

Guns n' media

Citizenship & virtual World: What is more dangerous bearing an arm or spreading fake news?

How does fake news fuel the weapon market in the USA?

1) An American tradition

1a- The Battle of Lexington, William Barns Wollen, 1910

description / repérage civil vs British

1b- 2nd Amendment : // avec le tableau + les raisons pour le 2nd amendement

1c- Extrait Bowling for Columbine : cut the milk man - : // entre la milice et le 2nd amendement => pas besoin d'une police

prise de note et résumé en lien avec ce qui a été vu précédemment

2) A nation's fear

2a- A Divided Nation Agrees on One Thing: Many People Want a Gun: travail sur le texte, repérage mind map

2b- gun ownership rates (5 documents): distribution au hasard, group work se forme, on déchiffre son document, on échange autour => conclusion: the higher the fear, the more guns are sold

2c- Mickael Moore : présentation + photo : mise en parallèle vidéo + arme

2d- Bowling for Columbine, Media scare (extrait) => travail sur l'extrait mais mise en parallèle, tourne un reportage => but = convaincre

:<https://www.youtube.com/watch?v=-9g1xXC391g>

3) In medias we trust?

3a1 / 3a2- from fright to debunk: The war of the world case : travail sur les gros titre puis sur l'article de journal

Orson Welles' infamous 1938 radio program did not touch off nationwide hysteria. [...]

How did the story of panicked listeners begin? Blame America's newspapers. Radio had siphoned off advertising revenue from print during the Depression, badly damaging the newspaper industry. So the papers seized the opportunity presented by Welles' program to discredit radio as a source of news. The newspaper industry sensationalized the panic to prove to advertisers, and regulators, that radio management was irresponsible and not to be trusted. [...]

From these initial newspaper items on Oct. 31, 1938, the apocryphal¹ apocalypse only grew in the retelling. A curious (but predictable) phenomenon occurred: as the show receded in time and became more infamous, more and more people claimed to have heard it. As weeks, months, and years passed, the audience's size swelled to such an extent that you might actually believe most of America was tuned to CBS that night. But that was hardly the case.

[...] The night the program aired, the C.E. Hooper ratings service telephoned 5,000 households for its national ratings survey. "To what program are you listening?" the service asked respondents. Only 2 percent answered a radio "play" or "the Orson Welles program," or something similar indicating CBS. None said a "news broadcast," according to a summary published in Broadcasting. In other words, 98 percent of those surveyed were listening to something else, or nothing at all, on Oct. 30, 1938. This miniscule rating is not surprising. Welles' program was scheduled against one of the most popular national programs at the time – ventriloquist Edgar Bergen's Chase and Sanborn Hour, a comedy-variety show.

¹ untrue, uncertain

Jefferson Pooley and Michael J. Socolow,
www.slate.com, 28 October 2013

mise en rapport de l'image avec la réalité: conclusion 1ère fake news

retour sur article texte 2a; rédaction de l'article qui aurait pu pousser l'une ou l'autre des femmes à acheter armes

rendre les mind maps au hasard et faire choisir au hasard A ou B qui correspond à un des éléments

3b – Moon landing fact, genially by proflegrand78 : utilisation des images dans un sens et dans un autre : faire faire deviner quel éléments posent pb et raison derri_re

3c - Manuel p 120 - vidéo Fake News is everywhere

=> une responsabilité commune:

VIDEO N°25 dans le manuel p 120

La vidéo est un extrait d'une émission de la chaîne australienne ABC (Australian Broadcasting Corporation) qui explique ce que sont les fausses informations, où l'on peut les trouver et dans quel but elles sont créées. Elle montre aussi le rôle joué par les réseaux sociaux tels que Facebook, qui tentent maintenant de réfréner la prolifération de « fake news » en invitant les utilisateurs à les signaler

faire faire repérage thème principaux et tableaux ou prise de note :

- The fake news that can be found on the Internet
- the reason why there are so much fake news
- the solutions imagines by companies and social medaods
- what people should do to spot fake news
- the news story at the end of the video

<p>The fake news that can be found on the Internet</p>	<ul style="list-style-type: none"> - scientists have cloned a dinosaur - the world is going to go dark for 6 whole days - several young celebrities died (Beyonce, Justin Bieber, Miley Cyrus) - those created as a joke (because people are bored) - those that are deliberately posted to trick us - you can lose weight by eating a chocolate bar a day
<p>The reasons why there is so much fake news</p>	<ul style="list-style-type: none"> - to make money - to make people think differently about something / someone
<p>The solutions imagined by companies and social media sites</p>	<ul style="list-style-type: none"> - attempting to sort the fake news from the real ones - posting warnings alongside fake reports - Google and Facebook try to prevent fake news sites from being able to make money through ads.
<p>What people should do to spot fake news</p>	<ul style="list-style-type: none"> - do not just read the headlines - check the source (is it a reliable one?) - make sure it is a normal news story (not a satirical one, not sponsored by business, not written as someone's opinion) - always question what you read and what you're told
<p>The news story at the end of the video</p>	<ul style="list-style-type: none"> - Kanye West is running for president and called himself a god. It seems to be fake but it is real!

