Many of the gun homicides in the United States are concentrated within neighborhoods of color whose residents face a host of systemic inequalities – discrimination, lack of economic opportunities, and under-resourced public services. In 2015, 26% of firearm homicides in the U.S. occurred within urban census tracts that contained only 1.5% of the population.⁴¹ Black Americans are over ten times more likely to die by firearm homicide and Hispanic Americans are two times more likely to die by firearm homicide than their White counterparts.⁴² Yet even within these communities, only a small portion of the population is involved in firearm violence – as perpetrators, victims, or both.

Mass Shootings

While there is not one universally accepted definition of a mass shooting, these events are typically described as a shooting in which four or more people are shot and killed. Although mass shootings account for only around 1% of all firearm deaths, they dominate the news media surrounding gun violence.⁴³ Mass shootings devastate entire communities and instill fear in the American public. Every community in the United States, at any venue imaginable, experiences the impacts of these shootings.

Firearm Homicide Cont'd

Police-Involved Shootings

According to the CDC, more than 500 Americans die by legal intervention every year.⁴⁴ However, the government's data (including CDC data) provide a substantial under-count of police-involved injuries and deaths. To address this gap, a number of media sources have tracked police-involved shootings in recent years, most notably the Washington Post's Fatal Force database. This database found that 1,000 Americans are shot and killed by police every year - more than double the number of police-involved fatal shootings than are reported in FBI and CDC databases.⁴⁵ Black Americans are disproportionately impacted by police-involved shootings and are killed at more than twice the rate as White Americans.⁴⁶

Learn More

[Excerpted from EFSGV report "Firearm Homicide".](https://efsgv.org/learn/type-of-gun-violence/firearm-homicide/)
<https://efsgv.org/learn/type-of-gun-violence/firearm-homicide/>

6. Community Gun Violence



Gun Violence is the leading cause of death for Black males under the age of 55.

Young Black males ages 15-34 make up 2% of the population but account for 37% of all firearm homicide victims.

Quick Facts about Community Gun Violence



Gun violence is the leading cause of death for Black males under the age of 55, and the second leading cause of death for Hispanic/Latino males under the age of 34.

Young Black males ages 15-34 make up 2% of the U.S. population but account for 37% of all firearm homicide victims.

In 2015, 26% of firearm homicides in the U.S. occurred within census tracts that contained only 1.5% of the population.

The conditions that increase the likelihood of community gun violence include:

- Easy access to guns by people at elevated risk for violence
- Income inequality
- Concentrated poverty
- Underfunded public housing
- Under-resourced public services
- Underperforming schools

EFGV THE EDUCATIONAL FUND TO STOP GUN VIOLENCE

Citation: CDC WONDER Database; Adrichthig A, et al. (2017)

Community Gun Violence Cont'd

COMMUNITY GUN VIOLENCE

Community gun violence is a form of interpersonal gun violence (assaults) that:⁵

- Takes place in under-resourced city neighborhoods
- Disproportionately impacts Black and Hispanic/Latino communities — specifically young Black and Hispanic/Latino men
- Usually occurs outside of the home in a public setting
- Occurs between individuals who are not intimately related (not domestic violence)
- Often is sparked by a dispute between individuals or groups and may be retaliatory as a result of long-standing conflicts
- Sometimes referred to as “urban violence” or “group violence”

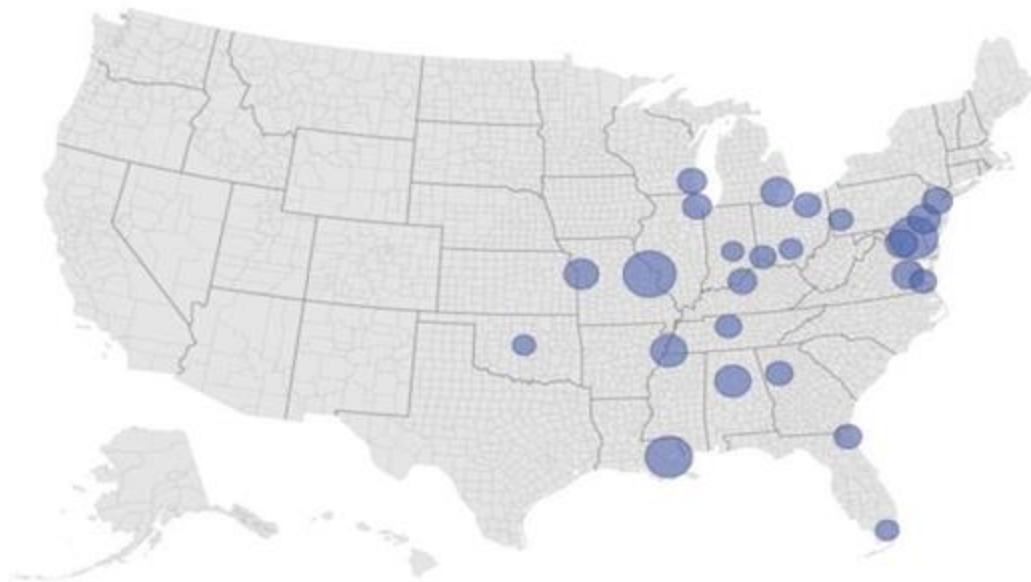
Where Does Community Gun Violence Occur?

Community gun violence is highly concentrated in a small number of under-resourced city neighborhoods composed of predominantly Black and Hispanic/Latino residents. These neighborhoods suffer from underfunded social services, few economic opportunities, and concentrated poverty.⁶

CITIES

Most community gun violence occurs in cities. For example, over half of all firearm homicides in 2015 occurred in just 127 cities.⁷ These cities have firearm homicide rates far higher than the national average. The following table illustrates the large central metro counties⁸ (cities) that had the highest rates of firearm homicides from 2015-2019.

Urban Counties with the Highest Firearm Homicide Rates, 2014-2018



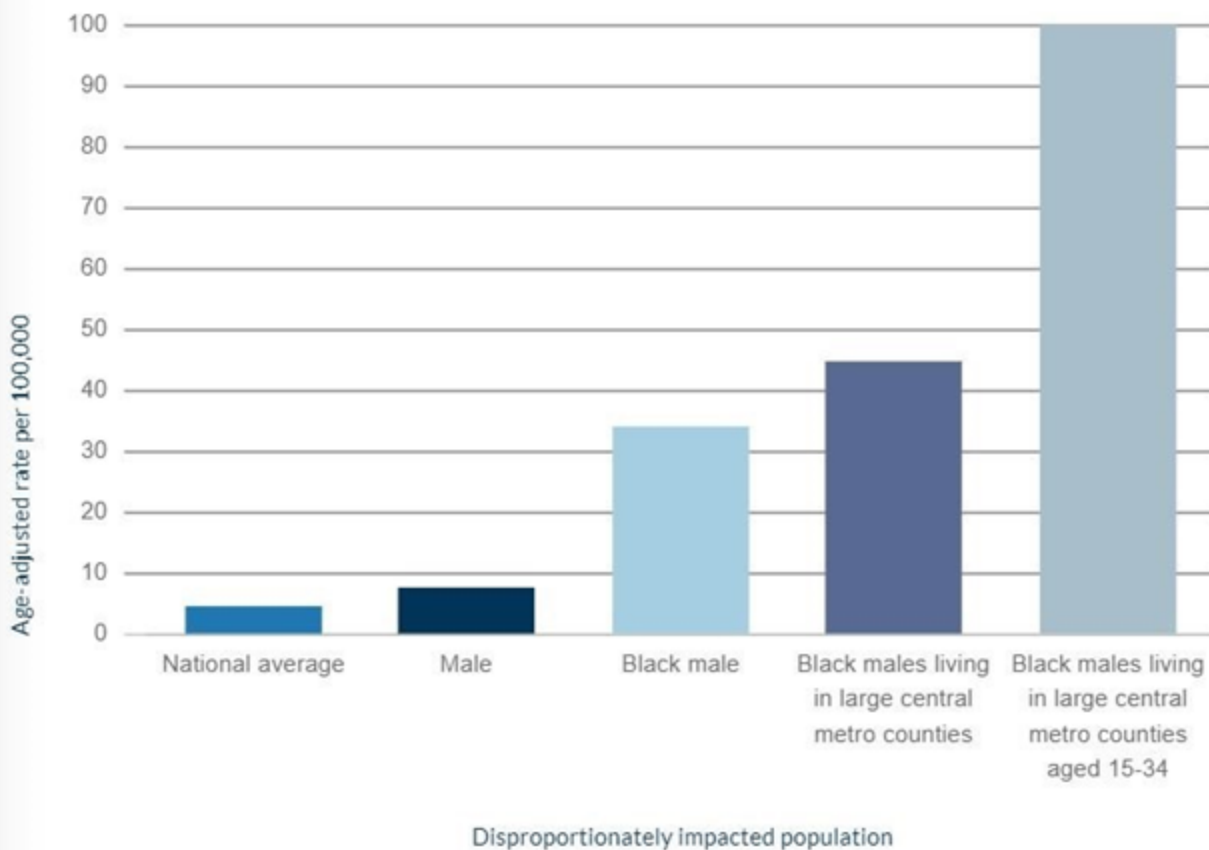
Community Gun Violence Cont'd

Urban Counties with the Highest Firearm Homicide Rates, 2015-2019

COUNTY	AVERAGE ANNUAL FIREARM HOMICIDES (2015-2019)	AGE-ADJUSTED FIREARM HOMICIDE RATE (PER 100,000 PEOPLE)	TIMES HIGHER THAN THE NATIONAL FIREARM HOMICIDE RATE
St. Louis city, MO	129	41.86	9.3
Baltimore city, MD	241	38.36	8.5
Orleans Parish, LA (New Orleans)	121	31.20	6.9
Jefferson County, AL (Birmingham)	132	20.91	4.6
Shelby County, TN (Memphis)	187	20.26	4.5
Jackson County, MO (Kansas City)	130	19.47	4.3
Philadelphia County, PA	270	16.44	3.6
Wayne County, MI (Detroit)	253	15.48	3.4
Richmond city, VA	38	15.09	3.3
Marion County, IN (Indianapolis)	142	15.02	3.3

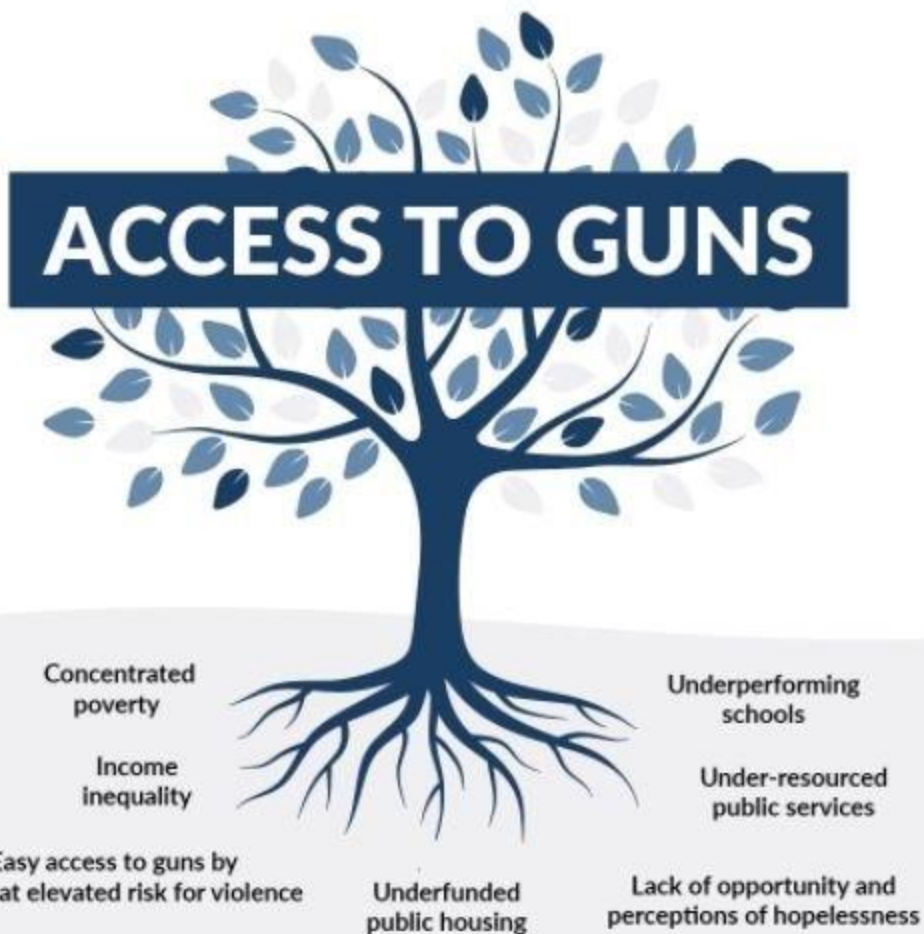
Community Gun Violence Cont'd

**Firearm Homicide Rates by
Disproportionately Impacted Populations,
2015-2019**



Community Gun Violence Cont'd

The Root Cause of Gun Violence



Community Gun Violence Cont'd

EXPOSURE TO GUN VIOLENCE IS ASSOCIATED WITH:

- Post-traumatic stress disorder
- Antisocial behavior
- Depression
- Stunted cognitive and emotional development
- Risky alcohol and substance use
- High rates of chronic disease
- Increased likelihood in engaging in violence

Cycle of Violence



7. Domestic Violence



Nearly half or all women killed in the United State are murdered by a current or former intimate partner. Over half of all intimate partner homicides are committed with guns.

Quick Facts about Domestic Violence and Firearms



Nearly half of all women killed in the U.S. are murdered by a current or former intimate partner.

About 4.5 million women in the United States have been threatened with a gun and nearly 1 million women have been shot or shot at by an intimate partner.

Over half of all intimate partner homicides are committed with guns.

A woman is five times more likely to be murdered when her abuser has access to a gun.

The majority of femicide victims (76%) and of attempted femicide victims (85%) experienced stalking in the 12 months leading up to their homicide or homicide attempt.

Domestic Violence Cont'd

Domestic violence is a pattern of verbal, physical, emotional, and/or sexual abuse in any relationship that is used by a partner to gain or maintain power and control over the other partner.

Domestic violence is widespread in the United States — nearly one in four (23.2%) women and one in seven (13.9%) men will experience severe physical violence at the hands of their intimate partner in their lifetime.

Guns and domestic violence are a lethal combination. Nearly half of all women murdered in the United States are killed by a current or former intimate partner, and more than half of these intimate partner homicides are by firearm. Women are five times more likely to be murdered by an abusive partner when the abuser has access to a gun.

More than one in four homicides in the United States are related to domestic violence, and the use of firearms in domestic violence situations increases the risk that there will be multiple fatalities.⁷ Intimate partner homicide events often result in multiple victims, including the deaths of coworkers, friends, new dating partners of the victim, strangers, police officers, and children or family of the victim. Additionally, it is not uncommon for the perpetrator of the intimate partner homicide to die by suicide

Even when a weapon is not discharged, abusers often use the mere presence of a gun to coerce, threaten, and terrorize their victims, inflicting enormous psychological damage. Abusers' previous threats with a weapon and threats to kill their partners are both predictors of intimate partner homicide.

While domestic violence affects women and men all over the world, domestic violence perpetrated with a firearm disproportionately affects American women. Nearly 92% of all women killed by guns in high-income countries were American women, and American women are 21 times more likely to be shot and killed than women in other high-income countries.

Domestic Violence Cont'd

What is intimate partner violence?

According to the Centers for Disease Control and Prevention (CDC), intimate partner violence is “physical, sexual, or psychological harm by a current or former partner or spouse” that “can occur among heterosexual or same-sex couples and does not require sexual intimacy.”¹² Legal definitions of intimate partner violence vary by state.

What is domestic violence?

Domestic violence is physical, sexual, or psychological violence perpetrated against current or former spouses and/or partners, or family.¹³ Domestic violence typically includes violence perpetrated against individuals beyond current or former intimate partners that may cohabit or be related to the intimate partner. Legal definitions of domestic violence vary by state.

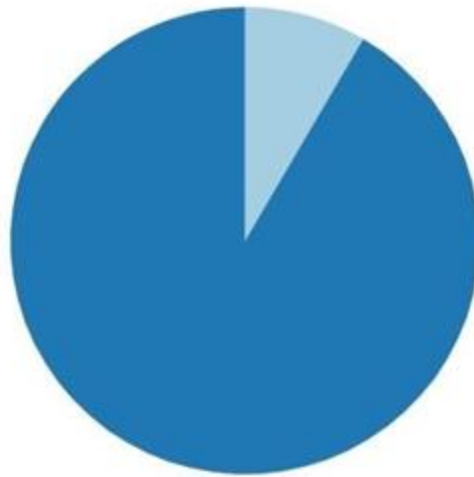
[Learn More](https://efsgv.org/learn/type-of-gun-violence/domestic-violence-and-firearms/)

<https://efsgv.org/learn/type-of-gun-violence/domestic-violence-and-firearms/>

Domestic Violence Cont'd

Women Killed by Guns in High-Income Countries, 2019

Women in the U.S.
91.6%



Women in other
high-income
countries
8.4%

Source: Grinshteyn E & Hemenway D. (2019). Violent death rates in the U.S. compared to those of the other high-income countries, 2015. *Preventive Medicine.*

*"We fail victims and survivors of domestic violence the moment we choose to protect abusers – and their firearms – over the people being abused. We must do more to protect individuals – the vast majority of whom are women – experiencing domestic violence. We know that **firearms are used in over 50% of intimate partner homicides.** Ensuring that domestic abusers are prohibited from purchasing and possessing firearms and ensuring that firearms are actually removed from abusers is critical to saving lives."*

- LISA GELLER, POLICY ANALYST

Who is impacted by domestic violence?

Anyone can experience domestic violence and domestic violence incidents can and do happen both inside and outside of the home. As such, it is incorrect to refer to domestic violence as “private violence.”

While anyone can experience domestic violence, the following groups are at greater risk:

- Women
- Racial/ethnic minority women
- People, especially women, with disabilities
- LGBTQ Americans

Conditions that increase the likelihood of intimate partner homicide include:

- Abusers' access to a gun
- Threats or assaults with a gun
- Threats to kill
- Prior acts of domestic violence
- Stalking
 - The majority of femicide victims (76%) and of attempted femicide victims (85%) experienced stalking in the 12 months leading up to their homicide or homicide attempt.
- Extreme jealousy
- Attempts to choke
- Forced sex

[Excerpted from The Education Fund to Stop Gun Violence report "Domestic Violence and Firearms".](https://efsgv.org/learn/type-of-gun-violence/domestic-violence-and-firearms/) <https://efsgv.org/learn/type-of-gun-violence/domestic-violence-and-firearms/>

8. Violent Crimes with Firearms



Aggravated assaults constitute 10% of all violent crimes and 26% of those assaults were committed with a firearm. Robberies constitute 3% of all violent crimes and 81% of those were committed with a firearm.

Murders constitute .2% of all violent crimes and 67% of those were committed with a firearm.

Overall Violent Crime Has Been Cut in Half in the Past 30 Years.

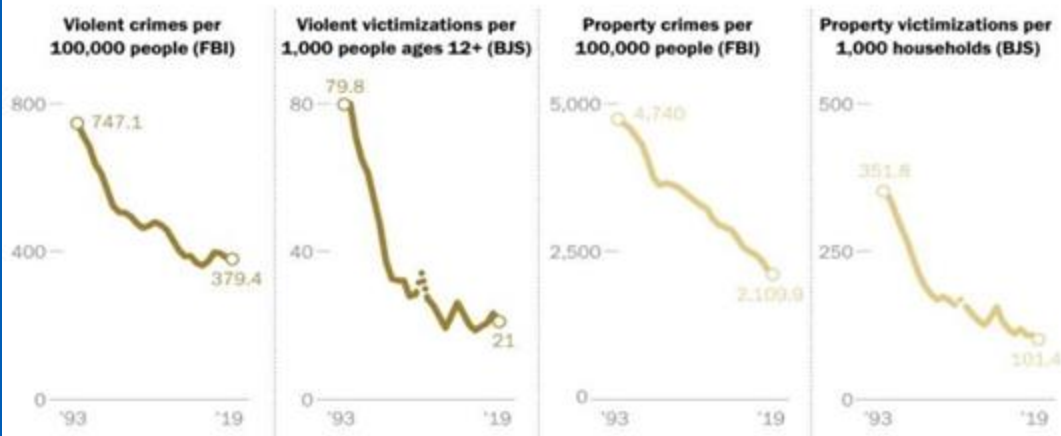
Violent Crime with Firearms Cont'd

- Overall violent crime has been cut in half in the past 30 years.
- Aggravated assaults constitute 10% of all violent crimes and 26% of those assaults were committed with a firearm.
- Robberies constitute 3% of all violent crimes and 81% of those were committed with a firearm.
- Murders constitute .2% of all violent crimes and 67% of those were committed with a firearm.

U.S. violent and property crime rate have plunged since 1990s, regardless of data source

U.S. violent and property crime rates have plunged since 1990s, regardless of data source

Trends in U.S. violent and property crime, 1993-2019



Note: FBI figures include reported crimes only. Bureau of Justice Statistics (BJS) figures include unreported and reported crimes. 2006 BJS estimates are not comparable to those in other years due to methodological changes.

