

What did **They** say?

It's Not Worth It to Become a Teacher at This Point

- * In what state does Ms. Hammond teach?
North Carolina
- * When was the last time Ms. Hammond received new textbooks?
2009
- * Where does this state rank in money spent per student?
near the bottom/the lowest
- * What are two examples of how the state is not supporting education?
Lowest pay for public school teachers; June Atkins; Thom Tillis accusation; Hammond
- * How much money was Thom Tillis accused of cutting from education funding?
\$500 million

Bill McNeil

* What are two of the benefits Bill McNeil says teachers get (besides above average wages)?

state pensions

student loan forgiveness

9 month work year

guaranteed advancement

tenure

Bill Bushing

- * According to Bill Bushing, what is the attitude of society to educators?

disrespect; teachers are of little value

- * What are two extra things teachers have to do besides teach?

dormitory supervision, coaching, extracurricular activities, discipline, etc. (secondary parenting)

Loren Vanportfleet

- * Loren Vanportfleet says teachers get _____ of paid vacations.
 - a) 3 months
 - b) 3 weeks
 - c) None

Pam Bennet

- * In response to Loren's comment, Pam Bennett states that...
 - a) People in the business industry have good jobs and work less than teachers, but a teacher's job is still better.
 - b) People in the business industry work more than teachers, have fewer days off, and have worse working conditions than teachers.
 - c) Teachers only have fun and don't work at all.
- * What are two things Pam Bennett says teachers get that no one in the business world gets?

special days off & someone to fill in when you are sick

Your Task

- * Choose if you agree or disagree with Callie Hammond that it is not worth being a teacher anymore
- * If you **agree**, make an argument *defending* her point
- * If you **disagree**, make an argument *opposing* her point
- * Use the article and comments from the four commentators, in addition to your personal opinion about the issue

Remember to...

- * **Identify** who *They* are
- * **Summarize** *their* argument
- * **Respond** to what *they* say with what you say (I say)
 - * Include your thesis (if you agree or disagree)
 - * sources (commentators)
- * Beautify your response!
 - * Introduction/hook
 - * **transitions** (TSIS p. 232-233)
 - * vocabulary
 - * imagery
 - * personal style
 - * organization
 - * fluidity (not choppy)
 - * etc.