3d- Alex Jones: travail sur 4 théorie du complot: on se les appropries puis papier ramasser et on raconte => à la fin on confronte version entendu (au fur et à mesure) et version réelle.
Comment est-ce que l'info a été relayée? Fidèle ou non et opinion dessus

3e- conspiracy theories: en prendre une et l'expliquer

4) Medias, a powerful weapon?

→ changée avec **The Z Symbol: travail sur photo + texte:**

*Why has the letter Z become the Symbol of war , The Guardian, March 8th 2022

4a- *Angels Flight*, Michel Connelly, 1999

à mettre : **Broadway**: // entre violence perçue et réalité

4b- Reporter without border, campain: travail sur les 2 images en pair work puis échange en pair work retour en classe en commun sur l'impact. // avec the Z symbol

4c- (changer en 4 d pour coller avec Z symbol *The Other Side of Truth*, Beverley NaIdoo, 2000

4d- social networks aim to erase hate but miss the target on guns, theconversation.com

ou time :

(changer en 4c pour la logique avec le Z symbol)Travail sur les socials medias: brainstorming de mot clé: un mot par camarade puis chacun peut rajouter des choses. possibilité mettre le mot en français: sera traduit (par moi ou par un autre)

recap du texte en 3 pt essentiels, au choix pour chacun.

UNIT 4: Guns n' medias	
<i>Citizenship & virtual World - What is more dangerous : bearing an arm or spreading fake news?</i>	
UNIT 4	How does fake news fuel the weapon market in the USA?
At the end of the Unit, I will	<ul style="list-style-type: none"> - know why the Americans hold this Gun nuts reputation - know about the power the medias hold on people - make my opinion on which is the most dangerous on
What vocabulary will I need ?	<ul style="list-style-type: none"> - giving your opinion - media - arm - prevention - debate
What grammatical structure will I need ?	<ul style="list-style-type: none"> - passive voice - supposition - obligation
What documents will be used ?	<p>1) An American tradition 1a- The Battle of Lexington, William Barns Wollen, 1910 1b- 2nd Amendment 1c- <i>Bowling for Columbine : cut the milk man</i>, Mickael Moore, 2002</p> <p>2) A nation's fear 2a- <i>A Divided Nation Agrees on One Thing: Many People Want a Gun</i>, Dionne Searcey and Richard A. Oppel Jr., The NewYork Times, <i>Published Oct. 27, 2020 Updated Nov. 30, 2020</i> 2b- gun ownership rates (5 documents) 2c- Mickael Moore photo, 2002 2d- <i>Bowling for Columbine : media scare</i>, Mickael Moore, 2002</p> <p>3) In medias we trust? 3a1 / 3a2- from fright to debunk: The war of the world case 3b – Moon landing fact, genially by proflegrand78 : utilisation des images dans un sens et dans un autre 3c - Manuel p 120 - vidéo Fake News is everywhere 3d- Alex Jones and Info wars (4 famous theories)</p> <p>4) The limits to medias 4a- <i>Angels Flight</i>, Michel Connelly, 1999 4b- Reporter without border, campain 4c- <i>The Other Side of Truth</i>, Beverley Nalduo, 2000 4d- mass shootings and social-media, by Ryan Deitsch August 7, 2019, The Times.com</p>
What will I learn about ?	<ul style="list-style-type: none"> - the reasons for gun possession in the USA - how fear fuels the wanting of Guns

	- how medias are not always trustful - and yet are needed
Final Task	Group of 3: you will prepare a reportage and will introduce it to the class This reportage will be discussed during a TV show

Instructions pour la Final Task :

- 1) Vous composerez un groupe de 3 et vous appliquerez à faire un reportage: audio avec photo en support ou vidéo, au choix
- 2) Ce reportage sera présenté en classe lors d'une émission TV "live" devant un animateur et deux invités
- 3) votre rôle (animateur ou invité) vous sera attribué au hasard, le jour de la TF
- 4) En tant qu'invité, vous recevrez une opinion à respecter (believer / un-believer)
- 5) En tant qu'animateur, il vous appartiendra de faire vivre le show.
- 6) Vous resterez au tableau le temps nécessaire à la notation.

