

22: 8th_SocialStudies_Opinion_Main

Teacher: All right ladies and gents, I'm giving you five minutes to write in your two pieces of homework, and to complete your bell work.

Student : Can I have one?

Teacher: Absolutely, man, so for your bell work, what are the three components to writing a counterargument? We've been doing it for, we probably practiced it three times. Now, there are three pieces to a counterargument. What are those three pieces, and why do you think we use a counterargument when writing an essay? Okay, I'll give you five minutes to knock that out.

2nd Instructor: All right, "student" doing [his own work 00:00:44].

Teacher: Did not work, buddy?

Student : Hmm...?

Teacher: Did not work?

Student : [inaudible 00:01:25]

Teacher: Oh, okay. Sorry, "student", I'll get these out of your way. Yes, ma'am.

Student : [inaudible 00:01:33]

Teacher: Which one?

2nd Instructor: Second to last one.

Student: [inaudible 00:01:40]

Teacher: Oh, thank you, "student". Every day, one day I'll have [inaudible 00:01:45] 00:01:45] without a [inaudible 00:01:46], it will happen. Are you doing okay? [00:02:00] If you forgot the three components, or the three parts to a counterargument, you can look back at your work from yesterday. You guys practiced counterargument three times yesterday in our stations.

2nd Instructor: You also have the graphic organizer that we used for it in the back of your notebook.

Teacher: There it is.

22: 8th_SocialStudies_Opinion_Main

2nd Instructor: [inaudible 00:02:23]

Teacher: [inaudible 00:02:51] is independently working on his bell work. [“student” 00:03:01] is looking back at his notes to find counterargument in the three components.

2nd Instructor: [inaudible 00:03:08] graphic organizer?

Student : Yeah.

Teacher: Can I check something really quick? Is that okay?

2nd Instructor: You have your [inaudible 00:03:17], right?

Teacher: Fabulous, thank you. How did you do on your science? Have you finished your science essay yet?

Student : Yeah.

Teacher: How did you do? Did you pass? Oh, [inaudible 00:03:28] pass? Next time.

Student : Yeah.

Teacher: Okay. All right, all right, all right. Okay, one more minute. Did you finish, “student”?

Student: [00:04:00] No.

Teacher: No, you're still [inaudible 00:03:59]? [00:04:00] I didn't see you at study hall yesterday. How come I didn't see you at study hall yesterday?

Student: I went to the counselor.

Teacher: Okay, okay. Are you going to be here today, or are you going to be back there?

Student: I'll ask her tonight.

Teacher: Okay. Do you like working with that new counselor? Does she help?

Student: Well, she just checks my [inaudible 00:04:26] [crosstalk 00:04:27]

Teacher: Check it, okay.

Student: She's not my teacher.

Teacher: Okay.

2nd Instructor: There's three parts, so you say what the counter, [inaudible 00:04:42].

Teacher: Did you get them?

Student : Oh, no. The answer.

Teacher: Oh, you just finished. Oh, can I snag that from you?

Student : Mm-hmm (affirmative).

Teacher: Thank you. Did you get all three?

Student : Yeah.

Teacher: Nice. Will you do this part? This is just your name, so I know who you are.

Student : Where?

Teacher: Just right here, where it says student name. Did you get all three?

Student : Yeah.

Teacher: Can I see? Nicely done.

Student : Thank you.

Teacher: Did you get them?

Student : I don't have the paper.

Teacher: You don't? No? Do you have it in your notes? Your signature's looking pretty good.

Student : I don't know.

Teacher: Do you have your other notebook ["student" 00:05:33]?

Student : [inaudible 00:05:34]

Teacher: Why don't you snag that, I think that will help you today. Did you finish? This isn't going to be one of those is it? Or are you just messing with me? Can I see it? Look at you, rock star. Very nicely done. All right, there are [00:06:00] three parts to a counterclaim, what's one of those parts? "student", coming at you.

Student : The rebuttal?

Teacher: Rebuttal, absolutely, and that's the last part, right? Can anyone tell me what a rebuttal is? "student"?

Student: Logical evidence?

Teacher: Logical evidence, the point of it is to do what, "student"?

Student: To [inaudible 00:06:23] the counterclaim?

Teacher: To disprove the counterclaim. The rebuttal, you're trying to say like this is why your idea is flawed or is wrong, and here is either a better idea, or my idea, nice. Hopefully that helps a little bit. What's another part? We have the rebuttal, what's one of the other ones? ["student"00:06:44]?

Student : Explanation.

Teacher: Explanation, nice. Explaining what the counterclaim is, and what's the last one?

Student : The counterclaim?

Teacher: Yeah, the actual counterclaim itself, so you have the three parts, and they go in this order. You have the counterclaim, the explanation of the counterclaim to show that you understand what that is, and the rebuttal, right "student"? What's the rebuttal?

