

8th_SocialStudies_Opinion_Classroom

Teacher: All right ladies and gents. I'll give you five minutes to write in your two pieces of homework and to complete your Bell work. For your Bell work, what are the three components to argumentative writing? Writing a counterargument, we've probably practiced it three times. There are three pieces to a counterargument. What are those three pieces and why do you think we use a counterargument when we're writing an essay? I'll give you five minutes to knock that out.

Female Teacher: All right, "student" is doing his Bell work.

Teacher: Which one?

Thank you guys. Everyday. One day I'll have a slide without a story in there.

[00:02:00] If you forgot the three components or the three parts of a counterargument, you can look back at your work from yesterday. You guys practiced counterargument three times yesterday at our stations.

Female Teacher: We also want the graphic organizer that we used from the back of your notebook.

Teacher: There it is.

Female Teacher: Do you have your writing notebook too? Is it finished? [inaudible 00:02:33]

Teacher: [inaudible 00:02:52] is independently working on his Bell work.

"student" is looking back at his notes to find counterargument and the three components.

Female Teacher: Do you have your graphic organizer?

Student: Yeah.

Female Teacher: What you have, you're only using this one, right? [inaudible 00:03:23]. Is that right?

Teacher: One more minute.

Female Teacher: Did you write it down? Good job.

[00:04:00]

Teacher: I didn't see you at study hall yesterday. How come I didn't see you at study hall yesterday?

8th_SocialStudies_Opinion_Classroom

Unknown Student: [inaudible 00:04:09]

Teacher: Hmm?

Unknown Student: [inaudible 00:04:11]

Teacher: Okay, you going to be here today or you going to that instead?

Female Teacher: Remember the three parts?

State your counterargument and what you have to say about them.

There are three parts. You say what the counterargument is and then ... That's your second part. Your third part is, how do you make it work to your advantage?

That's not good right? That's called the rebuttal. Good job, "student".

Teacher: Did you finish? It isn't going to be another one of those, is it? Can I see? Look at you! Very nicely done.

All right! There are three parts to [00:06:00] a counterclaim. What's one of those parts? "student", coming at you.

Student: The rebuttal.

Teacher: The rebuttal, absolutely. That's the last part, right? Can anyone tell me what a rebuttal is?

Unknown Student: Logical evidence.

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

Student: [inaudible 00:06:25]

Teacher: To disprove the counterclaim. The rebuttal you're trying to say, "This is why your idea is wrong and here's a better idea or my idea." Thanks. Hopefully that helps a little bit.

What's another part? We have the rebuttal. What's one of the other ones? "student"?

Student: Explanation.

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

Unknown Student: Counterclaim.

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

Student: The evidence to disprove [inaudible 00:07:10].

Teacher: That's it, you got it. You have it, man. Do you guys think ... We're going to start writing our essays today. We're going to use the graphic organizers and 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.

Hopefully we can go through this at a pace that we can help you. I think most of you have the counterclaim down. 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 start writing for that. That is going to be your essential question for your essay. Should Lincoln have let the South secede to avoid [00:08:00] the Civil War?

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

Student: Death.

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

Student: Yeah.

Teacher: Perfect. What else do you avoid if you avoid the Civil War? You have the loss of lives. What else? [00:08:22]?

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

Teacher: Sure, all the gruesomeness the comes with war. Sure, absolutely. Another one. What else do you avoid? Go ahead, “student”.

Student: The money loss.

Teacher: The money. That's the financial. Absolutely. Anything else? “student”?

Student: Loss of property.

Teacher: Loss of property. The destruction of property. Remember Sherman's march? That guy destroyed everything in his path. [00:08:50]?

Student: Resources.

Teacher: You've lost resources. 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 to war. We learned because we just finished a fourteen year war in the Middle East. It's a lasting damage, right?

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. That's probably the biggest part of it. What I would like you to do right now, individually, then we're going to share after we help some of you who are struggling, I want you to write this question down. I'm going to give you the next six or seven minutes. I want you to develop your claim and your three pieces of evidence. You're not writing your essay. All you're doing is writing your claim. I want to make sure you have an opinion. Should Lincoln let [00:10:00] the South secede? "Yes he should let them secede." "No, he should not." You have all the notes, from March twenty-fifth until today. You have all the things we've done in class. On the board over here behind Web, are all the different chapters we've read in our two different textbooks. Behind me are the Civil War statistics and pictures.