Ou:

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UNIT 4 Guns n'medias

sujet : A reportage is discussed during a TV show

Attendu du Reportage (note commune)	Adequation à la tâche: débat télévisé	Recevabilité linguistique: prononciation et intonation	Richesse de la langue: grammaire et syntaxe	Richesse de la langue: lexicale
Nous avons	J'ai tenu mon rôle de:	Ma diction est globalement bonne même	Il m'arrive de faire quelques fautes qui	Mon vocabulaire est assez élargi pour m'exprimer, je

développé le sujet de façon cohérente avec conviction	s'il m'arrive de faire des erreurs, j'ai un accent satisfaisant et je fais peu d'erreurs de phonétique	« sonnent », j'utilise un peu trop souvent les mêmes structures grammaticales, je sais me servir des modaux et j'essaie de complexifier mes phrases	n'ai pas toujours remobilisé du vocabulaire, il m'arrive de me répéter
1	2 pt	3 B1-> B2	3 B1-> B2	3 B1-> B2
Le sujet était logique dans son développement	Je ne suis pas resté passif, j'ai rebondis sur ce que disais mes camarades	J'hésite un peu trop souvent, mes phrases sont parfois saccadées, mon accent n'est pas toujours très compréhensible mais dans l'ensemble je me fais comprendre	Mes phrases sont assez simples, je fais des erreurs mais je sais aussi me faire comprendre. J'utilise un peu trop souvent les mêmes structures de phrases	Il me manque du vocabulaire pour être fluide, je me répète parfois, je n'ai utiliser que très peu le vocabulaire vu en classe
2	1	2 B1	2 B1	2 B1
Le reportage était illustré par des exemples concrets	J'ai été intéressant	Je fais beaucoup de fautes de diction, j'ai un accent français un peu marqué, les accents parfois sont mal placés, j'ai un débit parfois saccadé, c'est parfois difficile de me comprendre	C'est parfois difficile de me comprendre, ou mon anglais est un peu trop basique, je ne maîtrise peu de structures grammaticales	Je cherche mes mots, j'ai un vocabulaire limité, je me répète souvent, je ne sais pas toujours comment répondre
1	2	1 A2 -> B1	1 A2 -> B1	1 A2 -> B1
Note globale anglais: richesse ling: / 4 richess lex : / 4 Total: /8	J'ai bien défendu mes opinions / <i>J'ai su rendre le débat animé</i>	Je fais beaucoup de fautes de diction, j'ai un accent français trop marqué, les accents sont mal placés, j'ai un débit saccadé, c'est difficile de me comprendre	C'est difficile de me comprendre, ou mon anglais est vraiment trop basique, je ne maîtrise que très peu de structures grammaticales	Je reste trop souvent silencieux, je chercher à demander les mots tout le temps, je ne sais pas quoi dire
	2	0.5 A2	0.5 A2	0.5 A2
Bonus : travail / humour / soin +1	Mes réponses étaient développées / <i>mes questions étaient pertinentes</i>	Je parle avec un accent très français, je ne fais visiblement que peu d'effort pour mon accent, on ne me comprends pas	Je fais trop de fautes pour être compris, même avec si mon interlocuteur fait les efforts nécessaires pour	Il me manque beaucoup de vocabulaire pour être fluide, je me répète souvent je n'ai utilisé que très peu le vocabulaire vu en classe
	2	0	0	0

Note reportage : / 12 + Note TF: 18 /

A Divided Nation Agrees on One Thing: Many People Want a Gun

By [Dionne Searcey](#) and [Richard A. Oppel Jr.](#), Published Oct. 27, 2020 Updated Nov. 30, 2020, New York Times.com

Like many Americans, two women a thousand miles apart are each anxious about the uncertain state of the nation. Their reasons are altogether different. But they have found common ground, and a sense of certainty, in a recent purchase: a gun.

Ann-Marie Saccurato traced her purchase to the night she was eating dinner at a sidewalk restaurant not long ago in Delray Beach, Fla., when a Black Lives Matter march passed and her mind began to wander. It takes only one person to incite a riot when emotions are high, she remembers thinking. What if the police are overpowered and can't control the crowd?

Ashley Johnson, in Austin, Texas, worries about the images she's seen in past weeks of armed militias showing up to rallies and making plans to kidnap governors. The outcome of the election, she thinks, will be devastating for some people regardless of the winner. "Maybe I'm just looking at the news too much, but there are hints of civil war depending on who wins," Ms. Johnson said. "It's a lot to process."

In America, spikes in gun purchases are often driven by fear. (...) F.B.I. data shows [sales spiked earlier this year as virus fears spread](#). And sharp increases in sales are seemingly occurring everywhere: The states with the lowest jump in sales in September, for example, were Alaska and North Dakota, each up about one-third compared with September 2019. States with the largest gains included Michigan, up 198 percent over September 2019, and New Jersey, up 180 percent, according to estimates by [The Trace](#).

It's difficult to know exactly who is buying guns at [any certain time](#) in America. Gun shop owners, [gun rights](#) groups and gun lobbying groups said they were now selling more weapons than usual to Black shoppers, and to women in particular, and more weapons to first-time gun owners generally.

