**Argumentative Essay Organizer**

**Introduction**

**Issue:**

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| **Every day we are faced with information. Some of it can be quite uncomfortable such as finding out there are sex offenders in your neighborhood, and you have children that walk to and from school or play in the streets. Does that information need to be kept from teenage children who you expect to make proper decision about who they spend their time with or what they spend their time doing? According to some, such hard subjects need to be kept only to adults because a fourteen-year old would crumble under the weight of such reality.** |

**Background Info:**

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| **In Mississippi, the Biloxi school board banned To Kill a Mockingbird for such uncomfortable subjects, specifically, the use of the N-word.**  |

**Claim:**

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| **However, To Kill a Mockingbird is a prestigious novel that demonstrates the problems of the 1930s to our current society, plus its contents remain relevant. Therefore, it should not be banned from their classroom.**  |

**Reason:**

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| **Banning *To Kill a Mockingbird* is an unnecessary and pretentious idea due to the honest and precise nature of its content. To ban the impactful novel would be an atrocious loss to our society.** |

**Body Paragraph 1**

**Reason #1 (Topic Sentence**)

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| In a time when the truth is bent and dodged by much of the mainstream media in favor of supporting personal agendas, it seems necessary to have a novel that simply speaks authentically about the history of our nation in the curriculum for budding teenagers. These truths must not be glossed over or forgotten. |

**Evidence and explanation:**

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| After the 911 attacks on the World Trade Center in New York, there was talk by many of this being the first real terrorist attacks in this nation. However, for people of color, terrorism had been a way of life for decades or even centuries. The black American through enforced slavery, Jim Crow laws, and social prejudice had spent many years under the oppressive fear of white power. The terroristic threat in which blacks lived under could be compared to the terroristic acts done in the holocaust. “The Jews have long called for their people and the world to “never forget” the horrors of the Holocaust (Oprea 7).”  |

**arrant and Transition Sentence:**

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| And, we should never permit the banning of material from the classroom that so poignantly points a finger at the horrors of our nation with the honesty and decency that this book does.  |

**Body Paragraph 2**

**Reason #1 (Topic Sentence)**

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| A good, transformative novel has the capability to transcend time through the relevance of its message. The lessons that are learned through the *Mockingbird’s* themes such as, justice, racism, bravery, and ignorance, are apparent and relatable to our current world. |

**Evidence and explanation:**

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| Bryan Stevenson is a modern-day lawyer who takes on the cases of the poor and conspicuously accused or indicted similarly to the character of Atticus in Lee’s story. However, Stevenson does this as a manner of his professional choice and not by appointment as in the case of Atticus. In his years of service, he has come to find that for every nine people on death row, one person is likely innocent, and the per capita percentage of inmates lean heavily towards black men. (Stevenson Ted Talk). The injustices that the novel speaks to are prevalent in our society. Tom Robinsons are everywhere and weather somewhat internally skewed or not, we need as many Atticus Finches as we can get. Stevenson’s work deals with the deprived and marginalized people in our communities who are victims of poverty and ignorance past down to them by a system bent towards those who have money versus those who have none. Similar themes play out in the life of Maycomb in the treatment of Author “Boo” Radley and Mayella Ewelle who fail to meet the expectations of the societal standards.  |

**Warrant and Transition Sentence:**

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| Such realities have followed us into the 21st century and must not be glossed over but shown in their raw truthfulness as the continuation of oppressive traditions in American culture. |

**Counter Claim**

Counterargument (remember to relate it to your reason):

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| On the other hand, some people say that the book teaches students how to use a word that they may not have considered using before, that women lie about rape, or that blacks can’t get justice in the courtrooms.This point of view makes sense because there will be a person or two that is immature enough to take the opportunity to use the n-word profanely, a girl who may be teetering on telling on someone who has been sexually abusing her but decides not to after reading this book, or a black kid growing up in a community already skeptical of the justice system who, after reading this book, decides to confirm his feeling not to trust it.  |

Rebuttal:

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| **However**, in the first two cases the book has a greater chance of discouraging those particular reactions to its content due to the fact that the story implies the opposite reaction. However, the idea of injustice is not wrong in implying that blacks should not trust the system when you consider how many black young men are incarcerated per capita in comparison to other ethnicities as well as the severity of the punishment given to them (Stevenson Ted Talk). Perhaps this is a caution for them to watch more closely how they live their lives. All important lessons in life in worthwhile endeavors come with a possibility of failure. There are those who are predetermined not to listen despite the source that is speaking to them. At least, this source speaks to the truth of their situations and offers answers if one is willing to listen earnestly.  |

**Conclusion**

**Main Points:**

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| As Oprea mentioned, the novel is akin to its name in that “Mockingbirds don’t do one thing but make music for us to enjoy… That’s why it’s a sin to kill a mockingbird.” |

**Restate your claim:**

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| “It would be a sin to kill it (Oprea p.8).” |

**Call to Action:**

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| So, despite claims of discomfort or the small chance that anyone would mistake the obvious lessons from the novel, *To Kill a Mockingbird* remains a useful book in the curriculum in schools and should be protected for its value to an on-going social and political justice conversation. If fourteen-year-olds are taught to be able to make decisions about who their friends, dating, and sex life, they can surely be taught to navigate social concerns in this novel. It’s a perfect time to bring it up.  |