Agenda For AP Workshop December 4, 2018 Detroit

Randy Gingrich, PhD,

Fulton County Schools

[gingrich@fultonschools.org](mailto:gingrich@fultonschools.org)

Email: [gingrich@fultonschools.org](mailto:gingrich@fultonschools.org)

Webpage: <http://www.drgingrich.weebly.com>

Organization of Course: This is a course on reading (print and multi-media), writing, speaking, thinking, and listening. As long as your students focus on these there is no right or wrong way to teach AP Lang and Comp. It is a skills oriented rather than a content oriented course.

|  |  |  |
| --- | --- | --- |
| Blending the course: how do we balance? | How we organize the course?The syllabus | Modes of instruction for today |
| * AP Exam preparation * College level reading and writing (outside of class work) * American Literature or other literary/Common Core requirements | * Theme * Genre * Chronology * Rhetorical Triangle   How are equity, access and diversity reflected in this? | * Preparing students for the different components of the exam * Scoring the essay sections of the exam efficiently * Using sample essay prompts to design units or mini-units * Activities/assignments which build on and extend upon the skills of the exam * Sample integrated unit from column 1 |

1. Equity and Access and Syllabi 8-900

* Go Over Equity and Access
* Pictures Activity
* Syllabi Samples and Questions
* Sharing of Ideas

2. Rhetorical Analysis 900-1030 (break 10)

* Sharing of Ideas
* Thank You for Arguing and Types of Rhetorical Modes
* Understanding Rhetoric
* Scoring Samples from 2017 at college board
* Look at Rhetorical Precis
* Crucible and Socratic Seminar
* Review

3. Multiple Choice 1030-1130

4. Synthesis begin at 1130

5. Lunch 12-1

6. Continue Synthesis

* Share Ideas
* Tips on Synthesis
* Scoring Sample from 2018 Synthesis
* Harambe Letter and Carousel

7. Argument 2-245

* Sharing of Ideas
* Humor Sample Writing
* Scoring Sample from 2018 Argument packet (handout readings)

245 -300 Debriefing—what to do after the exam

Equity and Access Issues, Randy Gingrich, Ph.D., gingrich@fultonschools.org

Statement preamble page

• How do we promote access and equity?

• How could we better promote them?

• How do we foster/nurture these ideals within our classrooms?

• What strategies can encourage different learning styles and honor a variety of perspectives in the classroom?

• What materials can you use to encourage a variety of voices?

Two great resources are

Anti-Defamation League

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families>

Southern Poverty Law Centers Teaching tolerance (online and they have a great magazine with free subscription)

<https://www.tolerance.org/>

**Pictures and Stereotypes**

Step One:

Discuss with students what some types of stereotypes are.

Why are stereotypes common in or society?

Step Two:

Explain to students that they now are going to reflect on specific stereotypes by looking at some photographs and writing down their first thoughts about the person in the photograph. Split the class into groups of 4-5.

Have Pictures in Folders and have each group go to a station and do the following

* Write down two words that immediately come to mind about that
* What assumptions could we make about the person? Why?
* What alternatives are there to these assumptions?

Step Three:

Discuss the responses among the whole group.

Resources

|  |  |  |
| --- | --- | --- |
| Textbooks and Readers | Nonfiction and Literary Works | Teaching Strategies |
| *Everything is an Argument*  *\*Practical Argument*  *Perspectives on Argument*  *Picturing Texts*  *Norton Reader*  *Bedford Reader*  *The Language of Composition*  *\*From Argument to Academic Inquiry*  *Thank you For Arguing* | *Into the Wild* by Jonathon Krakauer  *Into Thin Air* by Jonathon Krakaeur  *In Cold Blood* by Truman Capote  *Columbine* by David Cullen  *Unbroken* Laura Hillenbrand  War Sebastien Junger  *The Devil’s Highway* by Urrea  *The Warmth of Other Suns* by Isabella Wilkerson  *The Soloist* by Steve Lopez  *In the Garden of Beasts* by Erik Larson  *A Civil Action* by Jonathon Harr  *Black Hawk Down* by Mark Bowden  *Adventures of Huckleberry Finn* by Mark Twain  *Song of Solomon* by Toni Morrison  *Cold Mountain* by Charles Frazier  *The Crucible* by Arthur Miller  *Color Purple* by Alice Walker  *Their Eyes Were Watching God* by Zora Neale Hurston  *Fences* by August Wilson  *Narrative of a Slaves Life* by Frederick Douglass  English Patient by Michael Ondaatje  *The Awakening* by Kate Chopin  *The Things they Carried* by Tim O’Brien  *The Great Gatsby* by F. Scott Fitzgerald  *Chronicle of A Death Foretold* by Gabriel Garcia-Marquez  *Joy Luck Club* by Amy Tan | *Falling in Love with Close Reading*  By Lehman and Roberts  *Inquiry-Based English Instruction* by Beach and Myers  *Writing on Demand* by Gere et al  *Content-Area Writing* by Harvey Daniels and Nancy Steineke  *This Time its Personal* by O’Connor  *Writing With Mentors* by Marchetti and O’Dell  *Arguments in the Real World by* Turner and Hicks  *Discovering Voice* by Dean |

Electronic Journals and Magazines

|  |  |  |
| --- | --- | --- |
| **Arts and Entertainment**  **Rotten Tomatoes**  **The Vulture**  **Screen Rant**  **Spin**  **Rolling Stone**  **Pitchfork**  **Metacritic**  **Aesthetica**  **The Artist**  **Classical Music** | **Culture**  **New Yorker**  **Vanity Fair**  **The Onion**  **Jezebel**  **Essence**  **Lifestyle**  **The Atlantic** | **Food**  **Food**  **Garden and Gun**  **Gastronomica**  **Southern Living**  **Bon Appetite** |
| **News and Politics**  **BBC World**  **CNN**  **Fox**  **Time**  **Newsweek**  **MSNBC**  **Atlanta Journal and Constitution**  **Washington Post**  **New York Times**  **National Review**  **Los Angeles Times**  **Huffington Post**  **The Onion (satire)** | **Science**  **Scientific American**  **Discover**  **Popular Science**  **Wired** | **Fashion**  **Vogue**  **Town and Country**  **Harpers Bazaar**  **Cosmopolitan** |
| **Social Science**  **American Historian**  **Smithsonian**  **Psychology Today**  **The Economist** | **Sports**  **ESPN Magazine**  **Sports Illustrated**  **Yardbarker**  **Bleacher Report** |  |

**Syllabus Construction Mandates**

* Why do we construct a syllabus?
* What needs to be in a syllabus?
* What are different types of approaches to organizing the course syllabi?
* What are the requirements for the Course Audit? (page 6-7; page 97 sample syllabi)

**Things to Consider for today’s workshop and the course**

1. **The course has three components: the exam, college writing and reading program, and possibly a literature component depending on where you teach**
2. **You are teaching reading, writing, and critical thinking to students**
3. **For the workshop and potential ideas for organizing the course**

* **Preparing students for the exam**
* **Scoring using the rubric and samples papers (use sample papers from your class)**
* **Teaching college reading and writing (potentially literature as well)**
* **The exams themselves can be teaching units see humor prompt as an example**
* **You really have no content which gives you immense freedom, you take your content form literally anywhere (the world is your oyster)**
* **You do not have to reinvent the wheel**

**Questions to consider though not necessarily mandatory for requirements of the syllabi.**

You are teaching students skills essentially this is a reading and writing course

What will be the theoretical framework for organizing your course? (genre, theme, chronology, social issues)

How will you integrate the different elements?

