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Female Teacher: Okay.

Male Teacher: Should the President have let slavery continue here, and it be its own country, or should he go to war? Remember all the slaves are down here, right? Should the President have let slavery continue here?

Female Teacher: Lincoln had this decision to either go to war or let the South become their own country. Which one should he pick? Should he pick that they go to war to stay one nation and end slavery, or should he let the South become its own country?

Male Teacher: Or should he go to war and end slavery or go to war and have all those people die. Those are two issues. Keep slavery? Go to war. That's what you need to decide. Which one would you do? You would go to war? How about you? 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? Cool.

Female Teacher: Yep, and then we would have two separate countries, the North would be its own country where slavery was illegal. The South would be its own country where slavery was still legal. Or we go to the Civil War and keep our country as one piece and try to end slavery in all of the country.

Male Teacher: Now finish it. Now you need three ideas to support that. Three [crosstalk 00:00:48]

Female Teacher: We did a day where we took notes.

Male Teacher: That could be how many people died during the war. That can be, if that's mortality [crosstalk 00:00:57]

Female Teacher: No.

Girl: It's going far back, but, you mean the one with the ...

Female Teacher: It was the pluses and minuses, where you said the cost was the Civil War but we made a list of why it would maybe be a good thing? This. There's both of your sides of the argument. If you don't let them secede ... Oh, you didn't fill out the points? Maybe see ... Do you have the points that [inaudible 00:01:27]

Male Teacher: Cool. You think it made them stronger by forcing them to stay? You guys doing okay? What are you guys thinking right now?

Boy: Letting them secede?

Male Teacher: Why is that?

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Boy: Because, so ... Was this between the North and the South, right?

Male Teacher: Yeah.

Boy: Because the North, since the North ... They backed down to the North.

Male Teacher: Okay. You're saying you think the South will back down anyway?

Boy: Yeah.

Male Teacher: You wouldn't need to force them, it would happen anyway?

Boy: Well, didn't the South [00:02:00] know that the North had more power?

Male Teacher: Probably. Yeah. What are you thinking more power? What does that mean?

Boy: That people would go with Abraham Lincoln. I don't know. Maybe on the team [inaudible 00:02:13] side.

Male Teacher: Go ahead, what did you read?

Boy: That the South already knew that everybody would be with Lincoln, so they split.

Male Teacher: Okay.

Boy: But North still took over the South.

Male Teacher: Okay. You're saying let them secede because people would be supporting Lincoln anyway.

Boy: Yeah.

Male Teacher: You would have ... Let me see your map, or your notebook. Do you still have your map in here?

Boy: Yeah.

Male Teacher: Let's see. What's it going to be?

Female Teacher: Okay, guys, remember that your third piece of evidence is going to be your one that you use with your counterclaim. You cannot repeat pieces of evidence.

Male Teacher: That's all right.

Boy: No, I have another map.

Male Teacher: You do? In here?

Boy: Yeah.

Male Teacher: Cool. Is it ...

Boy: Yeah. Remember I did it?

Male Teacher: Oh yeah, study hall. That's right. [crosstalk 00:03:08] It's all good, man. All I wanted to show you was those states in the South. Do you have yours? Do you have your map?

Han: Yeah.

Male Teacher: Can I see it, so I can use an example for both of you guys. Perfect, thanks [Han 00:03:23]. Perfect. You can look at yours too. I wanted to show you, you're saying let all these red states break away and be all their own country, right? What are the reasons? Why do you think he should let them secede?

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

Male Teacher: Okay.

Boy: So they try to split up.

Male Teacher: Okay, there's one. You got Lincoln. They knew they were going to be forced to change anyway, so if they break away, they can be their own country?

Boy: Yeah.

Male Teacher: What else? What else would be another reason for why you would let them secede? [00:04:00] What do you avoid if you let them secede?

Boy: The slavery.

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

Boy: No, you don't avoid slavery.

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

Boy: They split apart because they wanted slavery.

Male Teacher: There it is. Who wanted slavery? [crosstalk 00:04:23]

Female Teacher: Are you guys all good? Do you all understand that word? We're good? Okay.

Male Teacher: What do you avoid if you let them secede? What do you want to end so you avoid the war?

