

Commencement Speech Analysis

Skills: RHS1. A. Identify and describe components of the rhetorical situation; the exigence, audience, purpose, context, and message

RHS1. B. Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs

Step One: Have students do the quick write.

Step Two: Pass out the handout for note taking.

Step Three: Play the two commencement addresses from Adichie and Westover. Have students take notes on these speeches.

Step Four: Have students in pairs or in groups write a response to the prompt regarding one of the speeches.

Step Five: Have students write a thesis responding to the argument which they perceive either Adichie or Westover arguing. Have students write down two pieces of evidence which they see as supporting their position.

Part One: Prereading—quick write

- Do you think that we are likely to tell the truth ^{more} than previous generations?
- Why do we Instagram ourselves? Does our Instagram—social media self-reveal our true selves?

Part Two: Note taking

View the sections of two speeches, the first speech is by Nigerian novelist Chimamanda Ngozi Adichie at Harvard university in 2018. The second speech is by Tara Westover the author of *Education* at Northeastern University in 2019. The entire speeches and transcripts of the speeches are listed below. Notes on the Speech-Take notes on each of the following areas

Elements	Adichie, Harvard, 2018, "Above All Else Do Not Lie"	Westover, Northeastern, 2019 "The Un-Instagram able Self"
Exigence and purpose-what brings the speaker here? What is the purpose of the speech? Is this explicitly or implicitly made? (where in the speech is this?)		
Context/Audience—where is it? What values and beliefs does the speaker share with her audience?		
Delivery and Style-how is the speech delivered? What choices does the speaker make to impact her audience?		
Arrangement-how do the introduction and conclusion connect to the purpose?		
How is this an epideictic or ceremonial argument? What values of the society does it affirm or challenge?		

Write a paragraph on a separate sheet of paper in which you select one of the speeches and respond to the following questions:

- What was the speaker's purpose?
- What was the thesis of their argument?
- What evidence did they use to support this thesis?
- What rhetorical choices did the speaker employ to achieve those purposes?
- How were those strategies appropriate (or not appropriate for her audience)?

Part 3: Thesis writing and supporting claims

Select one of the positions from one of the speeches. Write an original thesis statement in which you take your own position on the issue. The thesis should state the issue, your position, and why you take that position. Then write down two reasons why you take that position.

Thesis

Reason One

Reason Two

Activity: Commencement Speaker Simulation

Skills:

CLE4. A. Develop paragraphs comprised of a claim and evidence that supports the claim

Essential Knowledge:

CLE1. A. Writers convey their positions through one or more claims which require a defense.

CLE1. B. Writers defend their claims with evidence and/or reasoning.

CLE1. C. Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies and experiments.

CLE1. D. Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification

CLE 1.E. Writers relate source material to their own argument by syntactically embedding quoted, paraphrased, or summarized information from one or more sources into their own ideas.

Step One: Discuss whether schools should boycott having speakers at commencement speeches who the student body considers to be controversial.

Step Two: Have students read the three articles involving commencement speeches and controversies and take notes on the graphic organizer.

Step Three: Split the class into six groups. Pass out the assignment sheet for the simulation. Explain that they will be part of a committee with the role of selecting a commencement speaker for their college/university. Have them complete their paragraphs, criteria, selection of commencement speaker, and explanation of why they would select that speaker. Remind them that this is done from the perspective of the individual on the committee who they are representing.

Step Four: Present their commencement speaker, criteria, and explanation to the class.

Part One: Read the three articles on selecting commencement speakers and free speech on campus and take notes

Topic	Tim Evans Indianapolis Star article on Mike Pence commencement speech	Alex Morey Campuses Concede to Political Correctness on Commencement USA Today	Political Correctness and Its Real Enemies by Jim Sleeper
Claim			
Evidence			

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Part Two: In your group you will assigned one of the following roles. This person is on a committee of six to select a commencement speaker at Grantland University, a large public state university of 30,000 students. From that perspective you are to do the following three things.

- Write a one paragraph biography of the person you have
- From that individual's perspective, create a list of five to seven criteria for selecting a commencement speaker
- Select a currently living, actual person to serve as a commencement speaker. Explain in a paragraph your decision

Jordan Tate, a graduating senior in STEMS

Marshall Foster, a graduating senior in liberal arts

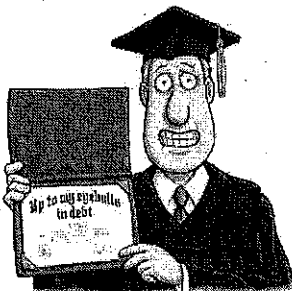
Dr. Martinez, a business professor

Dr. Lee, a history professor

Morgan Pierce, a university administrator

Cameron Franklin, CEO of one of the largest corporations in the state who serves on the university's board of trustees

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Rubric for Simulation on Commencement Speakers

Three Identical Strangers Simulation Rubric 50 Points Formative

Dr. Gingrich, AP Lang and Comp, SP 2019

Group Member's Names:

Area	Superior	Effective	Adequate
Biography 10 points	Focuses on individual with appropriate, convincing and sophisticated insights and details 10 points	Focuses on individual with appropriate and convincing insights 9 points	Focus on individual with some detail, may be insufficient in responses or limited in coherence 0-8 points
Criteria 10 points	Supports position with appropriate, convincing, and insightful criteria 10 points	Supports position with appropriate and sufficient criteria 9 points	Support criteria may be limited, insufficient or unconvincing 0-8 points
Proposal 30 points	Clear, well- formulated and insightful explanation of for the selection of the commencement speaker and connection of the speaker to the criteria 29-30 points	Clear and well- formulated explanation of the commencement speaker and connection of the commencement speaker to the criteria 27-28 points	Has a plan but details may be limited, insufficient or unclear; connection between the commencement speaker and the criteria may be undeveloped or unconvincing 0-26 points

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Activity Eight: Socratic Seminar for Educated by Tara Westover

Skills:

RHS1. A. Identify and describe components of the rhetorical situation; the exigence, audience, purpose, context, and message

RHS1. B. Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs

Explanation of how a Socratic seminar works and design methods for creating questions

The way in which I conduct Socratic seminars is that I have three levels or rounds of questions.

The first-round questions, known as openers, have students discuss general issues or topics which will be raised in the discussion. Often this may be a question that asks students to define the meaning of an issue. So, for instance if we were reading *The Declaration of Independence*, and opening question might be what is justice? Or what is freedom?

The second-round questions, known as core questions, focus on the analyzing and evaluating the text explicitly so if we were reading The Declaration of Independence, a question might be how does Thomas Jefferson present an argument for separating from Great Britain and how effective is this argument?

The third questions, known as closers, require that students make connections between the text and larger societal, historical, literary, psychological, etc. issues. So, for instance questions continuing with *The Declaration of Independence* might be how does the Declaration compare with other government proclamations such as the *Magna Carta* or the *Universal Declaration of Human Rights*? To what extent has America lived up to the ideals of the Declaration of Independence? Are Americans independent?

Given the size of my classes currently, which are around 35 each, I have developed a method whereby I do a group Socratic seminar. My class is split into six teams at tables which I utilize for frequent group presentations. Each group has approximately six members. Each group must send 1-2 members for each of the three rounds and every group member must participate in every round. The group receives the same grade based on how they score in each round. A scoring guide and a sheet which shows how groups are graded are included for each round. In instances in which an individual's grade deviates drastically from the rest of the group, either being much higher or much lower, that individual receives a separate grade. This rarely happens. This is a method that I have developed to manage the increasing class sizes and it has worked very

effectively; it also works well with my philosophy of group work and team building and using Socratic seminars which are focused on argumentation and evidence as well as textual analysis (question three requires students to pull evidence from a variety of sources). My students do many simulations and debates in groups, so this style of Socratic Seminars compliments these activities effectively. When students are not participating, they are to take notes on the other rounds and evaluate one other team's responses.

Other methods and explanations of the Socratic method can be found here: [Socratic method](#), [inner and outer circle](#), and [fishbowl](#).

During the rounds, I time students and they have 15 minutes per round to discuss. Issues that may occur are that you may have students who dominates or students who do not participate. Near the end of a round I do a couple things—I may call on the students who have not participated and ask if they have something contribute or I may say students who have thoroughly participated are frozen and they may not speak.

Scoring: In my class I tell students that the methods which will increase their scores are as follows:

- Evidence of close reading of the text and offering support from the text (textual support)
- Offering concrete examples which illustrate an example they make which may come from their readings, the media, their knowledge of history or current events, or personal experience (con)
- Asking questions of other participants in the seminar (?)
- Elaborating or extending upon comments made by other members of the seminar (ext.)
- Challenging comments made by other members of the seminar (chalk)
- Generating original or unique insights which consider the questions raised in new ways (ins)

In the scoring tabulation chart, I use the short hand comments, the marks in parenthesis above, and place them in the tabulation chart. So, for a particularly insightful comment I might right ins with a check next to it and place it in level four to indicate a sophisticated insight, for a solid textual reference I might place it in level three and write txt. I then tabulate scores and give the group a grade. This is an objective effort to tabulate scores, however, ultimately the scoring of a Socratic seminar will be subjective.

CLE3. A. Identify and explain claims and evidence that supports the claim

CLE4. A. Develop paragraphs comprised of a claim and evidence that supports the claim

Essential Knowledge:

RHS1. A. The rhetorical situation of a text collectively refers to the exigence, purpose, audience, context, and message

RHS1. B. The exigence is part of the rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text.

RHS-1. C. The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text.

