

WRITING: ARGUMENTATIVE ESSAY THE OPPOSING CLAIM

Unit Key Vocabulary:

body paragraph
opposing claim
rebuttal
direct quote
paraphrase
I.C.E.
prepositional phrase

Overview

In this unit, you will learn how to address an opposing claim to your thesis in the third body paragraph of an argumentative essay on the AIR Assessment. At the end of the unit, you will review prepositional phrases. Above you will find a list of key vocabulary for this unit.



*Download the attached pdf to take notes during the lesson.

In this unit, you will develop the third **body paragraph** for your **argumentative essay**.

Over the next few units we will be constructing an **argumentative essay** together based on the following prompt.

Construct a multi-paragraph response in which you support a claim about whether or not juvenile offenders should be sentenced to prison. Use the information from the texts in your response.

Before we begin you will need to reread the following two passages:

PASSAGE 1

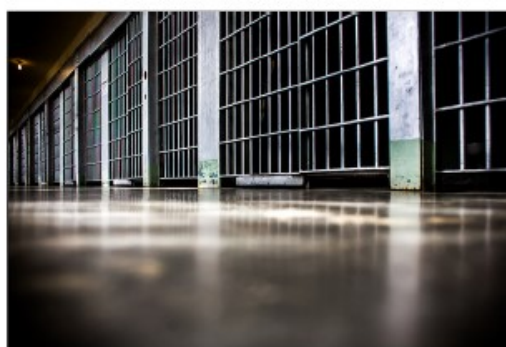
Name: _____ Class: _____

Prison Is a Poor Deterrent, and a Dangerous Punishment

By Daniel Okonkwo
2013

There's no denying that the adolescent brain is significantly different than the adult brain, but should judges take this into consideration when sentencing juvenile offenders? In this opinion piece, Daniel Okonkwo, the executive director of D.C. Lawyers for Youth, discusses the juvenile justice system and how he thinks young offenders should be sentenced.

- [1] Youth should be treated differently from adults. Research on adolescent brain development does not provide an excuse for culpability,¹ but it shows that youth are amenable² to treatment in ways that adults are not. Additionally, given what we know about the development of the adolescent brain, how it processes risks and rewards, deterrence through the threat of incarceration is likewise ineffective at controlling the behavior of youth. Therefore, prison is never an effective punishment for youth.



"Prison Round" by Thomas Hawk is licensed under CC BY-NC 2.0

Prisons cannot provide the rigorous rehabilitation that the juvenile justice system affords youth.

Prisons generally do not require that correctional officers receive appropriate training to deal with youth populations, nor do they offer training on the social, emotional or psychological needs of young people. Further, the consequences of using prison as punishment for youth include higher rates of recidivism,³ further increases in societal harm, and repeated expenses from paying for offenders to continue cycling through the justice system.

It is also dangerous to assert that a young person sent to prison will become a lifelong criminal. However, there are certainly lifelong consequences to being incarcerated rather than treated in the juvenile justice system. The survival skills that youth (and adults, for that matter) learn in prison — self-preservation at all costs, using violence to resolve conflicts and legitimizing domination and retaliation — are the polar opposite of the skills necessary to survive in society on the outside. Prison does not teach those skills that youth need to be functioning members of society, like how to resolve conflict without violence, how to get what you want through hard work rather than just taking it and how to work with others.

1. **Culpability (noun):** responsibility for a fault or wrong
2. **Amenable (adjective):** open and responsive to suggestion; easily persuaded or controlled
3. the tendency for a criminal to commit a crime again

The juvenile justice system was created to treat young offenders, who have an increased capacity to change, in a system that provides proper rehabilitative services that can transform youth into productive members of society. This purpose is precluded⁴ when youth are housed in prisons, where they face more danger, a higher risk of re-offending and less chance for success after they are released.

"Prison is a Poor Deterrent, and a Dangerous Punishment" from The New York Times by Daniel Okonkwo. Copyright © 2013 by The New York Times Company. Used by permission of Publisher. All rights reserved.

4. to make impossible

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Prison Is a Poor Deterrent, and a Dangerous Punishment PDF

PASSAGE 2

Name: _____ Class: _____

Remember the Victims of Juvenile Offenders

By Jennifer Bishop-Jenkins
2012

Jennifer Bishop-Jenkins' sister and her sister's husband were murdered by a 16-year-old. In this informational text, Bishop-Jenkins discusses juvenile justice and how young offenders should be sentenced for their crimes. As you read, take notes on what the author says about how various juvenile offenders should be treated for their crimes.