How will this be similar to a college course?

What texts will you select and why? Who will select the texts?

How will you promote equity, access, and diversity within the course?

How will you approach grading?

What will be timeline considerations and how will you balance this?

More is less

World is your oyster—play to you and your students strengths and interests there is no right and wrong way to do this

Do you provide the opportunity for deviation?

Where can you get resources (AP Central, University Book Stores, Web Pages, College Comp teachers –Purdue OWL, Indiana St., Indiana U., and Butler also writing manuals)

|  |  |  |
| --- | --- | --- |
| Element | Standards | How you state in syllabus /Assignments that relate to the Category/Comments |
| Variety of Assignments | 1, 3, 4, 5, 6 |  |
| Writing Process/Teacher and Peer Feedback | 2, 12, 13, 14, 15, 26 |  |
| Nonfiction and Visual Analysis  (notice there is no traditional “literature” requirement)  While not explicitly stated, how will you address technology? | 7, 8 |  |
| Research and MLA  Technology question?  What counts as research? | 9,10, 11 |  |
| How will you consider Grading Practices? |  |  |
| How will you make (if you will equity, access, diversity part of the project)? |  |  |

Rhetorical Analysis of Albright Speech 1998

*Thank You for Arguing* Notes

|  |  |  |  |
| --- | --- | --- | --- |
| The 5 Canons from Cicero pp. 304-318 | Classical Outline structure (arrangement)  pp. 306-307 and pp. 319-347 remember this for our first paper and Rogerian Argument) | Style’s Virtues  pp. 309-310 | Goals  For Argument |
| **Invention** (context, research, discovery, how you come up with ideas)  **Arrangement** (organization see structure in next column)  **Style** (4 virtues how you select words, column 3)  **Memory (images in your mind you refer to construct your argument, a storehouse of ideas)**  **Delivery (how you deliver your message, voice, volume, stability, flexibility, tone, and diction)** | **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)  **Proof** (state your actual argument, logos)  Refutation (challenge your opponent’s argument)  **Conclusion** (restate your best points, explain why you have been successful, call to action -pathos) | **Proper Language** (words suit occasion and audience)  **Clarity** (clearness of language)  **Vividness** (create visual images for audience, details, description, appeal to the senses)  **Decorum** (fitting in with your audience, appropriateness of your speech for your audience)  **Ornamentation**  (rhythm and clever, does it sound good when you read it aloud, flow) | **Mood** (emotions)  **Mind** (thoughts)  **Willingness** (actions) |

Notes Sheet

|  |  |
| --- | --- |
|  | Madeline Albright 1997 |
| Ethos-why does Albright have authority on the particular issue? |  |
| Audience—who is her audience and why is she here? Where and when is the speech taking place? How is that significant to the message? |  |
| Arrangement—How is the speech organized? What part of the speech is it? |  |
| Style and delivery—  What rhetorical strategies does the author use? (syntax, diction, rhetorical devices and figurative language)? How is the use of definition particular important in the opening? |  |
| What is Albright’s tone? Is this appropriate for the setting? |  |
| What evidence is provided in the article?  Facts, reasons, examples, analogies, cause and effect, definitions, appeals to emotion or value? How does Albright acquire this information? |  |
| How does the quote from Wasserstein add to the effect on the audience? |  |
| How is history a significant element of the argument? To what does this appeal? |  |
| What is the ultimate thesis of the article?  How does the setting add to the ultimate call of action of the appeal? |  |
| Has the evidence been persuasive? Has it convinced you of the position of the thesis and does it encourage you to take an action? |  |

Name:

In your own word summarize the author’s purpose:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| Device: what is it? | Quote | How is it used? | Why is it used? | How effective is it at reaching the author’s purpose? |
|  |  |  |  |  |
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**Rhetorical Precis (introduction)**

1. Name of author, [optional: a phrase describing author], genre and title of work date in parentheses (additional publishing information in parentheses or note); a rhetorically accurate verb (such as “assert,” “argue,” “suggest,” “imply,” “claim,” etc.); and a THAT clause containing the major assertion (thesis statement) of the work.

2. An explanation of how the author develops and/or supports the thesis, usually in chronological order.

3. A statement of the author’s apparent purpose followed by an “in order to” phrase.

4. A description of the intended audience and/or the relationship the author establishes with the audience.

Socratic Seminar Questions

Opener:

* What is more important the rights of the individual or the benefits to society as a whole?

Core:

* How does Albright define narrowly, selfishly, and complacently vs courage and faith? What elements does she use to illustrate these definitions?
* How effective has Albright been in calling upon people “to act with courage and faith?”

Closer:

* Is American society embracing lives that are narrow, selfish, and complacent or that act with courage and faith?