RHS-1. D. An audience of a text is comprised of shared as well as individual beliefs, values, needs and backgrounds

RHS-1. E. Writers create texts within a context that includes the time, place, and occasion.

CLE1. A. Writers convey their positions through one or more claims which require a defense.

CLE1. B. Writers defend their claims with evidence and/or reasoning.

CLE1. C. Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies and experiments.

CLE1. D. Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification

CLE 1.E. Writers relate source material to their own argument by syntactically embedding quoted, paraphrased, or summarized information from one or more sources into their own ideas.

Educated Socratic Seminar Questions

Opening:

- What does it mean to be educated? What are dictionary, extended, and operational definitions of it? What would you use as a metaphor for education?
- What did Tara Westover see as being her initial education?
- How did her early experiences shape her? Did this help or hinder her future education?

Core:

- What makes her story so compelling? How does she address the elements of the rhetorical situation to achieve a strong connection to her audience (audience, text, message, author, logos, ethos, pathos, figurative language, exigence, Kairos, stasis)?
- How does she use imagery and metaphor to convey her purpose? What is the audience's reaction to the writing? What emotions does she create in the reader?
- "I fashioned a new history for myself...The past was a ghost, insubstantial, unaffecting. Only the future had weight." P. 273
What does this mean? What does this reveal about the past, present, and future and how they have an impact upon Westover?
- How have the abuse, psychological impact of her family and her father's mental illness affected Westover?

Closer:

- How has Westover become transformed?
- In what way is she now educated? Do you agree with her definition of being educated? Why or why not?
- What does the book reveal about America's educational system?
- Can we transform ourselves or is Westover unique? Can we create a new history for ourselves?
- Are most Americans educated by either Westover or your definition?

Scoring Rubric for Group *Educated* by Tara Westover

4	3	2	1
<p>Makes at least three contributions during the round. Demonstrates advanced understanding and depth of knowledge of <i>Educated</i> and issues related to it.</p> <p>Examples (evidence) used from the texts are pertinent and insightful</p> <p>Shows thorough preparation for the seminar. Arguments are reasonable and backed up with evidence from the texts. Ideas are original and insightful.</p> <p>Adds new ideas that build connections to the texts or the ideas of others. Or elaborates on other's ideas</p>	<p>Makes at least 2 contributions</p> <p>Demonstrates effective understanding of <i>Educated</i> and issues related to it</p> <p>Evidence used from the texts are relevant to the discussion. Shows effective preparation for the seminar.</p> <p>Backs up arguments with clear examples.</p> <p>Expresses reasons for agreeing or disagreeing with the ideas of the texts or of others. Is an active listener and participant.</p>	<p>Demonstrates basic understanding of <i>Educated</i> and issues related to it. Evidence is used but may need more elaboration</p> <p>Shows adequate preparation for the seminar.</p> <p>Some arguments are underdeveloped and not backed up by evidence. Has difficulty moving beyond opinions to make new arguments within the discussion.</p> <p>Comments may lack deep thought or contain ideas that may have already been said.</p> <p>Makes at least two contributions to the discussion—shows having read and thought about the texts.</p>	<p>Shows poor preparation for seminar and little understanding of <i>Educated</i> and issues related to it. Arguments are underdeveloped and generally based only on opinions with little reference to texts or the novel. Comments lack deep thought and often only repeat what other students have already said. Makes at least two comments—does not reference texts!</p>

Round	4-20 points	3-18 points	2-16 points	1-12 points
1				
2				
3				

The following passage is in the prologue to Tara Westover's 2018 memoir *Educated* in which she writes about her experiences as a young girl growing up with a survivalist father in Idaho. Read the passage. Then write an essay which analyzes the choices Westover makes to convey her message about her experiences growing up in mountains of Idaho to her audience.

I am only seven, but I understand that it is this fact, more than any other, that makes my family different: we don't go to school.

Dad worries that the Government will force us to go but it can't, because it doesn't know about us. Four of my parent's seven children don't have birth certificates. We have no medical records because we were born at home and have never seen a doctor or a nurse. We have no school records because we've never set foot in a classroom. When I am nine, I will be issued a Delayed Certificate of Birth, but at this moment, according to the state of Idaho and the federal government, I do not exist.

Of course I did exist. I had grown up preparing for the Days of Abomination, watching for the sun to darken, for the moon to drip as if with blood. I spent summers bottling peaches, and my winters rotating supplies. When the World of Men failed, my family would continue on, unaffected.

I had been educated in the rhythms of the mountain, rhythms in which change was never fundamental, only cyclical. The same sun appeared each morning, swept over the valley and dropped behind the peak. The snows that fell in winter always melted in the spring. Our lives were a cycle—the cycle of day, the cycle of seasons—circles of perpetual change that, when complete, meant nothing had changed at all. I believed my family was a part of this immortal pattern, that we were, in some sense, eternal. But eternity belonged to the mountain.

There's a story my father used to tell about the peak. She was a grand old thing, a

cathedral of a mountain. The range had other mountains, taller, more imposing, but Buck's Peak was the most finely crafted. Its base spanned a mile, its dark form swelling out of the earth and rising into a flawless spire. From a distance, you could see the impression of a woman's body on the mountain face: her legs formed huge ravines, her hair a spray of pines fanning over the northern ridge. Her stance was commanding, one leg thrust forward in a powerful movement, more stride than step.

My father called her the Indian Princess. She emerged each year when the snows began to melt, facing south, watching the buffalo return to the valley. Dad said the nomadic Indians had watched her appearance as a sign of spring, a signal the mountain was thawing, winter was over, and it was time to come home.

All my father's stories were about our mountain, our valley, our jagged little patch of Idaho. He never told me what to do if I left the mountain, if I crossed oceans and continents and found myself in strange terrain, where I could no longer search the horizon for the Princess. He never told me how I'd know when it was time to come home.

The following passage is in the last chapter to Tara Westover's 2018 memoir *Educated* in which she reflects upon her experiences growing up with a survivalist father, leaving that father, and receiving a college degree, and eventually a doctorate in history. Read the passage. Then write an essay which analyzes the choices Westover makes to convey her message about the changes she has experienced and the impact those changes have had upon her to her audience.

I shed my guilt when I accepted my decision on its own terms, without endlessly prosecuting old grievances, without weighing his sins against mine. Without thinking of my father at all. I learned to accept my decision for my own sake, because of me, not because of him. Because I needed it, not because he deserved it.

It was the only way I could love him.

When my father was in my life, wrestling me for control of that life, I perceived him with the eyes of a soldier, through a fog of conflict. I could not make out his tender qualities. When he was before me, towering indignant, I could not remember how, when I was young, his laugh used to shake his gut and make his glasses shine. In his stern presence, I could never recall the pleasant way his lips used to twitch, before they were burned away, when a memory tugged tears from his eyes. I can only remember those things now, with a span of miles and years between us.

But what has come between me and my father is more than time or distance. It is a change in the self. I am not the child my father raised, but he is the father who raised her.

If there was a single moment when the breach between us, which had been cracking and splintering for two decades, was at last too vast to be breached, I believe it was that winter

night, when I stared at my reflection in the bathroom mirror, while, without my knowing it, my father grasped the phone in his knotted hands and dialed my brother. Diego, the knife. What followed was very dramatic. But the real drama had already played out in the bathroom.

It had played out when, for reasons I don't understand, I was unable to climb through the mirror and send out my sixteen-year-old self in my place.

Until that moment she had always been there. No matter how much I appeared to have changed—how illustrious my education, how altered my appearance—I was still *her*. At best I was two people, a fractured mind. She was inside, and emerged whenever I crossed the threshold of my father's house.

That night I called her and she didn't answer. She left me. She stayed in the mirror. The decisions I made after that moment were not the ones she would have made. They were the choices of a changed person, a new self.

You could call this selfhood many things. Transformation. Metamorphosis. Falsity. Betrayal.

I call it an education.

Cheating, Inc.: How Writing Papers for American College Students Has Become a Lucrative Profession Overseas

CreditCreditIllustration by The New York Times

By Farah Stockman and Carlos Mureithi
Sept. 7, 2019

Tuition was due. The rent was, too. So Mary Mbugua, a university student in Nyeri, Kenya, went out in search of a job. At first, she tried selling insurance policies, but that only paid on commission and she never sold one. Then she sat behind the reception desk at a hotel, but it ran into financial trouble.

Finally, a friend offered to help her break into “academic writing,” a lucrative industry in Kenya that involves doing school assignments online for college students in the United States, Britain and Australia. Ms. Mbugua felt conflicted.

“This is cheating,” she said. “But do you have a choice? We have to make money. We have to make a living.”

Since federal prosecutors charged a group of rich parents and coaches this year in a sprawling fraud and bribery scheme, the advantages that wealthy American students enjoy in college admissions have been scrutinized. Less attention has been paid to the tricks some well-off students use to skate by once they are enrolled.

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Cheating in college is nothing new, but the internet now makes it possible on a global, industrial scale. Sleek websites — with names like Ace-MyHomework and EssayShark — have sprung up that allow people in developing countries to bid on and complete American homework assignments.

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Although such businesses have existed for more than a decade, experts say demand has grown in recent years as the sites have become more sophisticated, with customer service hotlines and money-back guarantees. The result? Millions of essays ordered annually in a vast, worldwide industry that provides enough income for some writers to make it a full-time job.

The essay-for-hire industry has expanded significantly in developing countries with many English speakers, fast internet connections and more college graduates than jobs, especially Kenya, India and Ukraine. A Facebook group for academic writers in Kenya has over 50,000 members.