Student: Evidence to disprove.

Teacher: There it is, you got it. You can say it confidently, you had it, man. We're going to start writing our essays today. We're going to use the graphic organizers to start putting our ideas together. If you haven't figured it out, you're going to have a counterclaim in there, okay? That's why we've been practicing it. Okay, so hopefully, we can go through this at a pace that we can help you, but I think most of you have the counterclaim down, so we'll see today. Let's dive into it. Remember that question I asked you a while ago? Should Lincoln have let the South secede? Today you're going to starting for that. That is going to be your essential question for your essay. Should Lincoln have let the South secede to [00:08:00] to avoid the Civil War? Right?

What's the purpose to avoiding the civil war? Why would you want to avoid the Civil War? "student", what did you say?

Student: Dead.

Teacher: What do you mean, dead? Just like all the deaths that happened?

Student: Yeah.

Teacher: Perfect, what else? What else do you avoid if you avoid the Civil War? You had the loss of lives, what else? "student"?

Student: No blood [inaudible 00:08:24]

Teacher: Sure, all the gruesomeness that comes along with war, sure. Absolutely, man. Another one, what's another? What else do you avoid? Yeah, go ahead ["student" 00:08:34].

Student: The money loss?

Teacher: The money, the financial, absolutely. Anything else? "student"?

Student: The loss of property?

Teacher: The loss of property, the structure of property. Remember Sherman's March? The guy destroyed everything in his path. "student"?

Student: Resources?

Teacher: Loss of resources. Okay, so you guys get it, right? There's a cost of war, whether it's human lives, or resources, or destruction of property, there is a cost of war, and we have learned, because we just finished a fourteen-year war in the middle east, it's a lasting damage, right? So, Lincoln has this decision to make, that's a huge what-if, right? I can avoid all of those things that you just described by just letting the South secede, but what continues if you let them secede? "student"?

Student: Slavery.

Teacher: Right, slavery continues. Right, that's probably the biggest part of it. Okay, so what I would like you to do right now, individually, and then we're going to share out to maybe help some of you who are struggling. I want you to write this question down, I'm going to give you the next, say, six or seven minutes, okay? I want you to develop your claim and your three pieces of evidence right here. You're not writing your essay, all you're doing is writing your claim, okay? I want to make sure that you have an opinion. Should [00:10:00] Lincoln let the South secede? Yes, he should let them secede, no, they should not. You have all the notes from March 25th until today of all the things we have done in class. On the board over here, behind "student", are all the different chapters we have read in our two different textbooks.

Behind me, are the Civil War statistics and pictures, okay? I want you to answer this question. Should Lincoln have let the South secede to avoid the Civil War, and I want you to have three pieces of evidence to back up your claim.

2nd Instructor: Evidence is backed, guys. We don't want, use your opinion, right, that's your first part, your claim, but make sure your evidence is from the resources that we're giving you. If you need the textbooks, come grab them. You can also use that article that we talked about, 21st Century Slavery, because maybe you want to use that to show how bad slavery is if that's your point, and that we should have gotten rid of it, okay?

Teacher: Everything we've done up to this point is to give you all of this material, to go through and understand all this material together, but now you need to develop that opinion for yourself, right? All along I've told you that you need to develop an opinion for yourself, right? This is that day, this is where you start writing that opinion down and start organizing that opinion, so we're giving you that time right now. Answer should Lincoln have let the South secede, and have three pieces of evidence to back up your claim, okay? If you need help, raise your hand. Miss [00:11:27] and I can walk around and help you out, okay? Let's do that. I'm going to put up a timer, actually. Let's go seven minutes, and we'll check back in.

2nd Instructor: Right now, your first piece should be answering the question, so say yes or no, right? [00:12:00] Should Lincoln have let the South secede?

Teacher: Hey "student", sit up please. I want you to do your work, okay?

Student : What does secede mean?

Teacher: What does what?

Student : Secede mean?

Teacher: Good question. What does secede mean? [Len 00:12:22]?

Student : It's like succeed ...

Teacher: What does that mean though? Oh, like to be successful?

Student : Yeah.

Teacher: Yes, that's what succeed means, but what does it mean to secede? "student"?

Student: To break apart?

Teacher: To break apart. Remember the South, the states you colored red? Remember how, okay, they broke away and became their own country, do you remember? What was that country called?

Student : The Confederacy.

Teacher: The Confederacy, right? Should President Lincoln have let that happen, and let them be their own country? Or should he have gone to the Civil War and forced them to stay? That's what I want you to answer. Does that make sense? Okay. Thank you, both of you, nice job. How are you doing, "student"?