**Rhetorical Analysis Rubric for Albright**

**Score of 1**

* Undeveloped
* Simplistic
* Weak in control of language

**Score 2**

* Demonstrate little success in analyzing **the choices** **Albright makes to convey her message to her audience**
* May misunderstand the prompt or offer vague generalizations
* Substitute a simpler task such as summarizing
* Demonstrate consistent weakness in writing in general

**Scores of 3**

* Less perceptive than a 4 about the methods uses
* Less control of language than a 4

**Scores of 4 Inadequate**

* Inadequately analyze **the choices** **Albright makes to convey her message to her audience**
* Essays may misunderstand the passage, or misrepresent the strategies Luce uses, or may analyze those strategies insufficiently
* Evidence and explanations may be inappropriate, insufficient, or less convincing
* The prose generally conveys the writer’s ideas but may be less consistent in controlling the elements of effective writing

**Score of 5**

* Analyze **the choices** **Albright makes to convey her message to her audience**
* Analysis of methods may be uneven, inconsistent, or limited
* May contain lapses in diction or syntax but usually conveys the writer’s ideas

**Passing Score 6 Adequate**

* Adequately analyze **the choices** **Albright makes to convey her message to her audience**
* Develop analysis with evidence and explanations that are **appropriate** and **sufficient,** referring to passage explicitly or implicitly
* Refer to text implicitly or explicitly
* Prose is generally clear

**Scores of 7**

* More thorough development, more complete analysis, or more mature prose style

**Scores of 8 Effective**

* Effectively analyze **the choices** **Albright makes to convey her message to her audience**
* Develop analysis with evidence and explanations that are **appropriate** and **convincing, referring to passages explicitly or implicitly**
* Demonstrate an ability to control a wide range of the elements of effective writing

**Scores 9**

* Especially sophisticated in their explanation
* More thorough or insightful analysis
* More impressive control of writing style

\*Analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose

**Rhetorical Analysis Check List**

* Does it discuss purpose of author?
* Does it compare the two works thoroughly?
* Does it use specific rhetorical devices—underline the word?
* Does it give examples of those devices? Direct quotes or indirect references?
* Does it analyze the effectiveness of the author at using the devices to match their purposes?
* Does it discuss which author is most effective?

For any of the above to which the answer is no—write where lacking issues could be addressed in the essay.

Carousel Activity Directions for readings on the Crucible

The purpose of this activity is for students to express their views on a topic or issue as a prereading activity to prepare them for engaging with the issues which texts raise.

Step One: Write down either questions or statements on the topic on separate pieces of butcher paper related to the topic being discussed. The teacher might do this or they might have students do this in groups.

Step Two: Place the students in groups. Each group rotates toward the different stations. There are two ways to do this. The first is to give each group a different colored marker and have that group write a response to the statement or question. The second way is to give each individual person in each group a set of sticky notes and then each person writes a response on their sticky note and places it on the butcher paper.

Step Three: Rotate to the next station and repeat this until you have completed all stations.

Step Four: Have one group at each station read over all the comments and report back what some of the views and responses were.

Step Five: Have students read the texts keeping in mind what the issues were. You might place all of the questions/statements on an overhead and have the students read and annotate based upon those questions.

Step Six: Discuss with students how their views with supported, challenged, or altered as a result of reading the text.

Step Seven: Socratic Seminar

**Burn Her! Slate Magazine**

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

By [Tim Harford](https://slate.com/author/tim-harford)

Sept 20, 20087:11 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*](http://www.youtube.com/watch?v=yp_l5ntikaU), 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](http://books.google.com/books?hl=en&id=RMlyTPwOVhsC&dq=Wolfgang+Behringer&printsec=frontcover&source=web&ots=Xw-YkKUg4i&sig=H78d1EsOftVWGC2oXUIKRnEwTGI&sa=X&oi=book_result&resnum=3&ct=result) 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](http://home.uchicago.edu/~eoster/index.html), an economist at the University of Chicago, has tried to gather systematic data on the link between [witch trials and the weather](http://home.uchicago.edu/~eoster/witchec.pdf). 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.

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*](http://www.economicgangsters.com/), 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.

**The Persecution of Witches 21st Century Style**

**Mitch Horowitz, *NY Times*, July 5, 2014**

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](http://www.ohchr.org/EN/NEWSEVENTS/Pages/Witches21stCentury.aspx) 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](http://www.reuters.com/article/2009/09/23/us-religion-witchcraft-idUSTRE58M4Q820090923), the last year in which an international body studied the full dimensions of the problem. A [report](http://www.unhcr.org/4981ca712.html) that year from the same agency and a Unicef [study in 2010](http://www.unicef.org/wcaro/wcaro_children-accused-of-witchcraft-in-Africa.pdf) 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](http://www.nytimes.com/2013/02/09/world/asia/un-calls-on-papua-new-guinea-to-curb-violence-after-burning-death-of-woman.html?_r=1&module=inline) a young mother, Kepari Leniata, 20, who was suspected of sorcery. This highly publicized case [followed a series](http://un.org.au/files/2013/06/Statement-on-Sorcery-related-Killings-and-Impunity-in-Papua-New-Guinea.pdf) 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](http://www.heraldsun.com.au/news/breaking-news/png-woman-burned-alive/story-e6frf7k6-1226572679631) the prime minister, Peter O’Neill. Last year, Papua New Guinea finally [repealed](http://www.bbc.com/news/world-asia-22698668) 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](http://www.amnestyusa.org/news/news-item/png-no-justice-for-woman-burned-alive-in-sorcery-attack) from Amnesty International in February.

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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](http://www.cnn.com/2012/02/18/world/asia/nepal-witchcraft-burning/) in Nepal; or accused women are sometimes beaten to death, [as occurred](http://latino.foxnews.com/latino/news/2012/09/05/woman-killed-and-burned-in-colombia-over-suspected-witchcraft/) in the Colombian town of Santa Barbara in 2012; or the victims may be stoned or beheaded, as has been [reported](http://www.nytimes.com/2001/01/02/world/witch-hunts-in-java-called-a-cover-for-murders.html?module=inline) 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](http://www.abc.net.au/news/2013-06-05/an-fears-sorcery-related-killings-may-be-spreading-from-png/4733870) 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](http://www.nytimes.com/2010/05/22/us/22beliefs.html?module=inline), 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](http://www.ohchr.org/EN/NEWSEVENTS/Pages/Witches21stCentury.aspx) 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.

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](http://www.cnn.com/2011/12/13/world/meast/saudi-arabia-beheading/), in separate cases, to beheading after convictions for sorcery. In 2013, Saudi courts [sentenced two Asian housemaids](http://www.theatlantic.com/international/archive/2013/08/saudi-arabias-war-on-witchcraft/278701/) 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](http://www.theatlantic.com/international/archive/2013/08/saudi-arabias-war-on-witchcraft/278701/) 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](http://www.nytimes.com/2001/01/02/world/witch-hunts-in-java-called-a-cover-for-murders.html?module=inline) 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](http://www.cnn.com/2014/01/30/justice/new-york-hammer-homicide/) 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.)

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](http://www.theguardian.com/society/2012/aug/14/abuse-children-accused-witchcraft) 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](http://www.theguardian.com/uk/2012/mar/01/accusations-witchcraft-pattern-child-abuse), particularly within African immigrant communities. In 2010, a 15-year-old boy, [Kristy Bamu](http://www.theguardian.com/uk/2012/mar/01/couple-guilty-boy-murder-witchcraft), 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](http://www.dailymail.co.uk/news/article-2135996/Rise-brutal-witchcraft-murders-attacks-children-prompts-new-training-police-help-spot-sorcery.html) 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](http://www.aljazeera.com/video/africa/2012/11/201211112349212496.html). 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf) 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](http://www.oxfam.org.nz/sites/default/files/reports/Sorcery_report_FINAL.pdf) 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.