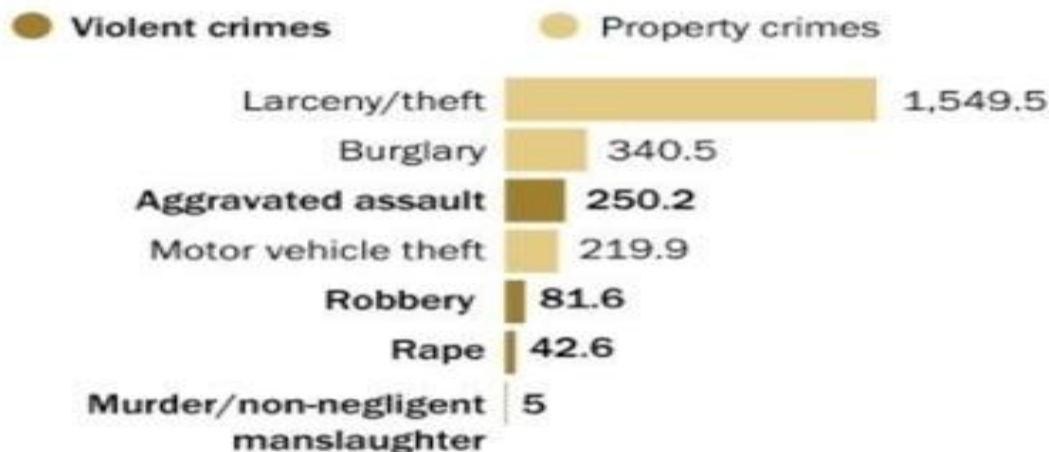
Source: U.S. Bureau of Justice Statistics (BJS), Federal Bureau of Investigation (FBI).

PEW RESEARCH CENTER

Property Crimes

Theft is most common property crime, assault is most common violent crime

U.S. crime rates per 100,000 people, by offense type, in 2019



Note: FBI figures for arson are not included because of data limitations.

Source: Federal Bureau of Investigation (FBI).

PEW RESEARCH CENTER

Of the total robberies committed in 2019, 225,501, 81% were committed with a firearm.

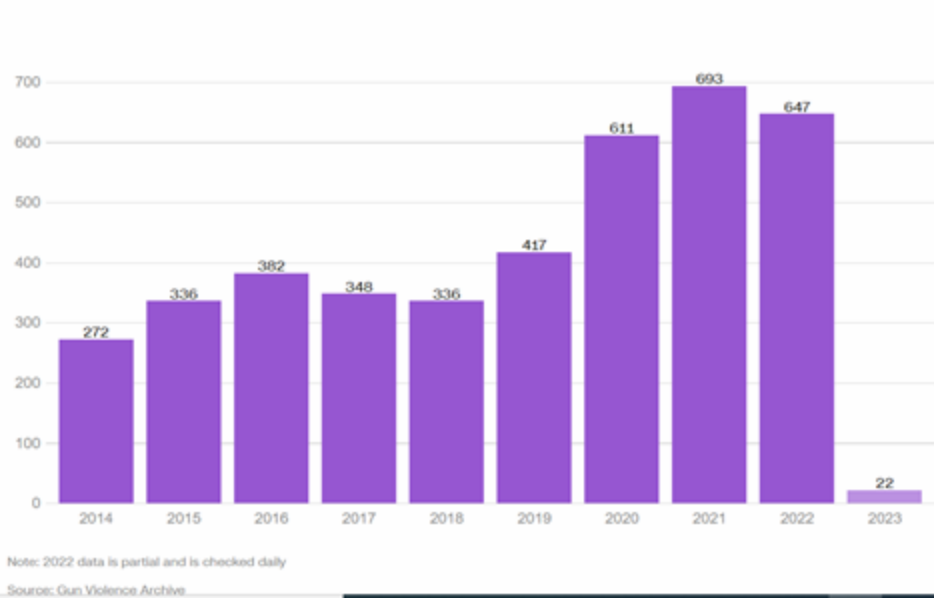
[Pew Research Center, "What the data says about crime in the United States". https://www.pewresearch.org/fact-tank/2020/11/20/facts-about-crime-in-the-u-s/](https://www.pewresearch.org/fact-tank/2020/11/20/facts-about-crime-in-the-u-s/)

9. Mass Shootings



Mass shootings in the US

Mass shootings in the United States are on the rise, according to data from the Gun Violence Archive.



In 2022, there were 647 mass shootings of four or more people. **Assault weapons** have been used in the deadliest mass shootings in the United States.

Large capacity magazines have been used in half to two-thirds of mass shootings with six or more fatalities.

Mass Shootings Cont'd

Assault weapons and large capacity magazines allow even novice shooters to fire dozens of rounds within seconds. These types of firearms and accessories have been used in our nation's deadliest shootings. They are designed for one purpose — to kill as many humans as possible as quickly as possible. They must be banned for civilian use.

WHAT IS AN ASSAULT RIFLE?

An “assault rifle” is a firearm with certain features that make it easier to accurately shoot many bullets in a short amount of time. There are three key features that distinguish whether a firearm is an assault rifle:

1. Semi-automatic (meaning you do not need to reload after each shot);
2. The ability to accept a detachable magazine;
3. One or more additional features, such as a pistol grip or thumb hole stock that give the shooter the ability to keep the barrel on the target through dozens of rounds.

Military features which enhance control

Unlike traditional rifles, the structure and mechanisms of assault weapons mirror military firearms. They have features like pistol grips, second hand grips, or barrel shrouds, that make the gun easier to hold with two hands.

Mass Shootings Cont'd

This allows the shooter to control the gun for long periods of sustained fire without getting burned as the barrel heats up. These features, most of which were specifically designed for the military, are unnecessary for hunting, target shooting, or home defense.

Detachable magazines

Detachable magazines give guns practically unlimited capacity. The number of cartridges a detachable magazine can hold is not limited by the size of the gun, because the magazine can extend well beyond the frame. Detachable magazines are readily available for most semi-automatic guns, making both military-style and non-military-style weapons more lethal. Detachable magazines are especially lethal when used with a military-style firearm that has features that allow the shooter to have enhanced control while firing multiple rounds.



Mass Shootings Cont'd

WHAT IS A LARGE CAPACITY MAGAZINE?

A large capacity magazine is a magazine used in *any* type of firearm that has an overall capacity of, or can be converted to accept, more than 10 rounds of ammunition.

These magazines allow shooters to fire numerous rounds — in some cases as many as 100 — without having to reload. Both handguns and military-style rifles can be equipped with large capacity magazines. Mass shootings have been thwarted by law enforcement or citizens when the shooter takes time to reload a cartridge. For example, in the 2011 Tucson shooting which killed six people and wounded thirteen others, including Congresswoman Gabrielle Giffords, the shooter was stopped by civilians as he attempted to reload his pistol. Similar shooters were disarmed by fellow citizens in the 2014 shooting at Seattle Pacific University and the 2018 shooting at the Waffle House in Nashville, among others.

Large capacity magazines offer little value to responsible sportsmen. They pose a danger to all Americans, increasing the lethality of both mass shootings and daily gun violence.

Mass Shootings Cont'd

DAYTON, OHIO, 2019

In August 2019 in Dayton, Ohio, a man used an assault weapon paired with a 100-round large capacity magazine to fire at a crowd killing nine people and wounding 27 others in just 32 seconds.⁵

HOW DO ASSAULT WEAPONS AND LARGE CAPACITY MAGAZINES IMPACT OUR COMMUNITIES?

USE IN MASS SHOOTINGS

Assault weapons are often the weapon of choice for mass shooters because they allow killers to fire off dozens of rounds in a matter of seconds without stopping to reload. Assault weapons and firearms equipped with large capacity magazines have been used in some of the deadliest mass shootings in the United States, with one study estimating assault weapons accounted for nearly 86% of the mass-shooting fatalities reported from 1981-2017. Further, it is estimated that large capacity magazines are involved in half to two-thirds of public mass shootings and firearm mass murders involving six more fatalities. Shootings involving these weapons often result in more shots fired, more people wounded, and more wounds per victim compared to attacks with other firearms. An investigation of mass shootings from 2000-2017 found that incidents where semi-automatic rifles were used resulted in 97% more fatalities and 81% more wounded victims when compared to incidents where these deadly weapons were not used.

Mass Shootings Cont'd

USE IN COMMUNITY GUN VIOLENCE

Large capacity magazines are routinely used in handguns, and they help fuel the daily gun violence in impacted communities — specifically within communities of color in cities. A 2018 study examined the types of crime guns recovered by law enforcement in ten different cities and found that assault weapons and semiautomatic guns outfitted with large capacity magazines generally accounted for between 22 to 36% of crime guns recovered by police. This study illustrates how large capacity magazines are often used to inflict daily carnage within our communities. By using a large capacity magazine handgun, or in some cases an assault weapon, shooters can spray bullets through neighborhoods repeatedly shooting victims and increasing the likelihood that stray bullets hit bystanders.

USE IN THE KILLING OF LAW ENFORCEMENT OFFICERS

Assault weapons and large capacity magazines are also often used to kill law enforcement officers. The high rate of sustained fire puts law enforcement at an increased risk of injury or death. Forty percent of police officers who were murdered from 2009-2013 were murdered by a firearm equipped with a large capacity magazine including 13% of law police officers murdered by an assault weapon.

Mass Shooting Data

Given the lack of one commonly accepted definition of a mass shooting, the number of mass shootings recorded depends greatly on the definition used.¹ The Gun Violence Archive (GVA), an online database for gun violence incidents in the United States, defines a mass shooting as “four or more shot and/or killed in a single event [incident], at the same general time and location not including the shooter.”² Using GVA’s definition, there were 418 mass shootings in the United States in 2019 – more than one every single day.

Learn More

to view the Gun Violence Archive listing of mass shootings using the above definition of a mass shooting from 2019-present.
<https://www.gunviolencearchive.org/mass-shooting>

Ten Most Deadliest Mass Shootings

Incident	Year	Location	Deaths	Injuries
Las Vegas shooting	2017	Paradise, Nevada	60 (plus 1 perp.) ^[fn 1]	≈ 867 (413+ from gunfire)
Orlando nightclub shooting †	2016	Orlando, Florida	49 (plus 1 perp.)	58 (53 from gunfire)
Virginia Tech shooting †	2007	Blacksburg, Virginia	32 (plus 1 perp.)	23 (17 from gunfire)
Sandy Hook Elementary School shooting	2012	Newtown, Connecticut	27 (plus 1 perp.)	2
Sutherland Springs church shooting	2017	Sutherland Springs, Texas	26 (plus 1 perp.) ^[fn 2]	22
Luby's shooting †	1991	Killeen, Texas	23 (plus 1 perp.)	27
El Paso Walmart shooting	2019	El Paso, Texas	23 ^[fn 3]	23
San Ysidro McDonald's massacre †	1984	San Diego, California	22 (plus 1 perp.) ^[fn 2]	19
Robb Elementary School shooting	2022	Uvalde, Texas	21 (plus 1 perp.)	18
University of Texas tower shooting †	1966	Austin, Texas	17 (plus 1 perp.) ^{[fn 2][fn 4]}	31

[Learn More](https://en.wikipedia.org/wiki/Mass_shootings_in_the_United_States)

https://en.wikipedia.org/wiki/Mass_shootings_in_the_United_States

Mass Shootings

ASSAULT WEAPONS USED TO SHOOT POLICE OFFICERS: TWO CASES FROM PENNSYLVANIA

On April 4, 2009, three Pittsburgh officers were shot and killed in a shootout which lasted four hours. The gunman used an AK-47 assault weapon to carry out his planned attack.¹³

On August 14, 2019, six Philadelphia police officers were shot in an hours-long standoff with a man armed with an AR-15 assault weapon.¹⁴

ADVOCATES AND POLICYMAKERS CONTINUE TO PUSH FOR AN NEW ASSAULT WEAPONS BAN

Members of Congress have continued to introduce legislation to reinstate and strengthen the federal assault weapons ban since the expiration of the law. All of these efforts have thus far failed to pass despite consistent support from the American public and a series of high profile mass shootings carried out with assault weapons.²⁵

See Step 5 for a review of all the major federal gun violence prevention legislation.

10. School Shootings



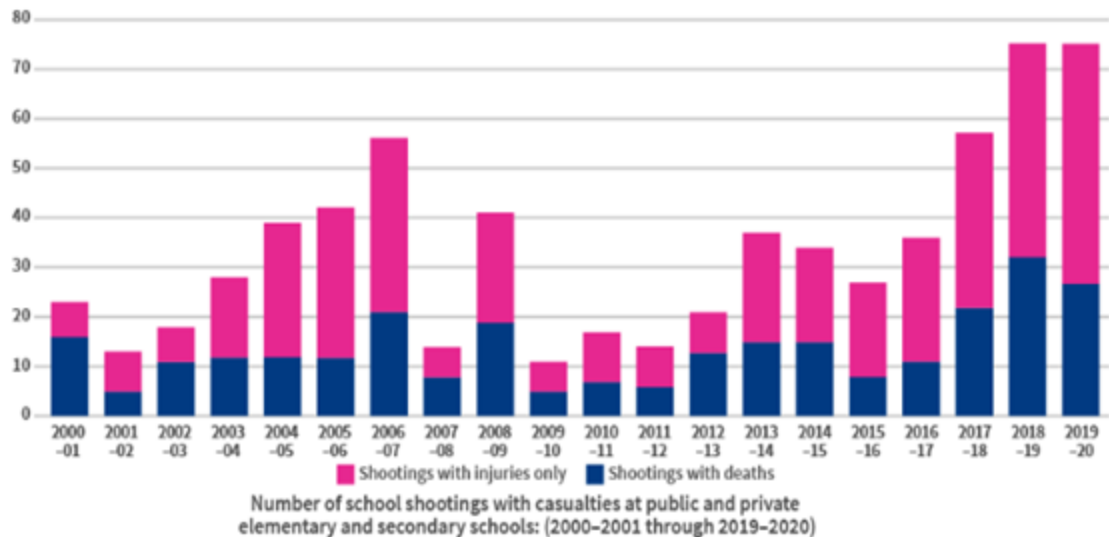
From 2000 to 2021, there have been 678 school shootings. “At least 554 children, educators, and school staff have been killed or injured in US school shootings since the 1999 Columbine High massacre, The Washington Post reported. According to The Post, the shootings left 185 people dead and another 369 injured.”

[Learn More](https://www.insider.com/school-shooting-554-victims-since-columbine-high-report-2022-5)

[https://www.insider.com/school-shooting-554-victims-since-columbine-high-report-2022-5\)](https://www.insider.com/school-shooting-554-victims-since-columbine-high-report-2022-5)

School Shootings Cont'd

There have been 678 shootings with casualties at elementary and secondary schools since 2000



Source: National Center for Education Statistics

USA FACTS

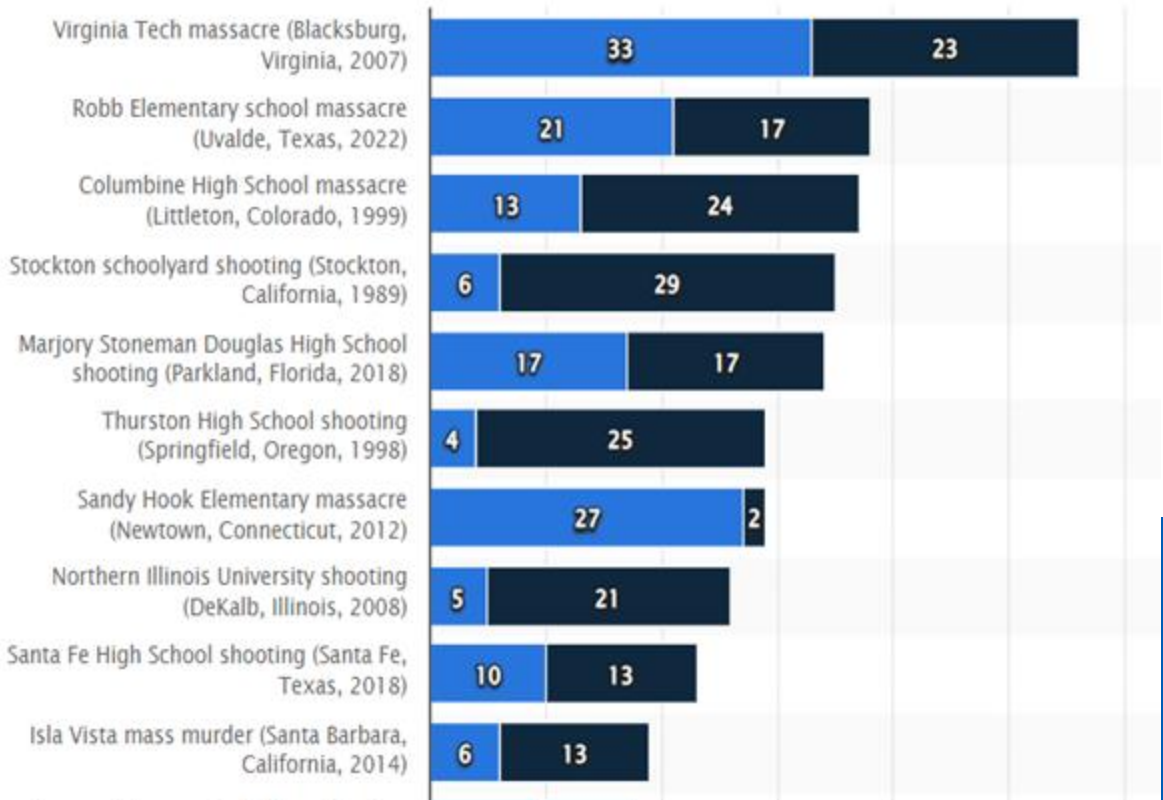
“Thirty-two incidents from 2000 to 2020 occurred during school hours, including 18 when classes were in session, three during lunchtime, and 11 during school dismissal.”

[Learn More](https://usafacts.org/articles/the-latest-government-data-on-school-shootings/)

<https://usafacts.org/articles/the-latest-government-data-on-school-shootings/>

The Ten Deadliest School Shootings

Number of victims of school shootings in the United States between 1982 and November 2022



<https://www.statista.com/statistics/476381/school-shootings-in-the-us-by-victim-count/>

Learn More

to see a listing of all school shootings.

https://en.wikipedia.org/wiki/Mass_shootings_in_the_United_States

11. Domestic Violent Extremism with Firearms

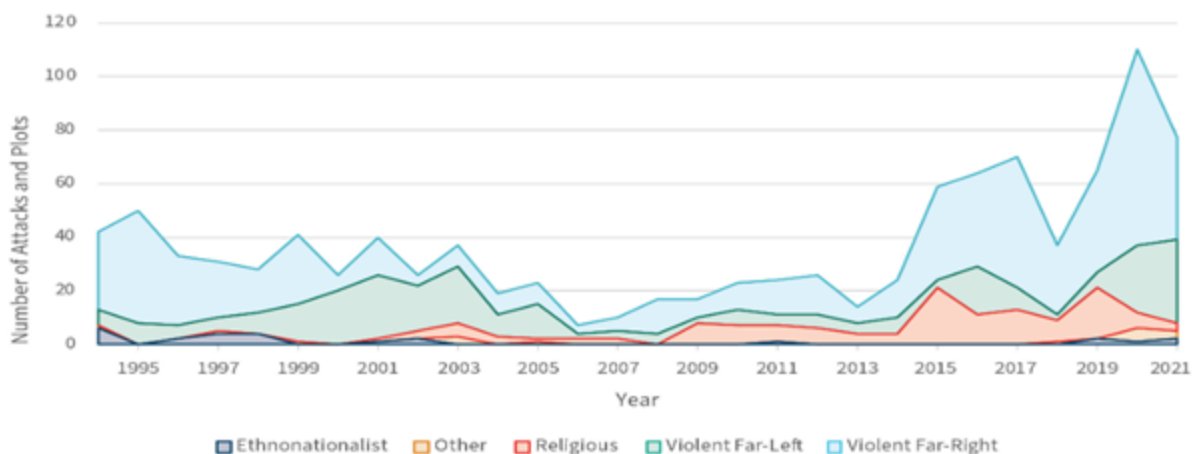


Right-wing attacks and plots have accounted for a majority of all terrorist incidents in the U.S. since 1994. They accounted for over 90% of all domestic terrorism fatalities in 2021. The attack on the U.S. Capitol by right-wing extremists results in five deaths, including a police officer, and 140 injuries.

Perpetrator Ideology

Domestic terrorism has been increasing significantly in the last two decades and in particular in the last four years. The following charts are from the report, “Pushed to Extremes” by the Committee for Strategic and International Studies. Figure 5 below demonstrates the growth of domestic terrorism with most of it being perpetrated by far-right extremist groups.

Figure 5: U.S. Terrorist Attacks and Plots by Perpetrator Orientation, 1994–2021



Source: Data compiled by CSIS Transnational Threats Project.