- [1] When my pregnant 25-year-old sister and her husband were murdered by a 16-year-old, she left a last inspiring message of love in her own blood that transformed my life. The teenager who killed my sister's family was born of privilege in the Chicago suburbs. He planned the crime for weeks and executed it alone. He had committed crimes before, but never faced serious consequences. His parents always bailed him out, never wanting him to get in real trouble. If only he had gotten in trouble the first time that he shot out people's car windows with his BB rifle, or when he was accused of setting that girl's sweater on fire in school, or any of his other serious early crimes. But he never faced legal consequences, so he kept going because, he told his friends, it gave him a "rush."



"Farewell" by Rhodi Alers de Lopez is licensed under CC0

Most young people who commit crimes appropriately stay in the juvenile justice system which is focused on rehabilitation. But there are rare cases when older teens demonstrate heinousness¹ and culpability² and carry out truly horrific crimes. For those few a couple years of detention and programs are not enough. These individuals can be appropriately tried as adults. They need to grow older before release. They need long term evaluation to see if they will ever be able to rejoin society. And we should not rule out a sentence of life without parole³ in extreme cases. We must balance the victims' families' right to some legal finality with the likelihood that the offender will ever qualify for release. It's a sad fact that some sociopaths⁴ start young and remain dangerous all their lives.

As a volunteer with the Cook County juvenile probation program for more than a decade sharing my sister's story with youthful offenders, I am always emotional when I talk to them about how their getting in trouble is a good thing. It means they get a chance to learn from their mistakes. Consequences are good. They help young people change and grow. They have been given a chance that I'd give anything for my sister's killer to have had before his crimes escalated. It always inspires me how many young people actually get this.

1. **Heinous (adjective):** utterly wicked or evil
2. **Culpability (noun):** responsibility for a fault or wrong
3. the release of a prisoner temporarily or permanently before the completion of their sentence
4. a person with a personality disorder, which results in having little to no conscience

Cases vary widely and so all must be judged individually. Sentencing has to focus not only on the offender but also on public safety and prevention of further victimization. Our society is appropriately concerned, as this forum demonstrates, with helping juveniles. Let's also remember that the victims of

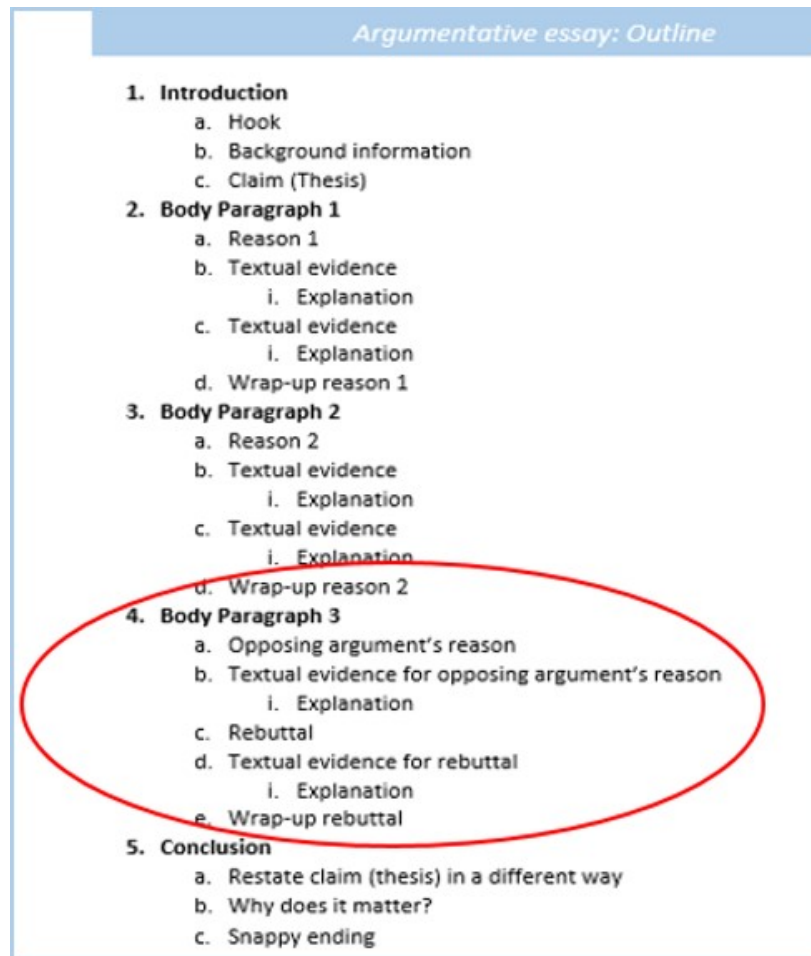
violent juvenile crime need just as much of our support.