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*](http://mitchhorowitz.com/) *is the author of “Occult America” and “One Simple Idea: How Positive Thinking Reshaped Modern Life.”*

**Socratic Seminar On *The Crucible***

Standards and Directions:

**Standards:**

[CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.11-12.1A](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/)  
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-LITERACY.SL.11-12..B](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/)  
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-LITERACY.SL.11-12.C](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/)  
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-LITERACY.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/)  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.W.11-12.2.B](http://www.corestandards.org/ELA-Literacy/W/9-10/2/b/)  
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**Directions:**

**Step One**: Introduce the subject of scapegoating and tell students the seminar will focus on scapegoating both within *The Crucible* and throughout history

**Step Two**: Pass out the Socratic seminar questions

**Step Three**: Pass out the readings and have students annotate them based upon the questions. You can use the provided links for the articles or you can print out copies of them to have students take notes on the articles.

**Step Four**: Conduct the Socratic seminar

**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*, an 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](http://www.ushistory.org/Declaration/document/), 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 has to 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 in particular 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](https://www.thoughtco.com/what-is-the-socratic-method-2154875), [inner and outer circle](https://www.sophia.org/tutorials/inner-outer-circle-discussion), and [fishbowl](https://www.betterevaluation.org/en/evaluation-options/fishbowltechnique).

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 (chal)
* 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.

*The Crucible* – Socratic Seminar Questions AP English: Language and Composition

Guides for a successful seminar: You are graded on the insightfulness, originality, and depth of your responses. Connect with and respond to the ideas of other students. Show evidence of careful and thoughtful readings of the text, including citations (especially for the core). Connect the work with outside issues or other readings (especially for the closer. Be polite and respectful of other students and their opinions.

Opener:

* Why is the pull to conform so strong in a society?
* Do you think that individual rights or the rights of a community are more important?
* Why will some people go against their own values to be part of a group?

Core:

* What were the most important values of the community in the play?
* What about the community allowed the girls to exercise such power?
* In an essay, Miller claims that one of his main themes was “the danger of handing over conscience to another.” Why is this dangerous? What have been the results of handing over conscience? Is anyone able to maintain their own conscience throughout the play?
* Whose actions in the play were most heroic?
* In the end, is anyone really able to save his or her reputation?
* What do you think a central theme of the play is and why?

Closer:

* Why has scapegoating been such a successful element in history?
* Are humans more or less susceptible to scapegoating today than they were in previous historical periods?

Scoring Rubric for Group *The Crucible Group Members Names*

*4 3 2 1*

|  |  |  |  |
| --- | --- | --- | --- |
| Makes at least three contributions during the round. Demonstrates advanced understanding and depth of knowledge issues involving *The Crucible*  Examples (evidence)  used from the texts show thorough preparation for the seminar. Arguments are reasonable and backed up with evidencefrom the texts. Ideas are original and insightful.  Adds new ideas that build  connections to the texts or  the ideas of others or elaborates on other’s ideas | Makes at least 2 contributions  Demonstrates effective understanding of issues involving  Evidence used *The Crucible*  relevant to the discussion. Shows effective  preparation for the  seminar.  Backs up arguments with clear examples.  Expresses reasons  for agreeing or disagreeing  with the ideas of the texts or  of others. Is an active listener  and participant. | Demonstrates basic  understanding of the  texts and knowledge of the subject matter involving animal rights with two comments  Evidence from *The Crucible* is used but may need more elaboration  Shows adequate  preparation for the  seminar.  Some arguments are  underdeveloped and not  backed up by evidence.  Has difficulty moving  beyond opinions to make  new arguments within the discussion. | Shows poor  preparation for seminar.  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! |

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

**Review Assignment**

<https://drgingrich.weebly.com/review.html>

Argument and Humor Preparation for The AP Exam in Argument

Step One: Discussion of Different Elements of Humor and Satire/Parody

* Brainstorming Humor-what humorous shows do you watch-what impact do they have
* Definitions
* Definitions of terms
* Parody---the imitative use of the words, style, attitude, tone and ideas of an author in such a way as to make them ridiculous. This is usually achieved by exaggerating certain traits, using more or less the same techniques as a cartoon caricaturist.

Satire---Satire: a kind of writing that ridicules human weakness, vice, or folly in order to bring about social reform.

* ***Satiric/Parodic Devices***
* Irony: a contrast or discrepancy between expectations and reality; when what is said or done is the opposite of what is intended
* Hyperbole—an extreme exaggeration to make something seem ridiculous
* Understatement—an extreme underrepresentation of an object/issue to make it seem ridiculous
* Extrinsic references in parody originate from and point back to something outside the narrative.
* Intrinsic references incorporate specific generic patterns into the very story that makes the allusion.
* Lesson on What is Satire and what is parody read passages from Orwell and Swift (hyperbole, irony, and understatement) [political satire](http://www.pbs.org/moyers/faithandreason/politicalsatire.html), [satire](https://www.thoughtco.com/satire-definition-1692072), and [parody](https://www.thoughtco.com/what-is-a-parody-1691578)

Step Two:

* Viewing Guides on Samples of Humor from SNL and other audiences—what is the purpose? How are they able to get at the purpose (controversial topic) through humor?

[Chris Rock](https://www.youtube.com/watch?v=OuX-nFmL0II&amp=&t=9s)

[Onion Article](https://local.theonion.com/man-with-20-rifles-can-t-remember-if-his-goal-to-start-1826236224)

[Dave Barry](https://www.miamiherald.com/living/liv-columns-blogs/dave-barry/article1929587.html)

[SNL](https://www.youtube.com/watch?v=O7VaXlMvAvk&amp=&t=15s)

[Homer the Heretic](https://www.youtube.com/watch?v=VmN4EO8-pk8)

Step Three:

Read Prompt

2010 AP® ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS © 2010 The College Board. Visit the College Board on the Web: www.collegeboard.com. -10- Question 3

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

In his 2004 book, *Status Anxiety*, Alain de Bottom argues that the chief aim of humorists is not merely to entertain but “to convey with impunity messages that might be dangerous or impossible to state directly.” Because society allows humorists to say things that other people cannot or will not say, de Bottom sees humorists as serving a vital function in society.

