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Gun Control

I. Introduction

- A. Background info: Since the mid-2000s, firearm savagery has been an intensifying social challenge in the United States. There probably been more than one hundred mass shootings between 2000 and 2019, happening in localities such as retail stores, churches, up to the last spot.
- B. Background info: The speech of Emma Gonzalez to Gun Advocates and Legislators saw her call out Trump and NRA for failing to set up harsher laws to prevent such a horrendous occasion for instance that in Marjory Stoneman Douglas High School.
- C. Background info: Then there is Kaitlin Bennett, a pro-firearm dissident, who has no conciliatory sentiments for defending our privileges as well as never conceding. She calls parkland broods socialists as they look for weapon control based on feelings. In undertaking such, she accepts they never rehearse their subsequent amendment right where in this manner are never ²considered "a part of us" (Bennett, K. 2018).
- D. Thesis statement: Kaitlin Bennett and Emma Gonzalez permit their addressees to concentrate on firearm regulations at the pro-gun rally and counter firearm rally through an able utilization of rhetoric writing together with their progression of complicated circumstances.

²**II. Body Paragraph 1**

A. Topic sentence: The message Emma wants to get across has its key for interpretation in the rhetorical approaches utilized by her through her dialogue.

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1. Passage: "We haven't already had a moment of silence in the House of Representatives, so I would like to have another one. Thank you."

a. Interpretation: A quiet thought is changed from custom to political demonstration. Emma shows snapshot of political mindfulness.

2. Passage: "Every single person up here today, all these people should be home grieving. But instead, we are up here standing together because if all our government and President can do is send thought and prayers, then it's time for victims to be the change that we need to see."

a. Interpretation: Here, Emma communicates outrage and disappointment towards President through bringing up individuals remaining with her and "should be home grieving". Oratorically, "thoughts and prayers", is intended to comfort the grief-stricken in any case.

3. Passage: "We certainly do not understand why it should be harder to make plans with friend's weekends than to buy an automatic or semi-automatic weapon. In Florida, to buy a gun you do not need a gun permit, you do not need a gun license, and once you but it, you do not need to register it."

a. Interpretation: In this passage, Emma puts herself in the personality of a youngster and utilizes the instance regarding how the energetic way of life has a greater number of obstructions than the legitimate capacity to purchase a firearm.

4. Passage: "I read something very powerful to me today. It was from a teacher. And I quote: When adults tell me, I have the right to own a gun, all I can hear is my right to own a gun outweighs your student's right to live. All I hear is mine, mine, mine, mine. Instead of worrying about our AP Gov chapter 16 test, we have to be studying our notes to make sure that our arguments based on politics and political history are watertight. The students at this school have been having debates on guns for what feels like our entire lives. AP Gov had about three debates this year."
- a. Interpretation: She acquires a legitimated voice from an instructor and therefore, speaking to the isolated gatherings of scholars and educators, children and grown-ups, and uniting them both overall. Emma is additionally giving a more ethical belief towards knowledge and the experience which is increased by "studying our notes", "debate", and apprentices experience "during the shooting" which thus enables them to talk about this issue all the more extensively."
5. Passage: ¹ "I found out today there's a website shootingtracker.com. Nothing in the title suggests that it is exclusively tracking the USA's shootings and yet does it need to address that? Because Australia had one mass shooting in 1999 in Port Arthur (and after the) massacre introduced gun safety, and it hasn't had one since. Japan has never had a mass shooting."

- a. Interpretation: Through this passage, the tone of Emma reflects direness as she adopts a relative strategy to the United States contemporary standing contrasted with the remainder of the world. She mirrors the disgraceful certainty that occurrences of weapon viciousness have been truly positioned on a guide for the general population to monitor yet almost no preemptive procedures have been made.
- 6. Passage: "I watched an interview this morning and noticed that one of the questions was, do you think your children will have to go through other school shooter drills? And our response is that our neighbors will not have to go through other school shooter drills."
 - a. Interpretation: This section of her discourse is where Emma is delivering a source of inspiration by reacting to the inquiry "do you think your children will have to go through other school shooter drills?". She puts her neighbors at the focal point of their motivation as opposed to talking about her potential youngsters, accordingly, she is presenting the present as a point in a stint for rolling out a transformation for what is to come.

III. Body Paragraph 2

- A. Topic/transition sentence: Activity is built on a dream for what is to come.
 - 1. Passage: "We are going to be the kids you read about in textbooks. Not because we're going to be another statistic about mass shooting in America, but because, just as David said, we are going to be the last mass

shooting. Just like Tinker v. Des Moines, we are going to change the law. That's going to be Marjory Stoneman Douglas in that textbook and it's going to be due to the tireless effort of the school board, the faculty members, the family members and most of all the students."