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Remember the Victims of Juvenile Offenders PDF

Remember the outline from the previous unit...



We will be working towards building that outline little by little throughout the following units.

Body Paragraphs

The **body** is the part of an essay, report, or speech that explains and develops the **thesis** or main idea. **Body paragraphs** come after the introduction and before the conclusion. The **body** is usually the longest part of an essay, and each body paragraph may begin with a topic sentence.

You developed the first two body paragraphs of your argumentative essay in the previous unit. The first

two body paragraphs focused on reasons that support and prove your claim.

The third body paragraph is where you will address the **opposing argument/claim** by discussing a reason or reasons that someone would say your claim is wrong.

Remember from Unit 6: If an author presents only his or her perspective and ignores the other side of an issue, a text may be too one sided and mislead readers. A good argument includes information about the **opposing argument**, in which an author acknowledges that there is a view different from his or her own. However, the author will then provide a strong **rebuttal**, or counterargument, to refute it, effectively dismissing it with support for his or her own claim.

The third body paragraphs in your argument will contain the following:

1. Opposing claim/reason (Topic Sentence)
2. Textual evidence supporting that opposing claim (with citation)
- Explanation of how the textual evidence supports the opposing claim
3. Rebuttal
4. Textual evidence supporting your rebuttal (with citation)
- Explanation of how the textual evidence supports the rebuttal
5. Wrap-Up of the rebuttal

Choosing a Reason (topic) for the Opposing Claim

In order to create a **reason for the opposing claim**, you must revisit your textual evidence (the notes you took in Unit 7).

Since my **claim/thesis** is AGAINST the idea of having one group of close knit, I will look at the FOR side of my notes when dealing with the **opposing claim**.

MODEL

FOR- center of one group (with AUTHOR & PAGE#) at least 3 notes	AGAINST- center of one group (with AUTHOR & PAGE#) at least 3 notes
quotation OR paraphrase	quotation OR paraphrase
<i>easier to feel like you belong</i>	<i>too controlling</i>
"Being a part of a small, tight group can bolster a teen's sense of identity, supply a feeling of belonging, and provide close, loyal, and lasting friendships" (Teen Friendships: A Cauldron of Closeness 5)	she would make decisions about who her group would and would not hang out with (New School, New Groups of Friends 4)
"Being part of a group can mean fewer awkward social moments, fewer social decisions to make, and more social stability and security" (Teen Friendships: A Cauldron of Closeness 5)	Kids should be able to "... rethink themselves and their friendships without the limitations of what can amount to a group veto" (New School, New Groups of Friends 4)
"we knew each other really well and all agreed that we didn't want a lot of random kids hanging out with us" (New School, New Groups of Friends 4)	a tight knit group led to "intense friendship drama" (New School, New Groups of Friends 4)
	<i>not branching out could leave a person friendless</i>
	"Maintaining a variety of friendships, some close, and some more casual, can help a teen through a tough transition out of a group" (Teen Friendships: A Cauldron of Closeness 5)

As you can see in the MODEL, I grouped my textual evidence into three major categories. "Too controlling" and "Not branching out could leave a person friendless" were the two reasons (topic

sentences) I chose to support my claim. “Easier to feel like you belong” will become the reason that supports the opposing claim.

Textual Evidence

The *textual evidence* is evidence/support used to support an argument/position, and is taken from another text. It is provided in the form of quotation or paraphrase.

- **quotation:** A quotation supports your thesis using the exact words from the original text.
- **paraphrase:** Paraphrasing is putting someone else’s words into your own words. It is useful when you need more detail than a summary but less than a direct quote. A paraphrase focuses concisely on a single main idea.

The majority of your textual evidence should come from the notes you already took.