I want you to answer this question: Should Lincoln have let the South secede to avoid the Civil War? I want you to have three pieces of evidence to back up your claim.

Female Teacher: Evidence is facts, guys. We don't want ... Use your opinion. That's your first part, your claim. 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, "Twenty-First 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.

Teacher: Everything we've done up to this point is to give you all this material. To go through and understand all this material together. Now you need to develop that opinion for yourself, right? All year long 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, start organizing that opinion. Give you that time right now. Answer: Should Lincoln have let the South secede, and have three pieces of evidence to back up your claim. If you need help, raise your hand. Ms. Shook and I can walk around and help you out. Let's do that.

I'm going to put up a timer actually. Let's go seven minutes and we'll check back in.

Female Teacher: Right now, your first piece is just answering the question. Just a yes or no, right? Should we have let the South secede? [00:12:00]

Teacher: Sit up. I want you to do your work, okay?

What is what?

What does secede mean?

Unknown Student: Like succeed?

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

Unknown Student: Yeah.

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

Student: Break apart.

Teacher: To break apart. Remember the states you colored red? Remember how ... Okay, they broke away to become their own country, remember? What was that country called? 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?

Nice job.

Exactly. Well not exactly, but you have the right idea. 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 make their own country. Okay? Or, should he have gone to the Civil War and enforce them to stay? He basically had to decided, was slavery worth ending? With all of those things that happened in the Civil War, was slavery worth ending or should he have just let slavery continue in the South and avoided the Civil War? Those are the two things.

Jack, what are you thinking my man? You got a couple of ideas? What are you thinking for one of them? [00:14:00]

Zack: It makes them weaker.

Teacher: So they secede, it makes them weaker because of ... I look forward to seeing what you get.

John, how are you doing? Remember secede means to break away. Should Lincoln have let ... Can I borrow your notebook? Your map, all of these red

states, broke away and became their own country. The President, in that other country, decided, "Should I let them break away?" What's going on in the South? What's ... good. No, you're fine. I think John had it too. All the slaves are down here. Should the President have let slavery continue here and let them be their own country or should he go to war and end slavery, but go to war and have all these 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 would go to war to end slavery? That's your claim then. Lincoln should not have let them secede and gone to the Civil War.

Now finish it. Now you need three ideas to support this. Three pieces of evidence, three facts. That can be how many people died during the war, that can be the effects war had on people, that can be all the advantages ... Remember all the advantages the North had going into the war? [inaudible 00:15:50] North had the advantage. Remember that? I'm going to let you guys work. If you need help, let us know okay? [00:16:00]

What are you thinking? Cool.

What are you guys thinking right now?

Unknown Student: [inaudible 00:16:33]

Teacher: You think the South would just back down anyway? [crosstalk 00:16:56]

Unknown Student: [inaudible 00:17:15]

Teacher: You're saying let them secede because they would be supporting Lincoln anyway. Then you would have ... Do you still have your map in there?

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

Teacher: You do? In here?

Female Teacher: Can I help you out, are you okay? John, are you okay?

Teacher: All I wanted to show you was those states in the South. Do you have yours [00:18:00]? Do you have your map? Can I see it so I can use it? Perfect. I just wanted to show you. You're saying let all these red states break away. What are the reasons? Why do you think you can just let them secede?

Unknown Student: [inaudible 00:18:29]

Teacher: What else? Lincoln ... He'd force the change anyway, so if they break away then they can be their own country. What else?

Female Teacher: If you're saying secede, you're saying that they don't go to war. You're saying they should not secede.

Is there anyone else who is having a hard time with the word "secede?" Are you guys all good? You all understand that word?

Teacher: What did the North do to end slavery? You avoid the war, right? You let them secede, you avoid the war. If you let them have the power that they were wanting, Lincoln could take it away. Cool, two good ideas. What if you let [inaudible 00:19:39]. If you avoid the Civil War, what's the advantage to it? The Civil War ...

Female Teacher: Do you have three pieces of evidence? Can I see them? [00:20:00]

Teacher: Let me see if I can get some people to help you out.

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. Remember, learning is the process of making mistakes. Even if you make a mistake with your claim, we can help you here. Someone willing to share your claim? "student", or is that just a stretch? Would you still share anyway?

Student: Okay.

Teacher: All right, here we go. 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 the Civil War because slavery would end. The North and South will continue their partnership and the economy would work better with the Southern resources.