After a month of training, Ms. Mbugua began producing essays about everything from whether humans should colonize space ("it is not worth the struggle," she wrote) to euthanasia (it amounts to taking "the place of God," she wrote). During her best month, she earned \$320, more money than she had ever made in her life. The New York Times is identifying Ms. Mbugua by only part of her name because she feared that the attention would prevent her from getting future work.

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It is not clear how widely sites for paid-to-order essays, known as "contract cheating" in higher education circles, are used. A 2005 study of students in North America found that 7 percent of undergraduates admitted to turning in papers written by someone else, while 3 percent admitted to obtaining essays from essay mills. Cath Ellis, a leading researcher on the topic, said millions of essays are ordered online every year worldwide.

Image

Mary Mbugua, a Kenyan university student, working at her computer. Ms. Mbugua has made money by writing academic essays for college students in the United States. Credit Sarah Waiswa for The New York Times

"It's a huge problem," said Tricia Bertram Gallant, director of the academic integrity office at the University of California, San Diego. "If we don't do anything about it, we will turn every accredited university into a diploma mill."

When such websites first emerged over a decade ago, they featured veiled references to tutoring and editing services, said Dr. Bertram Gallant, who also is a board member of the International Center for Academic Integrity, which has worked to highlight the danger of contract cheating. Now the sites are blatant.

"You can relax knowing that our reliable, expert writers will produce you a top quality and 100% plagiarism free essay that is written just for you, while you take care of the more interesting aspects of student life," reads the pitch from Academized, which charges about \$15 a page for a college freshman's essay due in two weeks and \$42 a page for an essay due in three hours.

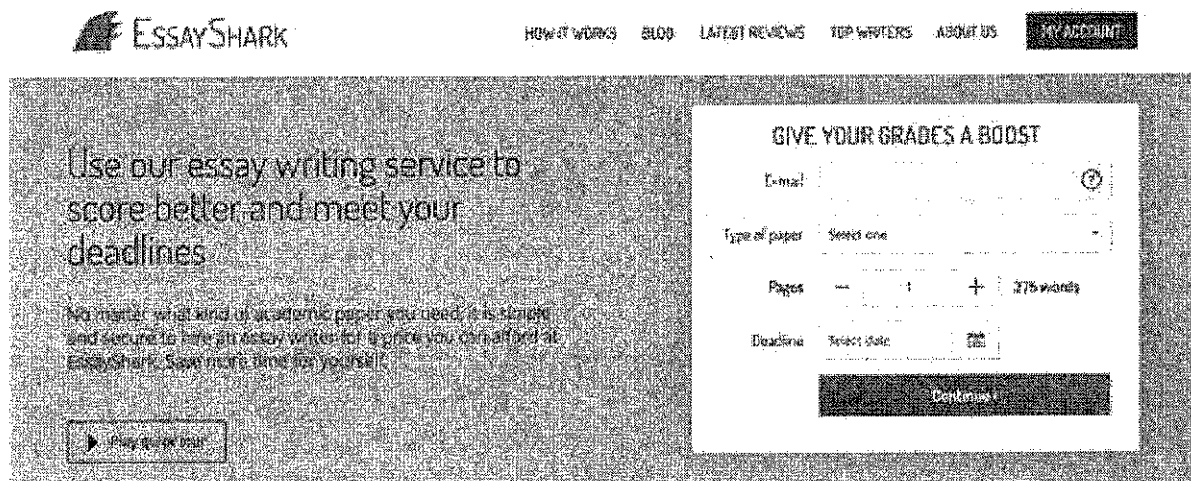
“No matter what kind of academic paper you need, it is simple and secure to hire an essay writer for a price you can afford,” promises EssayShark.com. “Save more time for yourself.”

In an email, EssayShark’s public relations department said the company did not consider its services to be cheating, and that it warned students the essays are for “research and reference purposes only” and are not to be passed off as a student’s own work.

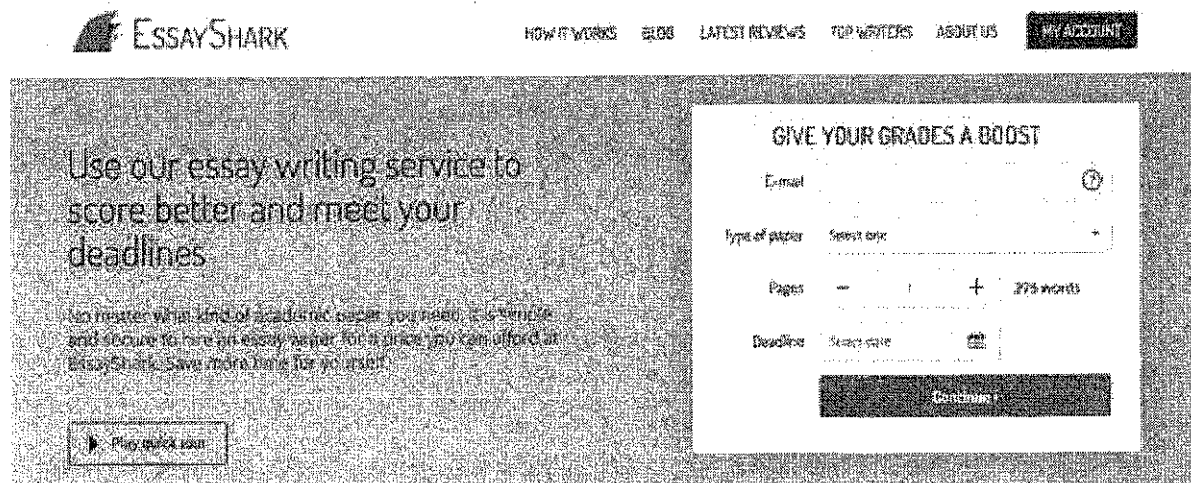
“We do not condone, encourage or knowingly take part in plagiarism or any other acts of academic fraud,” it said.

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A representative for UvoCorp, another of the companies, said its services were not meant to encourage cheating. “The idea behind our product design is to help people understand and conform to specific requirements they deal with, and our writers assist in approaching this task in a proper way,” the representative said in an email. “According to our policies, customers cannot further use any consultative materials they receive from us as their own.”



Image



A screen shot of EssayShark's homepage, advertising essay writing services.

Representatives for Academized and Ace-MyHomework did not return emails and phone calls seeking comment.

A major scandal involving contract cheating in Australia caused university officials there to try to crack down on the practice. A similar effort to confront the industry has emerged in Britain, but not in the United States.

Contract cheating is illegal in 17 states, but punishment tends to be light and enforcement rare. Experts said that no federal law in the United States, or in Kenya, forbids the purchase or sale of academic papers, although questions remain about whether the industry complies with tax laws.

"Because American institutions haven't been whacked over the head like Australian schools were, it's easier to pretend that it's not happening," said Bill Loller, vice president of product management for Turnitin, a company that develops software to detect plagiarism. "But it's absolutely happening."

Mr. Loller said he had worked with some colleges that have students who have never shown up for class or completed a single assignment. "They've contracted it all out," he said.

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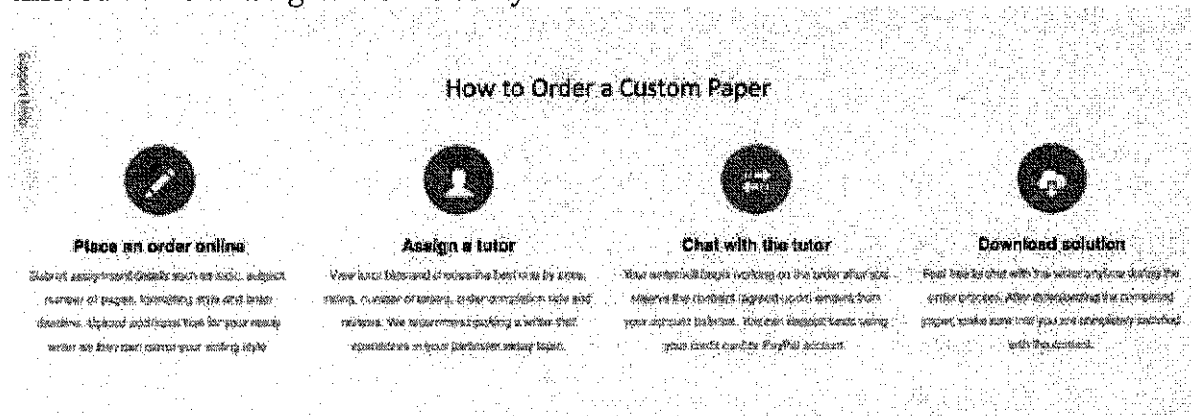
Contract cheating is harder to detect than plagiarism because ghostwritten essays will not be flagged when compared with a database of previously submitted essays; they are generally original works — simply written by the wrong person. But this year, Turnitin rolled out a new product called Authorship Investigate, which uses a host of clues — including sentence patterns and a document's metadata — to attempt to determine if it was written by the student who turned it in.

Some of the websites operate like eBay, with buyers and sellers bidding on specific assignments. Others operate like Uber, pairing desperate students with available writers. Either way, the identities and locations of both the writers and the students are masked from view, as are the colleges the assignments are for.