CSIS | TRANSNATIONAL THREATS PROJECT

“Pushed to Extremes: Domestic Terrorism amid Polarization and Protest”, CSIS Briefs, by Catrina Dooxsee and Seth G. Jones. May 17, 2022

[Learn More](https://www.csis.org/analysis/pushed-extremes-domestic-terrorism-amid-polarization-and-protest)

<https://www.csis.org/analysis/pushed-extremes-domestic-terrorism-amid-polarization-and-protest>

Perpetrator Ideology Cont'd

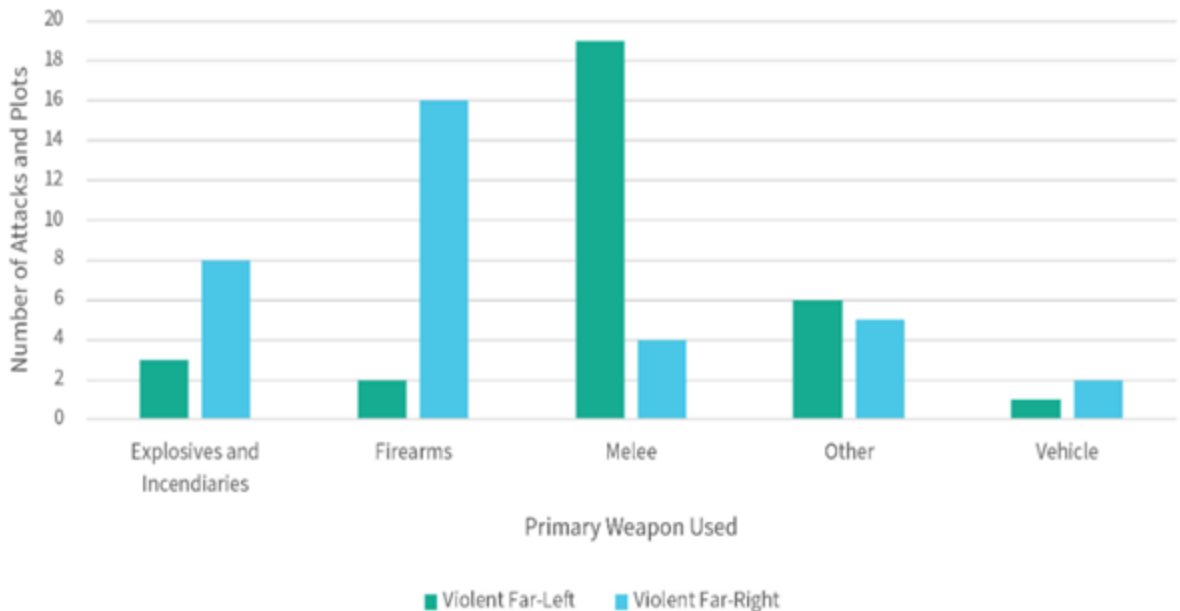
“Most violent far-right perpetrators were motivated by white supremacist or anti-government sentiments, and they committed most of the fatal attacks in 2021. Of the 30 fatalities in 2021, 28 resulted from far-right terrorist attacks. White supremacists killed 13 people, a violent misogynist killed 8, anti-government extremists killed 4, and an anti-vaccination perpetrator killed 3. On June 26 in Winthrop, Massachusetts, for example, Nathan Allen shot and killed two Black individuals after crashing a stolen box truck. Allen had frequently read extremist material and had written journals filled with white nationalist beliefs, including calls for white people—who he believed to be “apex predators”—**to kill Black people.**³⁰

Most violent far-left perpetrators were motivated by anarchism, anti-fascism, or anti-police stances. Although these actors committed a historically high number of terrorist attacks and plots in 2021, only one resulted in a fatality. On June 24 in Daytona Beach, Florida, Othal Wallace shot and killed local police officer Jason Raynor. Wallace had links to several Black nationalist paramilitary groups, including the Not F*****g Around Coalition and Black Nation, the latter of which he founded in early 2021.”

Weapons

Figure 6 below shows that the far-right mostly uses explosive, incendiaries, and firearms as part of their attacks, whereas the far-left predominantly uses melees and riots in their attacks. Gun violence is a major component of far-right domestic terrorism.

Figure 6: Primary Weapon Used in U.S. Violent Far-Right and Violent Far-Left Terrorist Attacks and Plots, 2021



Source: Data compiled by CSIS Transnational Threats Project.

CSIS | TRANSNATIONAL THREATS PROJECT

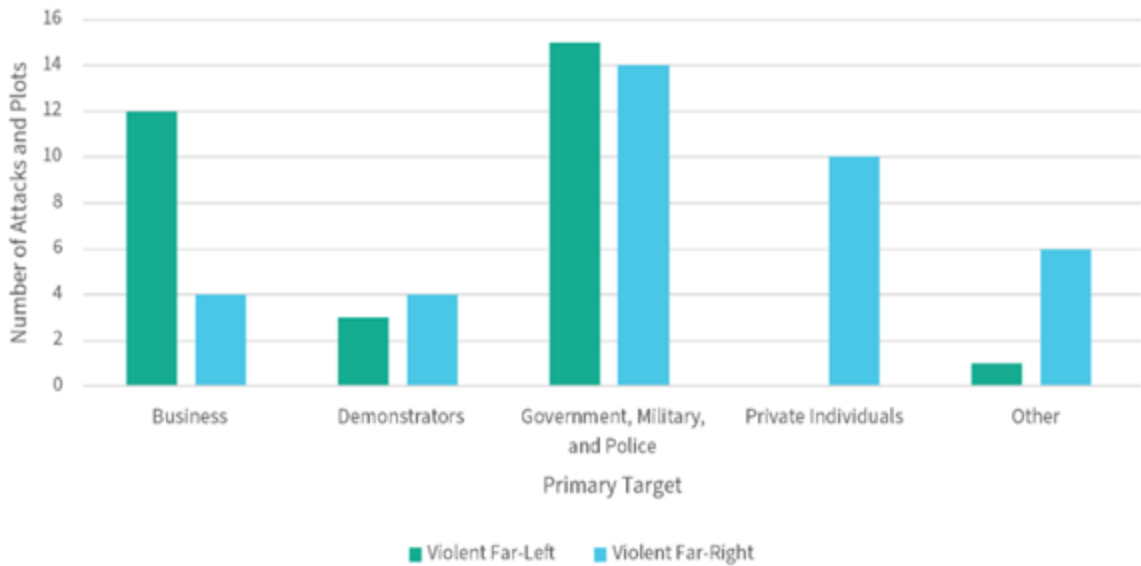
Weapons Cont'd

“Of the 38 far-right terrorist attacks and plots in 2021, 16 used firearms, 9 involved explosives and incendiaries, 4 were melee attacks, and 2 were vehicular attacks. On March 16, for example, Robert Aaron Long conducted a shooting spree at three spas in the Atlanta metropolitan area, killing eight individuals and injuring one. Long viewed the women working at these spas as a “temptation” and aimed to help other men suffering from “sex addiction” by killing them.

Of the 31 far-left terrorist attacks and plots in 2021, 19 were melee attacks, 3 primarily used explosives or incendiaries, 2 used firearms, and 1 was a vehicular attack. The large number of melee attacks was a diversion from the violent far-left’s traditional reliance on explosives and incendiaries. Most of these melee attacks involved deliberate property damage, and some attacks also included incendiaries as a secondary weapon. On October 12, after a memorial gathering for a local anarchist activist in Portland, Oregon, a group of approximately 100 individuals smashed windows, destroyed property, and set fires at banks, retail stores, and government buildings, causing over \$500,000 in damage. This attack was later shared on anarchist news websites.”

Targets of Domestic Terrorism

Figure 7: Targets of U.S. Violent Far-Right and Violent Far-Left Terrorist Attacks and Plots, 2021



Source: Data compiled by CSIS Transnational Threats Project.

CSIS | TRANSNATIONAL THREATS PROJECT

“The reliance by violent far-right perpetrators on weapons such as guns, explosives, and incendiaries is consistent with their larger share of fatal attacks in 2021. These attacks often targeted people directly, particularly government personnel and private individuals. Meanwhile, violent far-left perpetrators primarily used melee weapons and incendiaries to cause property damage, particularly against government and police buildings and businesses. These data indicate that while both violent far-right and violent far-left actors committed a historically large number of terrorist attacks in 2021, violent far-right actors were more likely to pursue their motives with lethal intent.”

Large, cross-state, right-wing militia movements

Name	Type	Est. Size	Active Spaces	History of Violence	Violence Potential
Three Percenters	Mainstream militia	Large	Nationwide, organized at assorted intervals (depending upon group)	High	High
Oath Keepers	Mainstream militia	Moderate	Nationwide, mostly gathering on event basis	Moderate	Moderate
Light Foot Militia	Mainstream militia	Large	Nationwide, divided by region of state	Low	Moderate
Civilian Defense Force	Mainstream militia	Small	Nationwide, mostly online	Low	Low
American Contingency	Mainstream militia	Moderate	Nationwide, mostly online, divided by region	Low	Low
Proud Boys	Right-wing street movement	Large	Nationwide, especially near cities	Very High	Very High
Patriot Prayer	Right-wing street movement	Moderate	Pacific Northwest and West Coast	High	High
Boogaloo Bois	Devolved right-wing libertarian modality	Moderate	Nationwide, highly devolved	Very High	Very High

People's

Right Wing Militias Cont'd

“The ‘mainstream militia’ classification applies to a broad range of armed right-wing groups that are well-documented in the last decade and beyond. They operate with some level of structure, schedule, and strategy and engage in a number of different types of activities. Primary activities during the period covered by this report include providing and supplementing ‘public security’ efforts in modalities that are almost exclusively through counter-demonstrations. While these groups often define their operations in terms of defense of the public and protecting businesses, they are almost always aligned towards a particular political view. From this standpoint, through which they often see police and the US military as allies, their implicit goals overlap with preserving the long-term dominant culture of the US, largely perceived as traditionally pro-white and patriarchal systems of production and governance. Many of these groups claim to be always ready and always watching, yet exhibit a pattern of activation in reaction to calls for justice or equity for non-white Americans.

“Standing By: Right-Wing Militia Groups and the United States Election” Posted: 21 October Armed Conflict Location & Event Data Project (ACLED).

Learn More

<https://acleddata.com/2020/10/21/standing-by-militias-election/2020/>

Right Wing Militias Cont'd



NEO-CONFEDERATE



WHITE NATIONALIST



NEO-NAZI



ANTISEMITISM

SEE ALL IDEOLOGIES

Learn More

to see the full list of far right ideologies/groups maintained by the Southern Poverty Law Center.

https://www.splcenter.org/fighting-hate/extremist-files?gclid=CjwKCAjwu5CDBhB9EiwA0w6sLX0leiKexV1OGKE2g1oVH-Bg9ERHdE8I2EgSSuUM_8_4X5nDI6tPrBoCOzYQAvD_BwE

12. Unintentional Shootings



Each year, nearly 500 people die from unintentional firearm injuries. More than one person dies, unintentionally, every single day from gun violence.

Quick Facts about Unintentional Shootings



Each year, nearly 500 people die from unintentional firearm injuries — more than one person every single day.

Unintentional firearm injuries account for 37% of nonfatal firearm injuries but less than 2% of all gun deaths.

Americans are four times more likely to die from an unintentional gun injury than people living in other high-income countries.

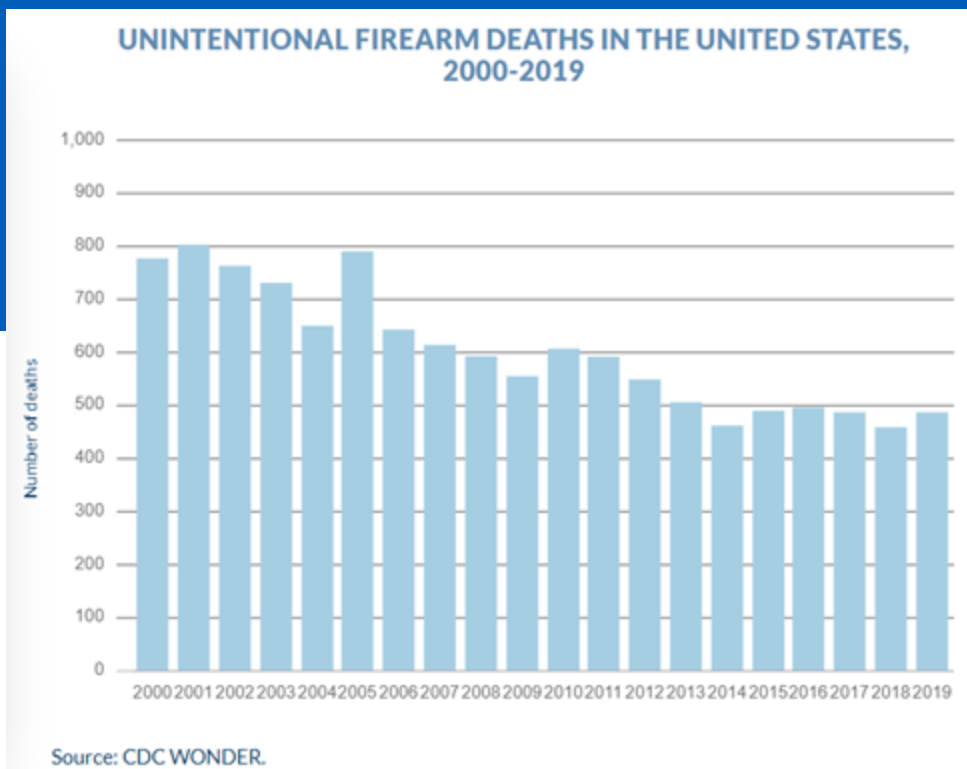
Unsafely stored firearms increase the risk of unintentional firearm deaths.

EFGV | THE EDUCATIONAL FUND
TO STOP GUN VIOLENCE

Citations: CDC WONDER Database; Gani, Sakran, & Canner (2017); Solnick & Hemenway (2019); Welbe (2003); Miller, Azrael, & Hemenway (2001); Miller, Azrael, & Hemenway (2005).

Unintentional Firearm Deaths In The United States

Although there are still far too many unintentional firearm deaths, the number of unintentional firearm deaths has decreased over the past two decades. In the first decade of the 21st century, there were 691 annual unintentional firearm deaths (all ages); in contrast, in the second decade (2010-2019), there were 512 annual unintentional firearm deaths (all ages), a 35% decrease. Similarly, the number of unintentional firearm deaths among children and teens (ages 0-19) dropped by 23%, from an average of 154 annually from 2000-2009 to 118 annually from 2010-2019.³⁴ The expansion of interventions to improve safer firearm storage and handling practices may contribute to further decreases in unintentional firearm deaths in the years to come.



Unintentional Shootings Background

“In 2019, 486 Americans died from unintentional firearm injuries — about 1.2% of total gun deaths.²

Unintentional is the description used in public health for an injury or death that was not caused purposely (in contrast with suicide and homicide, in which there is an intent to cause harm). Unintentional shootings can be self-inflicted or inflicted by someone else. About half of all unintentional gun deaths are caused by another person pulling the trigger.³ Each year, nearly 500 people die from unintentional firearm injuries — more than one person every single day.⁴

Much like other forms of gun violence, unintentional gun deaths are more likely to occur in the United States than in other high-income countries. Americans are four times more likely to die from an unintentional gun injury than those in comparable countries.⁵”

[Learn More](https://efsgv.org/learn/type-of-gun-violence/unintentional-shootings/)

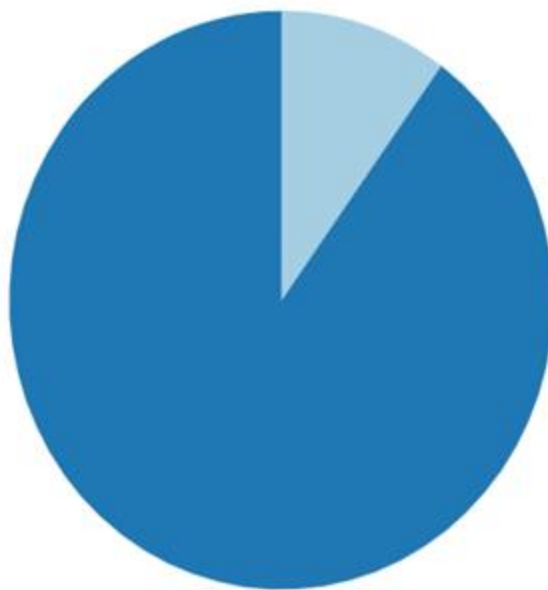
<https://efsgv.org/learn/type-of-gun-violence/unintentional-shootings/>

Unintentional Shootings by Sex

“The vast majority of victims of unintentional shootings are male. In 2019, 90% of unintentional gun death victims were male.³⁶ For both self-inflicted and other-inflicted unintentional gun deaths, the lowest percentage of male victims occurs in the youngest age group: those 0 to 9 years old.³⁷”

UNINTENTIONAL FIREARM DEATHS BY SEX, 2019

Male
90%



Female
10%

Source: CDC WONDER.

Male Unintentional Firearm Death Rates By Race, Ethnicity, And Age, 2015-2019

90% of unintentional firearm deaths are by males. Under 35 year old male deaths are predominantly Black, while over 75 year olds are almost all White.



13. Officer Involved Shootings



From 2015 to present, 6,163 persons have been killed by police. Black Americans are killed at twice the rate as White Americans.

Officer Involved Shootings Highlights:

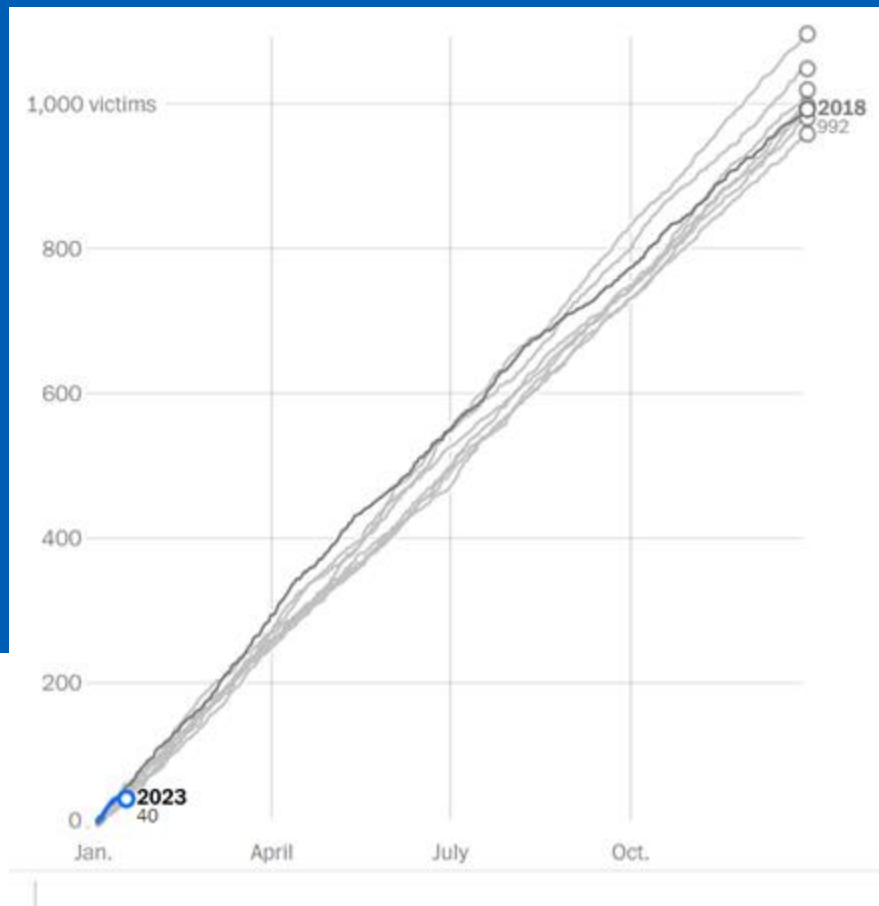
- From 2015 to present, 6,163 persons have been killed by police.
- 1,000 people are killed by police each year.
- Black Americans are killed at twice the rate as White Americans.

Definition of Officer Involved Shooting

While there are no nationally agreed upon definitions of Officer Involved Shootings (OIS), the following is one that several cities and police departments use, "Although no national or standard definition exists, an officer involved shooting (OIS) may be defined as the discharge of a firearm, which may include accidental and intentional discharges, by a police officer, whether on or off duty. In some cases OIS datasets only include instances in which an officer discharged a firearm at a person and may not include discharges directed into or at a vehicle, animal, etc." --[Police Data Initiative](#)

How 2023 compares with previous calendar years.