Think about the implications of de Bottom’s view of the role of humorists (cartoonists, stand-up comics, satirical writers, hosts of television programs, etc.). Then write an essay that defends, challenges, or qualifies de Bottom’s claim about the vital role of humorists. Use specific, appropriate evidence to develop your position. STOP END OF EXAM

Step Four: Brainstorming Chart for the Topic

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Supporting Claims, Reasons  (Claim) | Evidence (two examples)  (Data) | Where does evidence come from (readings, observations, media)  (Data) | Type of appeal  Cause and effect; definition; syllogism; analogy; emotion; value; credibility; authority  Data | Is this effective? Will people accept the claim? Explain how the evidence supports the claim.  (Analysis) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Step Five: Write A Draft

Step Six: Self Evaluate based on the Scoring Rubric

**Persuasive Rubric Checklist for Humor AP Essay Name:**

**Score 1**

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

**Score 2**

* Demonstrate little success in defending, challenging, or qualifying de Bottom’s claim about the vital role of humorists
* May misunderstand the prompt
* Offer vague generalizations
* Substitute a simpler task such as summarizing
* Demonstrate consistent weakness in writing in general

**Scores of 3**

* Less success in defending, challenging, or qualifying de Bottom’s claim about the vital role of humorists
* Less control of language than a 4

**Scores of 4**

* Inadequately defends, challenges, or qualifies de Bottom’s claim about the vital role of humorists
* Evidence may be inappropriate, insufficient, or unconvincing
* Arguments may have lapses in coherence or be inadequately developed
* 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
* Argues for, against, or qualifies de Bottom’s claim about the vital role of humorists
* Evidence may be uneven, inconsistent, or limited
* Writing may contain lapses in syntax or diction but generally conveys author’s ideas

**Passing Score 6**

* Adequately defends, challenges, or qualifies de Bottom’s claim about the vital role of humorists
* 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 defends, challenges, or de Bottom’s claim about the vital role of humorists
* Evidence is appropriate and convincing
* 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

Step Seven Revise the Draft

**Editorial Assignment**

**AP Lang and Comp**

**Dr. Randy S. Gingrich**

**Spring 2018**

**100 Points Summative**

**Due Dates: Topic January 15th**

**Rough Draft January 22nd**

**2nd Draft January 29th**

**All handouts can be found here**

<https://drgingrich.weebly.com/editorial-page.html>

**Assignment**

Write an editorial/opinion piece on a topic of your choice from general fields such as the following: arts and entertainment, culture, news/politics, science, sports, technology, travel, food, psychology, history, economics, fashion, etc. The editorial should be a maximum of three pages (750 words, 3 pages).

Find two editorials by an author whose style/voice you like (the articles do not have to be on the same topic you are writing about). Write an analysis of how you incorporated the style of the author into your own work—structure, voice, syntax, diction, argumentative strategies etc. (250 words maximum).

Provide a link to the articles in your paper.

The editorial should focus on argumentative strategies. Within the editorial you should make four links to articles which support your position, offer arguments which you refute, or provide interesting information which elaborates on your topic.

**Requirements**

1. **The Editorial Elements (60 points)**

You are attempting to persuade your audience of a position that you take on a certain issue—the editorial should have both facts and opinions and it should be clear which are which. You should have the following elements within your editorial

1. A hook which captures the audience’s attention
2. A clear thesis which states your position
3. An objective explanation of the issue (what are the facts)
4. An explanation of the opposition’s point of view
5. Your counterargument and explanation of why your argument is better
6. Ending with a dynamite conclusion that explodes your reader’s mind into tiny granules of adoration for your editorial’s splendor, sage insight into the world that we inhabit

**Your editorial should incorporate elements of argumentation**

**Logos: cause and effect, definition, syllogism, analogy, statistics**

**Pathos: emotion, good and bad**

**Ethos: credibility or validity of speaker**

**Avoid logical fallacies!**

1. **Links inserted into sentences in your document (10 points)**

Link four sources to your document, sources may be article you refute, articles which support your argument, information which elaborates on your topic, information which provides context for your topic, fun facts that your readers might enjoy about your topic, etc. Hyperlinks should be connected to your sentences through words.

1. **Write up of two mentor texts by the same editorialist (20 points)**

Explain how you stylistically used the work of an editorialist to create your work. Focus on style. The editorial does not have to be on the same or related topic but I would suggest using an editorialist who writes in the same genre because they may help you with style.

1. **Written style and proofreading (10 points)**

Please edit for complete sentences, spelling, punctuation, capitalization, and appropriate agreement of tense and subjects and verbs.

**Sources for tips and Models**

**“For the Sake of Argument” *New York Times* by Michal Gonchar**

[**https://learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/?\_r=1**](https://learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/?_r=1)

**“How to Write an Editorial”**

[**http://www.creative-writing-ideas-and-activities.com/how-to-write-an-editorial.html**](http://www.creative-writing-ideas-and-activities.com/how-to-write-an-editorial.html)

**“Writing an Editorial” by Alan Weintraub**

[**https://www.geneseo.edu/~bennett/EdWrite.htm**](https://www.geneseo.edu/~bennett/EdWrite.htm)

**Video on Writing an Editorial from New York Times**

[**https://www.nytimes.com/video/opinion/100000002691088/how-to-write-an-editorial.html**](https://www.nytimes.com/video/opinion/100000002691088/how-to-write-an-editorial.html)

**Notable Characteristics of an Editorial**

[**http://www.wikihow.com/Write-a-Notable-Editorial**](http://www.wikihow.com/Write-a-Notable-Editorial)

**Synthesis Round Robin Reading Assignment**

**\*What is the big issue addressed in the prompt? Consider how it takes on these issues**

For each article take notes on the following

What is the issue that we are considering?

|  |  |
| --- | --- |
| Is the article pro or con or both? |  |
| What is the source? What type of writing is it? |  |
| Who is the audience? |  |
| Is it biased or objective? |  |
| What is the central argument? |  |
| What could you use as evidence for your own argument? |  |
| Does it have logical fallacies? |  |

**Activity One for Unit on Animals in Captivity**

* AP Language and Composition, Fall 2018
* 50 points formative

**Prereading**

* View the scenes on the gorilla in the zoo from NPR, NBC, and NY Times Online
* [Video Gorilla Killed to Save boy At Cincinnati Zoo](file:///C:\Users\drrsg\Downloads\•%09http:\www.npr.org\sections\thetwo-way\2016\05\29\479919582\gorilla-killed-to-save-boy-at-cincinnati-zoo)

[NBC News Outrage Grows Over Killing Gorilla](http://www.nbcnews.com/news/us-news/outrage-grows-after-gorilla-harambe-shot-dead-cincinnati-zoo-save-n582706)

* [New York Times Video](http://www.nytimes.com/video/us/100000004455672/no-charges-for-mother-over-dead-gorilla.html?rref=collection%2Ftimestopic%2FZoos&action=click&contentCollection=science&region=stream&module=stream_unit&version=latest&contentPlacement=6&pgtype=collection)
* What are the significant issues which the videos raise?
* Based on what you know should the gorilla have been shot? Should the mother be tried?