On the issue of gun control, the divide has long been partisan. (...) A [Pew Research Center survey in 2017](#) found that Republicans and independents who lean Republican were more than twice as likely as Democrats and independents who lean Democratic to own a gun.

But when it comes to gun ownership there's something uniquely American that cuts across party affiliation and social boundaries — leaving liberals and conservatives jostling for ammunition because they want to brace for whatever comes next.

[Adresse électronique](#)

- [Twitter9](#)
- [Facebook](#)
- [Linkedin](#)
- [Imprimer](#)

As Facebook faces down a costly [boycott campaign](#) demanding the social network do more to combat hate speech, CEO Mark Zuckerberg recently announced plans to ban a "[wider category of hateful](#)

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[content in ads](#).” Twitter, [YouTube](#) and [Reddit](#) have also taken additional steps to curtail online hate, removing several inflammatory accounts.

But as social networks refine their policies and update algorithms for detecting extremism, they overlook a major source of hateful content: gun talk.

As a researcher of [online extremism](#), I examined the user policies of social networks and found that while each address textbook forms of hate speech, they give a pass to the widespread use of gun rhetoric that celebrates or promotes violence.

In fact, the word “gun” appears but once in Facebook’s policy on “[Violence and incitement](#)” to bar the manipulation of images to include a gun to the head. And neither “guns” nor “firearms” are mentioned in Twitter’s policy on “[Glorifications of violence](#),” or YouTube’s guidelines on “[Violent or graphic content](#)” or within any of these networks’ rules on hate speech.

Gun talk as a threat

Gun references have become prevalent in social media dialogues involving the nationwide protests over racial injustice, police reform and the Black Lives Matter movement.

On Facebook, a group called White Lives Matter shared [a post](#) that reads, “Don’t allow yourself or your property to become a victim of violence. Pick up your weapon and defend yourself.” Another user posted the picture of a handgun beneath the message, “I never carried a weapon, never needed it, but I have changed my mind and will apply for what I deem necessary to handle things my way ... Tired of all these BLM idiots looters.”

While nearly every social network [works to identify](#) and prohibit violent speech, gun groups have managed to evade censure. One such Facebook community gleefully taunts protesters with the prospect of retaliation by firearm. They share [a meme](#) of a stack of bullets surrounded by the caption, “If you defund the police you should know, I don’t own any rubber bullets.”

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Twitter users have also exploited that network’s lack of restrictions on gun talk. Hashtags like [#GetYourGuns](#) and [#2ndAmendment](#) appear in political statements made against [the police](#) and [protesters](#) alike. A recent video of a police officer punching a suspect behind the wheel is the subject of [a tweet](#) that promises in turn, “We will take action into our hands. #getyourguns.”

Another tweet citing [#guns](#) features [the viral video of a Florida sheriff](#) warning that the people of his county “like guns” and “will be in their homes tonight with their guns loaded.” He continues, “And if you try to break into their homes to steal, to set fires, I’m highly recommending they blow you back out of their house with their guns.” The same video trends across TikTok and Facebook where one gun group concurs, “[I couldn’t agree more!](#)”

These examples do not disseminate racial slurs or direct violence, but they do allow users to stoke hostilities in a way that is accepted by social networks. And the mixture of culture wars and gun talk can be a dangerous concoction, as made evident by the [Instagram posts of the 19-year-old assailant](#) who later killed 17 people at a Parkland, Florida, high school in 2018. The AR-15 that he used in that shooting was the frequent subject of his social media posts that accompanied rants about illegal immigrants, African Americans, the Jewish community and law enforcement.

Setting the tone

The debate over online gun rhetoric is not new to Silicon Valley. In 2018, streaming services like Amazon, Google and Roku were the subject of a high-profile boycott campaign, led by anti-gun advocates. The campaign called upon streaming services to stop hosting the online channel of the [National Rifle Association, NRATV](#), citing its frequent use of “[hateful rhetoric](#).” One such video opens with scenes of an NRA spokesman in the midst of target practice as he unleashes a diatribe centering on riotous protesters and “[obstructionist politicians](#).”

[My study](#) found that NRATV dedicated the overwhelming majority of its content to denouncing liberal groups, media and movements like the Women’s March. Coupled with the gun lobby’s core message that Americans should arm themselves, anti-gun groups felt NRATV was producing “[violence-inciting programming](#).”

But companies like Roku felt the content [had not violated their terms of service](#). The #DumpNRATV campaign ultimately lost steam, but found a form of success when NRATV was later forced to suspend its operation over [financial issues](#). However, its videos [still stream on YouTube](#) and Twitter.

President Donald Trump’s social media presence also looms heavily over the debate about social network policies regarding violent content. Even as the president’s social media accounts have, at times, featured acts of [physical harm done to others](#), social networks have been reluctant to act. But that may be changing.