Student: [inaudible 00:13:05]

Teacher: Exactly, well not exactly. Let me try that again. You have the right idea, but I want you to answer this question, should he have let them break away? Should he have let them secede from the United States and be their own country? Okay? Or, should he have gone to the Civil War and let them, and force them to stay? Okay, so you basically need to decide was slavery worth ending? Was all of those things that happened during the Civil War, was it worth ending slavery, or should he have just let slavery continue in the South and avoid the Civil War, because those are the two biggest parts, right? Okay. "student", what are you thinking, my man?

Student: I think they're right in [inaudible 00:13:54].

Teacher: Yeah?

Student: Yeah.

Teacher: You have a couple of ideas? What are you thinking for one of them? [00:14:00]

Student: It made the country weaker?

Teacher: If they secede, it makes them weaker because of ...

Student: They [inaudible 00:14:07] resources.

Teacher: Nice job, okay, I look forward to seeing what you get. "student", how are you doing? Your biggest part right now, okay, remember secede means to break away, so should Lincoln have let, can I borrow your notebook? Your map's in here, right? I think I saw you looking at that this morning. All these red states seceded, broke away and became their own country. The president, the guy running the country decided should I let them break away, because what's going on in the South here?

Student: Slaves.

Student: Slavery.

Teacher: Yeah, good, "student", and "student", nice. No, you're fine. I think "student" had it too. Yeah, so remember, all the slaves are down here, right? Okay, should the president have let slavery continue here, and let them be their own country? Or, should you go to war and end slavery, but go to war and have all

those people die and everything else, because those are two issues, keep slavery, go to war. That's what you need to decide. Which one would you do?

Student: Go to war.

Teacher: You would go to war? How about you?

Student: Go to war.

Teacher: You'd go to war too to end slavery? Okay, that's your claim, then. Lincoln should have not let them secede and gone to the Civil War.

Student: That's what I put.

Teacher: Cool, yeah?

Student: If they [would 00:15:24], we would still have slaves. I know, because we [inaudible 00:15:26]

Teacher: Good job, man. Now, finish it. Now you need three ideas to support this. Three pieces of evidence, there facts, okay? That can be how many people died during the war, that can be the effects war had on people, that can be like all the advantages ... Remember all the advantages North had going into the war? They had better transportation, they had all the factories, they had more people, right? North had that advantage, remember that? Okay, I'm going to let you guys work. If you need help, let us know, [00:16:00] okay? All right, man. What are you thinking? No, don't let them secede, abolish slavery, [inaudible 00:16:13] stronger. Okay, cool. What do you mean? Made them stronger by forcing them to stay? Okay. You guys doing okay? hat are you guys thinking right now, "student"?

Student: Let them secede?

Teacher: Why's that.

Student: Because, so, what is this, between the North and the South, right?

Teacher: Yeah.

Student: Because the North, since the North, they backed down to the North.

Teacher: Okay, so you're saying you think the South would just back down anyway?

Student: Yeah.

Teacher: Like, you wouldn't need to force them, because it would just happen anyway?

Student: Well, didn't the South know that the North had more power?

Teacher: Probably, yeah. Like, what are you thinking like more power? What does that mean?

Student: That people would go with Abraham, with Lincoln?

Teacher: Okay.

Student: I don't know, I read it on the Teen [inaudible 00:16:57] site.

Teacher: Go ahead, what did you read?

Student: That the South already kind of knew that Lincoln, that everybody would agree with Lincoln ...

Teacher: Okay.

Student: ... so they split ...

Teacher: Okay.

Student: ... but North still took over the South.

Teacher: Okay, so you're saying let them secede because people would be supporting Lincoln anyway ...

Student: Yeah.

Teacher: ...but then you would have ... May I see your map, or see your notebook? Do you still have your map in here?

Student: Yeah.

Teacher: Let's see, what's it going to be.

2nd Instructor: Okay, guys, remember that your third piece of evidence is going to be your one that you [inaudible 00:17:32] with your counterclaim.

Teacher: Oh, you didn't do it. That's all right.

2nd Instructor: Do not repeat a piece of evidence.

Student: I have another map.

Teacher: You do? In here?

Student: Yeah.

Teacher: Cool, is it done?

Student: Yeah.

Teacher: Nice.

Student: Remember, I did it?

Teacher: Oh, yeah, in study hall, that's right.

2nd Instructor: [inaudible 00:17:45] are you okay? [inaudible 00:17:47]

Student: [inaudible 00:17:52]

Teacher: Oh, it's all good, man. All I wanted to show you was those states in the South, right? [00:18:00] Do you have yours? Do you have your map?

Student: Yeah.

Teacher: Can I see it, so I can use an example for both of you guys? Perfect, thanks, man. Here, perfect. You can look at yours too, so I just wanted to show you, so you're saying let all these red states break away and be in their own country, right? What are the reasons, why do you think he should just let them succeed?

Student: Because they already knew that Abraham Lincoln would have took over ...

Teacher: Okay.

Student: ... so they tried to split up.

Teacher: Okay, so what else, so there's one. You got Lincoln, like they knew that they were going to be forced to change anyway ...