**Reading**

* Read and annotate any three of the articles including the pictures on the incident involving the child and Harambe at the Cincinnati Zoo. For each article annotate the following:
* What is the thesis of the article?
* Review Everything is an Argument Chapter One and Chapters 1,2, 25, 26 of *Thank You For Arguing*
  + What type of argument is being made?
  + What is presented as evidence for the argument?
* What types of appeals are made (ethos, pathos, logos)? Underline specific examples of these for each article?
* What is most effective about the arguments? Why are they or are they not convincing?
  + Haramba at Cincinnati Zoo articles What is the occasion of the argument?

[NY Times Article Overview](http://www.nytimes.com/2016/06/07/science/gorilla-shot-harambe-zoo.html)

[Palm Beach Post Editorial Pros and Cons of Shooting Harambe](http://opinionzone.blog.palmbeachpost.com/2016/06/01/pro-con-should-the-cincinnati-zoo-have-killed-harambe-the-gorilla/)

[Editorial Defending Shooting Harambe from Independent UK](https://www.independent.co.uk/voices/editorials/however-unfortunate-the-loss-may-be-it-was-right-to-kill-harambe-the-gorilla-a7057836.html)

[The Guardian Shooting Gorillas Should Be the Last Resort](https://www.theguardian.com/commentisfree/2016/may/31/gorillas-shooting-harambe-cincinnati-zoo)

[Discussion of Mother Shooting Gorilla USA Today](https://www.usatoday.com/story/news/nation-now/2016/06/06/cincinnati-zoo-gorilla/85495952/?utm_source=feedblitz&utm_medium=FeedBlitzRss&utm_campaign=usatoday-newstopstories)

[LA Times Editorial on Mother’s Responsibility](http://www.latimes.com/opinion/opinion-la/la-ol-harambe-gorilla-death-zoo-20160606-snap-story.html)

[Sydney Morning Herald Anger at Mother Mounts](https://www.smh.com.au/environment/conservation/gorilla-death-anger-mounts-after-harambe-killed-to-rescue-boy-at-ohio-zoo-20160531-gp7oct.html)

**Graphic Organizer on Harambe**

|  |  |
| --- | --- |
| Video Clip | What are important issues in the clip? What images stand out in the clip? |
| NBC News Clip |  |
| NY Times Clip |  |

**Articles Analysis**

|  |  |  |
| --- | --- | --- |
| **Article Title** | **Position of Article/Pro/Con/Neutral** | **Evidence or Facts**  **Type of Argument it uses**  **(Ethos, Logos, Pathos)** |
|  |  |  |
|  |  |  |
|  |  |  |

**Writing Letter Assignment**

Write a letter for option A or **OR B.**  This may be done individually or with a partner.

Option A: write a letter to the Zoological Society of America stating your position on whether Harambe should have been killed

Option B: write a letter to the district attorney of Hamilton County Ohio stating your position on whether the mother should have been charged with neglect/child endangerment

Your letter should have three paragraphs

* An introduction which gives background/context for the issues, introduces yourself, identifies the audience, and states your thesis
* Two body paragraphs which state your claims (supporting reason for your thesis), your evidence (examples which can include information from the articles), and analysis (explanation of how your evidence supports your position)
* Use ethos, logos, or pathos within your position
* Cite at least two articles using a direct quote from each
* Show a consideration of both sides of the argument
* Remember to integrate elements which we have learned from *Thank You For Arguing*

Post your response to google classroom. The essay will be scored using the attached rubric. This will count as 50 points in the formative category.

Harambe Letter Rubric

**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **Does Not Meet Standard** | **Approaches Standard** | **Meets Standard** | **Exceeds Standard** |
| **Use of sources** | Draws inaccurate or highly debatable information from one or more sources; does not acknowledge discrepancies. | Draws debatable information from one or more sources; may identify or acknowledge discrepancies. | Synthesizes accurate information from two or more sources; identifies and acknowledges discrepancies. | Expertly synthesizes accurate information from at least two sources; identifies and acknowledges complexities, discrepancies. |
| **Organization and Structure** | There is a lack of organization which makes it difficult to identify or focus on the thesis. | Thesis and organization rarely work together to give your letter focus. | Thesis and organization inconsistently work together to give your letter focus. | Thesis and organization consistently work together to give your letter focus. |
| **Voice** | The text does not incorporate the individual voice; writing is generic. | Portions of the text incorporate the individual voice. | Text incorporates the individual voice in sentence variety and style. | Text highlights the individual voice in sentence variety and style. |
| **Grammar, Mechanics, and Formatting** | Major flaws in the category of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Format is incorrect or missing major elements. | Several minor flaws in the category of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Minor flaws in paper format. | Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Basic formatting (double space, MLA Header, etc.) | Demonstrates a skillful understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Appropriate formatting (double space, MLA Header, etc.) |

**TOTAL: \_\_\_\_\_\_\_\_\_\_/50 Formative**

**Animals in Captivity Simulation**

**Standards and Directions:**

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.9-10.11-2.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.11-12.1A](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a/)  
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-LITERACY.SL.11-12.1. B](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/)  
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-LITERACY.SL.11-12.1.C](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/)  
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-LITERACY.SL.11-12.1. D](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/)  
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections considering the evidence and reasoning presented.

[CCSS.ELA-LITERACY.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/)  
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-LITERACY.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/9-10/3/)  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)  
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-LITERACY.W.11-12.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.W.11-12.1. A](http://www.corestandards.org/ELA-Literacy/W/9-10/1/a/)  
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-LITERACY.W.11-12.1. B](http://www.corestandards.org/ELA-Literacy/W/9-10/1/b/)  
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

[CCSS.ELA-LITERACY.W.11-12.1.C](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/)  
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-LITERACY.W.11-12.1D](http://www.corestandards.org/ELA-Literacy/W/9-10/1/d/)  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.W.11-12.1. E](http://www.corestandards.org/ELA-Literacy/W/9-10/1/e/)  
Provide a concluding statement or section that follows from and supports the argument presented.