During the nationwide protests, President Trump recently tweeted, “[When the looting starts, the shooting starts](#).” Twitter had evidently seen enough. The network placed a [public notice on the tweet](#), replacing it with the message that it had “violated the Twitter Rules about glorifying violence.”

Still, gun and shooting references continue to proliferate across the contentious political exchanges on social networks. For companies like Facebook and Twitter, incorporating guns into their policies that prohibit hate and violence is a risky prospect. Restrictions on gun talk could open the door to a maelstrom of criticism from gun lobbies, politicians, and Second Amendment advocates. But short of taking that political risk, social networks will have to design new algorithms to interpret the true meaning of hashtags like #GetYourGuns and #Shoot2Kill.

Time: <https://time.com/5646317/mass-shootings-social-media/> [Ryan Deitsch](#) August 7, 2019

Mass Shooting and Social media



People pray and pay their respects at the makeshift memorial for victims of the shooting that left a total of 22 people dead at the Cielo Vista Mall WalMart (background) in El Paso, Texas, on August 6, 2019. Mark Ralson—AFP/Getty Images

People pray and pay their respects at the makeshift memorial for victims of the shooting that left a total of 22 people dead at the Cielo Vista Mall WalMart (background) in El Paso, Texas, on August 6, 2019. Mark Ralson—AFP/Getty Images

On February 14, 2018, the world stood in shock with my school as we mourned the 17 lives lost in Parkland, Fla. First, we mourned, then we marched – all to the tune of “Never Again.” But our hearts shattered once it happened again. And again. And again. And again.

March For Our Lives may have been founded after Parkland, but the pattern of violence we fight started long before my friends and I were born. Still, in this modern era, it feels incessant, in part because there are more than 300 mass shootings a year and in part because of the role social media plays. It’s easy to focus on the negative – the message boards where hate lurks, the conspiracy theorists who antagonize survivors and their families via Twitter. It’s easy (and frankly, understandable) to want to sign off. But after each new tragedy strikes, I stay logged on. After the recent shootings in Chicago, Dayton and El Paso, I could not help but look toward the direct messages the March For Our Lives social media accounts receive.(...)It’s astounding.

Just imagine, you’re in your high school algebra class, trying to answer questions on logarithmic functions, when your phone rings, and then rings again, and again, with someone across the country sending you possibly the last message they will ever send. After last year’s Yountville Shooting at a Veterans Home in California, survivors were doing just that. My teacher yelled at me that day to ignore my phone, but I knew full well there was someone out there in pain, the same exact pain I had felt just weeks prior. (...)

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Online platforms have connected millions and allowed survivors of gun violence to come together following tremendous loss. Yet, at the same time, sites like 8chan and Twitter have been used to connect another breed of people: the murderers and terrorists themselves. These sites are inciting violence and spreading the manifestos of multiple mass shooters, all with a history of hate and vitriol toward many minority groups.