- a. Interpretation: In this passage, Emma constructs a relationship between the educational committee, employees, relatives, and understudies that permits children and grown-ups to outperform their disparities in an exertion to make a significant amount of transformation.
2. Passage: "There is one tweet I would like to call attention to. So many signs that the Florida shooter was mentally disturbed, even expelled for bad and erratic behavior. Neighbors and classmates knew he was a big problem. Must always report such instances to authorities again and again. We did, time and time again. Since he was in middle school, it was no surprise to anyone who knew him to hear that he was the shooter."
 - a. interpretation: Here she focuses on the shooter, his psychological sickness, the plan to reprimand apprentices for having " ostracized him ". Emma has the community contemplate the role that they played whenever the shooter managed a chance to submit such vicious acts, counting NRA and the President.
 3. Passage: "If the President wants to come up to me and tell me to my face that it was a terrible tragedy and how it should never have happened and maintain telling us how nothing is going to be done about it, I'm going to

happily ask him how much money he received from the National Rifle Association. And divided by the number of gunshot victims in the United States in the one and one-half months in 2018 alone, that comes out to being \$5,800”

- a. Interpretation: She essentially dissects how much cash per individual the President gets for each casualty of weapon brutality.

- 4. Passage: “If your money was as threatened as us, would your first thought be, how is this going to reflect on my campaign? Which should I choose? Or would you choose us, and if you answered us, will you act like it for once? You know what would be a good way to act like it? I have an example of how to not act like it. In February of 2017, one year ago, President Trump repealed an Obama-era regulation that would have made it easier to block the sale of firearms to people with certain mental illnesses.”

- a. Interpretation: She is inferring that cash is worth more to senator than the life of the individuals. On the off chance that their cash was as undermined as the life of the individuals, at that point possibly they would pick the individuals.

- 5. Passage: “¹Republican Senator Chuck Grassley of Iowa was the sole sponsor on this bill that stops the FBI from performing background checks on people adjudicated to be mentally ill and now he's stating for the record, 'Well, it's a shame the FBI isn't doing background checks on these mentally ill people.' Well, duh. You took that opportunity away last year.

The people in the government who were voted into power are lying to us.
And us kids seem to be the only ones who notice and our parents to call
BS.”

- a. Interpretation: “We call BS” is her method of articulation through the remainder of her discourse which is an infringement of behavior. Emma’s stating such foulness is an emblematic portrayal of her position as an adolescent.

IV. Body Paragraph 3

- A. Topic/transition sentence: Then again, Kaitlin Bennett, a second alteration activist, spoke at the big pro-gun rally in Tallahassee, Florida about having no conciliatory sentiments for defending our privileges and never settling
 1. Passage: “So, when John asked me to speak I kind of thought what am I going to say to a crowd of people in a short amount of time that could really explain how I felt. And I just spoke to the Parkland kids about 30 minutes ago and all I have to say is that I am sick and tired of this gun control {expletive deleted} being spewed by these commies.”
 - a. Interpretation: Kaitlin communicates her disappointment towards the Parkland kids, whom she alludes to as socialist, and their battle for firearm control.
 2. Passage: “They come from emotion, and I get the emotion. But I don’t get how they completely ignore the fact that they were in a gun-free zone. Ninety-eight percent of mass shootings happen in gun free zones.”

- a. Interpretation: Here, Kaitlin emphasizes that the Parkland children are acting exclusively out feeling and puts full fault on the administration for what occurred at the Parkland Shooting because of it being a "gun-free" precinct. This infers that on the off chance that it was anything but a weapon-free area, that brutal occasion would not have occurred.
3. Passage: "And when I was talking to them, they were unapologetic about wanting to take our firearms. And they say "Oh, we're pro-Second Amendment," and this and that, no you're not! Don't come over here telling me "I'm pro-Second Amendment, we just believe in checking this or more background checks."
 - a. Interpretation: Kaitlin contends that the individuals who express that they are ace second alteration however demand more be done to fit the bill to buy a gun, are not supportive of second correction and accordingly are not an aspect of a similar association as her.
4. Passage: "So, going forward in our activism, and especially young people, we need to be unapologetic, because they aren't apologizing for anything. So, we need to do the exact same, and I know it's been said a lot up on the stage about not compromising, and it's so true."
 - a. Interpretation: Here, Kaitlin endeavors to convince her addressees, particularly her more youthful addressees, to quit settling for the easiest option for the individuals who need to remove their guns.