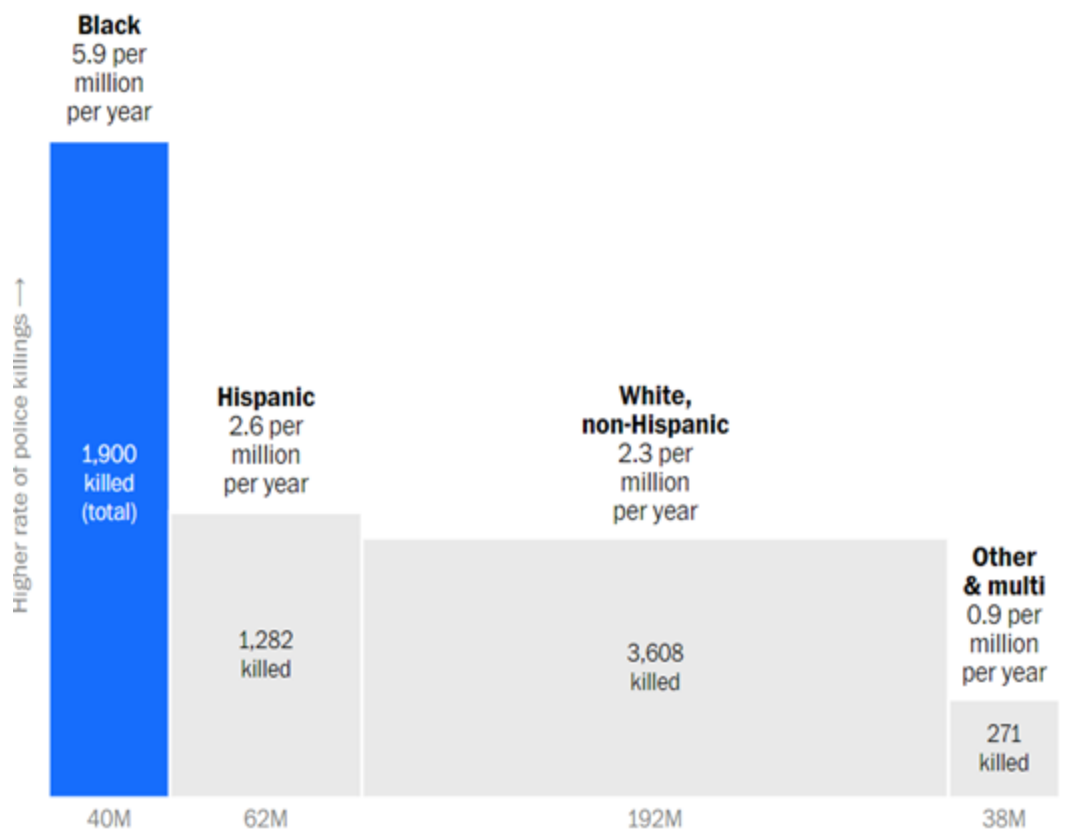
According to the Washington Post, the number of fatal police shootings has risen slightly in recent years. Police killed the highest number of people on record in 2022.



[Learn More](https://www.washingtonpost.com/graphics/investigations/police-shootings-database/)

<https://www.washingtonpost.com/graphics/investigations/police-shootings-database/>

Black Americans are killed at a much higher rate than White Americans



“Although half of the people shot and killed by police are White, Black Americans are shot at a disproportionate rate. They account for roughly 14 percent of the U.S. population and are killed by police at more than twice the rate of White Americans. Hispanic Americans are also killed by police at a disproportionate rate.”

[Learn More](#)

<https://www.washingtonpost.com/graphics/investigations/police-shootings-database/>

Black Americans are killed at a much higher rate than White Americans

The Washington Post
Democracy Dies in Darkness

FATAL FORCE

1,101 people have been shot and killed by police in the past 12 months

Use the Washington Post database below to search for persons killed by police since 2015.

<https://www.washingtonpost.com/graphics/investigations/police-shootings-database/>

136 Black Men And Boys Killed By Police

Written By NewsOne Staff
Posted November 11, 2022

[Learn More](#)

to read about 106 Black men and children killed by police.
<https://newsone.com/playlist/black-men-boys-who-were-killed-by-police/>

14. Nonfatal Shootings



Rep. Gabby Giffords was shot in Tucson in 2011. She has recovered and together with her husband, Rep. Mark Kelly, have started Giffords, an American advocacy and research organization focused on promoting gun control.

Every year, there are over 71,000 nonfatal gunshot injuries in the United States.

An estimated 4.5 million women living in the United States have been threatened with a gun by an intimate partner.

Nonfatal Shootings Cont'd



James Brady, Former Press Secretary to President Ronald Reagan, was shot during an assassination attempt on President Reagan in 1981 and recovered. He then started the Brady Campaign which advocates policies to stop gun violence.

Quick Facts About Nonfatal Firearm Injuries



Each year there are over 71,000 nonfatal gunshot injuries in the United States.

For every individual in the United States who dies by firearm, more than two individuals survive.

Three out of five nonfatal gun injuries affect those under the age of 30, leading to life-long trauma.

Individuals who live in the poorest neighborhoods are 6.9 times more likely to suffer a nonfatal firearm injury compared to those who live in the wealthiest neighborhoods.

More than half (51%) of nonfatal shootings are gun assaults and 37% are unintentional injuries.

EFGV THE EDUCATIONAL FUND
TO STOP GUN VIOLENCE

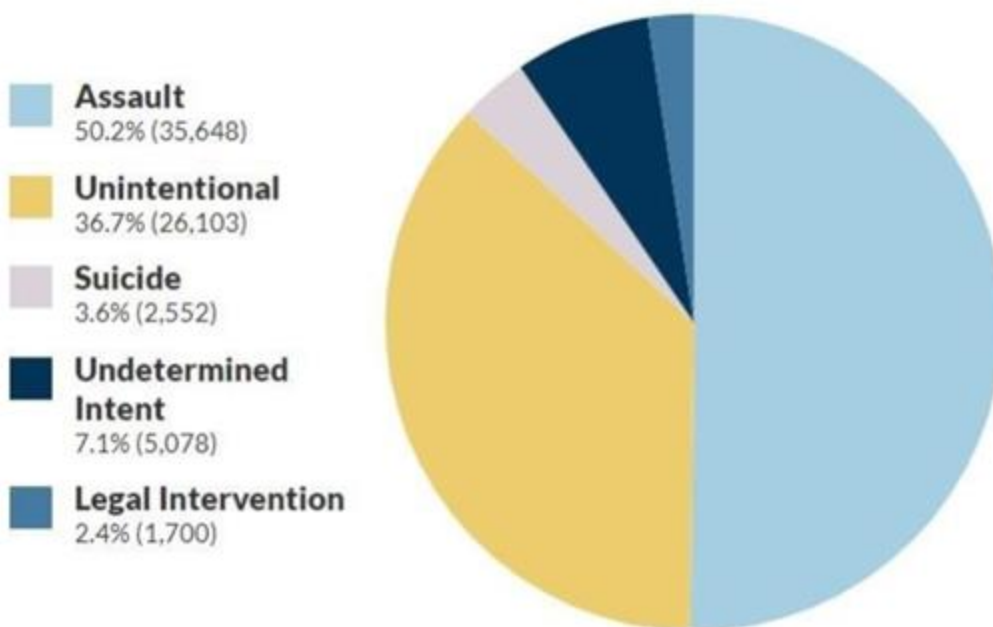
Citations: Goff F, Salinas JV, & Carver JR (2017). CDC WONDER.

<https://efsgv.org/learn/type-of-gun-violence/nonfatal-firearm-violence/>

Nonfatal Shootings Cont'd

“There are many forms of nonfatal gun injury, all of which impact health and wellbeing. Survivors of gun violence include both those who experienced a direct physical injury and those who have been psychologically injured by the threat of gun violence. For example, abusers often use the mere presence of a gun to coerce, threaten, and terrorize their victims, inflicting enormous psychological damage.³ An estimated 4.5 million women living in the United States have been threatened with a gun by an intimate partner.⁴ Likewise, the trauma associated with witnessing gun violence is also a form of nonfatal gun violence, which can have lasting impacts on health, wellbeing, and development.⁵”

Nonfatal Firearm Injuries by Intent
Average Annual Nonfatal Firearm Injuries (2006-2014)



Source: Analysis of NEDS data by Gani et al. Appendix 13.

15. Gun Ownership

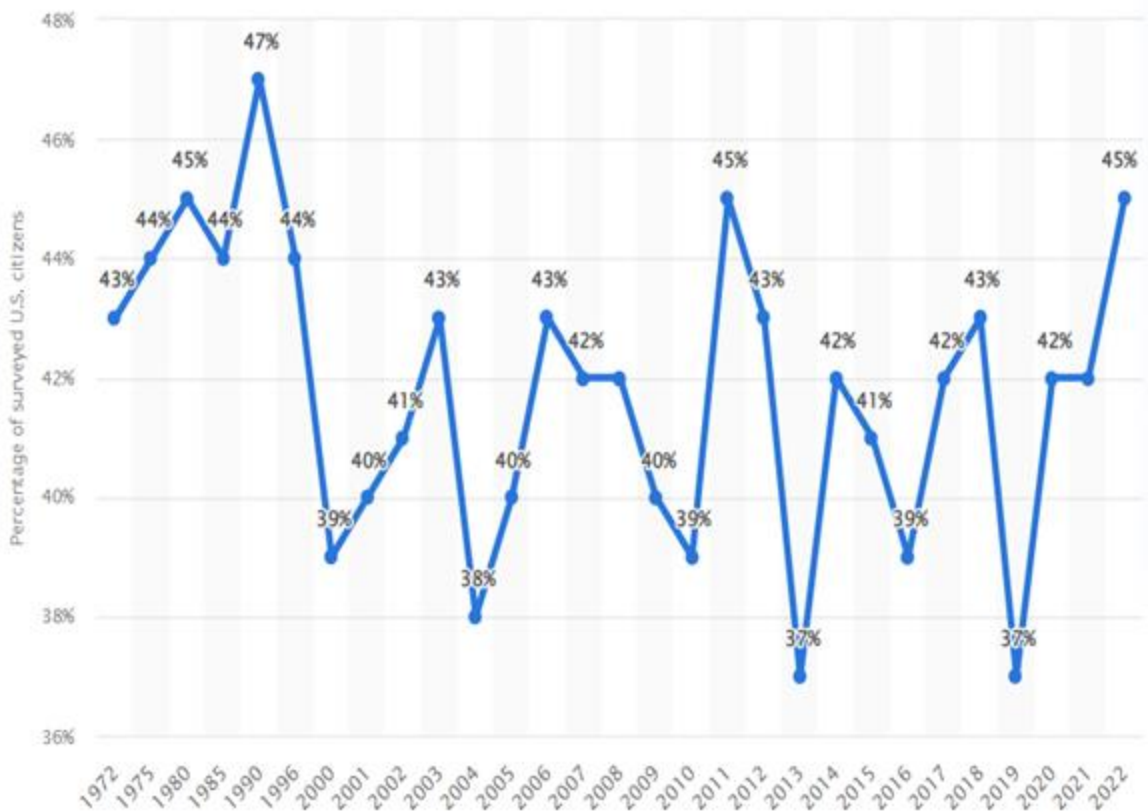


- Americans own 46% of the world's civilian-owned firearms.
- Estimates of the number of privately owned guns range from 265 million to 400 million.
- 3% of the population owns 50% of all guns.
- 60% of all gun deaths are suicides. Evidence suggests that access to firearms increases the risk of suicide.
- 35% of all gun deaths are homicides. Evidence shows that access to firearms increases the risk of homicides.
- 1% of all gun deaths are unintentional or accidental. Easy access to unsecured firearms increases risk of unintentional injury or death by firearm.

[Learn More](https://efsgv.org/learn/type-of-gun-violence/gun-violence-in-the-united-states/)

<https://efsgv.org/learn/type-of-gun-violence/gun-violence-in-the-united-states/>

Percentage of households in the United States owning one or more firearms from 1972 to 2022



© Statista 2023

Over 45% of U.S. citizens own one or more guns.

Gun Ownership Cont'd

HOW DOES GUN OWNERSHIP AND ACCESS TO FIREARMS AFFECT GUN DEATHS?

Every year, nearly 40,000 Americans are killed by guns, including:³⁸

- More than 23,000 who die by firearm suicide
- 14,000 who die by firearm homicide
- More than 500 who die by legal intervention*
- Nearly 500 who die by unintentional firearm injuries
- More than 300 who die by undetermined intent

This equates to more than 100 gun deaths every single day.

3.8. Which Type(s) of Gun Violencee Are You Most Concerned About (Personal Journal)

After reading/viewing the data for the 15 kinds of gun violence, take a moment and write down your responses to the following questions in your Lift Every Voice Stop Gun Violence Personal Journal. This journal is for your eyes only or those you wish to share it with.

- What type of gun violence are you most concerned about?
- What is the trend line for that type of violence?
- What are some of the major causes of this kind of gun violence?
- Do you think it is possible to prevent or reduce or stop the kind of violence you are most concerned about? Explain.

Which Kind of Gun Violence? Personal Journal

Click Here to Download the Lift Every Voice Personal Journal
<https://lift-every-voice.voices.institute/wp-content/uploads/2023/01/Project-1-Stop-Gun-Violence-Personal-Journal.docx>

3.9. Next Steps



In this third step—analyze the facts, you have reviewed the local, national, and global gun violence statistics to get a better understanding of the breadth and depth of this crisis.

You then shared with other students what you think is the most important information and what you think is the most likely scenario in the future? Will gun violence continue to increase?



In Step 4, you will listen to more stories of survivors and frontline workers about this crisis and then reflect on the values that helped them survive and cope with this violence. Then you will share your own stories about gun violence or stories you have heard about and which have deeply affected you, focusing on the values in those stories.



In Step 5, you will listen to speeches and proposal advocating ways to stop gun violence.



In Step 6, you will then develop your own proposal and present your speech advocating ways to stop, prevent, or reduce gun violence.



In Step 7, you will listen to the speeches of other students and seek to take their points of view as you respond to their proposals.



Finally in Step 8, you will coordinate and integrate these different points of view, synthesize these different proposals, and cast your votes (take a survey) where you rate the different proposals and then vote for the three best proposals.

In the next step, you will listen to the stories of survivors and frontline workers and then share your own story or stories that you have heard that have moved you.

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Project 1: Stop Gun Violence



Step 4
Listen to the Stories

What can we learn from listening to the stories of victims, survivors, and frontline workers? What values were most important to them?



**“It takes a monster to kill children. But to watch monsters kill children again and again and do nothing isn’t just insanity — it’s inhumanity.”
— Amanda Gordon, National Youth Poet Laureate**

4.1. Overview of Democratic Values, Skills, and Knowledge

Lift Every Voice is dedicated to helping people to lift their voices to advocate ways to solve major social and ecological problems and to create a more compassionate, just, and free society.

Lift Every Voice consists of Books and Projects.

Lift Every Voice Books provides resources about some of the most important democratic values, skills, and knowledge:

- Book 1: Democratic Values
- Book 2: Social-Emotional Skills
- Book 3: Democratic Skills and Practices
- Book 4: Social and Ecological Awareness
- Book 5: Democratic Knowledge



These five books provide some of the most important resources needed to analyze some of our most important social and ecological problems and to propose democratic solutions to these problems.

4.2. Overview of Social and Ecological Projects

Lift Every Voice Projects focus specifically on how we can lift our voices to advocate solutions to these problems.

- Project 1: Stop the Gun Violence (available now)
- Project 2: Stop the Pandemic (Spring 2023)
- Project 3: Stop Police Violence (Summer 2023)
- Project 4: Stop Global Warming (Summer 2023)

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

“Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....”

—Emma Gonzalez
March for Our Lives Speech,
March 24, 2018

Project 1: Stop Gun Violence

Project 2: Stop the Pandemic

Project 3: Stop Police Violence

Project 4: Stop Global Warming

Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

4.3. Eight Steps for Lifting Our Voices

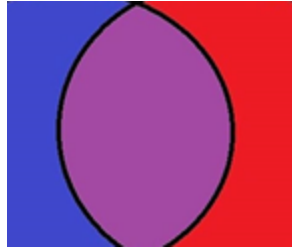
Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:

Connect to the Problem:

What are the types of guns and types of gun violence? What is your experience with gun violence?



Step 2:

Compare Case Studies:

What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:

Analyze the Facts:

What are the causes and effects of gun violence?



Step 4:

Listen to and Share Related Stories:

What are the stories of victims, survivors, and frontline workers? What are your stories?



Step 5:

Read the Proposals and Listen to the Speeches:

What are the national proposals for stopping gun violence?



Step 6:

Develop and Deliver Your Proposal:

What is your proposal for stopping gun violence?



Step 7:

Discuss and Debate the Proposals:

What are other students and people advocating? Are there ways to integrate your proposals?



Step 8:

Lift Your Voices, Cast Your Votes:

What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

4.4. Central Questions for the Stop Gun Violence Project



The Central Questions for this Stop Gun Violence Project includes the following:

- What connections do you have to gun violence?
- From your point of view, what are some of the most important incidents (case studies) of gun violence?
- What are some of the most important causes of gun violence?
- What values are most important in guiding us on how to stop or prevent gun violence?
- From your point of view, what is one of the most important proposals for stopping gun violence?
- How can you advocate for this proposal? Who would you lobby? How would you organize your community?
- What can you do in your own life to stop gun violence?

4.5. Step 4: Introduction and Questions

In Step 4, the objective is to further deepen our understanding of the impact of the gun violence crisis by listening to the stories of victims, survivors, and frontline workers. In Step 2, you explored six case studies. Now, in Step 4, our goal here is to understand the stories of the people in these case studies with a focus on the values that have helped them cope with and hopefully overcome these experiences.

We first introduce you to the eight Lift Every Voice Democratic Values. After you review these values, we ask you to think about which values were most important to the people in these stories and then you can share a gun violence related story of your own. It can be about something you or someone you know has experienced, or it can be a moving story you have heard or read. Again think about the value(s) embedded in your story and tell us why that value(s) was important to you.

- What can we learn from listening to the stories of victims, survivors, and frontline workers?
- What values were most important to the people in these stories?
- What is your story of gun violence--a story of your own experience or a story you have heard or read about that has influenced you?
- What values are most important to you in your story?

4.6. Step 4: Critical Thinking and Democratic Competencies

In this fourth step—listen to the stories, the targeted Critical Thinking and Democratic Competencies that will help you more deeply understanding the impact of gun violence include:



Critical Thinking Skills to Apply in This Step 4:

- Listen to or read stories about gun violence.
- Reflect on how gun violence affected the survivors, relatives, and bystanders.
- Analyze how their values helped them cope with the tragedy.
- Share your own story about gun violence.

Democratic Competencies to Apply in This Step 4:



- Learn about democratic values: love, freedom, equality, justice, truth, care for nature, peace, and democracy.
- Analyze what values were most important to the persons in the gun violence case studies.
- Express your own thoughts and feelings about gun violence.
- Explain which democratic values are most important to you.

4.7. Introduction to Democratic Values

In *Lift Every Voice*, we define values as important guideposts or beliefs that can guide our decisions as individuals and as a society. We have selected eight Democratic Values that we believe, based on scientific research into human nature, historical evidence, and contemporary trends, are important for establishing and sustaining a more peaceful and democratic society and world. Keep these values in mind as you read these stories about how people have coped with and overcome gun violence tragedies.



“We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be,
by the better angels of our nature.”
--Abraham Lincoln’s First Inaugural Address

Introduction to Democratic Values (Sway)

<https://sway.office.com/nfkCsKZvtybbiYpc?ref=Link&loc=play>

4.8. Listen to Their Stories



Kendrick Castillo Highlands
Ranch STEM High School,
Colorado

Take some time to find a quiet space and then listen to these stories. Some are very, very sad. Some are very uplifting. Some get to the meaning of our lives on this shared planet. After listening to these stories, you can share your own stories if you wish. They could be about your own experience or they could be about persons you've heard about or they could be your response to one of the stories in this collection below. Focus in particular on the values that helped these people cope and overcome the suffering in their lives. For now, just listen and empathize.

Pat Walker's Experience of Gun Violence in Boston

BOSTON – JANUARY 22, 1993: A grief-stricken mourner is helped from the Blessed Sacrament Church in Jamaica Plain yesterday as pallbearers remove the casket of Axel Reyes, 16, following his funeral. The English High freshman was fatally shot last week during a fight on the MBTA's Orange Line. (Photo by David L. Ryan/The Boston Globe via Getty Images)



Axel Reyes was the next door neighbor of Pat Walker, the founder of Voices Institute. This was the reason he started getting involved in ways to prevent gun violence.



Gun Violence Related Trauma and Storytelling

Starting With Storytelling

As you can tell from listening to Pat Walker's story above, Voices of Love and Freedom began as a way to help students to tell the stories of their experiences with all types of youth violence, including gun violence.

Sharing stories of youth violence is one way to express our thoughts and feeling about those events and to gain understanding and insight into what happened. Listening to others share similar stories also helps to put your own experience into perspective and provides a way to learn different ways of coping with grief and trauma.

Hopefully, through sharing stories, we can gain the knowledge and insight needed to not only cope with violence in our own lives but also to begin to take control of our lives and advocate ways to solve these types of social problems.

Extending to Speeches

Over the years, we have learned that it's important to not only learn to tell and share stories but also to learn how to use our voices to deliver speeches advocating ways to solve major social issues.

So there is a spectrum to learning to use our voices that extends from storytelling, to role playing, to negotiating, to compromising, to explaining, and to persuading.

Case Study #1: Columbine High School Shooting



On April 20, 1999, a school shooting and attempted bombing occurred at Columbine High School in Columbine, Colorado, United States. The perpetrators, 12th grade students Eric David Harris and Dylan Bennet Klebold, murdered 12 students and one teacher.

[Learn More](https://en.wikipedia.org/wiki/Columbine_High_School_massacre)

https://en.wikipedia.org/wiki/Columbine_High_School_massacre

- Listen to the stories of survivors and those who were directly and indirectly affected by the Columbine shooting.
- In the first video, you will hear from Frank DeAngelis who was the principal of Columbine High School at the time of the shooting and who stayed there for the next fifteen years.
- In the second video, you will hear from Liki Leyba who was a first year English teacher at the time of the shooting.
- In the third video, you will hear from Craig Scott who was survivor that day whose sister was the first person killed that day. He has continued to support gun violence survivors across the country since that time.
- In the fourth video, the Denver Post interviews many of the key persons affected by the shooting.
- In the fifth video, survivors and families explain how the shooting at Columbine High School has impacted their lives for 20 years.