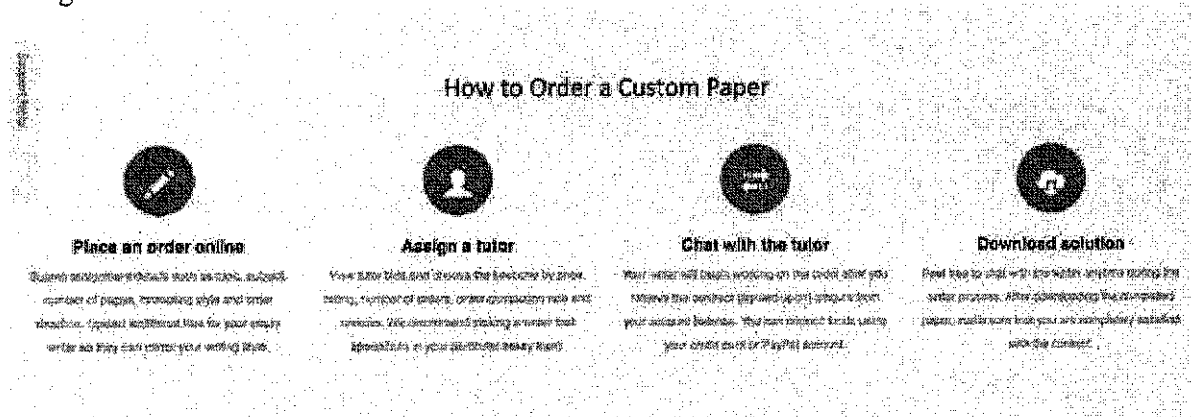
Still, in some of the assignments that Ms. Mbugua provided to The Times, names of colleges that the essays were meant for became clear. One assignment asked students to write about a solution to a community problem, and the essay Ms. Mbugua provided described difficulties with parking around Arizona State University. "Students could always just buck up and take the walk," the paper said.

Bret Hovell, a spokesman for Arizona State University, said the school was not able to determine whether the essay had been turned in.

In Kenya, a country with a per capita annual income of about \$1,700, successful writers can earn as much as \$2,000 a month, according to Roynorris Ndiritu, who said he has thrived while writing academic essays for others.



Image



A screen shot of Ace-MyHomework, which is among websites that have sprung up that allow people from all over the world to bid on American homework assignments. Roynorris Ndiritu, 28, who asked that only part of his name be used because he feared retribution from others in the industry in Kenya, graduated with a degree in civil engineering and still calls that his “passion.” But after years of applying unsuccessfully for jobs, he said, he began writing for others full time. He has earned enough to buy a car and a piece of land, he said, but it has left him jaded about the promises he heard when he was young about the opportunities that would come from studying hard in college.

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“You can even get the highest level of education, and still, you might not get that job,” he said.

In interviews with people in Kenya who said they had worked in contract cheating, many said they did not view the practice as unethical.

As more foreign writers have joined the industry, some sites have begun to advertise their American ties, in a strange twist on globalization and outsourcing. One site lists “bringing jobs back to America” as a key goal. American writers, who sometimes charge

as much as \$30 per page, say that they offer higher-quality service, without British spellings or idioms that might raise suspicion about an essay's authorship.

Ms. Mbugua, the Kenyan university student, worked for as little as \$4 a page. She said she began carrying a notebook, jotting down vocabulary words she encountered in movies and novels to make her essays more valuable.

Ms. Mbugua, 25, lost her mother to diabetes in 2001, when she was in the second grade. She vowed to excel in school so that she would one day be able to support her younger brother and sister.

A government loan and aunts and uncles helped her pay for college. But she also worked, landing in an office of 10 writers completing other people's assignments, including those of American students. The boss stayed up all night, bidding for work on several sites, and then farmed it out in the morning.

"Any job that is difficult, they're like, 'Give it to Mary,'" she said.

There were low points. During summer break, work slowed to a trickle. Once, she agonized so much over an American history paper about how the Great Depression ended that she rejected the job at the last minute, and had to pay an \$18 fine.

But Ms. Mbugua said she loved learning, and sometimes wished that she were the one enrolled in the American universities she was writing papers for. Once, when she was asked to write an admissions essay for a student in China who was applying to the Eli Broad College of Business at Michigan State University, she said she dreamed of what it would be like to go there herself.

Key Issues in Articles on Education

Area	Ken Robinson Video	People Don't Bribe College Officials by Amanda Hess
<p>Kairos-Timing What occurs that makes this the appropriate time and place for this argument?</p>		
<p>Exigence What is the issue, event, problem which has caused this to happen?</p>		
<p>Statis-what is the point of disagreement/the argument? Is it policy? Is it value/quality? Is it definition? Is it fact?</p>		

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Education Paper

Dr. Gingrich

Rough Draft: Due to turnitin.com by 400 pm on Friday, August 30th

2nd Draft: Due to turnitin.com by 400 pm on Friday, September 6th

You are to write an essay of 750 to 1250 words (estimate) in which you discuss the following issues:

- What does it mean to be educated?
- What are the purposes of an education?
- What factors (at least 3) affect whether a person becomes educated? Explain why these factors affect the person's education and illustrate specifically how they have affected the individual's education.

Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies and experiments.

You should focus on using at least two of the following types of logical appeals: definition, cause and effect, analogy, and syllogism.

Your essay should include 5 citations, 3 quotes from *Educated* by Tara Westover and 1 each from two different articles/sources either ones we have read in class or ones you find on your own.

Peer Editing sheet

- Does the paper establish all three claims regarding definition of education, the purpose of education, and the factors affecting whether a person is educated? Where in the argument does the author establish those claims?
- What words or sentences does the author use to establish those claims? Are those words and sentences clear and appropriate or would you suggest altering?
- What kind of evidence (e.g., facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments) does the author use to support their claim? Are these pieces of evidence effective in connecting to the issues of education? Why or why not?
- How does the author's choice of evidence reflect the rhetorical situation (audience, purpose, context) and advance their purposes? Why would the audience be persuaded by this evidence?
- Select one piece of evidence. What is the function (e.g., to illustrate, to clarify, to set a mood, to provide an example, to associate, to amplify or qualify a point) of evidence in their argument, and how do they convey that function? Is this effective?
- Does the evidence reflect at least two of the different types of logical appeals (definition, syllogism, cause and effect, analogy, narration)? Which two? Are these appropriate?
- How does the author's commentary establish a logical relationship between evidence and the claim it supports? Is this appropriate and convincing or does it need more commentary to fully explain the connection between evidence and claim?
- Has the paper incorporated effectively references to Tara Westover's *Educated* and the two other sources? How does it utilize the texts to further the argument?
- How does the paper flow from issue to issue? Is the introduction effective? Does the paper include an effective conclusion which ties the argument together and illuminates the paper's overall position?
- Does the paper use sophisticated syntax, grammar, and diction? Give examples of particularly fluid language or language which needs to be revised more closely.

Persuasive Rubric Checklist for Educated

Name:

Score 1

- Undeveloped
- Simplistic
- Weak in control of language/Especially lacking in coherence

Score 2

- Demonstrates little success in defining education, the purposes and factors influencing education, or providing examples to support that position
- May misunderstand the prompt
- Offers vague generalizations fails to make specific references to summer readings
- Substitutes a simpler task such as summarizing
- Demonstrates consistent weakness in writing in general

Scores of 3

- Less success in defining education, the purposes and factors influencing education, or providing examples to support that position
- Less control of language than a 4

Scores of 4

- Inadequately defines education, discusses purposes and factors influencing education, or provides examples to support that position
- Evidence may be inappropriate, insufficient, or unconvincing
- Arguments may have lapses in coherence or be inadequately developed; may reference vaguely summer readings but does not connect clearly to argument
- The prose generally conveys the writer's ideas but suggests immature control

Possible Passing Score of 5

- Clearly explains the author's position or the position of the prompt
- Defines education, discusses purposes and factors influencing education, or provides examples to support that position
- Evidence may be uneven, inconsistent, or limited; texts be referenced but unclearly connected to argument
- Writing may contain lapses in syntax or diction but generally conveys author's ideas

Passing Score 6

- Adequately defines education, discusses purposes and factors influencing education, or provides examples to support that position of the paper through direct references *Educated* and the other texts
- Evidence and explanations are appropriate and sufficient
- The argument is coherent and adequately developed
- Writing may contain lapses in syntax and diction, but the prose is generally clear

Scores of 7

- More complete explanation, more thorough development or more mature prose style

Scores of 8

- Effectively defines education, discusses purposes and factors influencing education, or provides examples to support that position of the paper through direct references *Educated* and the other texts
- Evidence is appropriate and convincing; summer readings are used thoughtfully and well connected to the main argument of the paper
- Argument is especially coherent and well developed
- Demonstrate an ability to control a wide range of the elements of effective writing

Scores 9

- Especially sophisticated in their argument
- Especially thorough in their development
- Particularly impressive in their control of language

Activity Two for Animals in Captivity

Skills: CLE3A3.A: Identify and explain claims and evidence within an argument.

Part One Prereading four corners. Post the following statement on the front board. Have sheets of paper on four corners of the room based on the positions below. Have students go and stand there based on their view. Have them explain their view.

Zoos are important to society and we should keep them
Strongly Agree Agree Disagree Strong Disagree



Part Two: Read the following two articles by Romesh Ranganathan and Robin Ganzert

<https://www.theguardian.com/world/commentisfree/2017/mar/13/zoos-are-prisons-for-animals-no-one-needs-to-see-a-depressed-penguin-in-the-flesh>

Zoos are prisons for animals – no one needs to see a depressed penguin in the flesh

Romesh Ranganathan

In an age when David Attenborough can virtually take us inside an elephant's bottom, is there any or conservational value to keeping animals in captivity?