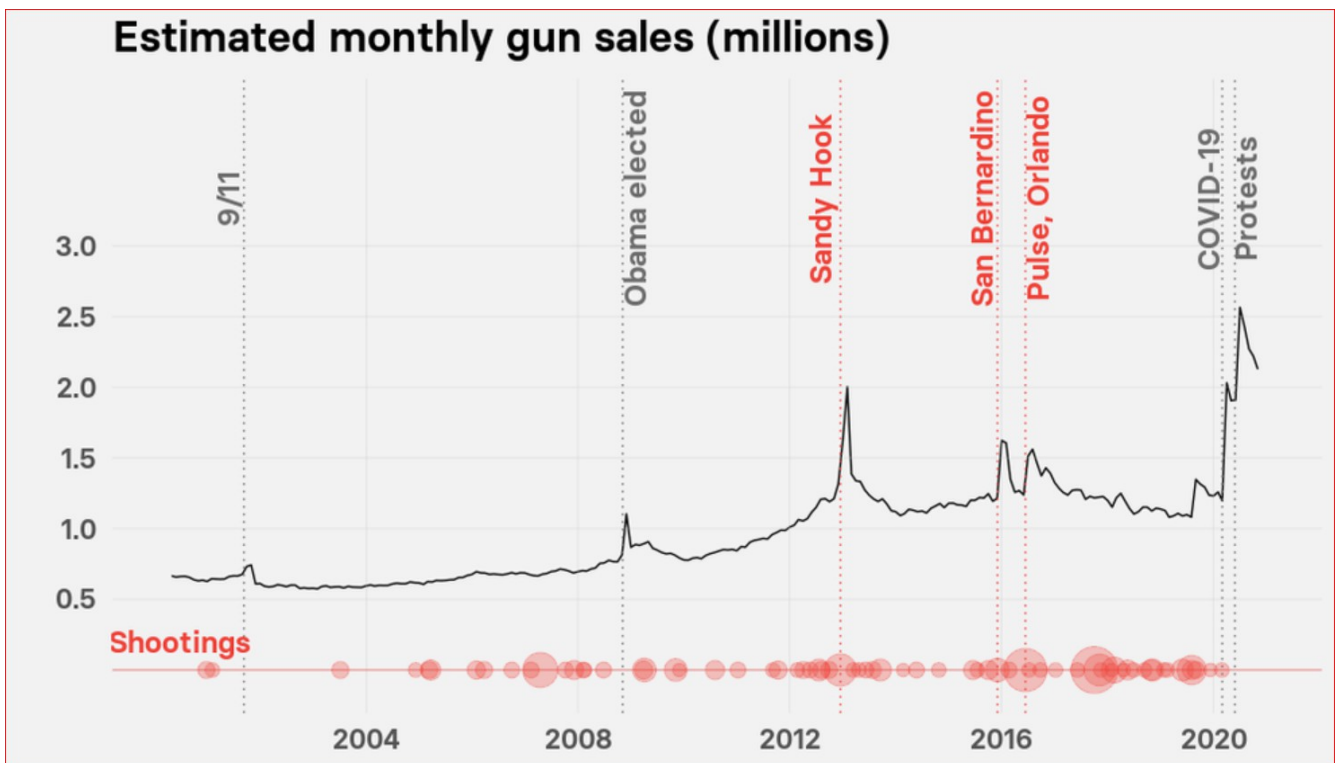
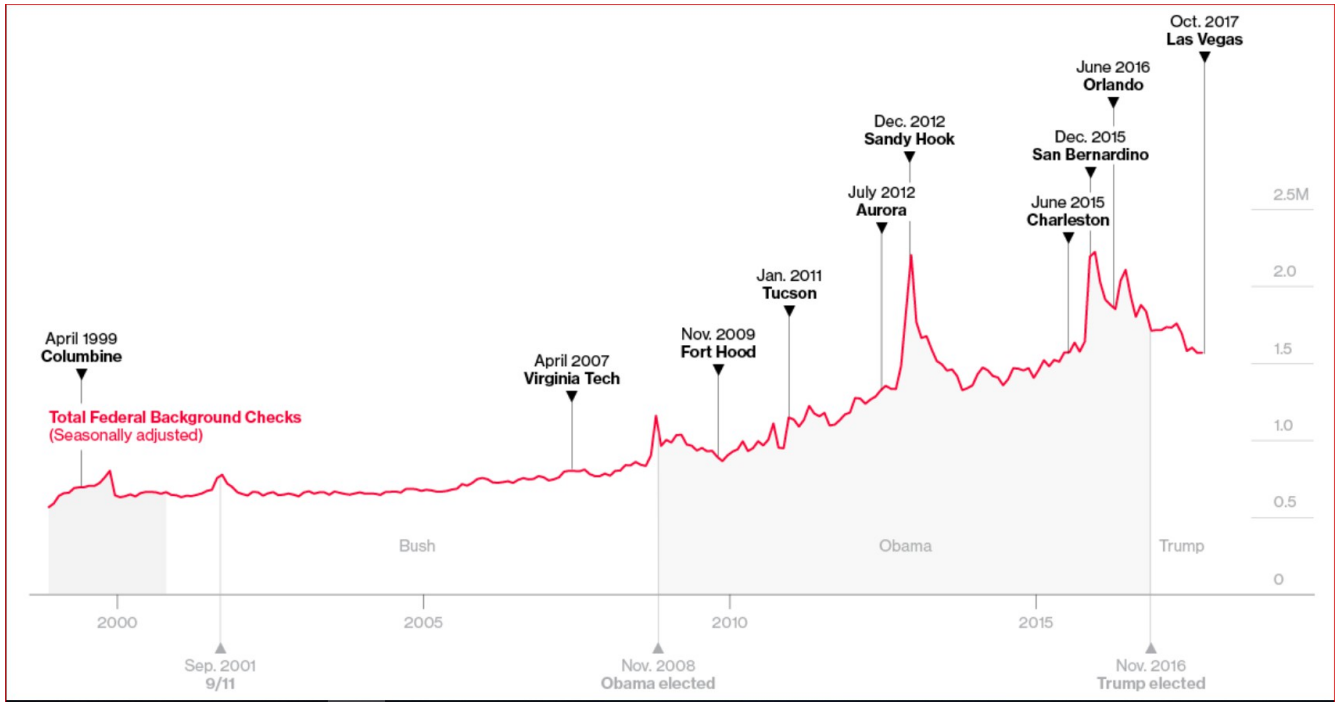
This growing scourge of radical domestic terrorism the likes we've seen in El Paso and Dayton has strengthened itself through these online echo chambers. For instance, after the Poway Synagogue Shooting massacre, one 8chan user proudly published: "I'm So Pleased a Jew Church got shot up :))))) Wish more Jews got shot up : / No worries there will be more synagogue shootups :)))))"

Does this make you uncomfortable? These are the words of our neighbors. Social media is the double-edged sword of the modern age, with these direct messages bringing comfort and strength to those seeking ceasefire and message boards fueling the fire they wish to cease. Take Facebook, for example, a site originally designed for people to connect with friends and family. It's turned into a propagandist paradise, used to spread misinformation both here and abroad.