Columbine High School Cont'd



Columbine 20 years later: Looking back at the tragic school shooting April 20 marks the 20th anniversary of Columbine High School massacre in which a dozen students and one teacher were killed in what was, at the time, the worst high school shooting in U.S. history.

[Learn More](#)

<https://youtu.be/pwK9KA61fnk>



Columbine anniversary: Teacher reflects on the pain and importance of remembering What many consider America's first mass school shooting took place in the community of Littleton, Colorado, 20 years ago today. The attack by two Columbine seniors killed 12 fellow students and a teacher

[Learn More](#)

<https://youtu.be/CDAQdqTTch0>

Columbine High School Cont'd



TODAY The 1999 massacre at Columbine High School in Littleton, Colorado, is one of the deadliest mass shootings in U.S. history. Craig Scott, a survivor, shares his story.

[Learn More](#)

<https://youtu.be/pwK9KA61fnk>



Ahead of the 20th anniversary of the 1999 shooting massacre at Columbine High School, TODAY's Hoda Kotb sits down with the school's principal, students who were there and families of victims to ask if time has given them peace.

[Learn More](#)

<https://youtu.be/henwjoVALS8>



Survivors and families explain how the shooting at Columbine High School has impacted their lives for 20 years.

[Learn More](#)

<https://youtu.be/BXPfePcxaZw>

Case Study #2: Stories Related to the Shooting of Laquan McDonald



The murder of Laquan McDonald took place on October 20, 2014, in Chicago, Illinois. McDonald was a 17-year-old who was fatally shot by a Chicago Police Officer, Jason Van Dyke.

[Learn More](https://en.wikipedia.org/wiki/Murder_of_Laquan_McDonald)

https://en.wikipedia.org/wiki/Murder_of_Laquan_McDonald

Below you will find videos about how the protestors responded to the murder of Laquan McDonald. As you read and view these stories, think about the similarities and differences between school shootings and police shootings.



Officer Jason Van Dyke

Lacquan McDonald Stories Cont'd



“Abused and in and out of foster homes, Laquan McDonald’s tragic life”

By Ashley Fantz and AnneClaire Stapleton, CNN

Learn More

<https://www.cnn.com/2015/11/25/us/laquan-mcdonald-life-chicago/index.html> vember 25, 2015



Laquan McDonald Shooting: Protests in Chicago After Video Release After dashboard-camera footage of the shooting of Laquan McDonald was released, protesters took to the streets of Chicago.

Learn More

https://youtu.be/_izr3nQtOm4

Lacquan McDonald Stories Cont'd



Demonstrators march after Chicago cop found guilty (6 Oct 2018)
Protesters took to the streets of Chicago after police Officer Jason Van Dyke was convicted of second-degree murder in the 2014 shooting of black teenager Laquan McDonald.

[Learn More](#)

<https://youtu.be/ox36pIEyTjY>



Students Alex King and D'Angelo McDade speak at March For Our Lives Rally

[Learn More](#)

<https://youtu.be/zrYFbrOuGqc>

Case Study #3: Stories Related to the Parkland School Shooting



On February 14, 2018, 19-year-old Nikolas Cruz opened fire on students and staff at Marjory Stoneman Douglas High School in the Miami suburban town of Parkland, Florida, murdering 17 people and injuring 17 others.

[Learn More](https://en.wikipedia.org/wiki/Stoneman_Douglas_High_School_shooting)

https://en.wikipedia.org/wiki/Stoneman_Douglas_High_School_shooting

In the following videos and articles, students at Marjory Stoneham Douglas HS in Florida recount the day in which seventeen of their classmates were killed. These survivors and witnesses have gone on to become a major force in our country fighting for ways to prevent this kind of massacre.



Parkland School Stories Cont'd



'He shot through my door': survivors recount Florida high school shooting
Students at Marjory Stoneman Douglas high school in Parkland, Florida, describe their horror after a former student roamed the corridors shooting into classrooms.

Learn More

<https://youtu.be/O7DrZnWIF-M>



Kyle Laman, a 15-year-old survivor of the Florida school shooting, is out of the hospital and recovering at home. In an NBC News exclusive, he describes confronting the gunman in the midst of the massacre.

Learn More

<https://youtu.be/V7hmBOPM7wl>

Parkland School Stories Cont'd



Aalayah Eastmond hid under a classmate's body during the school shooting at Marjory Stoneman Douglas High in Parkland. Now she's lobbying for gun control. Here's her survivor story.

Learn More

<https://youtu.be/Bk7d4jRQ9is>



Florida student to NRA and Trump: 'We call BS' Emma Gonzalez, a student at the Parkland, Florida high school where 17 people were left dead after a mass shooting, calls out President Trump and the NRA by name at an anti-gun rally in Fort Lauderdale, Florida.

Learn More

<https://youtu.be/ZxD3o-9H11Y>

Case Study #4: Highlands Ranch STEM School Shooting Stories



On May 7, 2019, a school shooting occurred at STEM School Highlands Ranch, a charter school located in Douglas County, Colorado, United States, in the Denver suburb of Highlands Ranch. One student was killed and eight others were injured. Two teenagers, both students at the school, were convicted on dozens of charges and sentenced to life imprisonment.

In the following videos, friends and classmates of Kendrick Castillo recount his bravery in the midst of the shooting.

In the first video, on the one year anniversary of Kendrick's death, classmates and community members hold a virtual memorial to remember him.

In the second video, the speakers shared stories of Castillo's selflessness, starting at an early age; his love of robotics and his Jeep; and how he always wanted to help others, even if he died doing so.

In the third video, Brendan Bialy who tackled, disarmed shooter with two other students at STEM school in Highlands Ranch, shares his memory of Kendrick.

The final image is of a poster with the picture of Alec McKinney, the shooter, who has been sentenced to life in prison, beseeching anyone thinking of a school shooting to get help immediately.

Highlands Ranch Stories Cont'd



On May 7, 2019, a school shooting occurred at STEM School Highlands Ranch, a charter school located in Douglas County, Colorado, United States, in the Denver suburb of Highlands Ranch. One student was killed and eight others were injured. Two teenagers, both students at the school, were convicted on dozens of charges and sentenced to life imprisonment.

Learn More

<https://youtu.be/8CdwVXx5zBM>



'Love for anybody he met': STEM School shooting hero Kendrick Castillo remembered at memorial

Learn More

<https://youtu.be/smMG8NZJXwk>

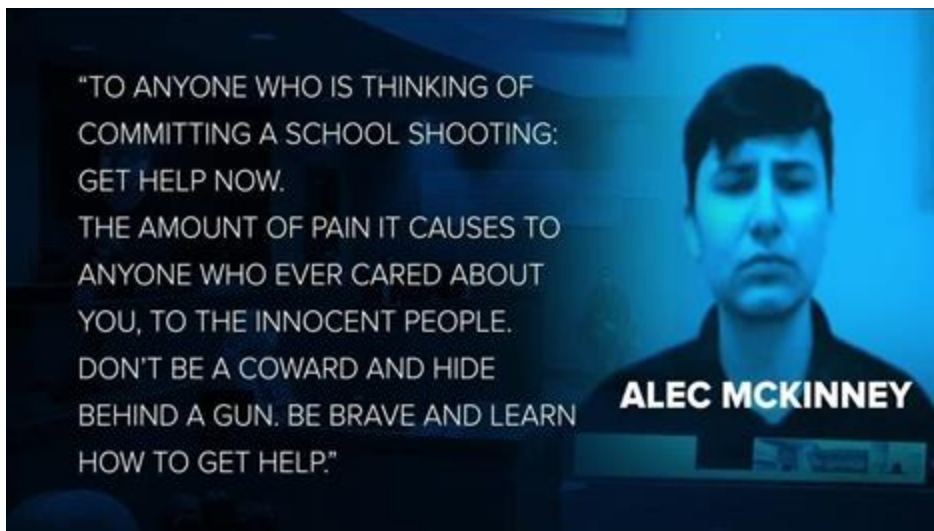
Highlands Ranch Stories Cont'd



Colorado school shooting hero remembers the friend who acted first. One of the students who helped end the Colorado school shooting is calling the attackers "cowards," and praising a friend who died confronting one of them.

Learn More

<https://youtu.be/ItSG9Kvxp-g>



Juvenile STEM School shooter sentenced to life in prison with possibility of parole A judge on Friday sentenced Alec McKinney, the juvenile shooter in the May 2019 STEM School shooting, to life in prison with the possibility of parole following a day of emotional testimony from people who were at the school that day and from McKinney himself.

Case Study #5: Stories Related to the Capitol Insurrection



On January 6, 2021, following the defeat of then-U.S. President Donald Trump in the 2020 presidential election, a mob of his supporters attacked the United States Capitol Building in Washington, D.C. The mob was seeking to keep Trump in power by preventing a joint session of Congress from counting the electoral college votes to formalize the victory of President-elect Joe Biden. -- Wikipedia

There were many victims as a result of the attack on the U.S. Capitol on January 6, 2021. Five people died either shortly before, during, or following the event.

Brian Sicknick, a United States Capitol Police (USCP) officer, died the next day, after having two strokes after he responded to the attack on the U.S. Capitol. See his biography and eulogy below.

In the first video, police officers pay tribute to officer Sicknick.

In the second video, President Biden and First Lady Jill Biden pay respects to Officer Sicknick.

While in the fourth video, Sen. Booker gives a eulogy for the fallen officer.

And finally, the fourth video provides information on the two men with attached officer Sicknick.

Capitol Insurrection Stories Cont'd



Sicknick was born in New Brunswick, New Jersey, to Gladys and Charles Sicknick. He grew up in South River, New Jersey, as the youngest of three sons. He attended the Calico Cat Preschool of the Holy Trinity Episcopal Church in South River from 1981 to 1983. Sicknick attended East Brunswick Technical High School to study electronics but later aspired to become a police officer. He graduated from the high school in 1997.

After struggling to find a job as a police officer, Sicknick joined the New Jersey Air National Guard in 1997 "as a means to that end". He served on the 108th Wing at Joint Base McGuire–Dix–Lakehurst, as a fire team member and leader with the security force squadron. In 1998, he wrote a letter to Home News Tribune, his local newspaper, expressing his skepticism towards America's soft stance against Saddam Hussein.

Capitol Insurrection Stories Cont'd



He was deployed to Saudi Arabia to support Operation Southern Watch in 1999, and to Kyrgyzstan to support Operation Enduring Freedom in 2003. Sicknick later criticized U.S. motivations for the War in Afghanistan and the government's strategy in the Iraq War. In 2003, he wrote again to Home News Tribune, noting a decline in morale among troops. He was honorably discharged in the same year as a staff sergeant.

Sicknick also worked as a school custodian in Cranbury, New Jersey. He later moved to Springfield, Virginia, and joined the United States Capitol Police in July 2008. One of his first assignments occurred during the first inauguration of Barack Obama. On December 31, 2013, he earned a Bachelor of Science in Criminal Justice degree from the University of Phoenix.

[Excerpted from Wikipedia](#)

Capitol Insurrection Stories Cont'd



Officers Pay Somber Tribute To Fallen Capitol Police Officer Brian Sicknick.

[Learn More](#)

<https://youtu.be/Q2cZPD2ofqE>



President Joe Biden and First Lady Jill Biden paid their respects to slain Capitol Police Officer Brian Sicknick on Tuesday, who is lying in honor in the U.S. Capitol.

[Learn More](#)

<https://youtu.be/16Q0Wcu5ztk>

Capitol Insurrection Stories Cont'd



Senator Booker eulogizes fallen Capitol Police officer from N.J. Senator Cory Booker eulogizes the Loss of Capitol police officer Brian Sicknick.

Learn More

<https://youtu.be/aqEKTFIn2U>



More than two months since the Capitol insurrection, two men appeared in federal court Monday, charged in the assault on Capitol police officer Brian Sicknick, who later died.

Learn More

<https://youtu.be/PvGkT25jibE>

Case Study #6: Stories Related to the Pittsburgh Synagogue Shooting



The Pittsburgh synagogue shooting was an antisemitic terrorist attack which took place at the Tree of Life – Or L'Simcha Congregation a synagogue in the Squirrel Hill neighborhood of Pittsburgh, Pennsylvania, United States.

Case Study #1 (Columbine), Case Study #3 (Parkland), Case Study #4 (Highland Ranch), and Case Study #9 (Uvalde) are mass school shootings.

Case Study #2 (Laquan McDonald) was an officer involved shooting.

Case Study #5 (Capitol Insurrection) was an act of domestic terrorism—the most significant except for the U.S. Civil War.

Case Study #6 (Pittsburgh Synagogue) is an example of anti-semitic domestic terrorism. Case Study #7 (the Atlanta Spa Shooting) was domestic terrorism aimed at Asian Americans and Case Study #8 was domestic terrorism aimed at African-Americans.

In Cases #6, 7, and 8, we see a clear examples of violence motivated by racism and white supremacy beliefs.

Pittsburgh Synagogue Stories



United Nations Secretary-General António Guterres called for solidarity against anti-Semitism during an inter-faith tribute in New York's historic Park East Synagogue, to honour victims of the mass-shooting in Pittsburgh.

Learn More

<https://youtu.be/NasLWkL7SH0>



Watch as Jessica Bitsura sings an emotional song she wrote regarding a tragic shooting at a synagogue in Squirrel Hill.

Learn More

<https://youtu.be/v1k82xrWBzk>

Pittsburgh Synagogue Stories



Pittsburgh natives gathered in Fort Myers to cheer on their home team the Steelers and to reflect on the tragic shooting at Tree of Life Synagogue.

[Learn More](#)

<https://youtu.be/SZxNRVik28g>



Actor Tom Hanks returned Pittsburgh to speak at the Rally for Peace event, which was held to honor the 11 people killed in a shooting at a Pittsburgh synagogue.

[Learn More](#)

<https://youtu.be/miJOa5encPk>

Case Study #7: Stories Related to the Atlanta Spa Shootings



On March 16, 2021, a shooting spree occurred at three spas or massage parlors in the metropolitan area of Atlanta, Georgia, United States. Eight people were killed, six of whom were women of Asian descent, [and one other person was wounded.

As we saw in Step 2: Case Study #7, the Asian American community in Atlanta and around the country have begun to organize around Stopping Asian Hate (#StopAsianHate).

In the first video, members of the Asian-American community in Atlanta pay their tributes to the women who were killed.

The second video present how the Asian-American community is organizing against hate and prejudice against them.

In the third video, the nine-year old daughter of the only survivor pleads for his return back home.

And the fourth video provides an up update on the case against the murderer.

Atlanta Spa Shootings



Pittsburgh natives gathered in Fort Myers to cheer on their home team the Steelers and to reflect on the tragic shooting at Tree of Life Synagogue.

Learn More

https://youtu.be/hK1zq8D_RbU



In a movement to put an end to violence and discrimination against Asian Americans, people across the U.S. have been using hashtags #StopAsianHate and #IStandWithAsians in solidarity following a shooting that targeted three Asian spas in Atlanta.

Learn More

<https://youtu.be/IDrPhcJ3pqq>

Atlanta Spa Shootings



9-year-old daughter speaks on sole survivor of metro Atlanta spa shootings.

Learn More

<https://youtu.be/144zxCisc5A>



Where does the case stand for suspect in Atlanta spa shootings?
| One year later

Learn More

<https://youtu.be/G-Q4edT-ZCk>

Case Study #8: Stories Related to the Buffalo Shooting



On May 14, 2022, a mass shooting occurred in Buffalo, New York, United States, at a Tops Friendly Markets supermarket in the East Side neighborhood. Ten people, all of whom were Black, were murdered and three were injured.

[-Wikipedia](#)

In the Pittsburgh Shooting, anti-semitism motivated the shooter. In the Atlanta Shooting, it was prejudice against Asian-Americans. And here in Buffalo, it was racism and hatred against Black Americans.

All three at their core is a set of beliefs that promote white supremacy. Which in turn warrants the use of guns for mass killings against these ethnic, religious, and racial groups.

In the first video, members of the African-American community pay tribute to the ten people who lost their lives. The second video explores this shooting as a racially motivated hate crime. The third video explore the impact of the shooting on the Buffalo community. And in the fourth video, a son of one of the victims testifies in front of the Senate about the role of white supremacy.

Buffalo Shooting Stories Cont'd



After 10 people were killed last weekend in a mass shooting in Buffalo, we take a moment to reflect on their lives and the legacies they leave behind.

Learn More

<https://youtu.be/M8Ug7xhqVUA>



Ten dead in Buffalo mass shooting police call racially motivated hate crime **WARNING:** This video contains distressing details. A white 18-year-old wearing military gear and livestreaming with a helmet camera opened fire with a rifle at a supermarket in Buffalo, killing 10 people and wounding three others Saturday.

Learn More

<https://youtu.be/PfgYUB9yGGA>

Buffalo Shooting Stories Cont'd



Buffalo reeling from racist shooting at supermarket
Ten people were killed at a Buffalo supermarket in a shooting are calling a racist hate crime

[Learn More](https://youtu.be/D1jmggljDgU)

<https://youtu.be/D1jmggljDgU>



Son Of Buffalo Shooting Victim Testifies At Senate Hearing
Garnell Whitfield, whose mother was killed in a mass shooting in Buffalo, N.Y., testified at a Senate hearing on domestic terrorism and called on lawmakers to do something to combat the "cancer of White Supremacy."

[Learn More](https://youtu.be/bOFVvHOYjks)

<https://youtu.be/bOFVvHOYjks>

Case Study #9: Stories Related to the Uvalde Shootings



On May 24, 2022, a mass shooting occurred at Robb Elementary School in Uvalde, Texas, United States, where 18-year-old Salvador Ramos, a former student at the school, fatally shot nineteen students and two teachers, and wounded seventeen others.

[-Wikipedia](#)

The Rob Elementary School in Uvalde, Texas is one of the most recent mass school shootings—19 children and 2 teachers were killed by an 18 year old former student. Similar in some ways to Sandy Hook (12 students and one teacher) and Parkland (14 students and 3 teachers).

In the first video, a student speaks out about what it was like during the shooting.

In the second video, a ten-year old girl expresses what it felt like seeing her friend killed.

The third video provides a portrait of the 21 persons who were killed that day.

And in the fourth video, Baby Reign sings a song memorializing the deceased.

Uvalde Stories Cont'd



Pittsburgh natives gathered in Fort Myers to cheer on their home team the Steelers and to reflect on the tragic shooting at Tree of Life Synagogue.

Learn More

<https://youtu.be/cVT7ZeilnEE>



In a movement to put an end to violence and discrimination against Asian Americans, people across the U.S. have been using hashtags #StopAsianHate and #IStandWithAsians in solidarity following a shooting that targeted three Asian spas in Atlanta.

Learn More

https://youtu.be/iU6mW_O8Chs

Uvalde Stories Cont'd



21 Portrait Project memorializing Robb Elementary victims with murals in Uvalde
More than fifty artists are taking in part in creating murals of the 19 students and 2 teachers.

Learn More

<https://youtu.be/pCrs6Ow-8n8>



My tribute to the kids and teachers at Robb elementary school! 💖🙏
Baby Reign

Learn More

https://youtu.be/aD_HK766l5A

4.9. Stop Gun Violence Personal Journal

After reading/viewing the stories in Steps 4.1 to 4.8, take a moment and write down your response to the following question in your Lift Every Voice Stop Gun Violence Personal Journal. This journal is for your eyes only or those you wish to share it with.

Which democratic values have been most important for helping the people in these stories cope with and overcome gun violence? Explain why. Provide references.

Lift Every Voice Stop Gun Violence Personal Journal

Link to Lift Every Voice Personal Journal
<https://lift-every-voice.voices.institute/wp-content/uploads/2023/01/Project-1-Stop-Gun-Violence-Personal-Journal.docx>

4.10. Democratic Values and Gun Violence Video Presentation (Flip)

After you have made some notes in your journal about which democratic values are most important for coping with gun violence and for convincing people to help stop gun violence (Step 4.9), present your thoughts on video. You can decide whether or not you want other people to view your video. And you can comment on other people's videos as well.

Democratic Values and Gun Violence Video Presentation (Flip)

Link to Lift Every Voice Personal Journal

https://forms.office.com/Pages/ShareFormPage.aspx?id=U_zn9dmQyUKDQGHgx4WvD7gqWUsVVm9NoTLko7eiOThUNVpVRkhMRIJIRTUxWTYyMUhJUTYxN1AwMS4u&sharetoken

4.11. Next Steps



In this Step 4, the objective is to develop empathy and understanding for the people directly and indirectly affected by gun violence. These stories tell us the real impact and personal costs of gun violence. They also tell us about the values that have these person survive or cope with the crisis.

Keep these stories in mind as you begin to develop your own ideas about how to stop gun violence.

What values are going to guide your proposal?

How do you propose to address the situation of the people you have been listening to in this step?



The next step, Step 5, your will to listen to and read speeches and proposals of persons who are advocating ways to stop gun violence. At the end of this step, you will rate each proposal.



After listening to and reading a broad set of proposals, then you will have the opportunity to develop, write down, and present your own proposal.