Mon 13 Mar 2017 02:59 EDT Last modified on Fri 24 Nov 2017 22:26 EST



Colombian spider monkeys at the South Lakes Safari Zoo in 2016. The zoo has lost its license. Photograph: Alamy Stock Photo

That a zoo in Cumbria is having its license revoked as a result of nearly 500 animals dying there over a two-year period comes as no shock – but it still slightly surprises me that anybody thinks that we should have

zoos at all. The animals always look miserable in captivity. If you don't believe me, visit a farm park. It's as likely as not that you will see a goat, pleading with its eyes to be euthanized, while a sign on the enclosure says: "Gerry the goat is quite the character – he often plays a game in which he looks like he has been crying for many, many hours!"

A lot of zoos play the conservation angle, which is a rationale that has been reverse engineered. That's not why zoos exist. Zoos exist so that we can wander round with our children and say: "No, don't bang the glass, Timothy, he's getting agitated," before going home to post on Facebook about the educational day that we have had.

The argument that zoos have educational merit might have once seemed convincing, but there is less reason to see animals in captivity than ever before. David Attenborough's Planet Earth shows you all the animals you could ask for in their natural

habitat, with added drama and narrative arcs. We are surely only a few series away from filming inside the animals, with Attenborough using his dulcet tones to give the origin story of an elephant turd. Why, then, do we need to see them in prison?

Why the world needs zoos

Dr Dave Hone

Read more

On holiday recently, I was persuaded by my family to visit a marine theme park that bombards you with messages of preserving marine life. We spent the afternoon seeing seals and penguins that looked to be in varying stages of depression before taking in the dolphin show, which meant watching a two-minute video about saving dolphins, and a 10-minute demonstration of how the park has managed to enslave them and get them to perform tricks. I wondered about the message behind getting the dolphins to pull some kids around in a boat almost as much as I wondered why my own children hadn't been offered that experience.

When Cecil the lion was killed, the general public were so incensed that the dentist who shot him became an international hate figure; the perfect example of the public picking and choosing when to give a shit about animals. It's apparently really bad to shoot Cecil despite the fact he has had a much better life than the huge number of lions that we continue to keep in captivity. I am not suggesting that it is wrong to care about Cecil, but if we are in uproar about that, why aren't we as upset about the animals in tanks and cages, or the ones that we eat? I wonder if we would have been so upset if the lion didn't have a name. Or was called Piers.

There are counter-arguments, of course. After a visit to the Sea Life centre in Brighton, my eldest son took a passionate interest in marine life that has stayed with him, and I wouldn't be surprised if animal conservation went on to be one of his primary concerns. This is almost certainly as a direct result of our visit, but it's also first-world privilege in micro form: "We must have some animals in cages for little Stephen to look at, otherwise how will he learn?"

Similarly, the idea that kids only get excited about things they can see in the flesh is ridiculous. My kids are obsessed with dinosaurs that no longer exist, and Skylanders, which have never existed. One of our sons watches endless YouTube videos of Kinder Surprise eggs being opened, so the bar is set pretty low in terms of what will get him interested. I would, however, be delighted to hear that the YouTubers responsible for these videos had been put in a series of cages for our enjoyment.

I have no doubts that the people working in zoos, safari parks and conservation centres all really care about the animals. But there is a pretty strong argument that there is a negative effect on conservation awareness, given that children take away the message that "endangered species" are probably OK because they have seen them in the zoo. Plus, zoos and conservation spaces are impossible to effectively regulate. Have a look

online and see the number of cases of animals being killed because of lack of space, horses being painted to look like zebras, animals in aquariums showing clear signs of distress.

Still, I was struck by my own hypocrisy when I was looking to get a family pet. When I found myself Googling: "How long will a puppy cry for its mother and siblings," it occurred to me that I probably no longer wanted to do it. The idea that I don't want animals to be imprisoned, but that I quite fancy having a prisoner of my own doesn't sit comfortably. This might sound extreme and no doubt cat owners will tell me that their cats are free to go wherever they want but always return. I live in Crawley, however, and often when I'm out I immediately want to return straight home. I could never be sure if the cat coming back was a thumbs-up for the family, or a silent protest against the lack of amenities in town. I'm also starting to consider setting my children free.

<https://time.com/4364671/zoos-improve-lives-of-animals/>

Zoos Are Not Prisons. They Improve the Lives of Animals.

BY DR. ROBIN GANZERT

JUNE 13, 2016

Ganzert, Ph.D, is president and CEO of the American Humane Association.

The recent death of Harambe—the Western lowland gorilla shot dead at the Cincinnati Zoo after a three-year-old boy fell into his enclosure—has ignited a fierce debate about the role of modern zoos. Some critics have seized the tragedy as an opportunity to advance an uncompromising anti-captivity narrative in which all zoos and aquariums are inherently unethical and cruel.

To be sure, there are bad actors. The spawning of so-called "roadside zoos"—an exploitative enterprise known for its systematic negligence and abuse of animals—are some of the most egregious cases-in-point. But blunt and sweeping indictments of zoos and aquariums fail to account for how ethical institutions enrich and ultimately protect the lives of animals, both in human care and in the wild.

Responsible zoos and aquariums exist to facilitate and promote the conservation of animals. And the need for intensive conservation campaigns is now more urgent than ever before: Our world is currently in the midst of the "Sixth Extinction," a term coined by Elizabeth Kolbert in her Pulitzer Prize-winning book of the same name. Unlike the five preceding die-offs, which were precipitated by natural events—such as those that killed off the dinosaurs, exterminating three-quarters of all species on the planet—the current mass extinction is a result of human activities encroaching on wild spaces.

Today's zoos and aquariums are uniquely positioned to combat those evolving threats. Using robust and sophisticated breeding programs, these institutions fund and facilitate countless initiatives to propagate species and preserve genetic biodiversity, and then reintroduce critically endangered or extinct species into the wild. Consider the Arabian Oryx, a striking breed of antelope from the Arabian Peninsula. The species was hunted to extinction in the wild nearly four decades ago, when the last wild Arabian Oryx was shot and killed in 1972. The Phoenix Zoo helped lead the ensuing breeding and reintroduction programs, which ultimately birthed more than 200 calves from just nine individuals. Now between Oman and Jordan, there are about 1,000 Arabian Oryx living in the wild.

The Arabian Oryx—which has since been removed from the endangered species list—isn't alone. Breeding programs at zoos and aquariums have since saved numerous other species from extinction, including the European bison, the red wolf, and the Oregon spotted frog.

Even when animals are never introduced into the wild, placing them under human care can still improve the lives of their wild counterparts: Modern zoos and aquariums serve as bases for observation and research, which then helps protect wild animals.

One compelling example is the study of animal infection and disease, currently the subject of numerous ongoing research projects at zoos worldwide. The Zoological Society of London, for instance, is developing innovative methods to assess the risks of animals contracting disease when they're reintroduced into the wild. Smithsonian's National Zoo in Washington is leading global research efforts on the detection and treatment of the sometimes-fatal elephant herpes virus, with the ultimate goal of developing an effective vaccine to be administered to the species in both zoo and wild populations. And the San Diego Zoo retains a staff of 20 experts dedicated to the study of treating wildlife diseases that threaten conservation.

Of course, the positive contributions of zoos and aquariums in conserving wild animals cannot—and should not—outweigh the health and well-being of the animals living under the care of these institutions. That's why American Humane Association is launching a global initiative to elevate the welfare standards of zoos and aquariums worldwide. The Humane Conservation program will be the first third-party certification devoted solely to verifying that animals living in these institutions are healthy, positively social, active, safe, and living with proper light, sound, air, and heat levels. And these standards will be set not by zoos but instead an independent collection of world-renowned experts in the fields of animal science, behavior, and ethics—a sharp departure from most existing

accreditation programs, which are vulnerable to accusations of conflicts of interest and leniency.

To some detractors, the humane certification of zoos and aquariums is an oxymoron. But vast empirical and academic research discredits this black-and-white view. Animals in zoos and aquariums today can live longer, healthier, and richer lives than their forbearers ever did in the wild. Go see for yourself.

Part Three During Reading annotate for these following items:

- What is the exigence for Ranganathan and Ganzert's argument?
- Ranganathan is a standup comic and Ganzert is CEO of the Human society does this affect how credible they are?
- Does either author make any assumptions about the audience's beliefs about zoos?
- How does Ranganathan use his personal experience to set the mood?
- How does Ranganathan's rhetorical question "I am not suggesting that it is wrong to care about Cecil but if we are in an uproar about that, why aren't we as upset about the animals in the tanks and cages or the ones that we eat?" establish his purpose? How does this appeal to feelings which the audience might have? Does this appeal to the audience work?
- How does Ranganathan use humor to make his point?
- How does Ganzert's work use the death of Harambe to make her point?
- Does Ganzert explicitly state her thesis?
- What words or sentences do you think the author's use most effectively to make their point?

Part Four Carousel: Have large pieces of paper printed and have students go around and respond to these six questions posted around the room.

1. Why have the authors written the piece at this time?
2. Is there a difference between hunting animals and having animals in zoos?
3. Which article provides the strongest argument for their purpose?
4. Is it immoral to have pets?
5. Should society have a role in trying to preserve animals?
6. How can we keep species from going extinct?