Student: Yeah.

Teacher: ... so if they break away then they can be their own country?

Student: Yeah.

Teacher: What else? What else would be another reason for why you would force them to stay, or let them secede? What do you avoid if you let them secede?

Student: Slavery.

Teacher: No, no, no. You don't avoid slavery, so that's your biggest decision. That's what I want to make sure you understand.

Student : Hey, wait, no, you don't avoid slavery.

Teacher: Right, how come you don't avoid slavery? I want to make sure you know that?

Student: They split apart because they wanted slavery.

Teacher: There it is. Who wanted slavery?

Student: The South.

Teacher: Right, all these red states, yeah?

Student: Yeah.

Teacher: Okay, so if you let them secede, slavery stays here, right?

Student: Yeah.

Teacher: Okay, what do you avoid though, if you let them secede? What did the North do to end slavery in the south?

Student: War.

Teacher: Right, right, you avoid the war. Right, so you let them secede, you avoid the war. You let them have the power that they were wanting to keep because they thought Lincoln would take it away, right?

Student: Mm-hmm (affirmative).

Teacher: Cool, two good ideas, man, so if you avoid the war, what do you stop from happening? Like, if you avoid the Civil War, what's the advantage to that?

Student: If you stop the Civil War?

Teacher: Right, if the Civil War never happens, what's the positives there?

Student: Slavery ... [00:20:00]

Teacher: We'll come back, all right? Let me see if I can get some people to help you out in discussion.

Student: Okay.

Teacher: Okay? Okay, let's do a quick check. Who has their claim and three pieces of evidence? Is someone willing to share it, maybe help those who are struggling? Even if it's wrong, right? Remember, learning is the process of making mistakes, right? Even if you make a mistake with your claim, we can help you here. Is someone willing to share their claim? "student"? Or is that just a stretch? Would you still share anyway?

Student : Okay.

Teacher: All right, here you go. Whoops, sorry, "student", so while "student" is sharing, maybe see if it lines up with what you're thinking, or maybe she can help give you some ideas for your claim.

Student : President Lincoln should not let the South secede and [winning/went in 00:20:53] the Civil War because slavery would end and [dissolve 00:20:56]. North and South would still continue their partnership, and the economy would probably work better with the southern resources.

Teacher: Wow, nicely ... Way to tie in economy with that. Very nicely done. What do you mean that the North and South would keep their partnership?

Student : They would still, the factories, you make the cotton and I'll make the shirts, and [inaudible 00:21:16].

Teacher: Okay, so the factories in the North, the cotton growing in the South, the agriculture, you're going to keep that relationship going. Nicely done, way to tie it all together, and so you'll build economy into that too, like how people were making money, and how investments, bankers and things in the North were also making money from it. I see what you're doing, I see you working, nicely done. "student", Josh, do you want to share?

Student: No.

Teacher: No way?

2nd Instructor: "student" looked really good.

Teacher: Yeah? Okay, I'm doing it then, I'm making you. I want to hear this thing.

Student: Lincoln should have not have let the South secede because they will lost most of their food, and the South would have lost their factories, that [00:22:00] made the tools and equipment to farm. If he let them secede, then both sides would slowly die off.

Teacher: Wow, nice, because they would be less powerful. Nicely done, sir, very nicely done. I like how you pulled in multiple, I think what I liked about "student's" the most, and "student", you did this as well, but "student's" did it nicer, you pulled

in three completely different ideas, three different pieces of evidence, right? Very, very nicely done. "student", do you want to share? Go for it, my man.

Student: Lincoln shouldn't secede, Lincoln [inaudible 00:22:34]

Teacher: Okay.

Student: Number two, then [inaudible 00:22:41] get along without [inaudible 00:22:44]

Teacher: Okay.

Student: Then, three, [inaudible 00:22:46] Civil War [inaudible 00:22:51].

Teacher: Okay. Let's do one more, one more claim. Did either of you guys get a claim?

Student : No.

Teacher: No?

Student : I didn't finish.

Teacher: No?

Student : I didn't finish.

Teacher: "student", do you want to share yours? No way? "student"? No? Student, "student"? Here's why I'm asking you to share it. I'm checking to see what yours looks like, but I'm also giving people an example to check theirs with, so can you help me out? Thanks, man. Coming at you, "student". Stall, my bad. Are you doing okay?

Student : No, Lincoln should not let the South secede because Lincoln believed that slavery should end, and if the South seceded, then the US would [inaudible 00:23:56] into the split, and the resources, and military power. [00:24:00] Without the South, the North would lose valuable trade within the states.

Teacher: Very nicely done.

2nd Instructor: Good job.