Review I.C.E. (Introduce, Cite, Explain)



When incorporating your textual evidence, all you have to remember is **I.C.E.** Introduce. Cite. Explain.

The **I.C.E.** acronym helps writers remember to communicate the ideas of other scholars in an orderly way:

INTRODUCE: Introduce all your quotes using introductory phrases. Here are some examples: (*the introduction is bolded*)

- **In the article titled, These Foods Aren't Genetically Modified but They Are ‘Edited’, Kenneth Chang argues that** the new generation of modified foods are harmless since they merely “snip” and “trim” at precise locations of DNA (NYT Web).
- **In his poem “To Helen” Edgar Allen Poe writes,** “Lo! in yon brilliant window-niche/How statuelike I see thee stand” (125).

CITE: Provide appropriate parenthetical citations for all quotes and paraphrases. Here are some guidelines for MLA style citation: (*the citation is bolded*)

- **If the author's name appears in the introduction to the quote or in the paraphrase,** it doesn't have to appear in the parenthetical reference, *as the citations above illustrate.*
- **If the author's name does *not* appear in the introduction to the quote,** the name must appear in the parenthetical reference. See the following example of a cited paraphrase:

- Some teachers take points off of your final paper grade if you don't cite paraphrased or quoted material correctly **(Smith 1)**.
- In the article titled, These Foods Aren't Genetically Modified but They Are 'Edited', Kenneth Chang argues that the new generation of modified foods are harmless since they merely “snip” and “trim” at precise locations of DNA **(NYT Web)**.
- In his poem “To Helen” Edgar Allen Poe writes, “Lo! in yon brilliant window-niche/How statuelike I see thee stand” **(125)**.

EXPLAIN: Make sure to explain your quotes. Provide analysis that ties them back to your main idea / topic sentence. In other words, comment on the evidence in order to incorporate it into the essay you're writing. Here are some examples: *(the explanation is bolded)*

- In his poem “To Helen” Edgar Allen Poe writes, “Lo! in yon brilliant window-niche/How statuelike I see thee stand” (125). **To liken someone to a statue is a compliment, and this is just one of the compliments on which he is showering her.**
- According to Graeme McMillian, “...online Americans tend to have 664 ties on average, compared with an offline average of around 506” (23). **In making this comment, McMillian demonstrates that people are exposed to more possible friendships through the internet.**

Use the following chart to introduce your textual evidence and explanations in an academic way:

<i>To INTRODUCE textual evidence</i>	<i>To EXPLAIN or ELABORATE on textual evidence</i>
As stated in [text name]...	In other words...
According to [author's name OR character's name]...	This reveals...
[author's name OR character's name] states...	This fact shows...
In [text name], [author's name OR character's name] illustrates...	This detail illustrates...
In [text name], [author's name OR character's name] exemplifies...	By using this example, [author's name] shows...
In [text name], [author's name OR character's name] demonstrates...	In making this comment, [author's name] demonstrates...
[author's name OR character's name] argues...	Generally speaking [author's name] is agreeing/supporting/confirming that...
[author's name OR character's name] establishes...	In this situation [author's name]'s point is that...
[author's name OR character's name] reasons...	Admittedly, the essence of [author's name]'s claim is that
[author's name OR character's name] explains...	

Wrap-Up Sentence

A *wrap-up sentence* is a statement that connects the paragraph back to the thesis. How does this whole paragraph support the thesis and tie back to the prompt?

MODEL OF OPPOSING CLAIM BODY PARAGRAPH

Opposing Claim Organizer	
OPPOSING CLAIM <u>INTRODUCE w/ TRANSITIONAL PHRASE:</u> <i>Some people believe...</i> <i>According to some people...</i> <i>Many argue that...</i> <i>One could imagine that...</i> <i>It might appear as if...</i>	Some people would argue that being a part of a small, tight group can strengthen a teen's self-worth.
TEXTUAL EVIDENCE FOR OPPOSING CLAIM	"Being a part of a small, tight group can bolster a teen's sense of identity, supply a feeling of belonging, and provide close, loyal, and lasting friendships." Page 5
EXPLANATION <i>How does the textual evidence support your reason/claim?</i>	Generally speaking, the author believes that a teenager's identity comes from that close knit group.
REBUTTAL <u>INTRODUCE w/ TRANSITIONAL PHRASE:</u> <i>However...</i> <i>On the contrary...</i> <i>In actuality...</i> <i>While this is true...</i> <i>While this is a valid point...</i>	While this may be a valid point, the same strong sense of group identity often inhibits a teen from trying other interests and ideas.
TEXTUAL EVIDENCE FOR YOUR REBUTTAL	"Being at the center of a tightly knit group can mean there is less freedom to explore, meet new friends, and try out other interests and ideas." page 5
EXPLANATION <i>How does the textual evidence support your reason/claim?</i>	The group's identity limits what a member is able to explore. Remaining friendly with many groups of friends provides a teenager with the freedom to evolve and grow.