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

Student: Maybe still be factoring, "You pick the cotton and I will distribute."

Teacher: The factories in the North and cotton growing in the South, the agriculture. You're going to keep that relationship going. Nicely done, way to tie it all together. You'll put the economy into that too, how people are making money, how bankers in the North are making money from it. I see what you're doing, I see you working. Nicely done. "student", Josh, you want to share? No way?

Female Teacher: "student's" was really good!

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

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

Teacher: Nice, because they would be less powerful. Nicely done, sir. I like how you pulled in multiple ... I think what I like about "student" the most, and "student" you did this as well, but "student" did a nice job. You pulled in three different ideas. Three different pieces of evidence. Very nicely done. "student", you want to share? Go for it, my man.

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

Teacher: Let's do one more. One more claim. Did either of you guys get a claim? No?

Unknown Student: I didn't finish.

Teacher: [inaudible 00:23:13] you want to share yours? No way? Jack? No? "student", "student"? Here's how I'm asking to share. 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. Coming at you, "student".

Student: No, Lincoln should not let the South secede because Lincoln believed that slavery should end. If the South seceded then the U. S would become weak in their resources and military power. Without the South [00:24:00], the North would lose valuable trade within the States.

Teacher: Very nicely done. Build the trade, builds the economy, talks about the relationship between the two. Then he takes a stance, defends it with three pieces of evidence. Nicely done.

Here's the next step. You take that evidence and you turn it into a paragraph. You tell me why that relationship was important. You give me a piece of evidence to support why that relationship was important. 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. For those of you who are ready to move on, here's a graphic organizer that you have seen before. This is going to be due tomorrow, completed, so that we can come back and start writing our rough draft. This is to help you do ...

Female Teacher: Does anyone notice a difference in this graphic organizer from the last time we used a similar one? It's pink. Correct. The last one was orange. On the last one, it says the counterclaim. On your very last section of boxes, what's going to go in now is your counterclaim.

Your counterclaim, 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 the goal of counterclaim is to use it to your advantage in your essay.

Correct. You're going to do counterclaim, explanation, and then the rebuttal goes over here.

We did the lead in for 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.

Teacher: Here's where you're at right now. You have some basic expectations on the board. I would like you to complete this pink graphic organizer, please [00:26:00], because it's due tomorrow. You've done all these before, like Ms. Shook said. All you're writing differently now is that counterclaim. Most of you have the skills to do the counterclaim. With all the practice we've done in the last few days, I think you have it. 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.

We're going to work for the next fifteen minutes on this pink graphic organizer and then you'll finish with the counterclaim. We can talk about some issues that you're having, okay?

Yes, sir?

Female Teacher: Your claim answers that main question, right guys? "Yes, Lincoln should have let the South 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. That's what a lot of you were missing on your last essay. Don't forget you have to summarize your evidence in your claim.

Teacher: This part down here is the counterclaim. This is where your claim is going. Lincoln should have let the South secede to avoid Civil War. What else? You need two more points. What would be the two other reasons to avoid the Civil War? If you let them, you avoid the Civil War, then the South keeps their slaves. You're not avoiding slavery. You have a big decision. You need to decide [00:28:00] what's more important to you? If you need any help, just go ahead and ask. If you say, "No, don't let them secede," then you end slavery.

Unknown Student: I said yes, but I thought [inaudible 00:28:18].

Teacher: Don't worry about it. You can put that on your claim right there. "No, he should not have let them secede because ..." It does what?

Unknown Student: It gives them an opportunity to keep slavery.

Teacher: You want to keep slaves? Oh yeah, you get rid of slavery. You end slavery, what else? What else is there, not letting the secede? You have to go to war, but what do you end?

Who do you save? Slaves and their lives. Give them their freedom. What else? Let's do that one. Let's do that one piece of evidence.

Female Teacher: It's really helpful in your rebuttal if you use evidence that you've talked about. If you go look [inaudible 00:29:39], that's going to help you.

Teacher: "student", you okay? Do you at least know what you're doing? I want you to think for yourself, I don't want to give you any hints. You already wrote your claim down. You put that right here [00:30:00], my man.

Female Teacher: Now your three pieces of evidence go in that box. What's your first piece of evidence? End slavery.

That's your biggest thing.

Teacher: This is true. This part right here does not work because you're not avoiding these deaths. If you go to war [inaudible 00:30:48]. If you want to end slavery, these people are going to die at for that cause. What would be another reason to force the South to stay?