Teacher: Absolutely. He builds in trade, builds in economy, talks about the relationship between the two, there he takes a stance, defends it with three pieces of evidence. Nicely done, so here's the next step, you take that evidence, right, and you turn it into a paragraph, right? You tell me why that relationship was important, right? You give me a piece of evidence to support why that relationship was important, okay? That's what you guys are going to do now. If

you still haven't developed a claim, that's okay, we're going to help you get there, but for those of you who are ready to move on, here's a graphic organizer that you have seen before, okay? This is going to be due tomorrow, completed, so that we can come back and start writing our rough drafts. This is to help you do that.

2nd Instructor: Does everyone notice the difference in this graphic organizer from the last time we used a similar one?

Student : It's a different color.

2nd Instructor: It's pink, right, the last one was orange. On the last one, it says the counterclaim, so your very last section of boxes, what's going to go in now is your counterclaim, okay? You counterclaim, so you say the opposite side's opinion, you explain why the opposite side believes that, and then you use one of those three pieces of evidence that you just came up with to knock down their belief. Remember that that goal of counterclaim is to use it to your advantage in your essay.

Student : [inaudible 00:25:31]

2nd Instructor: Correct, so you're going to make a counterclaim, explanation, and then rebuttal over here. [crosstalk 00:25:37] you guys on the counterclaim. If you want to use a different one, it's fine. I just wanted it to match up with your counterclaim graphic organizer that you have in your notebook, okay.

Teacher: Here's where we are at right now, so you have your basic expectations on the board. I would like you to complete this pink [00:26:00] graphic organizer please, because it's due tomorrow. You have done all of these before like Miss [Shirk 00:26:08] said, all you're adding differently now is that counterclaim. I think most of you have the skills to do the counterclaim. From all the practice we've done over the last few days, I think you have it, but if you need help with the counterclaim, just ask us. If you're worried about what are the three pieces, and how do I plug them in, raise your hand and let us know, we'll help you out, okay? We're going to work for the next fifteen minutes on this pink graphic organizer and then you'll finish with the counterclaim, and we can talk about some issues that your having, okay? Yes, sir.

Student : [inaudible 00:26:42]

Teacher: Yeah, absolutely. Hey, you know what? I don't know if you'll be able to get around, I'll just give you one for now.

2nd Instructor: Yes, Lincoln should have let the secede, or no, he should not have. Please don't forget that when you write your claim in your essay, it includes your summary of evidence, okay? That's what a lot of you were missing on your last essay, so don't forget that you have to summarize your evidence in your claim.

Student : Teacher?

Teacher: Yes, sir.

Student : Is this for our counterclaim?

Teacher: What's that?

Student : This is our counterclaim?

Teacher: This part down here is your counterclaim.

Student : Oh.

Teacher: Right? This is where your claim is going, so you said Lincoln should have let the South secede to avoid the Civil War. What else? You need two more points. What would be the two other reasons to avoid the Civil War?

Student : Slavery?

Teacher: Lincoln should have let the South secede to avoid the Civil War.

Student : War.

Teacher: Should have let the South secede to avoid the Civil War. If you avoid the Civil War, then the South keeps their slaves, so you're not avoiding slavery if you go to war, so ["student" 00:27:55], you have a big decision. You need to [00:28:00] decide ...

Student : Yeah, that's what I said.

Teacher: ... what's more important to you.

Student : That's what I thought.

Teacher: What's that?

Student : I said yes, but I meant no.

Teacher: Oh, well then that's an easy change. If you mean no, go ahead and just do that. If you say no, don't let them secede ...

Student : Yeah.

Teacher: ... then you end slavery ...

Student : I said yes, but I got, like it would mean, like differently. I would mean no.

Teacher: Oh yeah. Okay, don't worry about it, so you can put that on your claim right there, so no, he should not let them secede or break away, because it does what?

Student : Because it gives them the opportunity to keep slaves.

Teacher: You want to keep slaves?

Student : No, against them, right?

Teacher: Oh, yeah, so you get rid of the slavery.

Student : Do I have to put it in quotation marks?

Teacher: No, no, you're just writing it down. You end slavery, what else, Student? What else is the advantage to not letting them secede? You have to go to war, but what do you end? You end slavery and what else? What other positive effects does that have?

Student : You save people?

Teacher: How? Who do you save?

Student : The slaves.

Teacher: Okay, you save slaves and their lives, and give them their freedom. Okay, what else?

Student : I don't know.

Teacher: Okay, well let's do that one then, let's just do that one piece of evidence. You can start with evidence, and we can come back, all right?

2nd Instructor: I was thinking of, slavery wasn't a benefit, obviously not, right? Okay, got you a rebuttal [to 00:29:30] use there, and then like it's really, really powerful [crosstalk 00:29:33]

Teacher: Okay, good, I see what you're doing "student", or geez, I keep doing that, "student", I'm sorry, man.

2nd Instructor: That's going to help [inaudible 00:29:42] okay?