Part Five: Discuss the questions from part three and four

AP Prompt in Class

CLE4. A. Develop paragraphs comprised of a claim and evidence that supports the claim

REO6. A. Develop a line of reasoning and commentary that explains it

REO 6. C. Use methods of development appropriate to the advancement of an argument

Write an Essay on one of the following topics

Topic A:

There is no higher religion than human service. To work for the common good is the highest creed. Woodrow Wilson, **U.S. President, 1916-1921**

Any group or "collective," large or small, is only a number of individuals. A group can have no rights other than the rights of its individual members. **Ayn Rand, author, *Fountainhead***

"Those who surrender freedom for security will not have, nor do they deserve, either one. **Ben Franklin, co-author of the Declaration of Independence**

Consider the issues of the individual and society and write an essay in which you discuss the following prompt:

Which is more essential to American society: the rights of the individual or the common good?

Write a response in which you take a position on the above prompt and support it with evidence from your readings, personal experience or the media.

Topic B:

Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant. —Horace, Roman poet

Write an essay that takes a position on Horace's claim that adversity elicits talents which would lay dormant in prosperous circumstances. Support your claim with evidence from your readings, personal experience or the media.

Topic C:

H.L. Mencken wrote the following quote: "The average man does not want to be free. He simply wants to be safe." Write an essay in which you take a position on Mencken's claim. Support your argument with evidence from your readings, observations, personal experience, or the media.

Graphic Organizer Which topic did you do (A, B, C)?

Thesis statement (issue, your position, why):

Introduction:

Background issue—attention getter, your thesis, outline of what you will discuss

Write out 2 or three claims which support your position-have two pieces of evidence which come from the following areas for each claim (evidence can be from the same or different categories)

Area of Evidence	Claim #1	Claim #2	Claim #3
Books			
Entertainment			
News			
Technology			
Science			
History			
Observation-things you have witnessed			
Personal Experience			
Commentary: How does the example support your argument			

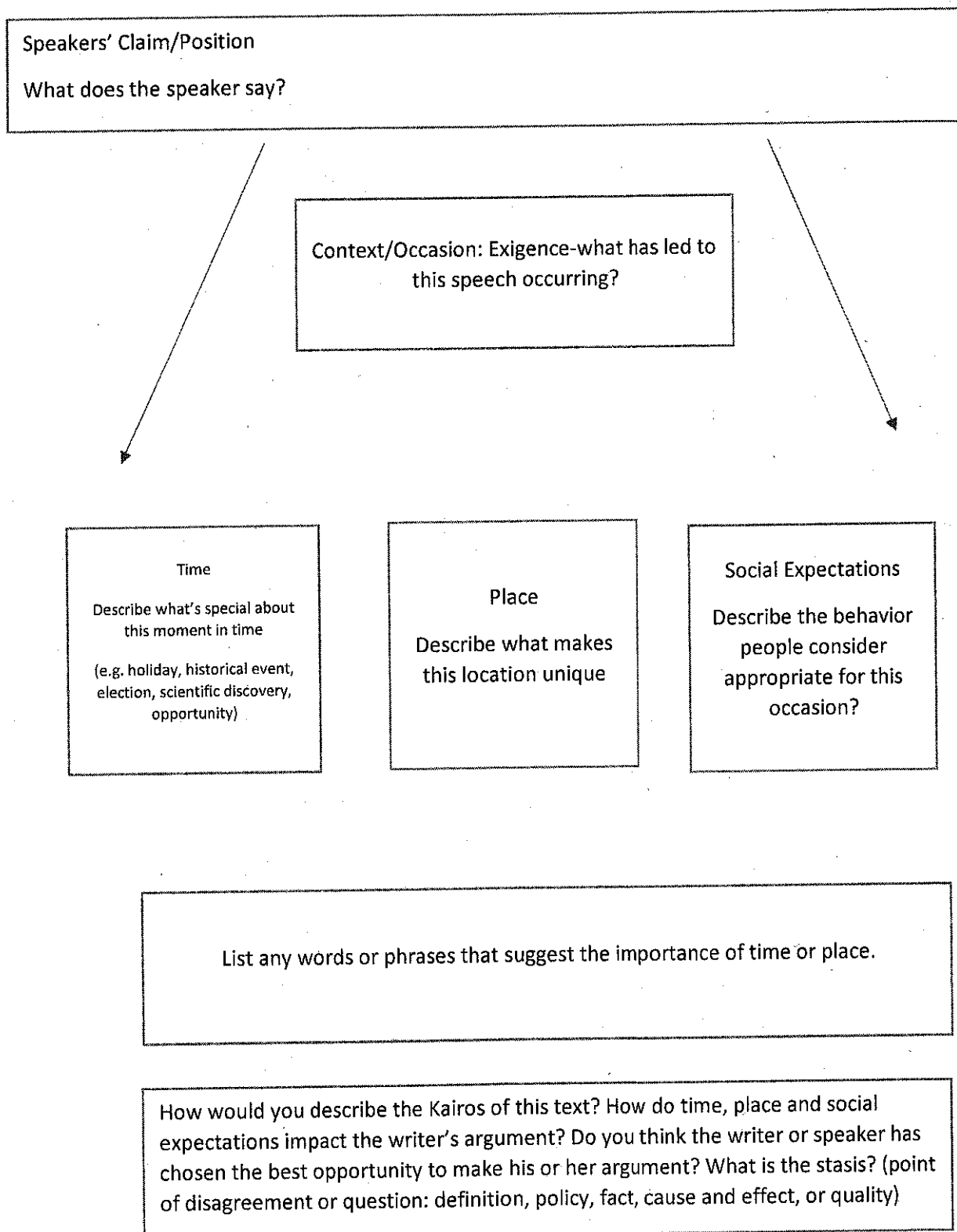
Conclusion:

How have you addressed the big issue, the so what of the argument, why this is important?
Why have you been successful at making your case? What do you want readers to think, feel,
or do as a result of your argument (call to action)?

Kairos Analysis for Speeches from the Crucible

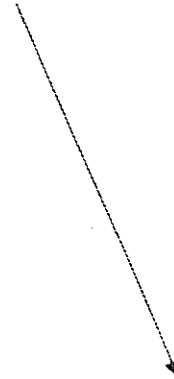
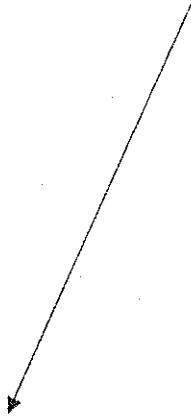
CLE3. A. Identify and explain claims and evidence that supports the claim

Adapted from Fletcher 2015 Teaching Argument



Kairos, Exigence, and Stasis in the Crucible

Directions: Using the speech that you have explain the elements of kairos, exigence, and stasis for that speech. Be prepared to explain this to the class.



Speech One

Abigail: Now look you. All of you. We danced. And Tituba conjured Ruth Putnam's dead sisters. And that is all. And mark this. Let either of you breathe a word, or the edge of a word, about the other things, and I will come to you in the black of some terrible night and I will bring a pointy reckoning that will shudder you. And you know I can do it; I saw Indians smash my dear parents' heads on the pillow next to mine, and I have seen some reddish work done at night, and I can make you wish you had never seen the sun go down! *She goes to Betty and roughly sits her up.* Now, you - sit up and stop this!

Speech two:

Elizabeth, to Hale: I cannot think the Devil may own a woman's soul, Mr. Hale, when she keeps an upright way, as I have. I am a good woman, I know it; and if you believe I may do only good work in the world, and yet be secretly bound to Satan, then I must tell you, sir, I do not believe it.

Hale: But, woman, you do believe there are witches in –

Elizabeth: If you think that I am one, then I say there are none.

Hale: You surely do not fly against the Gospel, the Gospel –

Proctor: She believe in the Gospel, every word!

Elizabeth: Question Abigail Williams about the Gospel, not myself!

Speech three:

Danforth: These will be sufficient. Sit you down, children. Silently they sit. Your friend, Mary Warren, has given us a deposition. In which she swears that she never saw familiar spirits, apparitions, nor any manifest of the Devil. She claims as well that none of you have seen these things either. Slight pause. Now, children, this is a court of law. The law based upon the Bible, and the Bible, writ by Almighty God, forbid the practice of witchcraft, and describe death as the penalty thereof. But likewise, children, the law and Bible damn all bearers of false witness. Slight pause. Now then. It does not escape me that this deposition may be devised to blind us; it may well be that Mary Warren has been conquered by Satan, who sends her here to distract our sacred purpose. If so, her neck will break for it. But if she speak true, I bid you now drop your guile and confess your pretense, for a quick confession will go easier with you. Pause. Abigail Williams, rise, Abigail slowly rises. Is there any truth in this?

Speech four:

Danforth: Now hear me, and beguile yourselves no more. I will not receive a single plea for pardon or postponement. Them that will not confess will hang. Twelve are already executed; the names of these seven are given out, and the village expects to see them die this morning. Postponement now speaks a floundering on my part; reprieve or pardon must cast doubt upon the guilt of them that died till now. While I speak God's law, I will not crack its voice with whimpering. If retaliation is your fear, know this - I should hang ten thousand that dared to rise against the law, and an ocean of salt tears could not melt the resolution of the statutes. Now draw yourselves up like men and help me, as you are bound by Heaven to do. Have you spoken with them all, Mr. Hale?

Hale: All but Proctor. He is in the dungeon.

Danforth, *to Herrick*: What's Proctor's way now?

Speech five:

Hathorne: It is no lie, you cannot speak of lies.

Hale: It is a lie! They are innocent!

