Claim

**Starters:** You may use these starter sentences for you claim or come up with your own. Make sure that it is an arguable claim.

**Sentence Stem # 1**

To Kill a Mockingbird is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ novel that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A word that describes its place in our society.**

**A word(S) that describes the novel for the purpose of your essay**

to our society and therefore it should/ should not be banned.

**Circle your position**

**Sentence stem # 2**

Banning *To Kill a Mockingbird* is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ idea due to the

**A word(s) that describes what type of idea you believe it is**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nature of its content.

**A word(s) that describes the nature of the content**

To ban the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ novel would be a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A word(s) that describes how it would affect the society**

**A word(s) that describes the novel**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to our society.

**Counterclaim Paragraph Outline**

**Directions:** Use the paragraph frame to write a counter claim and rebuttal.

**On the other hand, some people say**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 **(counterclaim)**

**This point of view makes sense because**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 **(evidence reasoning to support counterclaim)**

**However**,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **(refutation and why you support this rebuttal/refutation)**

**Therefore**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

  **(call to action-what should be done about it)**

Argumentative Essay Evidence

**Claim:**

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**Reason #1:**

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**Evidence that supports reason (include page#):**

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**Evidence that supports reason (include page#):**

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**Reason #2:**

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**Evidence that supports reason (include page#):**

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Sound good transitions words for moving between main points:

Furthermore; additionally; also; moreover; in addition; and; first/ second/ third

Some good transitions words for introducing evidence:

For example; such as; proof; for instance; according to \_\_\_\_\_\_\_

**Reason #3:**

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**Some good transition words for Call to Action:**

**As the evidence shows; consequently; therefore; thus; as a result; due to; accordingly**

**Sound good transition words for rebuttal/ refutation:**

**However; in fact; regardless; in reality; on the contrarary**

**Some good transition words that signal counterclaim:**

**Some people might say; although; in some cases; on the other hand; it could be argued that \_\_\_\_\_\_\_\_\_\_**

**Call to action:**

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**Rebuttal/Refute the Counterclaim:**

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**Counterclaim**

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**Embedding a Quotation: TLQC Strategy**

**Transition:** Use as a bridge to link ideas and strengthen cohesion and fluency.

**Lead-in:** Use to set the context for the information in the quote. (Complex sentences work well)

Quote: Use ideas from a credible source to strengthen your ideas, illustrate a point, and/or support your controlling idea. Include the author’s last name and page number to give credit to the author and make your writing credible to the reader.

**Commentary-** Provide insight in come away

Example:

**(Transition)** Early in the morning, Mulan reveals her feelings when **(lead in)** she sings, “Now I see, that if I were to truly be myself, I would break my family’s heart” (Mulan 5). **(Quote)**

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Provide commentary in this spot with the lines