Teacher: "student", are you okay? You know what you're doing? Do you at least know what you are doing, because if you know what you're doing, then I don't have to

sit here, because I want you to think for yourself. I don't want to give you any answers.

Student: [inaudible 00:29:57]

Teacher: This claim? [00:30:00] You already wrote your claim? You put that right here, my man.

Student: But it's not a good claim.

Teacher: Well, let's see. No, don't let them secede because we'd still have slaves today, more than six million people died?

Student: I don't know, I just kind of [inaudible 00:30:16].

Teacher: No, that is not, but there is the stats up there if you want to look. I'm going to cross this out, and make you go back and fix that, okay? Let's just say people would have died, and more were hurt ... Or, solved to get the states back. Yes, this is true, this part here does not work because you're not avoiding these deaths, right? If you go to war, these people will die. That's the investment, like if you want to end slavery, which, I'm with you, man, that's a great thing, end slavery, these people are going to die to end that cause, okay? Okay, so what else? What would be another reason to force the South to stay?

2nd Instructor: How's it going guys?

Student: Cotton?

Teacher: What about cotton?

Student: They made clothes and stuff ...

Teacher: Okay.

Student: ... and grow stuff.

Teacher: Okay, so in that way, did the South, through the cotton, why did the North need the South?

Student: For clothes.

Teacher: What do you mean?

2nd Instructor: "student", keep working please.

Student: Like, they make them, their clothes. They gave them weapons, bullets, they trade.

Teacher: Yeah, exactly, they traded with each other, right, so what did the South do? The South grew the cotton, right, and the North ...

Student: Factories.

Teacher: Made the stuff in the factories. Good, so they needed each other, right? If they forced [00:32:00] them to stay, "student", it ends slavery, and they can keep trading. They can keep doing the South, growing the cotton, and the North producing the things in the factories, but if they're two separate countries, that won't happen, right? You force them to stay, you force them to keep working together. That can be another piece of evidence for you.

Student: If you force them to stay ...

Teacher: Which is what you said here, because it ends slavery and what else?

2nd Instructor: The answer is that, yes, we go to the Civil War.

Teacher: "student", are you okay? Or are you feeling lost? A little bit?

Student: [Yeah 00:32:39].

2nd Instructor: Your counterclaim is going to be that they shouldn't have.

Teacher: What did you say for your, have you answered the question? Did you have your claim before?

2nd Instructor: [crosstalk 00:32:47] if you're struggling, you could start with your counterclaim.

Teacher: Same as him? Did you guys write it down together? That's okay, you can still have the same idea, but you know that you're going to have to write for yourself, right? You can still have that, you can still keep this, and just like "student" was saying, how you have the cotton in the South and the factories in the North, right? If you force the South to stay, and don't let them secede, you let them keep trading, like they can keep working together, right?

Student: [inaudible 00:33:15]?

Teacher: No.

Student: Oh.

Teacher: Okay, so that can actually be another piece of evidence for you, is that you let them keep trading, because they're still working together. Does that make sense?

Student: Yes.

Teacher: Okay, I'm going to let you start to write your claim, and I'm going to check these, and then I'll come back, okay?

Student: Okay. [inaudible 00:33:32]

Teacher: Okay, when class is over. We've got about ten more minutes, okay? Yes, sir. Yeah, you want me to check, or you want me to help you get another piece of evidence?

Student: Can you help me get evidence?

Teacher: Sure, which one do you have so far? It avoids the Civil War, so that's a piece of evidence in itself, right? What [00:34:00] else? If you have the North and South working together, what else do you get to keep?

Student: Slavery?

Teacher: Why would you keep slavery?

Student: Oh, no slavery.

Teacher: Yeah, you end slaves, right, and that can be a piece of evidence. Okay, you need to fix one thing though, if Lincoln does not let the South secede, okay, you don't avoid the Civil War but you avoid slavery, okay? The thing is, if he let's them secede, and ends slavery, then we're going to the war, because the war was about ending slaves, okay? Okay, so you need to fix that one part, so why don't you do that right now before you forget and then we'll move onto the next piece of evidence, okay? Does it make sense what you're changing?

Student: Yes.

Teacher: Does it make sense why you're changing it?

Student: Yeah.

Teacher: Okay, okay.

2nd Instructor: Does that make sense?

Student : Yeah.

2nd Instructor: Okay.

Teacher: I'm going to be right back, I'm going to check on "student" while you do this.

Student: Okay.

Teacher: "student", are you doing okay? Okay. Hey, "student".

Student: What do we use for the sources?

Teacher: Remember you need like actual evidence to back up your ideas?

Student: Right.

Teacher: That's what you're going to find. You can either find it in your notes, or the textbook, or our statistics, okay? Yeah.

Student: Do you put your because, for the [counterclaim 00:35:37] part, or this part?

Teacher: Do you put the because?

Student: Right here, or right here?

Teacher: Can I see what you have?