**Directions:**

**I usually do Steps One through Four on the first day, give students time to plan the debate on the second day, and then present their debate on the third day. Usually a full debate takes about one and half class periods.**

**Step One: Pass out Handout One and Two: Explain what a simulation is. This type of simulation is a type of debate in which you will be arguing from a persona of a stakeholder in the issue of whether animals should be in captivity. For this argument, captivity will mean any circumstance in which animals are not free in their habitat. Separate the class into groups of 4-6 students. I have established 6 teams; my classes are 35 students so I usually have 6 teams of about 6.**

**Step Two: Pass out Handout Three and assign teams their roles. I put the roles on notecards and have teams draw the roles. Remember to tell them that they are arguing from the position of the character they have.**

**Step Three: Have students select and read articles. Tell them that they are reading articles which they can use to support their position.**

**Step Four: Pass out Handout Four. Have students select, read, and take notes on their position.**

**Step Five: Give time for students to work on their debate. There are 4 parts: a biography of the character which they are given which needs to be written: an introduction which states issue and 3-5 original arguments with support from text; a first response which can elaborate on original arguments ask questions of other groups or offer counterargument to other groups (in this setting all groups are debating all other groups, so for instance one con group might disagree with another con group about the reasons for be against animals in captivity); and a conclusion-summarizes arguments, offers final rebuttal to other groups, and explains why their group has been the most effective at debate. The conclusion cannot offer any new arguments.**

**Step Six: Present Debate (usually about one and a half class periods). There is a five-minute collaboration period per round. I make them write out and turn in everything on the introduction. Participants in rounds 2 and 3 need to be taking notes while the other groups are going so that they have something to respond to.**

**Round One:**

**Groups 1-6 present usually for a podium their introduction—3 minutes per group time them because when it gets heated they will want to go on and on—biography of their figure, context of issue, their arguments and supporting evidence including references to texts you provided them.**

**5-minute break to collaborate with peers**

**Round Two:**

**Groups 1-6 present their rebuttal—elaborate on round one arguments, present new arguments and evidence, offer questions to other groups, rebuttals to other groups (3 minutes per group).**

**Break and come back next day**

**Round Three:**

**Give students five minutes to collaborate**

**Groups 1-6 present the conclusion-summarize arguments, respond to arguments of any other groups, answer questions, and most importantly explain why they have won the debate (3 minutes per group).**

**Assignment**

**Animals in Captivity Simulation in connection to *Blackfish***

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“The greatness of a nation and its moral progress can be judged by the way its animals are treated.”   
― [Mahatma Gandhi](https://www.goodreads.com/author/show/5810891.Mahatma_Gandhi)

"Let Us make man in Our image, according to Our likeness; and let them rule over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth." Genesis 1:26

**General Guidelines:**

For your simulation you are first to read the articles and reference the film *Blackfish*. You may use additional articles in your presentation. You need to refer to at least 3 of the articles in your presentation.

**Opening:**

**Zoos and circuses have held animals in captivity for centuries; other animals have been used for domestic purposes both as pets and laborers. Many people argue that animals should only be left in the wild and should never be held against their will. Other people argue that animals are to serve people in whatever purposes people deem acceptable. For this activity you will be debating if animals should be held in captivity (zoos, aquariums, circuses, as pets, for labor etc.) and what the most significant factors are in determining whether they should be held in captivity. You will argue from one of six positions which you will be given: pro or con.**

**Blackfish Simulation p.2.**

**Roles and Guidelines**

**1. Create some background identity for the generic individual you are given.**

**2. List what factors are most important in considering whether an animal should be in captivity (at least three).**

**3. Give an opening argument.**

**4. Respond to the positions of the other groups via questions or responses**

**5. Present a closing argument which summarizes your position, responds to questions or arguments of other groups.**

**You must make at least four references to the film and the articles. You must also reference at least three other articles during your presentation. Each person should read three articles and take notes on those articles.**

Handout Two Animals in Captivity Simulation: List of Sources

[Keep Wild Animals Wild by Peter Singer](https://www.theguardian.com/commentisfree/cif-green/2010/mar/08/wild-animals-captivity-seaworld-orca)

[Sea World Cares: The Truth about Blackfish](https://seaworldcares.com/the-facts/truth-about-blackfish/)

[Orcas an Endangered Species](https://www.nytimes.com/2018/07/09/science/orcas-whales-endangered.html)

[The Orca and Her Dead Calf](https://www.nytimes.com/2018/08/04/opinion/sunday/the-orca-her-dead-calf-and-us.html)

[Orcas Will Pay the Price if the Sea World Show is Banned](http://www.mercedsunstar.com/news/state/article3288814.html)

[Sea World Breeding](http://beta.latimes.com/opinion/editorials/la-ed-seaworld-breeding-20160318-story.html)

[21st Century Noah’s Arc](https://www.washingtonpost.com/news/world/wp/2018/05/18/feature/the-elephants-rhinos-and-lions-had-been-killed-then-came-a-21st-century-noahs-ark/?utm_term=.4fa67a37a9b7)

[Does Captive Breeding Distract from Conservation](http://www.nytimes.com/roomfordebate/2012/07/05/does-captive-breeding-distract-from-conservation)

[Animals Rights BBC](http://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml)

[Ted Talk Why Animals in Zoos Need Choice](https://www.ted.com/talks/stephanie_braccini_slade_why_animals_in_zoos_need_choice#t-23210)

[Future of Zoos](https://dotearth.blogs.nytimes.com/2016/06/21/the-future-of-zoos/?rref=collection%2Ftimestopic%2FZoos&action=click&contentCollection=science&region=stream&module=stream_unit&version=latest&contentPlacement=4&pgtype=collection&_r=1)

[How do Zoos Helped Endangered Species](http://www.scientificamerican.com/article/how-do-zoos-help-endangered-animals/)

[Do Better by The Whales](https://www.washingtonpost.com/opinions/do-better-by-the-whales/2015/11/15/f58474ac-8967-11e5-be39-0034bb576eee_story.html?utm_term=.290a972e750c)

[Hunting Elephants to Save them](https://www.nytimes.com/2017/12/04/science/elephants-lions-africa-hunting.html)

[Will Sea Worlds Phasing Out Killer Whale Shows make a Difference](https://www.scientificamerican.com/article/will-seaworld-s-phasing-out-killer-whale-shows-make-a-difference/)

[Why Some African Countries Don’t Want to See Trophy Hunting Go Away](https://www.washingtonpost.com/news/morning-mix/wp/2015/08/07/why-some-african-nations-dont-want-trophy-hunting-to-go-away/?noredirect=on&utm_term=.7a40d71b3ec6)

[The Hidden Consequences of Hunting Africa’s Lions](http://www.latimes.com/world/africa/la-fg-south-africa-lions-20150822-story.html)

**Handout Three Animals in Captivity Simulation: Roles and Argument Elements**

**Written responses to 1-3 should be posted to google classroom or typed and handed in on paper prior to the debate.**

**This is the order and time frame for the debate portion. Check that your group members will be here for the days they are to present. If they are absent they will need to write an alternative assignment.**

1. Present a description of the biography and experiences of the character (one page)

2. List the three most important factors and explain why they are the most important

3. Present an opening argument for your position (3 minutes; speaker one presents parts 1-3)

4. Provide additional arguments and or evidence that first speaker did not complete; responses or questions to the other group’s openings; ask questions of other groups (3 minutes)

5. Present your closing argument—summarize your groups arguments; offer counterarguments or response to questions from other groups; explain why your group has been most successful (3 minutes)

Each member should familiarize themselves carefully with the readings looking at key aspects. They should be prepared to respond from the perspective of their group’s figure to the situation.