Female Teacher: Okay? Okay. Secede means they ... [crosstalk 00:04:30] become its own country to avoid this war.

Girl: If I say don't let them secede, that means they will ...

Female Teacher: We would go to the Civil War.

Girl: Okay.

Male Teacher: You let them secede, you avoid the war, you let them have the power that they wanted to keep [crosstalk 00:04:47]

Female Teacher: We would have the Civil War and try to end slavery, and stay one country.

Girl: Okay.

Female Teacher: Okay? Do [inaudible 00:04:52], are we still a little off? It's okay if you are [crosstalk 00:04:58]

Girl: Okay.

Male Teacher: If you avoid the Civil War, what's the advantage to that? [crosstalk 00:05:02] Right, the Civil War never [crosstalk 00:05:12] We'll come back. Let me see if I can get some people to help you out and [inaudible 00:05:18], okay?

Female Teacher: Okay?

Male Teacher: You have a big decision, so you need to decide what's more important to you. Oh, that's an easy change. [crosstalk 00:05:31]

Female Teacher: For now, come up with your pieces of evidence, because those are what's going to finish out your claim, that summary part? Come up with your three pieces. This rebuttal is your third piece of evidence.

Girl: Should I change mine, because my three isn't really supporting. I don't have [inaudible 00:05:43]

Male Teacher: Don't worry about it, you can put that on your claim right there. You know he's [crosstalk 00:05:48]

Female Teacher: Oh, okay. Sorry, what's your question?

Girl: I only have these ones. I don't have any rebuttals.

Female Teacher: Just come up with one. The opposite side of the argument is that he should have let them [00:06:00] secede, right? Why would people have said that? That he should let them become their own country? What's the argument for letting them become their own country?

Male Teacher: If you end slavery [crosstalk 00:06:12] ? Not letting them secede, so you have to go to war, but what do you have? [crosstalk 00:06:18]

Girl: That maybe debt? He'd go into debt for some-

Female Teacher: Oh, okay. The debt is a good argument. What does he go into debt for? The war, right? Your counterclaim is not going to war. The explanation is that people would have wanted to avoid the debt that you get for going to war, and your rebuttal is your argument that knocks that down. That's your point, here.

Girl: I don't understand what my rebuttal would be.

Female Teacher: What knocks down that idea?

Girl: Oh, slavery would end.

Female Teacher: Slavery would end. The benefit outweighs the cost. That's your rebuttal, okay?

Girl: Got it.

Female Teacher: It's really, really powerful in your rebuttal if you use evidence that we talked about. If you go look and talk about the atrocities of slavery, that's going to help your point. Does that make sense?

Girl: Can we change the order? Does it have to be in the order ... ?

Female Teacher: Your goal when you do this is you use your most powerful piece of evidence first.

Girl: Oh, man. Can I change ... Can I get another piece of paper?

Female Teacher: Yeah, of course. We've talked about it a lot, so what is the evidence for the other side?

Girl: That they would let them go to war?

Female Teacher: Yeah, that's your biggest thing. How many people died in the Civil War, do you remember that?

Male Teacher: Yes, this is true, and this part here does not work.

Female Teacher: This is your biggest thing. Your counterclaim is that we should have gone to war to end slavery, but your rebuttal is, "Look at how many people died." Okay, and your source for that is Civil War statistics.

Girl: I do this?

Female Teacher: Yep.[00:08:00]

Male Teacher: What would be another reason to force the South to stay?

Female Teacher: How's it going, guys?

Girl: Good.

Female Teacher: [crosstalk 00:08:16] Tomorrow. Tomorrow at 3. I'll have you walk down with me at the end of school. [crosstalk 00:08:26] You skipped.

Girl: ... how much [inaudible 00:08:28] I'm supposed to put down another [crosstalk 00:08:32] yeah? I'll go somewhere the truth that ... I'm supposed to do the opposite of that. Oh my gosh. [crosstalk 00:08:42]

Girl: You're doing good.

Male Teacher: Because it ends slavery ...

Female Teacher: Because the counterclaim is the opposite of your claim. If you start there, maybe it will get the ball rolling, and you'll be ready to move on.

Male Teacher: You know that you're going to have to write for yourself. You can start with that, you can still keep this.