Danforth: I'll hear no more of that! Hale, continuing to Elizabeth: Let you not mistake your duty as I mistook my own. I came into this village like a bridegroom to his beloved, bearing gifts of high religion; the very crowns of holy law I brought, and what I touched with my bright confidence, it died; and where I turned the eye of my great faith, blood flowed up. Beware, Goody Proctor - cleave to no faith when faith brings blood. It is mistaken law that leads you to sacrifice. Life, woman, life is God's most precious gift; no principle, however glorious, may justify the taking of it. I beg you, woman, prevail upon your husband to confess. Let him give his lie. Quail not before God's judgment in this, for it may well be God damns a liar less than he that throws his life away for pride. Will you plead with him? I cannot think he will listen to another.

Elizabeth, quietly: I think that be the Devil's argument.

Hale, *with a climactic desperation*: Woman, before the laws of God we are as swine! We cannot read His will!

Speech six:

Proctor: You came to save my soul, did you not? Here! I have confessed myself; it is enough!

Danforth: You have not con –

Proctor: I have confessed myself! Is there no good penitence but it be public? God does not need my name nailed upon the church! God sees my name; God knows how black my sins are! It is enough!

Danforth: Mr. Proctor –

Proctor: You will not use me! I am no Sarah Good or Tituba, I am John Proctor! You will not use me! It is no part of salvation that you should use me!

Danforth: I do not wish to - Proctor: I have three children - how may I teach them to walk like men in the world, and I sold my friends? Danforth: You have not sold your friends –

Proctor: Beguile me not! I blacken all of them when this is nailed to the church the very day they hang for silence!

Danforth: Mr. Proctor, I must have good and legal proof that you –

Proctor: You are the high court, your word is good enough! Tell them I confessed myself; say Proctor broke his knees and wept like a woman; say what you will, but my name cannot –

Danforth, with suspicion: It is the same, is it not? If I report it or you sign to it?

Proctor - he knows it is insane: No, it is not the same! What others say and what I sign to is not the same!

Danforth: Why? Do you mean to deny this confession when you are free? Proctor: I mean to deny nothing! Danforth: Then explain to me, Mr. Proctor, why you will not let –

Proctor, with a cry of his whole soul: Because it is my name! Because I cannot have another in my life! Because I lie and sign myself to lies! Because I am not worth the dust on the feet of them that hang! How may I live without my name? I have given you my soul; leave me my name!

Danforth, pointing at the confession in Proctor's hand: Is that document a lie? If it is a lie I will not accept it! What say you? I will not deal in lies, Mister! Proctor is motionless. You will give me your honest confession in my hand, or I cannot keep you from the rope. Proctor does not reply. Which way do you go, Mister? His breast heaving, his eyes staring, Proctor tears the paper and crumples it, and he is weeping in fury, but erect.

Danforth: Marshal!

Parris, hysterically, as though the tearing paper were his life: Proctor, Proctor!

Hale: Man, you will hang! You cannot!

Proctor, his eyes fully of tears: I can. And there's your first marvel, that I can. You have made your magic now, for now I do think I see some shred of goodness in John Proctor. Not enough to weave a banner

with, but white enough to keep it from such dogs. Elizabeth, in a burst of terror, rushes to him and weeps against his hand. Give them no tear! Tears pleasure them! Show honor now, show a stony heart and sink them with it! He has lifted her, and kisses her now with great passion.

Rebecca: Let you fear nothing!

Activity Two: Line of Reasoning in Article on Witches

REO5. A. Describe the line of reasoning and explain whether it supports and argument's overarching thesis

REO5. C. Recognize and explain the use of methods of development to accomplish purpose

Witches in Contemporary Times

1. Read the Two Articles on Witches in Contemporary Times

"Burn Her!" By Tim Harford in Slate, Sept. 20, 2008

"21st Century Persecutions of Witches" by Mitch Horowitz, NY Times, July 5, 2012

2. Complete the Chart Comparing Modern Day Accusations of Witches to Witches in *The Crucible*
3. Who were the people accused of being witches in *The Crucible*? What roles did they have in society?
4. Who are the accused in the articles by Harford and Horowitz? Why is it so often women who are accused? What does this say about the societies in which the accused lived?
5. At the end of his article, Mitch Horowitz writes, "It is time to lay the ghosts of Salem to rest."
 - Why have witch trials persisted throughout history?
 - How are they similar or different from the trials of Salem in 1692?

- Is Horowitz right in his assertion about the ghosts of Salem?

Classical Outline structure (arrangement)	The Persecution of Witches 21 st Century Style by Mitch Horowitz	Burn Her by Tim Harford
Introduction (ethos, gets audience's interest and establishes goodwill-credibility or authority)		
Narration (statement of facts, logos)		
Division (list of points with which you and your opponent agree and where you disagree)		
Refutation (challenge your opponent's argument)		
Proof (state your actual argument, logos)		
Conclusion (restate your best points, explain why you have been successful, call to action - pathos)		

Select one of the articles and respond to the following questions:

- What type of organization has the author used? (Order of Importance to Climax, Order of Generalization and Example, Chronological Order, Spatial Order, Problem to Solution, Order of

45

Familiarity, Order of Frequency, Order of Complexity, Order of Audience Awareness and Acceptance) How do they use this line of reasoning to support their claim?

- Does the writer's reasoning proceed from an established claim, or does the reasoning advance toward a claim? Where is the claim?
- How does the writer's reasoning through commentary logically connect chosen evidence to a claim?
- How does the writer's sequencing of paragraphs reveal the argument's line of reasoning?
- What is the article's final argument (findings)? Does this argument flow logical from the claim and evidence? Why or why not?

NEW YORK TIMES

OP-ED CONTRIBUTOR

The Persecution of Witches, 21st-Century Style

By Mitch Horowitz

- July 4, 2014



CreditCreditBill Bragg

Most people believe that the persecution of “witches” reached its height in the early 1690s with the trials in Salem, Mass., but it is a grim paradox of 21st-century life that violence against people accused of sorcery is very much still with us. Far from fading away, thanks to digital interconnectedness and economic development, witch hunting has become a growing, global problem.

In recent years, there has been a spate of attacks against people accused of witchcraft in Africa, the Pacific and Latin America, and even among immigrant communities in the United States and Western Europe. Researchers with United Nations refugee and human rights agencies have estimated the murders of supposed witches as numbering in the thousands each year, while beatings and banishments could run into the millions. “This is becoming an international problem — it is a form of persecution and violence that is spreading around the globe,” Jeff Crisp, an official with the United Nations High Commissioner for Refugees, told a panel in 2009, the last year in which an international body studied the full dimensions of the problem. A report that year from the same agency and a UNICEF study in 2010 both found a rise, especially in Africa, of violence and child abuse linked to witchcraft accusations.

More recent media reports suggest a disturbing pattern of mutilation and murder. Last year, a mob in Papua New Guinea burned alive a young mother, Kepari Leniata, 20, who was suspected of sorcery. This highly publicized case followed a series of instances over recent years of lethal group violence against women and men accused of witchcraft.

"These are becoming all too common in certain parts of the country," said the prime minister, Peter O'Neill. Last year, Papua New Guinea finally repealed a 1971 law that permitted attackers to cite intent to combat witchcraft as a legal defense. But progress is slow. Although the police charged a man and woman in connection with the 2013 killing of Ms. Leniata, no one has faced trial, a fact that drew protest from Amnesty International in February.

One of the ugliest aspects of these crimes is their brutality. Victims are often burned alive, as in Ms. Leniata's case and a 2012 case in Nepal; or accused women are sometimes beaten to death, as occurred in the Colombian town of Santa Barbara in 2012; or the victims may be stoned or beheaded, as has been reported in Indonesia and sub-Saharan Africa.

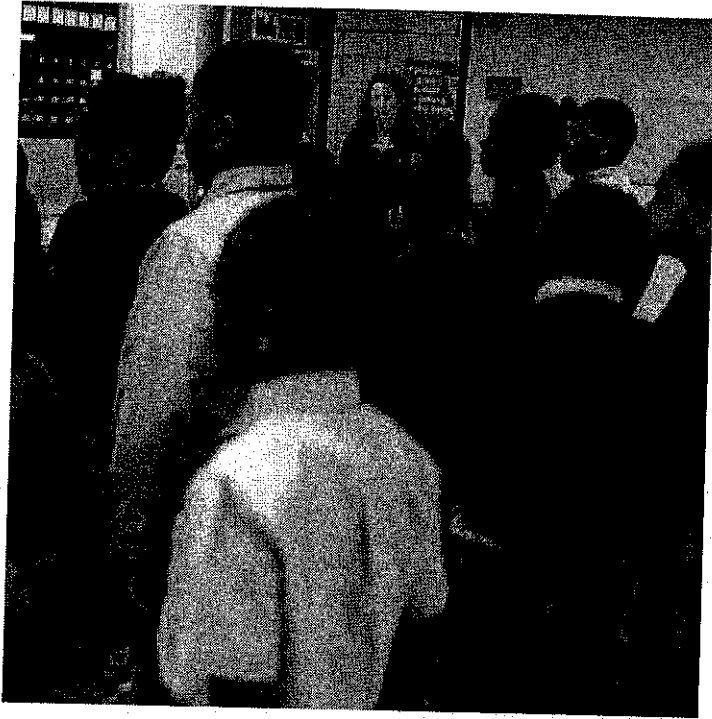
It is tempting to point to poverty in the developing world, as well as scapegoating, as the chief causes of anti-witch attacks — and such forces are undoubtedly at work. But while Africa and the southwestern Pacific have a long history of economic misery, much of this violence, especially against children, has worsened since 2000. The surge suggests forces other than economic resentment or ancient superstition.