5. Passage: "So if you're one of those {unclear} and "I support the Second Amendment, BUT..." no you don't! And get out."
 - a. Interpretation: Correspondingly, she would not acknowledge any individual who is happy to settle. She states she needs no sort of relationship with any individual who needs to make snags for somebody to buy a gun.
6. Passage: "So I know I'm speaking to the choir when I say every single gun law is an infringement, I absolutely believe that. And I know it is weird coming from a little blond girl in heels who walks around with an AR-10 on her college campus, but it is, it's an infringement."
 - a. Interpretation: Kaitlin employs the expression "speaking to the choir" as a kid of evangelizing to her addressees, presupposing that each individual from her addressees is in concurrence with her that "every single gun law is an infringement", that is, an infringement, on her right to bring with her a gun.

V. Body Paragraph 4

- A. Topic/transition sentence: There is need for everyone to have a rifle towards protecting themselves since the government has failed to do so
 1. Passage: "Every single one of you should be able to stand here right now with a fully automatic machine gun listening to me speak. I absolutely believe that."
 - a. Interpretation: Kaitlin finds nothing amiss with a horde of individuals at an assembly, each holding a completely programmed

automatic rifle. Truth be told, she would like it as such. She specifies she will be returning to the college with one too.

2. Passage: “So the only reason I’m here today is because, the only reason I got invited and all of you know who I am is because I took a picture with a gun. That’s it.”
 - a. Interpretation: Kaitlin presents the explanation for her invitation which includes a photo of her strolling around college conveying a rifle. In doing so, she signifies the entitlement to carry weapons on campus as well as the right for ladies to shield themselves with a gun.
3. Passage: “Yet...Yet because I did exactly what liberals don’t want me do, I went viral because of a photo. It’s that easy. So, we really need to reach out to these young people. Get out on college campuses. Do a gun rights event. Just take a picture and post it online. People will listen. And so, where I’m coming from, you know it’s important to talk to the other side and try to change their minds, except for the Parkland kids because they’re getting paid, so unless you have a bigger paycheck than George Soros, you’re not getting through to them.”
 - a. Interpretation: In this sect of the speech, Kaitlin is explicitly focusing on the more youthful audiences to begin a crusade besides laws enacted for apprentices to have the option to convey guns on school grounds. Nevertheless, she explains to not waste time with the scholars who went to Douglas High School because except if

you are a tycoon, they would not be persuaded. She accepts to focus on the individuals who are as of now associated with her locale with a similar mentality.

4. Passage: "So, you know, coming off of that, they are kind of doing half the work for us. When they threaten me, when they threaten you guys, and they say, "Oh you know you deserve to be shot. I'm going to come to your house and find you" people stalk me in restaurants and take pictures of me and say they're going to punch me in the head."

- a. Interpretation: Kaitlin assures her crowd that she does not live in dread with the provocation that she gets. It is right around a good feeling each time somebody compromises her since it gives her and the individuals she connects herself with more ammo to utilize.

5. Passage: "So I guess, I know I'm running out of time, but I guess I want to leave with the fact that on college campuses, it is absolutely normal for someone to walk around with an Antifa jacket. Absolutely normal. They want... It's absolutely normal for communists to walk around and just display it. It is disgusting. I support their free speech, but it's absolutely disgusting. So, what we need to normalize, what we need to be normal on college campuses is firearms."

- a. Interpretation: Kaitlin employs the case of scholars strolling around college grounds putting on Antifa coats as being typical to support gun conveyance in colleges. She contends that until guns

are not endorsed in colleges, ladies would not have the option to guard themselves against conceivable rapists.

6. Passage: "So if you're one of those, "I support the Second Amendment, but..." people, please leave. Because we don't want you here. And I don't want you representing something to where I'm going to have to fight harder when I'm older."

- a. Interpretation: As she nears the end of her speech, Kaitlin once again excuses any individual who is said to help the Second Amendment with limits. She closes the discourse with her notorious statement "Come and take it" which signifies come and take her firearm, she challenges you.

VI. Conclusion

- A. Restatement of thesis: From the above discussion, it is evident that Kaitlin Bennett and Emma Gonzalez permit their crowd to concentrate on firearm laws at the counter weapon rally and supportive of firearm rally through an able utilization of rhetoric composition and their progression of intricate circumstances.
- B. So, what? Address the wider implications of your interpretation:
 1. The speech by Emma Gonzalez was composed of much anguish as well as distress. However, Emma utilized her sorrow and transformed it into governmental issues, which I accept was virtuoso as well as moving. She demonstrated her focuses on numerous occasions with bad-to-the-bone realities, presenting to her crowd how the administration and the President

were bombing their kin.

2. The speech by Emma Gonzalez was not intended to take away guns from everybody, simply taking them away from inappropriate folks. She was unable to push enough that it is so hard to be a social youngster yet very simple to purchase a weapon.
3. Correspondingly, Kaitlin Bennett contended that no individual verifications be made to purchase a firearm. A gun is not the main weapon that can enable a female to shield herself from an assault.

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