Female Teacher: Oh, skipping the hard part, huh?

Girl: Yeah.

Female Teacher: Okay, remember that I know that you know all these things because you learned them in here, but you still have to state it. You're going to have to find that information in the text and say where you got it from.

Girl: Okay.

Female Teacher: Okay? Yeah. Oh, all this stuff up here. Any information that we've learned in class is, we have those chapters we read in the textbook. If you want to cite the

Modern Day Slavery article, it's right there. Pick up your head, please. Do you have three pieces of evidence yet? Can I see?

Male Teacher: Yes sir.

Female Teacher: You have slavery. That's your rebuttal.

Girl: Can we talk about my explanation?

Female Teacher: Your explanation?

Girl: I don't understand how to explain this.

Female Teacher: Oh no, that's great. Your explanation is fine. Your rebuttal piece is one of your pieces of evidence. That's where you go look at what the horrible parts of slavery were [00:10:00] and say that it was worth all the debt that we went into going to war to end slavery, because slavery was so blah, blah, blah, blah, blah, and you use the evidence from the text to support that.

Girl: Okay. Is it one complete sentence?

Female Teacher: No, it's going to be a whole paragraph by the time you're done.

Girl: How do I turn it into an entire paragraph? [crosstalk 00:10:22]

Male Teacher: If you should let the South secede? What would they say and then why would they say it? [crosstalk 00:10:31]

Female Teacher: Because you're going to explain your ideas. You're going to also include your rebuttal, and that's part of your paragraph too.

Girl: In this tiny little box?

Female Teacher: This is your ideas that you're starting with, and remember, we take the thing and write our draft. If you want to take more notes on a separate piece of paper, or if you want me to grab you a second graphic organizer, so you can staple them together and have more space? Okay. You can bullet point stuff for now. This is organizing our ideas.

Girl: Okay.

Female Teacher: It's getting all your ideas down, and then you expand on that when you write your draft.

Male Teacher: This is your transition to start your paragraphs.

Girl: What is the lead-in?

Female Teacher: The lead-in is, you can use that transitions worksheet we had, or, it's so that you guys aren't starting every single paragraph with the same, "Then Lincoln did this. Then Lincoln did that." You want to make sure you have sentences that start ...

Male Teacher: [crosstalk 00:11:07] ... paragraph, that's all [inaudible 00:11:07] You also have have a transition between your ideas, your evidence, and your reason for that evidence.

Girl: Can I see if [inaudible 00:11:09].

Female Teacher: Yep.

Male Teacher: You actually have it too. [crosstalk 00:11:18] why have people died for a good cause? Does that make sense? What is the reason all these people died for?

Female Teacher: Okay, ladies. It's back. You can, instead, for your [stores 00:11:23], use ... Because you're going to need reasoning and backup for this. "Slavery ended, it would have continued if it weren't for the Civil War." Why was it so important that we ended slavery?

Girl: Because it was a bad thing.

Female Teacher: Because it was awful, right? People were treated awful. Did we read about that?

Girl: Yeah.

Female Teacher: Do you think you could use evidence from the text for that?

Girl: Yeah.

Female Teacher: Yeah. Look up what we read about slavery. You can also use the 20th Century Slave article, because it talks about modern-day slavery. You can say, "If we wouldn't have ended it, America would be just like this."

Girl: Okay.

Female Teacher: Does that make sense?

Girl: Yeah.

Female Teacher: Okay. What's up? [00:12:00] You have to explain why this backs up your claim.

Girl: Okay.

Female Teacher: The reason is why? Okay, add a little bit about ... This is great. We did want to end slavery, right? That's why we went to war? [crosstalk 00:12:23]

Male Teacher: Tell you what, instead of sitting here, because it looks like you're having a hard time.

Female Teacher: Nobody else can [crosstalk 00:12:22]

Male Teacher: March 25th until today, are all [crosstalk 00:12:27]

Female Teacher: Do you remember how we read ... ? [crosstalk 00:12:37] Give me one second. You know what you should use? It's this, remember when we read this article?

Male Teacher: Chris, you okay?

Boy: Yeah.

Female Teacher: Why don't you see if you can find some evidence for how bad slavery is.