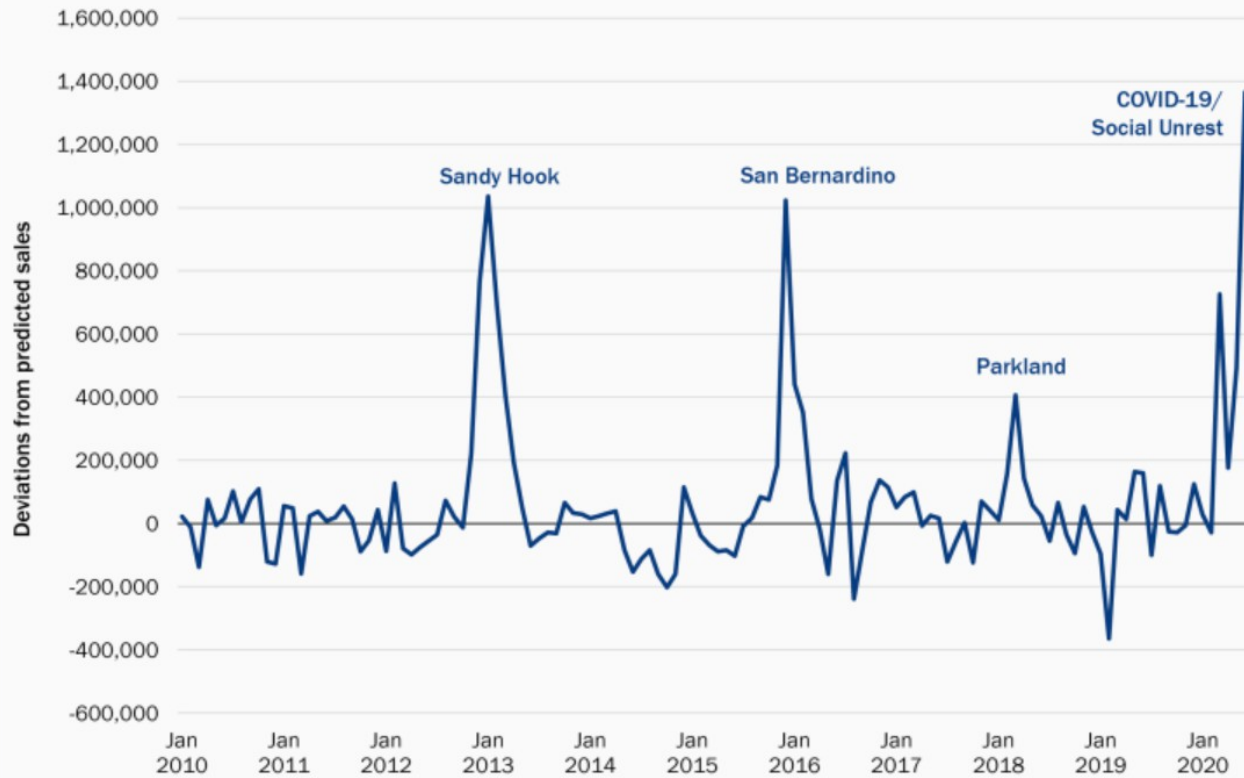
To move forward as a society, we as Americans must determine where the benefits and consequences of these tools lay. Will we use them to help or harm us? For now, my friends and I don't sign off, not permanently at least. Someone may reach out needing to hear our advice or just looking for someone willing to listen. We unfortunately understand all too well what they're going through

When it comes to these shooters, however, we cannot just "thoughts and prayers" away these terrorist acts. We must proactively prevent them, finding where they organize and preventing their strikes before a single shot is fired. These groups are violent because they are scared. Their fear has poisoned too many of our neighbors, and it's time we act to heal the toxic underbelly of America. We can put this to an end. We must open a constructive dialogue and replace their fears with education. Social media leaders should work with all of us to actively condemn and prevent stochastic terrorism, but we cannot wait until they do.