Student: I just put [crosstalk 00:35:47]

Teacher: This is actually, I think this is your claim, I don't think this is your counterclaim.

Student: Oh, no. [00:36:00] I want it so they should go to war.

Teacher: I see what you're saying. Okay, oh, you're just working backwards.

Student: [inaudible 00:36:10]

Teacher: Okay, sorry, that's where I got confused, that's fine.

Student: [crosstalk 00:36:11] it's just that it would be a lot of money.

2nd Instructor: Well, what were other negative parts of going to the war?

Teacher: The because goes right down here, that's the short part of the answer. Good job, "student", you're kicking butt. "student", how are you doing?

Student: I wasn't sure; do we have to explain this one to this?

Teacher: Yeah, because you're explaining the counterclaim, right? The counterclaim was, so you say, no, should not let the South secede because of these, these two reasons?

Student: Mm-hmm (affirmative).

Teacher: Okay, what would someone who says you should let the South secede say?

Student: Then we will all be working at factories still?

2nd Instructor: Oh no, it's great, you're actually just fine.

Teacher: Why is that?

2nd Instructor: Your rebuttal piece is going to be [crosstalk 00:36:52]

Student: Because [we need 00:36:56] supplies like bullets or ammunition, or I don't know [crosstalk 00:36:58]

2nd Instructor: ... and say that it was worth all the debt if you wanted to go to war to end slavery, because slavery is so blah, blah, blah ...

Teacher: Okay.

2nd Instructor: ...and you use the evidence we [inaudible 00:37:07] to support that.

Student: I have to write the opposite of the ...

Teacher: Exactly, opposite of this. Again, so it's what, someone who said you should let the South secede? What would they say, and they why would they say that? This is the what would they say, and this is the why would they say it. Does that make sense? Okay, I'll come back. I want to check what you have. I think you have a good idea, I just want to make sure. You had all the right pieces. Yes, sir.

2nd Instructor: If you want to take more notes on a separate piece of paper [crosstalk 00:37:35] second graphic organizer [crosstalk 00:37:38] how much space.

Student : What is [crosstalk 00:37:35]? Since I put no in my claim, do I put yes in the counterclaim?

Teacher: Exactly, yep.

Student : Those are both no?

Teacher: Yep, exactly.

Student : What's the lead-in?

Teacher: It's just your transitions to start your paragraphs.

Student : The what? Oh is it ...

2nd Instructor: The lead-in is, you can use that transitions worksheet you had.

Teacher: Listen, she's telling you right now.

2nd Instructor: It's just so that you guys aren't starting every small paragraph the same.
[00:38:00]

Teacher: You know how you need transitions at the beginning of your paragraphs? That's all the lead-in is, and then you also have a transition between your ideas, your evidence, and your reason for that evidence.

Student : Do you have a sheet for the [crosstalk 00:38:10]?

Teacher: Yeah, you actually have it too, yeah, we gave it to you at the beginning of the year, but do you need another? Okay, I got you, "student". You need one? If you guys need that transitions page that we gave you at the beginning of the year, right there for you. Here you go, brother. Yes ma'am.

Student: This is where I explain?

Teacher: That is your rebuttal. Yep, this part is where you explain where their idea is wrong or flawed, right, and why your idea is right.

Student: How do I write the rebuttal?

Teacher: Let me see. President Lincoln should not have [inaudible 00:39:00] because the biggest loss of war was the soldiers, especially the soldiers who died. Okay, so your rebuttal could be something like, wow, this is true. Wow, all these people died, this is the reason why those deaths were justified, why those people died, for a good cause. Does that make sense? What is the reason all these people died for?

2nd Instructor: Because you're going to need reasoning and backup, so if slavery ended, it would've continued if it wasn't for the war.

Student: They died, because, well I know that they were fighting for their country, but ...

Teacher: All of that, yeah, to keep the country together, to end slavery. Yeah, exactly.

Student: How would I start off?

Teacher: Just say, you know, just give your idea. Do worry about how you would start it. We can go back and do that detail later.

Student: Okay, so ...

Teacher: What is the reason why you think that they are wrong and why you are [00:40:00] right?

Student: I just put ...

Teacher: That's what you put right there.

Student: [crosstalk 00:40:06] something like that? Okay.

2nd Instructor: Okay, "student", let me see what you got for your [crosstalk 00:40:13].

Teacher: All right, my friend, I said I would be back. How are you doing?

Student: Good, [crosstalk 00:40:18].

Teacher: Yeah? "student", how are you doing?

Student: I just finished a claim.

Teacher: Okay, that's good, man. Lincoln should have not let the South secede because it's going to end slavery. Perfect, what's another reason to not let them secede? I'll tell you what, instead of sitting here, because it looks like you're having a hard time coming up with the idea, go back and look at your notebook. Okay, so March 25th until today are all the things that lead up to the Civil War, although the reasons that they're splitting up, okay? See if that will help you come up with a piece of evidence.