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

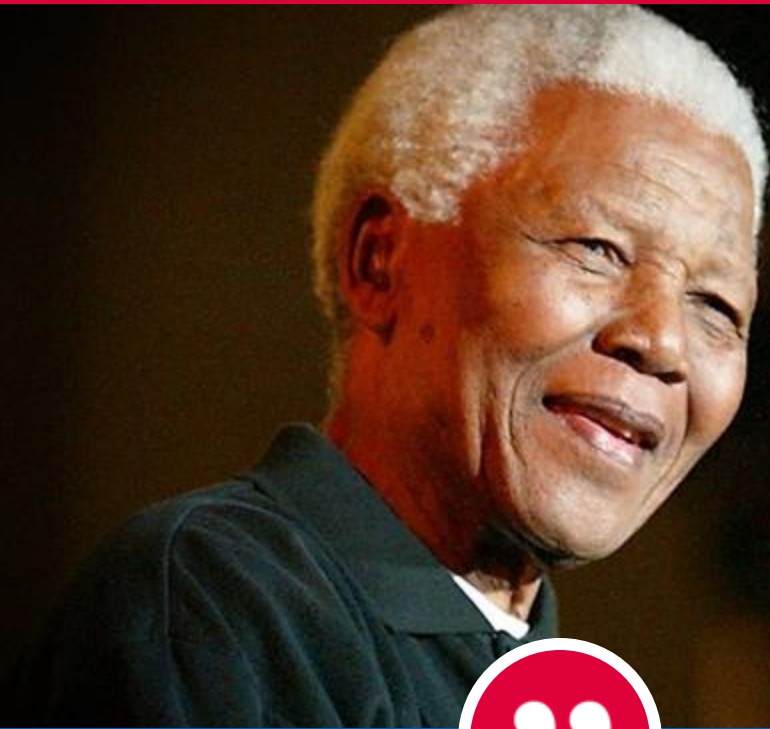


Project 1: Stop Gun Violence



Step 5 Listen to the Speeches

What are the most important national proposals for stopping gun violence? How would these proposals enhance protective factors and reduce risk factors for gun violence?



“This strife among ourselves wastes our energy and destroys our unity. My message to those of you involved in this battle of brother against brother is this — Take your guns, your knives... And throw them into the sea!”

— Nelson Mandela

5.1. Overview of Democratic Values, Skills, and Knowledge

Lift Every Voice is dedicated to helping people to lift their voices to advocate ways to solve major social and ecological problems and to create a more compassionate, just, and free society.

Lift Every Voice consists of Books and Projects.

Lift Every Voice Books provides resources about some of the most important democratic values, skills, and knowledge:

- Book 1: Democratic Values
- Book 2: Social-Emotional Skills
- Book 3: Democratic Skills and Practices
- Book 4: Social and Ecological Awareness
- Book 5: Democratic Knowledge



These five books provide some of the most important resources needed to analyze some of our most important social and ecological problems and to propose democratic solutions to these problems.

5.2. Overview of Social and Ecological Projects

Lift Every Voice Projects focus specifically on how we can lift our voices to advocate solutions to these problems.

- Project 1: Stop the Gun Violence (available now)
- Project 2: Stop the Pandemic (Spring 2023)
- Project 3: Stop Police Violence (Summer 2023)
- Project 4: Stop Global Warming (Summer 2023)

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

“Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....”

—Emma Gonzalez
March for Our Lives Speech,
March 24, 2018

Project 1: Stop Gun Violence

Project 2: Stop the Pandemic

Project 3: Stop Police Violence

Project 4: Stop Global Warming

Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

5.3. Eight Steps for Lifting Our Voices

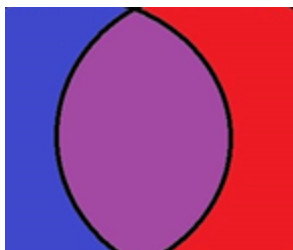
Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:

Connect to the Problem:

What are the types of guns and types of gun violence? What is your experience with gun violence?



Step 2:

Compare Case Studies:

What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:

Analyze the Facts:

What are the causes and effects of gun violence?



Step 4:

Listen to and Share Related Stories:

What are the stories of victims, survivors, and frontline workers? What are your stories?



Step 5:

Read the Proposals and Listen to the Speeches:

What are the national proposals for stopping gun violence?



Step 6:

Develop and Deliver Your Proposal:

What is your proposal for stopping gun violence?



Step 7:

Discuss and Debate the Proposals:

What are other students and people advocating? Are there ways to integrate your proposals?



Step 8:

Lift Your Voices, Cast Your Votes:

What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

5.4. Central Questions for the Stop Gun Violence Project



The Central Questions for this Stop Gun Violence Project includes the following:

- What connections do you have to gun violence?
- From your point of view, what are some of the most important incidents (case studies) of gun violence?
- What are some of the most important causes of gun violence?
- What values are most important in guiding us on how to stop or prevent gun violence?
- From your point of view, what is one of the most important proposals for stopping gun violence?
- How can you advocate for this proposal? Who would you lobby? How would you organize your community?
- What can you do in your own life to stop gun violence?

5.5. Step 5: Introduction and Questions

In Step 5, the objective is to gain a broad understanding of the different types of proposals for stopping the gun violence crisis and then to rate each of these proposals. Based on your rating, you will then choose one or more proposals to research in more depth in Step 6.

As you listen to or read the following proposals think about the following questions.

- In your opinion, what are the most important national proposals for stopping gun violence?
- How do these proposals enhance protective factors?
- How do they reduce risk factors for gun violence?
- Which proposals would save the most lives?
- Which proposals can we most readily unite our nation in support of?



5.6. Step 5: Critical Thinking and Democratic Competencies

In this fifth step—listen to the speeches and proposals, the targeted Critical Thinking and Democratic Competencies that will help you analyze these proposals includes:



Analyze Persuasive Proposals and Speeches

- Analyze the proposals and how they are organized.
- Analyze the evidence that supports the proposals.
- Analyze whether the proposals address potential criticisms.
- Analyze the action steps advocated.

Analyze Risk and Protective Factors



- Analyze how the different proposals enhance the protective factors related to gun violence.
- Analyze how the different proposals reduce the risk factors related to gun violence.
- Analyze which proposals will have the biggest impact on reducing gun violence.

5.7. Introduction to Risk and Protective Factor



"Never to forget where we came from and always praise the bridges that carried us over."

"Never to forget where we came from and always praise the bridges that carried us over."

--Fanny Lou Hammer



"A protective factor...is associated with a lower likelihood of a problem....Conversely, a risk factor...is associated with a higher likelihood of problem outcomes."

--"Risk and Protective Factors", Youth.gov

**Introduction to
Democratic Values
(Sway)**

<https://sway.office.com/YGCtTCXsOnBP4MBX?ref=Link>

Risk and Protective Factors Cont'd

- One way to evaluate violence prevention proposals is through an analysis of the risk and protective factors related to each proposal. In *Lift Every Voice*, the fifth type of Social and Ecological Awareness is to be aware of the risk factors in one's life and the corresponding protective factors.
- **Risk Factors** (Healthy Influences) can include biological, psychological, family, community, or societal factors that put an individual at risk for negative outcomes. At the community and societal levels, risk factors can include: income inequality, poverty, individual and institutional discrimination, violence, drug and substance abuse, low levels of literacy or academic achievement, and global warming.
- **Protective Factors** (Healthy Influences) are those persons and institutions in society that promote healthy social development.
- The general public health strategy for improving health is to increase the protective factors in one's life and to reduce the risk factors. So, as you read the proposals below, try to evaluate whether and how they increase protective factors and reduce risk factors.

5.8. Gun Violence Prevention Terms



Gun Violence Prevention Terms

Study online at https://quizlet.com/_6o0oah

1. **2nd Amendment** A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.



[Link for Gun
Violence Prevention
Quizlet Vocabulary](https://quizlet.com/_6o0oah?x=1jq&i=21iqc)

(https://quizlet.com/_6o0oah?x=1jq&i=21iqc)

5.9. Biden Signs Bipartisan Gun Safety Bill Into Law (June 25, 2022)

Biden signs bipartisan gun safety bill into law: 'God willing, it's going to save a lot of lives'

“**CNN**) President Joe Biden on [Saturday signed into law the first major federal gun safety legislation](#) passed in decades, marking a significant bipartisan breakthrough on one of the most contentious policy issues in Washington.

"God willing, it's going to save a lot of lives," Biden said at the White House as he finished signing the bill.

The legislation came together in the aftermath of recent mass shootings at a Uvalde, Texas, elementary school and a Buffalo, New York, supermarket that was in a predominantly Black neighborhood. A bipartisan group of negotiators set to work in the Senate and unveiled legislative text on Tuesday. The bill -- titled the Bipartisan Safer Communities Act -- was released by Republican Sens. John Cornyn of Texas and Thom Tillis of North Carolina and Democratic Sens. Chris Murphy of Connecticut and Kyrsten Sinema of Arizona.

The House on Friday passed the bill by 234-193, [including 14 Republicans](#) voting with Democrats. [The Senate passed the bill](#) in a late-night vote Thursday.

In his remarks Saturday, the President announced he'd host members of Congress who supported the landmark gun safety legislation at a White House event on July 11, following his return from Europe, to celebrate the new law with the families of gun violence victims.

The package represents the most significant new federal legislation to address gun violence since the expired 10-year assault weapons ban of 1994 -- though it fails to ban any weapons and falls far short of what Biden and his party had advocated for, and polls show most Americans want to see.

Biden unveils executive action on guns

President Joe Biden's first steps to curb U.S. gun violence come after a slew of mass shootings, putting pressure on him to act

PROPOSALS BY JUSTICE DEPARTMENT

➤ **GHOST GUNS:** New ruling to reduce proliferation of so-called "ghost guns", where weapons are assembled from kits

➤ **BRACES:** Devices marketed as "stabilizing braces" will be subject to **National Firearms Act**, which requires their registration

Ruger AR-556 pistol: Weapon allegedly used by shooter in Mar 22 massacre at Boulder, Colorado

Barrel length:
10 inches (26cm)



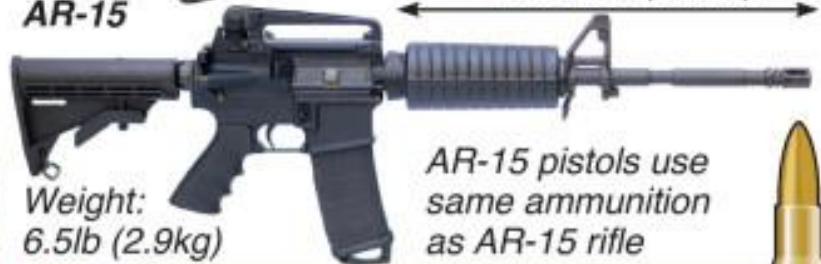
Brace can be rested against shoulder, like stock

AR-15-style pistols – such as AR-556 – are legally classified as pistol, but function much like AR-15-style rifles

Weight: 6.2lb (2.8kg)



AR-15



Weight:
6.5lb (2.9kg)

AR-15 pistols use same ammunition as AR-15 rifle

➤ **RED FLAG LAW:** Model "red flag legislation" to be published which would allow courts to remove firearms temporarily from people considered a risk to community

Calibre:
5.56x
45mm



Sources: Reuters, Washington Post, Ruger
Pictures: Sturm, Ruger & Company, Inc., Getty Images

© GRAPHIC NEWS



BRIEFING ROOM

FACT SHEET: The Biden Administration's 21 Executive Actions to Reduce Gun Violence

JULY 11, 2022 • STATEMENTS AND RELEASES

FACT SHEET

Click **FACT SHEET: The Biden Administration's 21 Executive Actions to Reduce Gun Violence JULY 11, 2022 • STATEMENTS AND RELEASES**

<https://www.whitehouse.gov/briefing-room/statements-releases/2022/07/11/fact-sheet-the-biden-administrations-21-executive-actions-to-reduce-gun-violence/>

These Are the Gun Control Laws Passed in 2022 So Far (Federal and State) (July 30, 2022)

These are the gun control laws passed in 2022 so far

[cnn.com/2022/07/30/us/gun-control-laws-2022/index.html](https://www.cnn.com/2022/07/30/us/gun-control-laws-2022/index.html)

July 30, 2022



(CNN) Several mass shootings and a sustained rise in gun violence across the United States have spurred law enforcement officials and lawmakers to push for more gun control measures.

President Joe Biden in June signed into law the first major gun safety legislation passed in decades. The measure failed to ban any weapons, but it includes funding for school safety and state crisis intervention programs. Many states -- including California, Delaware and New York -- have also passed new laws to help curb gun violence, such as regulating untraceable ghost guns and strengthening background check systems.

Federal legislation

On June 25, Biden signed into law the Bipartisan Safer Communities Act after the the House and the Senate approved the measure. The package represents the most significant federal legislation to address gun violence since the expired 10-year assault weapons ban of 1994.

"God willing, it's going to save a lot of lives," Biden said at the White House as he signed the bill.

The package includes \$750 million to help states implement and run crisis intervention programs, which can be used to manage red flag programs, as well as for other crisis intervention programs such as mental health, drug and veteran courts.

Red flag laws, approved by the federal measure, are also known as Extreme Risk Protection Order laws. They allow courts to temporarily seize firearms from anyone believed to be a danger to themselves or others.

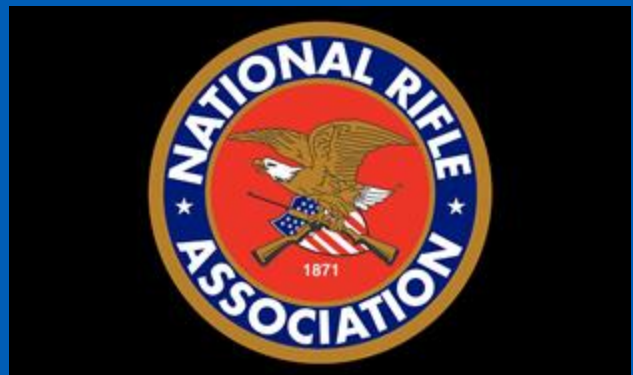
The legislation encourages states to include juvenile records in the National Instant Criminal Background Check System, which would provide a more comprehensive background check for people between 18 and 21 who want to buy guns.

It also requires more individuals who sell guns as primary sources of income to register as Federally Licensed Firearm Dealers, which are required to administer background checks before they sell a gun to someone.

The law bars guns from anyone convicted of a domestic violence crime who has a "continuing serious relationship of a romantic or intimate nature." The law, however, allows those convicted of misdemeanor domestic violence crimes to restore their gun rights after five years if they haven't committed other crimes.

Excerpts from: [These are the gun control laws passed in 2022 so far](#) Click on link for more information about gun control legislation passed in states.

5.10. Stop Gun Violence Proposals by National Organizations



Gun Safety and Gun Control by National Organization Proposals:

1. The Brady Plan: 12 Points
2. March for Our Lives: Policy Agenda
3. Black Lives Matter: Seven Demands and The Breath Act.
4. National Rifle Association: Opposition to Gun Control Legislation



The Brady Plan: 12 Points

The Jim Brady Story

Jim Brady, President Reagan's Press Secretary, shot in the head during the assassination attempt on President Reagan (March 30, 1981). Since that time James Brady has headed a comprehensive effort to reduce and prevent gun violence through stricter gun control laws.



On the 30th anniversary of the attempted assassination of President Ronald Reagan, Bill Plante profiles 70-year-old Jim Brady, a man whose life was never the same after that day.

Video of Interview with Jim Brady

<https://youtu.be/YBMqjBcFhKQ>

The 12 Point Brady Plan

The following is the Brady Plan: 12 Point Proposal. The top three proposals of this plan are: universal background checks, expansion of prohibited purchasers, and a ban on assault weapons and high-capacity magazines.

01 BACKGROUND CHECKS	02 PROHIBITED PURCHASERS	03 WEAPONS OF WAR
04 RESTRICT BUMP STOCKS	05 OUTLAW GHOST & 3D GUNS	06 EXTREME RISK LAWS
07 FUND CDC RESEARCH	08 FUND URBAN PROGRAMS	09 END FAMILY FIRE
10 END GUN INDUSTRY IMMUNITY	11 HOLD ATF ACCOUNTABLE	12 STOP SHIELDING DATA

[Link to Brady Plan PDF](#)



[Brady Campaign](#)

[Click here](#) to go to Brady Campaign website and to review the Brady Plan in more detail.



March for Our Lives: Policy Agenda

March for Our Lives began as a student-led demonstration in support of legislation to prevent gun violence on March 24, 2018, one month after the school shooting at Marjory Stoneman Douglas High School (See Case Study #4) on February 14, 2018. Demonstrations took place that day in over 880 sites in the U.S. and around the world. Since then March for Our Lives has become a national grass roots organization fighting to prevent gun violence. They have developed a ten point plan to prevent gun violence in our country.



Mission And Story Of March For Our Lives

[Click here](https://marchforourlives.com/mission-story/) to read about the mission and story of March for Our Lives.
<https://marchforourlives.com/mission-story/>

March for Our Lives Policy Agenda

“It Ends With Us: A Plan to Reimagine Public Safety
What will it take to create safe communities?”



March for Our Lives Policy Agenda Cont'd



**WE DON'T HAVE
TO LIVE IN FEAR**



**TO SOLVE THESE
PROBLEMS, WE NEED
A JUST DEMOCRACY**



**LEVERAGE THE
POWER OF THE
PRESIDENCY**



This photo was taken from the Time magazine opinion piece written by former President Barack Obama.

"Cameron Kasky, Jaclyn Corin, David Hogg, Emma Gonzalez and Alex Wind" by Barack Obama (Time.com, 2018)

"Desmond Tutu awards international peace award to Parkland student" (CNN, 11/20/18)



**MARCH
FOR OUR
LIVES** 

MOF Policy Agenda

[Click here](https://marchforourlives.com/policy/) to read more about the MOF Policy Agenda
<https://marchforourlives.com/policy/>



Black Lives Matter: Seven Demands

"#BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer. Black Lives Matter Global Network Foundation, Inc. is a global organization in the US, UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes. By combating and countering acts of violence, creating space for Black imagination and innovation, and centering Black joy, we are winning immediate improvements in our lives." --From the Black Lives Website (<https://blacklivesmatter.com/about/>)



In 2013, three radical Black organizers — Alicia Garza, Patrisse Cullors, and Opal Tometi — created a Black-centered political will and movement building project called #BlackLivesMatter. It was in response to the acquittal of Trayvon Martin's murderer, George Zimmerman.

Black Lives Matter Seven Demands

- 1. Convict and ban Trump from future political office:** We are joining Rep. Ilhan Omar, Rep. Ayanna Pressley, Rep. Cori Bush, Rep. Jamaal Bowman, and others who are demanding Trump be immediately convicted in the United States Senate. Trump must also be banned from holding elected office in the future. Call your members of Congress and demand they support conviction by dialing (202) 224-3121.
- 1. Expel Republican members of Congress who attempted to overturn the election and incited a white supremacist attack:** More than half the Republican representatives and multiple senators stoked Trump's conspiracy theories and encouraged the white supremacists to take action to overturn the election. We are supporting Rep. Cori Bush's resolution to expel them from Congress for their dangerous and traitorous actions. We also support steps to bar them from seeking another office.
- 1. Launch a full investigation into the ties between white supremacy and the Capitol Police, law enforcement, and the military:** The Capitol was able to be breached and overrun by white supremacists attempting to disrupt a political process that is fundamental to our democracy. We know that police departments have been a safe haven for white supremacists to hide malintent behind a badge, because the badge was created for that purpose. We also know off-duty cops and military were among the mob at the Capitol on January 6th. Guilty parties need to be held accountable and fired. We are supporting Rep. Jamaal Bowman's COUP Act to investigate these connections.

Seven Demands Cont'd

- 4. Permanently ban Trump from all digital media platforms:** Trump has always used his digital media platforms recklessly and irresponsibly to spread lies and disinformation. Now it is clearer than ever that his digital media is also used to incite violence and promote its continuation. He must be stopped from encouraging his mob and further endangering our communities, even after inauguration.
- 4. Defund the police:** The police that met our BLM protestors this summer with assault rifles, teargas, and military-grade protective gear were the same police that, on Wednesday, met white supremacists with patience and the benefit of the doubt, going so far as to pose for selfies with rioters. The contrast was jarring, but not for Black people. We have always known who the police truly protect and serve. D.C. has the most police per capita in the country; more funding is not the solution.
- 5. Don't let the coup be used as an excuse to crack down on our movement:** In response to the coup, Politicians have already introduced the Domestic Terrorism Prevention Act of 2021. We've seen this playbook before. These laws are used to target Black and brown communities for heightened surveillance. Republicans are already busy trying to create an equivalence between the mob on January 6th and our Freedom Summer. We don't need new domestic terror laws, facial recognition, or any other new police power for the state. Our government should protect righteous protest and stay focused on the real issue: rooting out white supremacy. There are enough laws, resources, and intelligence, but they were not used to stop the coup. Our elected officials must uncover why.
- 6. Pass the BREATHE Act:** The police were born out of slave patrols. We cannot reform an institution built upon white supremacy. We need a new, radical approach to public safety and community investment. President Biden has already drawn on the BREATHE Act in his executive actions calling for racial equity screens in federal programs, investing in environmental justice at historic levels, and engaging with system-impacted communities. The BREATHE Act paints a vision of a world where Black lives matter through investments in housing, education, health, and environmental justice.