<https://time.com/5646317/mass-shootings-social-media/> Ryan Deitsch August 7, 2019

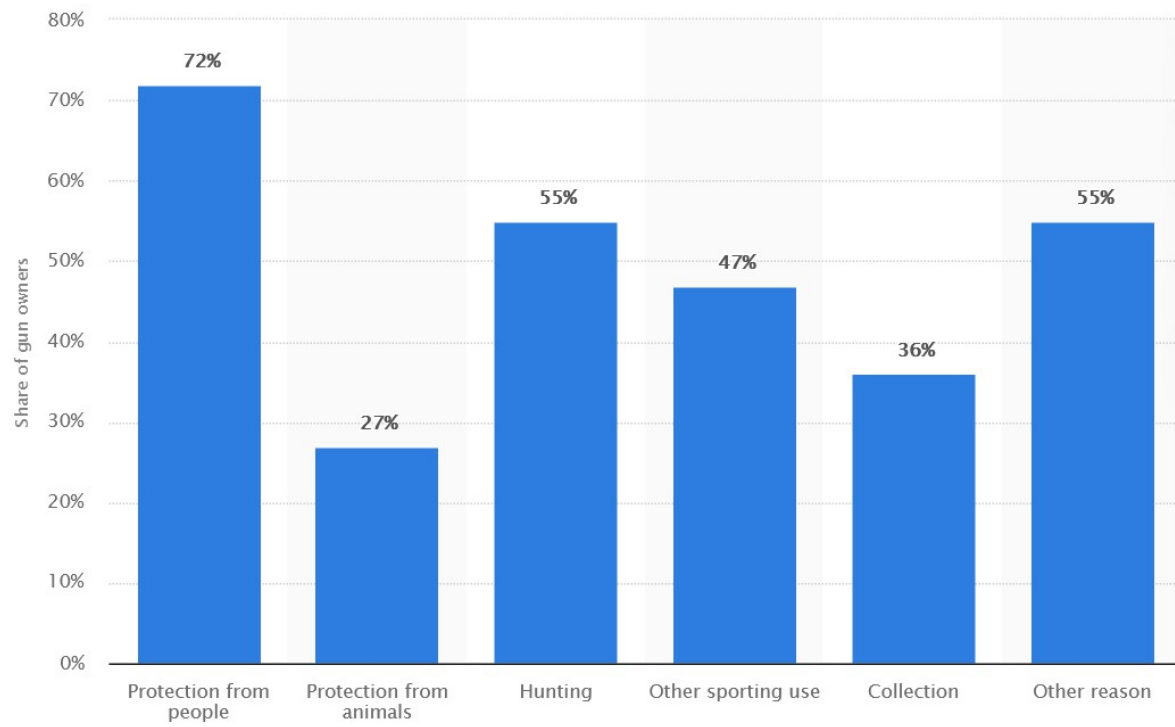


Monthly Firearm Sales, 2010 to 2020



Source: Authors' calculations based on data from the NICS database on background checks conducted.

Note: Predicted sales adjust for trends over time and seasonal variation.



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idée DST:

Name + Class:

DST –

rajouter article capital ou tweet de Trump

DOCUMENT 1: Emma GONZALEZ Speech script, March for ou Lives, Washington 2018

Emma Gonzalez: (00:18)

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. Everyone who was there understands. Everyone who has been touched by the cold grip of gun violence understands. For us, long, tearful, chaotic hours in the scorching afternoon sun were spent not knowing. No one understood the extent of what had happened. No one could believe that there were bodies in that building waiting to be identified for over a day. No one knew that the people who are missing had stopped breathing long before any of us had even known that a code red had been called. No one could comprehend the devastating aftermath or how far this would reach or where this would go.

Emma Gonzalez: (01:13)

For those who still can't comprehend because they refuse to, I'll tell you where it went, right into the ground, six feet deep. Six minutes and 20 seconds with an AR 15 and my friend Carmen would never complain to me about piano practice. Aaron Feis would never call Kiera Ms. Sunshine. Alex Schachter would never walk into school with his brother Ryan. Scott Beigel would never joke around with Cameron at camp. Helen Ramsey would never hang out after school with Max. Do you know Montalto would never wave to her friend Liam at lunch? Joaquin Oliver would never play basketball with Sam or Dylan. Alaina Petty would never, Carol Lungren would never, Chris Hixon would never, Luke Hoyer would never, Martin Duque Anguiano would never. Peter Wang would never, Alyssa Alahdeff would never, Jamie Guttenberg would never, Meadow Pollick would never.

Emma Gonzalez: (02:09)

(silence).

Audience: (02:09)

Never again, never again, never again, never again.

Speaker 3: (05:06)

[inaudible 00:06:22].

Emma Gonzalez: (06:36)

Since the time that I came out here, it has been six minutes and 20 seconds. The shooter has ceased shooting and will soon abandon his rifle. Blend in with the students as they escape and walk free for an hour before arrest. Fight for your lives before it's someone else's job.

DOCUMENT B- Emma GONZALEZ Speech script, March for ou Lives, Washington 2018

AC Legrand- académie de Versailles

DOCUMENT C – Florida Campaign To Stop Gun Violence, 1999 ; *All in favor of Gun control raise your hand. All against both*

AC Legrand- académie de Versailles



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