Student: Okay.

Teacher: Okay? "student", you too, man. Okay.

2nd Instructor: Oh, you know what you could use, is this [crosstalk 00:41:08]

Teacher: "student", are you okay?

Student: Sort of.

Teacher: Sort of? What's sort of mean?

Student: I wrote that four thousand died.

Teacher: Okay, okay so those people died. What else? "student", how are you doing?

Student: Good.

Teacher: Yeah? "student", do you have yours yet?

Student: I have my first.

Teacher: Can I see?

Student: Yeah.

Student : Teacher, what happens if I'm done with this?

Teacher: You can start writing a rough draft.

Student: The wind is annoying.

Teacher: Yeah, but now you got the nice blowout, you know? Like Farah Fawcett. Do you even know how that is?

Student : No.

Teacher: Yeah, well, it's only because I'm getting older.

Student : Teacher ... [00:42:00]

Teacher: Nice, so what are you thinking for your second piece of evidence? Okay, then go back and look at your notebook. Okay, March 25th on, you can get another piece of evidence. Yes, sir.

Student : Can I close this one window?

Teacher: Yeah, go ahead, man. Why don't you do the one by "student" as well, since it sounds like kind of over it as well. Yeah.

Student : I feel like I'm doing this all wrong.

Teacher: Can I give it a quick check? Let's see. Has Miss [Shirk 00:42:25] looked at this yet?

Student : No.

Teacher: Okay, should not let the South secede. The reasons why is because slavery would end, the US is stronger with the southern resources, and if the South did

secede, then the south would keep their slaves. Nice evidence. Slavery would end, so ...

Student : I think it's too short. I think there should be more.

Teacher: Do you know what, though? For graphic organizer purposes, you have what you need, okay? The only things you're missing is that evidence to back up your ideas, okay? Slavery would end, give me some kind of fact, quote, or statistic, to support that idea.

Student : Okay.

Teacher: Same thing with your other one. Yeah, man, your ideas are there, and when you go to write your essay, you can just develop those ideas. You can give me the significance, the why is this important, the how did this connect to your claim. Cool?

Student : Cool.

Teacher: Cool.

Student : [Teacher 00:43:17]

Teacher: "student", how are you doing?

Student: I need help.

Teacher: Yeah? With what part?

Student: Well, is this good, for that one, the rebuttal?

Teacher: Yeah, nicely done. You've got the counterclaim. I am impressed, so now this is, what are the reasons why Lincoln should have not let, should, yes, Lincoln should let them secede. Why should Lincoln let them secede, and that would be your two reasons here.

Student: Okay, wait, for the source, how do I write the number?

Teacher: You can [00:44:00] just put the title of it, okay? If you guys are ever worried about how you source a piece of evidence, remember, it's the author's last name, and if there's no author, put the title of whatever you're using, okay? Okay, so at this point, I'm going to have you stop working on your graphic organizer, and answer these two questions into your notebook. I need a quick check on where you're struggling, what you're worried about, so that we can maybe help you before you leave today. Pick one of these two, you don't have to answer both, okay? Write down one question that you have, maybe

something that you did not understand, or write down a concern that you have about writing this essay. What are you worried about, what do you think you will not do well, what can we help you with? Okay, I want you write that in your notebook right now. I don't ... yes. Bless you. Can I steal these?

2nd Instructor: I highly recommend for the sources, just put ...

Teacher: Yeah, drop it in the box on your way out the door.

2nd Instructor: [crosstalk 00:45:20] now, so you don't forget to do it with your essay. I wrote up an example of how it looks like in MLA format. Remember, it's the author's last name, the page number you found it on, [crosstalk 00:45:31]

Teacher: Thanks, buddy. How did you come out, "student"? That good, huh? So good you don't want to show me. You know I'm checking tomorrow, right?

Student: Yes.

Teacher: Oh, look at you. All right, I figured it was good since you wouldn't show me. Will you do your exit ticket, please? Thanks, buddy.

2nd Instructor: You're talking about [inaudible 00:45:57], so then what [00:46:00] can you use is like your evidence, your factual evidence is the [crosstalk 00:46:03] and those are in all the articles.

Teacher: Okay.

2nd Instructor: That's also in the back of your [inaudible 00:46:11].

Teacher: I like that second piece of evidence, "student", so like even after they go to war, maybe there will be peace, and it will last longer, kind of like today, right?

Student: Yeah.

Teacher: They've been working together ever since? I [inaudible 00:46:28] cases. Yes ma'am. Hey guys, don't pack up your notebooks yet please, go sit down. I always tell you to put them away. Oh, never mind, have a good day. See you tomorrow. We will address these first thing tomorrow, we'll look at your questions first thing tomorrow.

2nd Instructor: Please finish your graphic organizer tonight. I will be in my classroom after school if you need help.