The Breathe Act



The BREATHE Act offers a radical reimagining of public safety, community care, and how we spend money as a society. We bring 4 simple ideas to the table:

- Div est federal resources from incarceration and policing.
- Invest in new, non-punitive, non-carceral approaches to community safety that lead states to shrink their criminal-legal systems and center the protection of Black lives—including Black mothers, Black trans people, and Black women.
- Allocate new money to build healthy, sustainable, and equitable communities.
- Hold political leaders to their promises and enhance the self-determination of all Black communities.

**THE BREATHE ACT IS PRESENTED BY THE ELECTORAL JUSTICE PROJECT OF
THE MOVEMENT FOR BLACK LIVES**

<https://breatheact.org/>



Black Lives Matter

[Click here](https://blacklivesmatter.com/) to read more about Black Lives Matter
<https://blacklivesmatter.com/>



National Rifle Association's Opposition to Gun Safety Proposals

Defending Your Freedom

"The NRA is widely recognized as a major political force and as America's foremost defender of Second Amendment rights." --NRA Explore/Politics and Legislation Website

The NRA advocates for gun rights and is opposed to most forms of gun control. Most recently it has come out in favor of arming teachers and school staff as a way to protect students in our schools. The article below provides a history of the NRA written by its current executive director, Chris Cox.

[Working Together to Save the 2nd Amendment: Part I by Chris Cox \(NRA Website\)](#)

The next article details how Florida partly in response to the Parkland shootings has recently passed a bill enabling schools to arm teachers.

[NRA Support for Arming Teachers](#)



Former Pasco County Corrections Officer Wendy Miller, 57 runs towards gunfire with instructor Chris Squitieri during active shooter drills taught by Pasco County Sheriff's Office at Charles S. Rushe Middle School in Land O' Lakes. These drills are part of a larger training program for the Guardian program that will staff elementary schools with trained armed guards. LUIS SANTANA | Times

NRA Opposition Cont'd

For the most part, the NRA's policy positions are to state its opposition to present day proposals to enact gun control laws. Here are its position papers are four major gun control proposals currently being considered at the national and state levels:

“The congressionally-mandated study of the federal “assault weapon ban” of 1994-2004 found that the ban had no impact on crime, in part because “the banned guns were never used in more than a modest fraction of gun murders.” (Urban Institute[1]) Rifles of any type are used in only two percent of murders. (FBI[2]) Subsequent research conducted by the RAND Corporation found no conclusive evidence that banning “assault weapons” or “large” capacity magazines has an effect on mass shootings or violent crime.”

[NRA Opposition to Ban on Assault Weapons and Magazines \(https://www.nraila.org/get-the-facts/assault-weapons-large-magazines/\)](https://www.nraila.org/get-the-facts/assault-weapons-large-magazines/)

“NRA opposes expanding firearm background check systems, because background checks don't stop criminals from getting firearms, because some proposals to do so would deprive individuals of due process of law, and because NRA opposes firearm registration.” [NRA Opposition to Background Checks \(https://www.nraila.org/get-the-facts/background-checks-nics/\)](https://www.nraila.org/get-the-facts/background-checks-nics/)

“Waiting periods are arbitrary impositions with no effect on crime or suicide, introduce no additional investigative avenues, and only burden law-abiding gun owners without changing how or when criminals obtain firearms.”

[NRA Opposition to Waiting Periods \(https://www.nraila.org/get-the-facts/waiting-periods/\)](https://www.nraila.org/get-the-facts/waiting-periods/)

NRA Opposition Cont'd

“Sen. Cory Booker (D-N.J.) Pushes May-Issue Federal Firearm Owner Licensing and Gun Confiscation”, FRIDAY, MAY 10, 2019. (<https://www.nraila.org/articles/20190510/sen-cory-booker-d-nj-pushes-may-issue-federal-firearm-owner-licensing-and-gun-confiscation>)



National Rifle Association

[Click here](https://home.nra.org/) to read more about the National Rifle Association
<https://home.nra.org/>

5.11. Proposed National Gun Violence Prevention Legislation

Selected National Gun Violence Pending Legislation 117th Congress (2021-2022)

General Information

U.S. Senate Committee on the Judiciary (<https://www.judiciary.senate.gov/>)

U.S. House of Representatives Committee on the Judiciary
Congress.Gov (<https://judiciary.house.gov/>)

Proposed National Gun Violence Prevention Legislation Overview



Legislative Proposal/Bill #1: License to Purchase and Own a Gun



Legislative Proposal/Bill #2: Require Background Checks



Legislative Proposal/Bill #3: Ban Assault Weapons



Legislative Proposal/Bill #4: Ban Large Capacity Magazines



Legislative Proposal/Bill #5: Establish Categories of Prohibited People Who Cannot Purchase a Firearm



Legislative Proposal/Bill #6: Extreme Risk Protection Orders (Red Flag) provide for the removal of guns from dangerous people



Legislative Proposal/Bill #7: Increase Funding for Research Related to Gun Violence



Legislative Proposal/Bill #8: Fund Violence Prevention Programs



Legislative Proposal/Bill #1: License to Purchase and Own a Gun

General Background

Requires licenses to acquire or receive firearms, and for other purposes.

Proposed Legislation

[H.R.8534 - Responsible Gun Ownership Licensing Act](https://www.congress.gov/bill/117th-congress/house-bill/8534/text?q=%7B%22search%22%3A%5B%22gun+license%22%2C%22gun%22%2C%22license%22%5D%7D&r=1&s=10)
(<https://www.congress.gov/bill/117th-congress/house-bill/8534/text?q=%7B%22search%22%3A%5B%22gun+license%22%2C%22gun%22%2C%22license%22%5D%7D&r=1&s=10>)

[S.4263 - Federal Firearm Licensing Act](https://www.congress.gov/bill/117th-congress/senate-bill/4263)
(<https://www.congress.gov/bill/117th-congress/senate-bill/4263>)

“It shall be unlawful for any individual to purchase or receive a firearm unless the individual has a valid Federal firearm license.”

Learn More



Legislative Proposal/Bill #2: Require Background Checks

General Background

This bill establishes new background check requirements for firearm transfers between private parties (i.e., unlicensed individuals). -Wikipedia

https://en.wikipedia.org/wiki/Universal_background_check

Proposed Legislation

[H.R.8 - Bipartisan Background Checks Act of 2021](#) (passed the House)

This bill establishes new background check requirements for firearm transfers between private parties (i.e., unlicensed individuals).

Specifically, it prohibits a firearm transfer between private parties unless a licensed gun dealer, manufacturer, or importer first takes possession of the firearm to conduct a background check.

The prohibition does not apply to certain firearm transfers or exchanges, such as a gift between spouses in good faith.

[S.529 - Background Check Expansion Act 117th Congress \(2021 - 2022\)](#)



Legislative Proposal/Bill #3: Ban Assault Weapons

General Background

Regulates assault weapons, to ensure that the right to keep and bear arms is not unlimited.

Proposed Legislation

[H.Res.1302 - Providing for consideration of the bill \(H.R. 1808\) to regulate assault weapons, to ensure that the right to keep and bear arms is not unlimited, and for other purposes.117th Congress \(2021-2022\)](#)

[H.R.1808 - Assault Weapons Ban of 202117th Congress \(2021-2022\) \(passed the House\)](#)

This bill makes it a crime to knowingly import, sell, manufacture, transfer, or possess a semiautomatic assault weapon (SAW) or large capacity ammunition feeding device (LCAFD).

The prohibition does not apply to a firearm that is (1) manually operated by bolt, pump, lever, or slide action, except for certain shotguns; (2) permanently inoperable; (3) an antique; (4) only capable of firing rimfire ammunition; or (5) a rifle or shotgun specifically identified by make and model.

The bill also exempts from the prohibition the following, with respect to a SAW or LCAFD:

- importation, sale, manufacture, transfer, or possession related to certain law enforcement efforts, or authorized tests or experiments;
- importation, sale, transfer, or possession related to securing nuclear materials; and
- possession by a retired law enforcement officer.

Ban Assault Weapons Cont'd

The bill permits continued possession, sale, or transfer of a grandfathered SAW, which must be securely stored. A licensed gun dealer must conduct a background check prior to the sale or transfer of a grandfathered SAW between private parties.

The bill permits continued possession of, but prohibits sale or transfer of, a grandfathered LCAFD.

Newly manufactured LCAFDs must display serial number identification. Newly manufactured SAWs and LCAFDs must display the date of manufacture.

The bill also allows a state or local government to use Edward Byrne Memorial Justice Assistance Grant Program funds to compensate individuals who surrender a SAW or LCAFD under a buy-back program.

[Nadler Floor Statement for the Assault Weapons Ban Act July 29, 2022](#)

[S.736 - Assault Weapons Ban of 2021 117th Congress \(2021-2022\)](#)



Legislative Proposal/Bill #4: Ban Large Capacity Magazines

General Background

The Protecting Our Kids Act includes a ban on large capacity magazine plus other gun violence prevention measures.

Proposed Legislation

[H.R.7910 - Protecting Our Kids Act 117th Congress \(2021-2022\)](#) (Has passed the House)

This bill makes various changes to federal firearms laws, including to establish new criminal offenses and to expand the types of weapons and devices that are subject to regulation.

Among the changes, the bill

- generally prohibits the sale or transfer of certain semiautomatic firearms to individuals who are under 21 years of age;
- establishes new federal criminal offenses for gun trafficking and related conduct;
- establishes a federal statutory framework to regulate ghost guns (i.e., guns without serial numbers);
- establishes a framework to regulate the storage of firearms on residential premises at the federal, state, and tribal levels;
- subjects bump stocks to regulation under federal firearms laws;
- generally prohibits the import, sale, manufacture, transfer, and possession of large capacity ammunition feeding devices; and
- requires the Department of Justice to report on the demographic data of persons who are determined to be ineligible to purchase a firearm based on a background check performed by the national instant criminal background check system.

Prohibited Persons

- can't possess firearms or ammunition
- definition



Rocket FL

Legislative Proposal/Bill #5 : Prohibits Certain categories of People from Owning a Gun

General Background

Prohibited persons legislation bars certain categories of people from owning or possessing firearms.

Proposed Legislation

[H.R.882 — 117th Congress \(2021-2022\)](#)

This bill expands the categories of persons who are prohibited from shipping, transporting, receiving, or possessing firearms or ammunition.

Specifically, it adds the following new categories of prohibited persons:

- persons convicted of a crime of violence in the most recent 10-year period;
- persons under age 25 who have been adjudicated as having committed an offense that would have been a crime of violence if committed by an adult;
- persons convicted, during a consecutive 3-year period in the most recent 10-year period, of two separate offenses involving drug or alcohol possession or distribution; and
- persons convicted of stalking.



Legislative Proposal/Bill #6: Provides for Removal of Firearms

General Background

Provides for the removal of firearms from persons dangerous to themselves and others.

Proposed Legislation

H.R.2377 - Federal Extreme Risk Protection Order Act of 2021 117th Congress (2021-2022)

This bill authorizes and establishes procedures for federal courts to issue federal extreme risk protection orders. Additionally, the bill establishes grants to support the implementation of extreme risk protection order laws at the state and local levels, extends federal firearms restrictions to individuals who are subject to extreme risk protection orders, and expands related data collection.

Extreme Risk Cont'd

S.1819 - Extreme Risk Protection Order Act of 2021 117th Congress (2021-2022) (H.R. 3480)

This bill establishes grants to support the implementation of extreme risk protection order laws at the state and local levels, extends federal firearms restrictions to individuals who are subject to extreme risk protection orders, and expands related data collection. Extreme risk protection order laws, or red flag laws, generally allow certain individuals (e.g., law enforcement officers or family members) to petition a court for a temporary order that prohibits an at-risk individual from purchasing and possessing firearms.



Legislative Proposal/Bill #7: Increase Funding for Research Related to Gun Violence

Background

This type of legislation authorizes the Centers for Disease Control and Prevention to conduct or support research on firearms safety or gun violence prevention.

Proposed Legislation

H.R.1576 - National Gun Violence Research Act 117th Congress (2021-2022)

This bill promotes gun violence research, including by

- removing limitations on the use of firearms tracing data by the Bureau of Alcohol, Tobacco, Firearms and Explosives;
- permitting funds made available to the Department of Health and Human Services to be used for gun violence research;
- establishing the National Gun Violence Research Program to promote gun violence research; and
- authorizing various competitive grants to support research into the nature, causes, consequences, and prevention of gun violence.

H.R.825 - Gun Violence Prevention Research Act of 2021 117th Congress (2021-2022) (also S. 281)



Legislative Proposal/Bill #8: Fund Violence Prevention Programs

Background

This kind of legislation aims at having the executive branch play a more direct role in promoting and funding initiatives that promote peace and non-violence.

Proposed Legislation

[H.R.1111 - Department of Peacebuilding Act of 2021 117th Congress \(2021-2022\)](#)

This bill establishes a Department of Peacebuilding in the executive branch, dedicated to peacebuilding, peacemaking, and the study and promotion of conditions conducive to both domestic and international peace and a culture of peace.

The mission of the department includes the cultivation of peace and peacebuilding as a strategic national policy objective and development of policies that promote national and international conflict prevention, nonviolent intervention, mediation, peaceful conflict resolution, and structured conflict mediation.

The department shall collaborate with others to promote personal and community security and peace by supporting policies to address personal and family violence, including suicide; reduce drug and alcohol abuse; and create, through local community initiatives, peace projects that facilitate conflict resolution and healing of societal wounds.

5.12. Rate the Stop Gun Violence Legislative Proposals

In this anonymous survey, you are going to rate each of the major national gun violence prevention proposals. Click below to go to Survey Monkey where you can rate each national proposal.

Lift Every Voice: Rate the Stop Gun Violence Legislative Proposals

Thank You for Lifting Your Voice and Sharing Your Opinions About How to Stop Gun Violence.

Gun Violence Proposals Survey

[Link to Stop Gun Violence Proposals Survey](https://www.surveymonkey.com/r/FVWQBB6)
<https://www.surveymonkey.com/r/FVWQBB6>



**Rank Eight National Legislative
Proposals for Stopping Gun
Violence!**

5.13. Next Steps



In this fifth step, the objective is to review a broad range of Stop Gun Violence proposals and then to rate them on a scale of 1-5 with 5 being most effective.



After rating the proposals, in Step 6, you will choose one of the proposal to research one or more of the proposals in more depth.

Then you will write, present, and advocate for the proposal(s) you have chosen.



In Step 7, you will listen to other speeches, discuss them, and see if you can find common ground or compromises.



Finally in Step 8, you will vote for the top three proposals and send your written and/or oral speech to elected officials in your community, state, and federal government.

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Project 1: Stop Gun Violence



Step 6
Present
Your Speech

What is your proposal for stopping gun violence? How can you persuade your classmates, family, friends, and community members to support your proposal?



“We’re going to have to come together and take meaningful action to prevent more tragedies like this, regardless of the politics. This evening, Michelle and I will do what I know every parent in America will do, which is hug our children a little tighter, and we’ll tell them that we love them, and we’ll remind each other how deeply we love one another. But there are families in Connecticut who cannot do that tonight, and they need all of us right now.”

—Barack Obama, Sandy Hooke speech

6.1. Overview of Democratic Values, Skills, and Knowledge

Lift Every Voice is dedicated to helping people to lift their voices to advocate ways to solve major social and ecological problems and to create a more compassionate, just, and free society.

Lift Every Voice consists of Books and Projects.

Lift Every Voice Books provides resources about some of the most important democratic values, skills, and knowledge:

- Book 1: Democratic Values
- Book 2: Social-Emotional Skills
- Book 3: Democratic Skills and Practices
- Book 4: Social and Ecological Awareness
- Book 5: Democratic Knowledge



These five books provide some of the most important resources needed to analyze some of our most important social and ecological problems and to propose democratic solutions to these problems.

6.2. Overview of Social and Ecological Projects

Lift Every Voice Projects focus specifically on how we can lift our voices to advocate solutions to these problems.

- Project 1: Stop the Gun Violence (available now)
- Project 2: Stop the Pandemic (Spring 2023)
- Project 3: Stop Police Violence (Summer 2023)
- Project 4: Stop Global Warming (Summer 2023)

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

The graphic features a quote on the left and four project images on the right. The quote is: "Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered...." attributed to Emma Gonzalez from the March for Our Lives Speech on March 24, 2018. The four project images are: Project 1: Stop Gun Violence (a large crowd on a street), Project 2: Stop the Pandemic (people wearing masks and a sign that says 'NURSE'), Project 3: Stop Police Violence (a crowd with a 'BLACK LIVES MATTER' sign in front of the US Capitol), and Project 4: Stop Global Warming (a crowd with a '4 CLIMATE JUSTICE' sign).

Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

6.3. Eight Steps for Lifting Our Voices

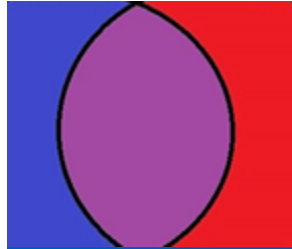
Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:

Connect to the Problem:

What are the types of guns and types of gun violence? What is your experience with gun violence?



Step 2:

Compare Case Studies:

What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:

Analyze the Facts:

What are the causes and effects of gun violence?



Step 4:

Listen to and Share Related Stories:

What are the stories of victims, survivors, and frontline workers? What are your stories?



Step 5:

Read the Proposals and Listen to the Speeches:

What are the national proposals for stopping gun violence?



Step 6:

Develop and Deliver Your Proposal:

What is your proposal for stopping gun violence?



Step 7:

Discuss and Debate the Proposals:

What are other students and people advocating? Are there ways to integrate your proposals?



Step 8:

Lift Your Voices, Cast Your Votes:

What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

6.4. Central Questions for the Stop Gun Violence Project



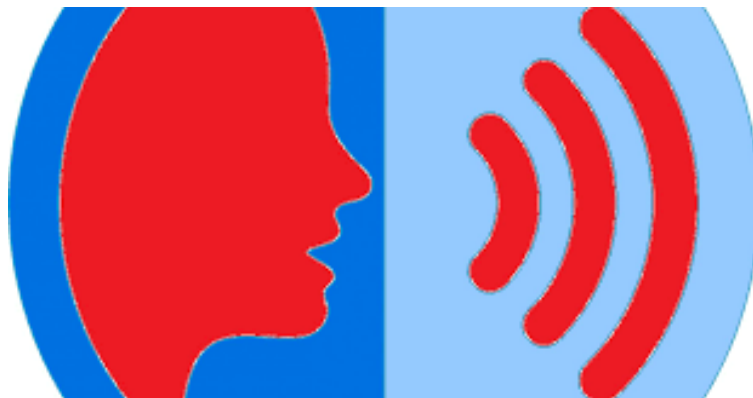
The Central Questions for this Stop Gun Violence Project includes the following:

- What connections do you have to gun violence?
- From your point of view, what are some of the most important incidents (case studies) of gun violence?
- What are some of the most important causes of gun violence?
- What values are most important in guiding us on how to stop or prevent gun violence?
- From your point of view, what is one of the most important proposals for stopping gun violence?
- How can you advocate for this proposal? Who would you lobby? How would you organize your community?
- What can you do in your own life to stop gun violence?

6.5. Step 6: Introduction and Questions

In Step 6, the primary object is to select, research and develop your proposal for stopping gun violence and then write a speech that you will deliver on video (Flip). First, you need to choose the proposal(s) that will be included in your proposal. You can have one or more specific proposals. Second, research your proposal in more depth. Third, outline your proposal, write the speech, and deliver the speech. Finally, send a link to the speech to at least three of your friends or family members.

- What is your proposal(s) for stopping gun violence?
- How can you persuade your classmates, family, friends, and community members to support your proposal?



6.6. Step 6: Critical Thinking and Democratic Competencies

In this sixth step—develop and present your speech, the targeted Critical Thinking and Democratic Competencies that will help you develop your proposal includes:



Deliver a Persuasive Speech

- Research your proposal(s)
- Write a persuasive speech.
- Deliver your speech on video.



Lift Your Democratic Voice, Advocate

- Lift your voice to advocate for your proposal.
- Send your speech to at least three other persons.
- Encourage them to respond to your speech on Flip or in writing.
- Engage with them in a discussion about your proposal.

6.7. Introduction to Democratic Voice



"Each time a man stands up for an ideal...he sends forth a tiny ripple of hope..."

-- **Former Senator Robert F. Kennedy**

The primary purpose of *Lift Every Voice* is to help you to master the values, skills, and knowledge you need to be able to advocate solutions for the major problems in our country and in our world. That's what we call "democratic voice". Click on the link below and scroll through the Sway to learn more about democratic voice. Keep in mind what you can learn that will help you lift your voice to stop gun violence.

**Introduction to
Democratic Voice
(Sway)**

<https://sway.office.com/Nj3WVHFxn67fqHBD?ref=Link>

6.8. Choose and Research Your Proposal



The first thing you need to do in this step is to choose which national legislative proposal(s) for stopping gun violence you want to advocate for.

In Step 5, you ranked the eight national proposals. Which of these proposals do you want to support?

Before making a final decision, check the information in Step 5 about your proposal and research your selected proposal in more depth online.