In some communities, it is chiefly young men who take on the role of witch hunters, suggesting that they may see it as a way to earn prestige by cleansing undesirables and enforcing social mores. That many of the self-appointed witch hunters are men highlights another baleful aspect of the phenomenon: The majority of victims are women. The Rev. Jack Urame of the Melanesian Institute, a Papua New Guinean human rights agency, estimates that witchcraft-related violence there is directed 5 to 1 against women, suggesting that witchcraft accusations are used to cloak gender-based violence.

Another factor, particularly in Central Africa and its diaspora communities, is the advent of revivalist churches, in which self-styled pastor-prophets rail against witchery and demon possession. They often claim to specialize in the casting out of evil spirits, sometimes charging for the service. Many of those congregations have emerged from Western evangelizing efforts.

One of Nigeria's most popular Pentecostal preachers, Helen Ukpabio, wrote that "if a child under the age of 2 screams in the night, cries and is always feverish with deteriorating health, he or she is a servant of Satan." As that implies, children in those communities are especially likely to be identified as possessed. The United Nations Office of the High Commissioner for Human Rights reported that most of the 25,000 to 50,000 children who live on the streets of Kinshasa, the capital of the Democratic Republic of Congo, were abandoned by family members who accused them of witchcraft or demonic possession.

Editors' Picks



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The etiology of this epidemic is complex, but human rights observers point to overpopulation, rapid urbanization and the hardship of parents forced to relocate to seek work, as well as the sheer stresses of raising children amid dire poverty. Superstitions are stoked by local "healers," who charge parents to exorcise evil spirits.

Witch hunting is far from limited, however, to acts of sadistic vigilantism or profiteering. Some legal systems even sanction the killing of accused witches.

In 2011, courts in Saudi Arabia sentenced a man and a woman, in separate cases, to beheading after convictions for sorcery. In 2013, Saudi courts sentenced two Asian housemaids to 1,000 lashes and 10 years in prison on charges of casting spells against their employers.

A Lebanese television psychic, Ali Hussain Sibat, was arrested in 2008, while on pilgrimage to Medina, by the Saudi religious police for hosting a television show in his native Lebanon, "The Hidden," where he would make predictions and prescribe love potions and spells. After an outcry by Amnesty International and others, the Saudi courts stayed Mr. Sibat's execution by beheading, but sentenced him in 2010 to a 15-year prison term.

As in Africa, the wave of anti-witch activity in Saudi Arabia is fairly new. The Saudi religious police devised an Anti-Witchcraft Unit in 2009, resulting in the arrests of 215 alleged "conjurers" in 2012. Some observers attribute this sudden interest in witchery to

the royal family's attempts to appease its religious inquisitors by keeping them busy targeting a handful of vulnerable individuals.

A final motive driving modern witch hunting may be more venal than spiritual: The police in Indonesia, where there were about 100 suspected witch killings in 2000, point to fraud and graft directed against vulnerable women, who, lacking family or community protection, fall prey to banishment or murder on slim pretexts, while their homes and property are seized by their accusers.

Globalization means that paranoia over black magic and spirit possession are no longer confined to developing nations. Mass migration has made this a pervasive problem. In January, a Queens, N.Y., man was arrested for beating to death with a hammer his girlfriend, Estrella Castaneda, 56, and her daughter, Lina Castaneda, 25; Carlos Alberto Amarillo told the police that the women were "witches," who had been "performing voodoo and casting spells" on him. (Voodoo, more properly known as Vodou, is an authentic Afro-Caribbean faith based in deity worship and ritual, practiced in New York and many American cities. Other belief systems that retain or reinvent ancient nature worship and spell practices sometimes go under the names of Wicca or neo-paganism.)

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It has not been confirmed whether the Queens victims had ties to Vodou (neither they nor the suspect were Afro-Caribbean). Accusations like those made by Mr. Amarillo, who is under psychiatric evaluation, often prove unreliable or are misreported in a sensationalist way. But the theme has nonetheless become alarmingly familiar in Western news coverage.

In 2012, The Guardian reported that London police had during the last decade investigated 81 cases of "ritual abuse" of children accused of possession or witchcraft, a phenomenon that British social agencies fear is on the rise, particularly within African immigrant communities. In 2010, a 15-year-old boy, Kristy Bamu, was tortured and killed in East London by his older sister and her boyfriend, both Congolese, who had accused him of sorcery after he wet his bed. In the wake of that case, the British police started to receive special training on witchcraft-related abuse.

Because anti-witch violence is rooted in the belief systems of traditional societies, it would be easy to slip into the fatalistic view that this crisis is a tragic repetition of ancient aggressions. But where local superstitions explode into violence or migrate across a wide range of settings and societies, we can and must act.

Western branches of Pentecostal and charismatic Christian congregations must work closely with the more fervent ministries of their denominations among African and immigrant communities to foster an understanding of how "exorcisms" can spiral into deadly abuse. No African congregation wants to feel dictated to by the West, but there is a place for exchange and cultural pressure. Western ecclesiastical bodies can specifically enact prohibitions against for-profit exorcisms.

Laws should be enacted against accusing children of witchcraft throughout the countries of Africa and the southwestern Pacific, as one Nigerian state has already done. And countries like the Solomon Islands that still criminalize witchcraft should strike down those statutes.

Police indifference to crimes of witch hunting must also be tackled, especially in societies where police officers themselves may share in traditional beliefs about "black magic." A 2012 British government report on combating faith-based violence against children provides a valuable guide to instructing the police on signs of abuse, asking religious leaders to condemn violence and protecting vulnerable witnesses.

Legal efforts must be paired with increased social awareness. In a promising model, a 2010 Oxfam International report noted that some Catholic parishes in Papua New Guinea have been teaching congregants about the natural causes of death and illness (common triggers for anti-witch paranoia), providing shelter to accused witches and denying the sacraments to those who accuse others of sorcery.

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Crucial, too, is that the United Nations and international human rights organizations start compiling yearly statistics on these crimes. We're severely hampered in understanding the scale of this crisis when our most recent global data are already five years out of date.

Most important, witchcraft-related violence should be branded as hate crimes by international courts and by all jurisdictions where anti-hate statutes exist. This is vital to gaining wider recognition of this criminality and preventing it.

In too many places, the accusation of witchcraft has become an incitement to mob violence. It is time to lay the ghosts of Salem to rest.

Mitch Horowitz is the author of "Occult America" and "One Simple Idea: How Positive Thinking Reshaped Modern Life."

Burn Her!

Why it's dangerous to be a witch in a recession.

By TIM HARFORD

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SEPT 20, 2008 7:11 AM

Why did people murder suspected witches in Renaissance Europe? And why do they still do so today in sub-Saharan Africa? As someone whose main source of information about witch trials is *Monty Python and the Holy Grail*, I was fascinated to learn that witch-burning has its own grim economics.

Clearly, some of the fervor for murdering women—typically elderly widows—had cultural and religious origins. In the early medieval period, the Catholic Church dismissed the idea that witches had supernatural powers, and some church documents argued that it was heresy to believe in witchcraft. Without church support, it's easy to see why witch trials were not popular.

Yet when the trial and execution of suspected witches surged in the mid-16th century and throughout the 17th, it was a cross-cultural phenomenon. Trials took place in many countries and were conducted by both Protestants and Catholics, and in both secular and religious courts. Perhaps a million women were killed across Europe after being accused of witchcraft, and most of them died during this period. Why?

Historian Wolfgang Behringer has one possible explanation: Temperatures dropped sharply around the time that the trials gained in popularity. The “little ice age,” in which average temperatures fell by about 1 degree Celsius, was enough to freeze the Thames River on many occasions.

Emily Oster, an economist at the University of Chicago, has tried to gather systematic data on the link between witch trials and the weather. The results look striking: Between 1520 and 1770, colder decades go hand-in-hand with more trials. The link may be simply that witches were often blamed for bad weather. Or there may be a less direct link: People tend to lash out in tough times. There is some evidence, for instance, that lynching was more common in the American South when land prices and cotton prices were depressed.

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Such deaths are, sadly, not a historical footnote. In Meatu, Tanzania, half of all reported murders are “witch killings.” Such murders have been documented elsewhere in Africa, Bolivia, and rural India. The difference between the historical executions and modern attacks are that a Tanzanian “witch” typically dies at the hands of her own family. The machete is the weapon of choice.

Edward Miguel, an economist at the University of California, Berkeley, and co-author of *Economic Gangsters*, a book about the economics of crime, corruption, and war, has studied the Tanzanian situation. He argues that there is a direct economic motive for the attacks. Tough times in a Tanzanian household may well result in starvation, and the elderly—especially women—are at risk of being sacrificed to free resources. As evidence, Miguel points out that victims of witch attacks in Meatu district—almost all old women—tend to be from the poorest households. The murders are much more common during years of drought or flood.

If the problem truly is an economic one, the solution might be, too. One possibility is to give the elderly generous pensions. Witch killings all but stopped in South Africa’s North Province after such a pension scheme was introduced in the early 1990s. Unfortunately, such pensions are probably too expensive for Tanzania.

A grass-roots alternative has emerged in another Tanzanian district, Ulanga, where traditional healers “cure” elderly women of witchcraft by shaving their bodies and smearing their pates with “anti-witchcraft paste.” Miguel does not think it’s a coincidence that the healers also provide the women with food and shelter during famines, in expectation of payments from their families in better times. Spiritual ceremony meets social insurance: It’s a solution, of sorts.