**Positions**  
Group A: Pro, a zoologist at the San Diego Zoo

Group B: Con, an animal rights activist

Group C: Pro, a big game hunter who has large game on their property

Group D: Con, the spouse of an animal trainer who was injured at an amusement park

Group E: Pro, a minister of tourism for a country which is dependent on individuals travelling to the country to see animals, some that are in captivity

Group F: Con, a marine biologist who studies sea life in the wild

Handout Four Animals in Captivity Simulation: Note Taking on Articles

Note Taking on Articles

Name:

|  |  |  |  |
| --- | --- | --- | --- |
| Article (title of article, author’s name, name of publication, date of publication) | What is the author’s position? (Pro, Con, or Neutral) | What are two arguments which the article makes | Two quotes which you can use in your argument |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Handout Five for Animals in Captivity Simulation: Planning Sheet for Debate

Planning Sheet

Group Members and Position

|  |  |  |
| --- | --- | --- |
| Area | Responsible Person | Notes what you will have |
| Biography |  |  |
| Factors--3 |  |  |
| Introduction—arguments and textual support—evidence examples |  |  |
| 2nd Response—  Elaborate Previous arguments  New Arguments  Questions and Critiques of other arguments |  |  |
| Closing  Responses to Other Groups  Summation of your argument  Explanation of why your argument is best and why you have won the debate |  |  |

Handout Six for Animals in Captivity Simulation: Scoring guide

Scoring Guide for Blackfish Simulation/Position:

Group Member Names

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Inadequate 65-74 | Adequate 75-84 | Effective 85-90 | Exemplary 91-100 |
| Stays in Character  Biography posted to google classroom  (10 points) | Little Knowledge of Character | Clear Knowledge of Character | Thoughtful Representation of Character | Insightful and fully developed representation of character |
| Knowledge of the Readings/Clarity of  Most important Issues  (factors posted to google classroom) 20 points | Little evidence of readings | Shows knowledge of readings and key ideas | Effectively supports ideas through examples from readings | Displays thorough knowledge of readings by synthesizing information from multiple source |
| Initial Arguments  (opening posted to google classroom) 25 points | Unclear arguments | Clear and logical arguments | Thoughtful and well supported arguments | Insightful and persuasive arguments |
| Response to Other Teams/ Questions  20 points | Little knowledge of oppositional arguments and ability to respond  Unclear questions | Careful knowledge and ability to respond; signs of active listening  Adequate Questions | Responds to and critiques/elaborates on other teams’ positions  Clear and well thought out questions | Sophisticated analysis, critique, and elaboration upon the arguments of other teams  Superior questions show close analysis of other group’s presentation and sophisticated knowledge of key and issues |
| Final Response  25 points | Unclear arguments | Clear and Logical  arguments | Thoughtful and well supported arguments | Insightful and persuasive arguments |
| Total score |  |  |  |  |

**AP Pointers, Dr. Gingrich,** [**gingrich@fultonschools.org**](mailto:gingrich@fultonschools.org)

# **Multiple Choice**

**1. Read carefully the questions, making sure that you are on the correct question and answer space. Think about what type of question it is….**

* **figurative language—metaphors, similes, images, personification, etc.**
* **rhetorical modes—type of essay you are responding to---narrative, persuasive, descriptive, etc**
* **structure (organization of the essay as a whole, paragraphs, and sentence order)**
* **meaning –reading comprehension**
* **tone and diction—author’s attitude toward the subject, selection of words**

**2. Read each passage quickly once. Then go back and read as you answer questions.**

**3. Time yourself and spend approximately 15 minutes per passage and questions.**

**4. Remember to answer for each passage the questions that you find easy, then come back and answer the more difficult questions at the end (if reading speed is a problem, and you might not get done). Slower readers might want to read first couple of questions and then go back and read.**

**5. Identify clearly what type of question you are answering. There should be textual support for each answer (the answer will appear somewhere in the text).**

**6. Narrow down to two possible responses and then make a guess.**

**7. Study the rhetorical devices sheet and the persuasive terms.**

**(If you are teaching AP Lang and Comp you are a reading teacher)**

**Close Reading Activities (sample from Into the Wild and Unbroken from Rhetorical Activities**

**Harvey Daniels Books**

**Falling in Love With Close Reading**

**Activity 1.**

1. **Students read the passage**
2. **Read the question**
3. **Highlight the Line in the text where they find the answer**
4. **Identify the question type**
5. **Narrow it down to two possible answers-explain why they discarded the answer**
6. **Select the correct answer**

**Activity 2.**

1. **Give students the questions without the answers they have to write the answers**

**Activity 3. MLA sheet sample from Freedom for Fear**

Citation Sources Work

From Freedom From Fear by David M. Kennedy (pp. 402-403)

1. In line 17, Texas Democrat Maury Maverick is quoted in what source? What type of source is this? On what page would you find this quote?
2. What type of information is drawn from Fortune Magazine (lines 18-21)? What year was this information published? What edition of the magazine is used?
3. What is the source of footnote #24?
4. What is the primary source and year of the title “American Scrap Iron Plays Grim Role in Far Eastern War” (lines 52-53)? What is the publisher and page number of the secondary source for this information?
5. Who is the author of the secondary source from which the quote “wild, runaway, half-insane men” (line 62) is taken?

**Activity 4. SQ3R**

[**http://www.studygs.net/texred2.htm**](http://www.studygs.net/texred2.htm)

**Activity 5.**

1. **Students are given a passage (easier passage then would be found on the exam)**
2. **They have to write a question for each of the types (structure, rhetorical devices, tone and diction, comprehension, rhetorical mode, mla formatting)**

**Activity 6. Team Jeopardy**