Female Teacher: How's it going, guys?

Teacher: In that way, the South grew the cotton. Why did the North need the South?

Female Teacher: "student", keep working please. You wrote your first piece of evidence, now do your second one.

Teacher: Exactly, they traded with each other. What did the South do? The South grew the cotton and the North made the stuff in the factories. They needed each other. If they forced them to stay [00:32:00], they end slavery and they can keep trading. They can keep doing the South growing the cotton. If you force them to stay, you force them to keep working together.

Which is what you said here. It ends slavery and what else?

Female Teacher: [inaudible 00:32:41]

Teacher: What did you say for your ...

Female Teacher: Guys, it's really easy if you're struggling to start with your counterclaim because the counterclaim is just the opposite of your claim. If you start there, maybe you'll get the ball rolling.

Teacher: You know you're going to be writing for yourself. You can still keep this. If you force the South and you don't let them secede, you let them keep trading.

Which one do you have so far? That's a piece of evidence itself, right? What else [00:34:00]? If you have the North and South working together [crosstalk 00:34:07].

You end slavery, right? That could be a piece of evidence. If Lincoln does not let the South secede, you don't avoid the Civil War, but you avoid slavery. The thing is, if he lets them secede and ends slavery, then we're going to the war because the war would not exist. You need to fix that one part. I want you to write it down before you forget.

That's what you're going to find. You're going to find it in your notes or textbook or statistics.

Female Teacher: You need more because this is going to be a whole essay. You need to write four to five sentences for this idea, for this idea, and four to five for this. The more you have, the easier your essay is going to be. You have to add more.

Teacher: This is actually your claim. Don't put this as your counterclaim. [00:36:00]

I see what you're saying.

What would someone who says, "We should let the South secede."?

Female Teacher: Use the evidence from the text to support that.

Teacher: If someone said, "You should let the South secede." What would they say and why would they say that?

[00:38:00]

If you guys need that transitions page that we did at the beginning of the year, it's right there for you.

Female Teacher: What, sweetheart?

Teacher: That is your rebuttal. This part is where you explain where their idea is wrong and why your idea is right.

Female Teacher: Give me one second, okay?

If you're having a hard time finding evidence, we all know that the Civil War happened, right? You can instead for your source, use [inaudible 00:39:29]. Slavery ended. Why is it so important to end slavery? [crosstalk 00:39:49] Use

the "Twenty-First Century Slave" article that talks about ending slavery. You can say, "If we didn't end it, America would be just like this." [00:40:00] Does that make sense?

Okay, "student", let me see what you got.

Teacher: All right, my friend. I said I would be back.

That's good, man.

Female Teacher: Why is the Civil War going to end slavery?

Teacher: March twenty-fifth until today are all the reasons [crosstalk 00:41:00].

"student", you okay? Sort of? What does sort of mean?

Female Teacher: Okay, "student". I'm coming.

Teacher: "student", how you doing?

Student: Good.

Teacher: Yeah? Can I see?

Student: Can you help me with the evidence?

Female Teacher: What about the evidence? Are you having a hard time coming up with a piece of evidence or do you not understand what a piece of evidence is? What is your claim?

[00:42:00]

Your first step is writing your claim. "No, Lincoln should not have let the South secede." Your piece of evidence is what you use to back it up.

First write down your claim, then write down your counterclaim. It's on the opposite part right here. When I come back, I want to see counterclaim and claim written down.

Teacher: "student", how are you doing? What part?

This is, what are the reasons why Lincoln should not have let the South secede.

You just put the title of it [00:44:00]. 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.

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. 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 might not do well? What can we help you with? I want you to write that in your notebook right now.

Bless you.

Can I steal this?

Female Teacher: I highly recommend, those sources, just putting it in MLA format now, so you don't forget to do it with your essay. I wrote up examples of how it looks in MLA format. Remember, it's the author's last name, the page number you found it one, in parentheses, with a period after the end of the parentheses.

Teacher: What did you come up with, "student"? That good, huh? So good you don't want to show me. You know I'm checking tomorrow, right? Look at you. All right. I figured it was good since you didn't want to show me.

[00:46:00] Okay.

Hey guys, don't pack up your notebooks please. Go sit down. I'd always tell you put them away. Oh, never mind. Have a good day, see you tomorrow. We will address these first things tomorrow. We will look at your questions first thing tomorrow.

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