MODEL OUTLINE

OPPOSING CLAIM: Some people would argue that being a part of a small, tight group can strengthen a teen's self-worth.

TEXTUAL EVIDENCE: The author of "Teen Friendships: A Cauldron of Closeness" claims that "Being a part of a small, tight group can bolster a teen's sense of identity, supply a feeling of belonging,

and provide close, loyal, and lasting friendships” (5). Generally speaking, the author believes that a teenager’s identity comes from that close knit group.

REBUTTAL: However, that strong sense of group identity often inhibits a teen from trying other interests and ideas.

TEXTUAL EVIDENCE: According to “Teen Friendships: A Cauldron of Closeness”, “Being at the center of a tightly knit group can mean there is less freedom to explore, meet new friends, and try out other interests and ideas” (5). The group’s identity limits what a member is able to explore.

WRAP-UP: Therefore, remaining friendly with many groups of friends provides a teenager with the freedom to evolve and grow.



IT'S YOUR TURN

Now develop your own outline for body paragraphs 1 and 2!

(make sure to use your notes from unit 7)

Prompt: Read and take notes on the two articles below about the topic of juvenile detention. Construct a multi-paragraph response in which you support a claim about whether or not juvenile offenders should be sentenced to prison. Use the information from the texts in your response.

Opposing Claim Organizer

OPPOSING CLAIM

INTRODUCE w/ TRANSITIONAL PHRASE:

*Some people believe...
According to some people...
Many argue that...
One could imagine that...
It might appear as if...*

TEXTUAL EVIDENCE FOR OPPOSING CLAIM

EXPLANATION

*How does the textual evidence support
your reason/claim?*

REBUTTAL



INTRODUCE w/ TRANSITIONAL PHRASE:

*However...
On the contrary...
In actuality...
While this is true...
While this is a valid point...*

TEXTUAL EVIDENCE FOR YOUR REBUTTAL

EXPLANATION

*How does the textual evidence support
your reason/claim?*

Body Paragraph 3 OPPOSING CLAIM:	
	TEXTUAL EVIDENCE:
REBUTTAL:	
	TEXTUAL EVIDENCE:
WRAP-UP:	

*You can print out this [graphic organizer](#) to help you.

Grammar Lesson 10: PREPOSITIONAL PHRASES

A **preposition** is a word that connects two phrases or ideas in a sentence. **Prepositions** are used to specify when, where, how, and why. A simple **prepositional phrase** includes a **preposition** and its object, which can be a single word or a group of words expressing a single idea. The purpose of using a **prepositional phrase** is to provide additional information about a noun, verb, adjective, or adverb.

We use prepositional phrases when we want to specify when or where something is, or in which situations something is true.

Examples:

- Today is **the first day** **of** *the month*. **The first day** is part of *the month*.
- I take **my coffee** **with** *milk and sugar*. **My coffee** includes *milk and sugar*.
- Yesterday, **we met** **in** *the auditorium*. Where **we met** was *the auditorium*.
- She likes **all colors** **except** *for yellow*. **All colors** does not include *yellow*.

Click on the following link for a video further explaining prepositional phrases.



Let's Practice

1. Identify the **prepositional phrase** or **phrases**.

Then he lifted his lantern, found the latch, and led the way into the house.



Move the mouse cursor over the sentence to check the answer.

2. Identify the **prepositional phrase** or **phrases**.

I went after him into a low, unlit passage...



Move the mouse cursor over the sentence to check the answer.

3. Identify the **prepositional phrase** or **phrases**.

On our right a line of light marked the door of the room. . . .



Move the mouse cursor over the figure to check the answer.



Below are additional educational resources and activities for this unit.

[Prepositional Phrases](#)