Proposed National Gun Violence Prevention Legislation Overview



Legislative Proposal/Bill #1: License to Purchase and Own a Gun



Legislative Proposal/Bill #2: Require Background Checks



Legislative Proposal/Bill #3: Ban Assault Weapons



Legislative Proposal/Bill #4: Ban Large Capacity Magazines



Legislative Proposal/Bill #5: Establish Categories of Prohibited People Who Cannot Purchase a Firearm



Legislative Proposal/Bill #6: Extreme Risk Protection Orders (Red Flag) provide for the removal of guns from dangerous people



Legislative Proposal/Bill #7: Increase Funding for Research Related to Gun Violence



Legislative Proposal/Bill #8: Fund Violence Prevention Programs

6.9. Develop the Outline for Your Speech

Once you have chosen your proposal, you are going to develop the outline for your speech. It should have the following components:

- 1. Title:** Catchy and inspirational
- 2. Introduction:** Briefly introduce yourself.
- 3. State Proposal:** State your Gun Violence Prevention proposal for limiting access to guns that can be used for harming others. (this should match your answer above)
- 4. Explain Proposal:** Briefly explain proposal.
- 5. Reasons for Supporting:** Provide three reasons why you are advocating this proposal.
- 6. Address Criticisms:** Address the criticisms of opponents of this proposal.
- 7. Personal Importance of This Proposal:** Provide any personal reasons or experiences which are related to this proposal.
- 8. Summarize Proposal:** Summarize your proposal and reasons.
- 9. Call to Action:** Provide a moving conclusion that will help can the support of your audience/viewers. Provide a "Call to Action" where you ask the viewers to support your proposal.

Click on the link below and fill out the outline in your Personal Journal. Once you have done that go to Step 6.10 and write out your speech. Also in your Personal Journal.

Lift Every Voice
Speech Outline

<https://lift-every-voice.voices.institute/wp-content/uploads/2023/02/Project-1-Stop-Gun-Violence-Personal-Journal-V1-Feb-8.docx>

6.10 Write Your Stop the Gun Violence Speech

In this assignment you will use your outline to write out your Stop the Gun Violence Speech.

Remember this is a speech that will be orally delivered. Write more like you talk. Imagine your audience listening to the content and the delivery of your speech.

Once you are done with writing out your speech, you will then deliver it on Flip in the next assignment.”

Persuasive Speech Content Rubric Criteria:

1.Title: Provide a catchy and inspirational title.

2.Introduction: Briefly introduce yourself.

3.State Proposal: State your Gun Violence Prevention proposal (national and/or local) for limiting access to guns that can be used for harming others.

4.Explain Proposal: Briefly explain proposal.

5.Reasons for Supporting: Provide three reasons why you are advocating this proposal.

6.Address Criticisms: Address the criticisms of opponents of this proposal.

7.Personal Importance of This Proposal: Provide any personal reasons or experiences which are related to this proposal.

8.Summarize Proposal: Summarize your proposal and reasons.

9.Call to Action: Provide a moving concluding sentence that will help win over the audience. Provide a “Call to Action” where you ask the viewers to support your proposal.

10.Organization and Clarity: Make sure speech is logically organized and flows smoothly.

Write your speech in your Personal Journal.

<https://lift-every-voice.voices.institute/wp-content/uploads/2023/02/Project-1-Stop-Gun-Violence-Personal-Journal-V1-Feb-8.docx>

6.11. Stop Gun Violence Video Presentation (Flip)

In this assignment, you will deliver your written speech orally on Flip. Practice reading your speech out loud to see how long it takes. Here are the things to think about as you get ready to do your speech.

- **Make Eye Contact:** Maintain eye contact with the camera. Use facial expressions and gestures to reinforce your message.
- **Use Your Voice:** Vary your voice to emphasize different points. Enunciate your words. Speak naturally and clearly.
- **Use Your Memory:** Memorize your speech. Make an outline. Try to deliver your speech without using your outline.
- **Express Personal Meaning:** Express the depth of your feelings and thoughts. Be authentic. Be real.
- **Audience:** Engage your audience/viewers. Address their concerns. Call on them to take an action to support your proposal.

Don't worry about small mistakes. Your oral speech doesn't have to exactly match your written speech. Feel free to improvise. Try not to use your outline. Just make sure you get in your major points.

This is the most important part of this project so give it your all. When you're done be sure to download your speech (MP4).

Stop Gun Violence Video Presentation (Flip)

Link to Stop Gun Violence Speech Video Presentation

<https://flip.com/stopgunviolence>

6.12. Send Your Speech to Three Other Persons and Ask Them To Vote

After you have delivered your speech, send your speech to three other persons.

The link in the letter below will bring the viewer to the videos for this topic: Proposal to Prevent Gun Violence. When the viewer clicks on this link, he or she will be taken to the topic and then he or she can find your speech, listen to it, and respond to it.

Ask them to view your speech and respond to it online. They can also watch the videos of other students and staff.

Here is a sample letter you can send to a person you know. You can cut and paste this into your e-mail.

.....

Dear Friend (insert name),

I have been taking the Government: Lift Every Voice course at GOAL High School.

The final project in this course is to select and advocate ways to prevent gun violence in our country and in our state.

You can view my speech by [clicking here](#). Once you get to the Topic page, look for my photo and speech.

After you view my speech you can respond to it on video or you can send me a return e-mail.

To respond on video click on the **green speech bubble** below my photo.

You can also view and respond to the speeches of other students. This is a way for us to use our voices to advocate solutions to the dramatic rise in gun violence in our country.

(add any personal information)

Thanks alot.

Sincerely
(your name)

6.13. Next Steps



In this Step 6, the objective is to write, deliver, and share a speech advocating your proposal that will contribute to stopping gun violence.



In the next step, you will respond to the proposals of your other persons and discuss and debate your proposals.



You can affirm their speeches, add additional comments, add respectful criticisms, and suggest compromises or syntheses.

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Project 1: Stop Gun Violence



Step 7
Discuss and Debate

**What are other people advocating?
Which of their proposals and arguments are
compelling?
Are there ways to integrate your proposal with
other proposals?**



**“I know that because of what he did, others are
alive, and I thank God for that. I love him. And he is
a hero and he always will be,” his dad, John
Castillo, said.**

“He just loved people that much.”

—John Castillo, father of Kenrick Castillo

7.1. Overview of Democratic Values, Skills, and Knowledge

Lift Every Voice is dedicated to helping people to lift their voices to advocate ways to solve major social and ecological problems and to create a more compassionate, just, and free society.

Lift Every Voice consists of Books and Projects.

Lift Every Voice Books provides resources about some of the most important democratic values, skills, and knowledge:

- Book 1: Democratic Values
- Book 2: Social-Emotional Skills
- Book 3: Democratic Skills and Practices
- Book 4: Social and Ecological Awareness
- Book 5: Democratic Knowledge



These five books provide some of the most important resources needed to analyze some of our most important social and ecological problems and to propose democratic solutions to these problems.

7.2. Overview of Social and Ecological Projects

Lift Every Voice Projects focus specifically on how we can lift our voices to advocate solutions to these problems.

- Project 1: Stop the Gun Violence (available now)
- Project 2: Stop the Pandemic (Spring 2023)
- Project 3: Stop Police Violence (Summer 2023)
- Project 4: Stop Global Warming (Summer 2023)

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

“Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....”

—Emma Gonzalez
March for Our Lives Speech,
March 24, 2018

Project 1: Stop Gun Violence

Project 2: Stop the Pandemic

Project 3: Stop Police Violence

Project 4: Stop Global Warming

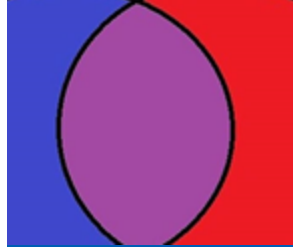
Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

7.3. Eight Steps for Lifting Our Voices

Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:
Connect to the Problem:
What are the types of guns and types of gun violence? What is your experience with gun violence?



Step 2:
Compare Case Studies:
What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:
Analyze the Facts:
What are the causes and effects of gun violence?



Step 4:
Listen to and Share Related Stories:
What are the stories of victims, survivors, and frontline workers? What are your stories?



Step 5:
Read the Proposals and Listen to the Speeches:
What are the national proposals for stopping gun violence?



Step 6:
Develop and Deliver Your Proposal:
What is your proposal for stopping gun violence?



Step 7:
Discuss and Debate the Proposals:
What are other students and people advocating? Are there ways to integrate your proposals?



Step 8:
Lift Your Voices, Cast Your Votes:
What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

7.4. Central Questions for the Stop Gun Violence Project



The Central Questions for this Stop Gun Violence Project includes the following:

- What connections do you have to gun violence?
- From your point of view, what are some of the most important incidents (case studies) of gun violence?
- What are some of the most important causes of gun violence?
- What values are most important in guiding us on how to stop or prevent gun violence?
- From your point of view, what is one of the most important proposals for stopping gun violence?
- How can you advocate for this proposal? Who would you lobby? How would you organize your community?
- What can you do in your own life to stop gun violence?

7.5. Step 7: Introduction and Questions



In Step 7, the objective is to discuss and debate with other people about which are the best proposals for stopping gun violence. This begins by listening to other proposals on Flip and listening to the comments other people have made on your proposal. You can then go to the Stop Gun Violence Proposals Chat and engage in back and forth discussions with other students. Ideally, this might lead to integrating and synthesizing different proposals. You can suggest new ideas, you can provide respectful criticisms or suggestions, or you can suggest compromises or syntheses of one or more proposals.

- What are other students advocating?
- Which of their proposals and arguments are compelling?
- Are there ways to integrate your proposal with other proposals?
- How can you support other proposals?

7.6. Step 7: Critical Thinking and Democratic Competencies

In this seventh step—develop and present your speech, the targeted Critical Thinking and Democratic Competencies that will help you develop your proposal includes:



Discuss and Debate

- Watch and listen to the proposals of other students.
- Positively comment on their proposals.
- Make connections between your and their proposals.
- Suggest ways to integrate your proposals with theirs.

Take, Coordinate, and Integrate Multiple Points of View



- Take the point of view of students and their proposals.
- Coordinate their points of view/proposals with yours.
- Seek to integrate the strongest points in their proposals and yours.

7.7. Stop Gun Violence Discussion and Debate (Flip)

In Flip, listen to the speeches of the other persons and provide responses.

Be sure to be positive and respectful.

You can disagree but don't be disagreeable.

Listen carefully.



Try to brainstorm proposals that put together one or more of your and the other persons' proposals.

**Stop Gun Violence
Video Presentation
(Flip)**

Link to Stop Gun Violence Speech Video Presentation

<https://flip.com/stopgunviolence>

Proposed National Gun Violence Prevention Legislation Overview



Legislative Proposal/Bill #1: License to Purchase and Own a Gun



Legislative Proposal/Bill #2: Require Background Checks



Legislative Proposal/Bill #3: Ban Assault Weapons



Legislative Proposal/Bill #4: Ban Large Capacity Magazines



Legislative Proposal/Bill #5: Establish Categories of Prohibited People Who Cannot Purchase a Firearm



Legislative Proposal/Bill #6: Extreme Risk Protection Orders (Red Flag) provide for the removal of guns from dangerous people



Legislative Proposal/Bill #7: Increase Funding for Research Related to Gun Violence



Legislative Proposal/Bill #8: Fund Violence Prevention Programs

7.8. Seek Common Ground and Compromise

After you have responded to other proposals on Flip, you can propose compromises that integrate/synthesize one or more of the proposals. You can add other persons' proposals to your proposal. You can change your proposal and add part or all of another proposal. You can drop your proposal and make a new proposal based on what was presented by the other students.

In this assignment you can do at least one of the following:

- Praise someone else's proposal.
- Make a change in your proposal as a result of listening to other students' proposals and comments.
- Propose a new proposal.
- Propose a compromise that integrates several proposals.

**Stop Gun Violence
Chat Room**

<https://lift-every-voice.voices.institute/chat-rooms/>

7.9. Next Steps



In this seventh step, the objective is for you to engage in an open-ended discussion and debate of the proposals made by other persons. This includes proposing compromises where you may drop part or all of your proposal and give your support to part or all of the proposals made by others.

In a democracy with many voices, it will often be the case that compromise is the best way to make progress. Each person or group gets part of what they believe is the best proposal.



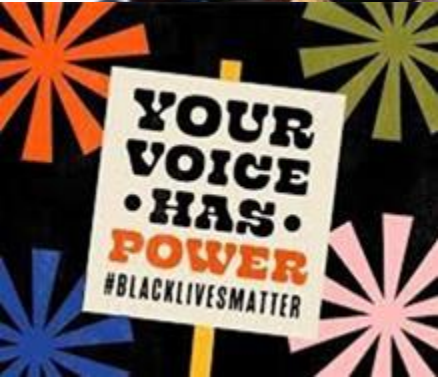
In the next and final step, you will cast your votes for the best national proposals.

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Project 1: Stop Gun Violence



Step 8
Lift Your Voices!

What proposals/bills do you think will have the most impact on stopping gun violence? What are your top three proposals?



”

“Kimberly Rubio, mother of victim Alexandria “Lexi” Rubio, urges Texans to vote for candidates who support more restrictions on guns.

“As we look to our leaders after the tragedy, we were met with callous opposition for long overdue gun reform. So today, we stand for Lexi, and as her voice, we demand action,” Rubio said.

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Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?

The graphic features a quote on the left and four project images on the right. The quote is: "Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered...." attributed to Emma Gonzalez from the March for Our Lives Speech on March 24, 2018. The four project images are: Project 1: Stop Gun Violence (a large crowd of people), Project 2: Stop the Pandemic (people wearing masks and holding a sign that says 'NURSE'), Project 3: Stop Police Violence (a crowd with a 'BLACK LIVES MATTER' sign), and Project 4: Stop Global Warming (a crowd with a '4 CLIMATE JUSTICE' sign).

Each Project uses some of the democratic competencies (values, skills, and knowledge) from Books 1-5 to develop and present proposals advocating solutions to the problems in Projects 1-4.

8.3. Eight Steps for Lifting Our Voices

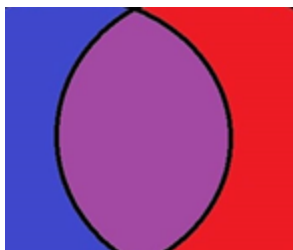
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- What values are most important in guiding us on how to stop or prevent gun violence?
- From your point of view, what is one of the most important proposals for stopping gun violence?
- How can you advocate for this proposal? Who would you lobby? How would you organize your community?
- What can you do in your own life to stop gun violence?

8.5. Step 8: Introduction and Questions



In this final Step 8, you will cast your votes for the top three proposals for stopping gun violence. In the days ahead you can monitor the ongoing vote as more students take this survey. We encourage you to also download your speech and send it and your video to your elected representatives at the local, state, and federal levels. Finally, return to your Stop Gun Violence Project and reflect on what you have learned about lifting your voice—and the importance of lifting every voice. Remember you can keep your Stop Gun Violence Project and keep working on it in the future.

- What proposals/bills do you think will have the most impact on stopping gun violence?
- Why is voting so important?
- What are your top three proposals?
- Why is it important to lobby elected officials?

8.6. Step 8: Democratic Competencies

In this eighth step—lift your voice, cast your votes, the Democratic Competencies that will help you advocate for your proposed solution to gun violence include:



Lift Every Voice, Cast Your Votes

- Review Steps 1-7 to determine which proposals will be most effective in stopping gun violence.
- Vote for the three most important proposals.

Lobby Elected Officials

- Send your speech and video to elected officials encouraging them to support the legislation you're advocating.
- Meet with your elected officials to personally encourage them to vote for the legislation you're supporting

Reflect on the Importance of Democratic Voice

- Think again about George Floyd who couldn't breathe and who lost his life and his voice.
- Reflect on what you have learned about stopping gun violence.
- Reflect on what you have learned about why it is important to lift our voices.

8.7. Introduction to Register and Vote



"The issues that we know are mobilizing Latinos are health care, jobs and the economy because of covid, and racial and inequality among Blacks and Latinos, which among young people is the number one thing that is encouraging them to vote."

--María Teresa Kumar,
President, Voto Latino

One of the most powerful way to make ourselves heard is to vote for candidates and referenda that support the values, issues, and policies that are important to you or your community or our country.

There are many levels and types of voting. You/we can vote for the President, for US Senators, for US Congressmen, for Governor, for the State Senators and Representatives, for Mayor, for City Council, for School Committee, for Sheriffs and many other positions. There can be referenda at the city and state levels. There can be constitutional amendments at the federal level.

**Register and Vote
(Sway)**

<https://sway.office.com/iXXKzCWQ5NJvx0lx?ref=Link>

8.8. Lift Every Voice, Cast Your Votes



Click on the link below, and then rate your top three proposals for stopping gun violence.

This is the culmination of all your work.

This is your vote. Your democratic voice.

Congratulations on making it to this point through the Eight Steps and through learning the Academic and Democratic Competencies.

We hope this will help you in the years ahead with whatever social or ecological problems you decide to participate in.

Click here to vote!

<https://www.surveymonkey.com/r/DGNTCXN>

8.9. Why It's So Important to Lobby Elected Officials



"When you become active in the system and communicate to your representatives, and they don't vote in accordance with your values, your responsibility is to support candidates who will."
--Joan Blades, Co-Founder Moveon.org

Elections take place every 2, 4, or 6 years. In between elections, we need to monitor our elected officials and how they vote or how our laws and budgets are implemented. Moreover, in between elections, we need to lobby (educate and advocate) our elected officials to pass the legislation we support and to address the contemporary broader social issues.

Lobbying can take the form of writing letters, meeting with elected officials, and/or community organizing.

Scroll down the Sway below to learn more about lobbying.

**Register and Vote
(Sway)**

<https://sway.office.com/X5RBGxrqc1BeJZbc?ref=Link>

8.10. Send Your Speech to One or More Elected Officials

Now it's your turn to lobby your local, state, or federal elected officials.



Write one or more elected officials encouraging them to read and/or listen to your speech advocating one or more solutions for stopping the gun violence. The letter template is in your Personal Journal. Adapt it to reflect your own thoughts and arguments supporting your position (the legislation you support).

Here's the link to your Personal Journal (if you haven't downloaded it already: <https://lift-every-voice.voices.institute/wp-content/uploads/2023/02/Project-1-Stop-Gun-Violence-Personal-Journal-V1-Feb-8.docx>)

Here's a [link](https://www.planning.org/advocacy/toolbox/emails.htm) (<https://www.planning.org/advocacy/toolbox/emails.htm>) on tips for writing to elected officials.

Here's a [link](https://www.usa.gov/elected-officials/) (<https://www.usa.gov/elected-officials/>) for getting the e-mail addresses of federal, state, and local elected officials.

You can attach the MP4 video of your speech.

Write to at least one elected official. Put your heart into it.

8.11. Reflect On What You Have Learned From This Project



Finally, take a few moments to write down some of the most important things you have learned from this project. Open your journal and think about what you knew about gun violence at the beginning project and then what you know now. What have you learned about lifting your voice? About freedom from gun violence? About how democracy works.

8.12. Wrap Up



Hopefully, you'll remember these Eight Steps (see next page) when you take on the next major social or ecological problem that you are concerned with.

Probably, most importantly, for the rest of your lives is to continue to embrace and use the democratic values, particularly the values of love and freedom, to guide your way through your life and to help create a more a more compassionate, just, and free country and world!

Be safe. Be determined. Be hopeful. Never give up. Lift your voice.

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Step 8: Lift Your Voice, Cast Your Votes!

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Eight Steps for Lifting Our Voices

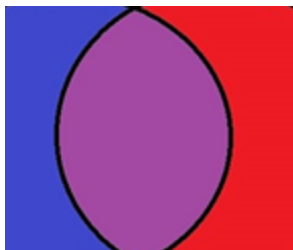
Lift Every Voice Projects are organized into eight steps. This Stop Gun Violence Project has the following eight steps:



Step 1:

Connect to the Problem:

What are the types of guns and types of gun violence? What is your experience with gun violence?



Step 2:

Compare Case Studies:

What are the points of view about gun violence: How does institutional discrimination affect the impact of gun violence?



Step 3:

Analyze the Facts:

What are the causes and effects of gun violence?



Step 4:

Listen to and Share Related Stories:

What are the stories of victims, survivors, and frontline workers? What are your stories?



Step 5:

Read the Proposals and Listen to the Speeches:

What are the national proposals for stopping gun violence?



Step 6:

Develop and Deliver Your Proposal:

What is your proposal for stopping gun violence?



Step 7:

Discuss and Debate the Proposals:

What are other students and people advocating? Are there ways to integrate your proposals?



Step 8:

Lift Your Voices, Cast Your Votes:

What are the best proposals? Vote for the top three local and national proposals. Send your speech to your local and national elected officials.

Lift Every Voice

How can we lift our voices to advocate for a more compassionate, just, and free country and world?



Six minutes and about 20 seconds. In a little over six minutes 17 of our friends were taken from us, 15 were injured and everyone, absolutely everyone in the Douglas community was forever altered....

—Emma Gonzalez
March for Our Lives Speech,
March 24, 2018



Project 1:
Stop Gun Violence



Project 2:
Stop the Pandemic



Project 3:
Stop Police Violence



Project 4:
Stop Global Warming



Voices Institute