

## Q4 EA1 ~ *The Tempest* Editorial Essay Assignment

Imagine that you are a freelance journalist for the Pulitzer Center. You discovered some valuable insight, worth sharing with a wider audience, that addresses the following prompt:

***What are the similarities and differences of migration that inform and/or alter human behavior?***

This editorial essay will be a featured piece. The purpose of the editorial essay is to write about a theme or character from *The Tempest*.

Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue. In essence, an editorial is an opinionated news story. You will combine *rhetorical techniques* and writing skills to produce a well-written editorial using *credible sources* to provide a convincing argument about your selected theme or character from *The Tempest*.



### **EDITORIAL ESSAY REQUIREMENTS:**

There are four different types of editorials. You will **PICK ONE** style for your piece:

1. **Argument and Persuasive Editorial** - takes a firm stand and seeks to persuade readers about a sensitive issue.
2. **Information and Interpretive Editorial** - seeks to explain and point out a flaw, judges severely, and finds fault.
3. **Tribute, Appreciation, or Commendation Editorial** - seeks to praise a person or an activity.
4. **Entertainment editorial** - focused on pop culture with two branches:
  - Humorous* treatment of a light topic or *Satirical* treatment of a serious topic.

★ **Evidence:** MUST reference ***The Tempest*** AND learning from at least **THREE** texts from below:

- *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*
- *Olive Oatman: Life among the Mohave*
- *The Danger of a Single Story*
- Pulitzer Center Stories

★ **Viewpoint:** - states a clear opinion and issues a call to action through an argument based on evidence.

★ **Analysis and Persuasion:** - convincingly argues the point of view by providing relevant background information, valid examples with direct quotes in a clear and organized format.

- Must incorporate the **rhetorical strategies** covered in our unit: **ethos, logos, and pathos.**

★ **Language:** - strong voice and engages the reader. Language, style, and tone are appropriate to purpose with correct grammar, spelling, and punctuation.

- **Third Person** using formal, academic language (using “it”, “he”, “she”, “they”-**No “I”**)

★ **Guidelines: Maximum 500 words**

- **MLA format:** double-spaced, 12-point font, one-inch margins on all sides with correctly formatted heading, and page numbers.

**Tips for writing editorials:**

- Don't use the word I. This is NOT about you! Using the first person also sounds preachy and righteous, which alienates readers. Strive for humility!
- Avoid sarcasm. Too much sarcasm comes off as immature and can ruin your credibility.
- The sky is not falling -don't exaggerate. It makes you seem too emotional and irrational.
- Challenge authority, not personality. Attacking ideas, policies, or actions is terrific fodder for a column.
- Don't put away your reporter's notebook -interview. A column is not a venue to air your ideas. Tell a story. Use quotes!
- Think big picture. Use a column to get into the gray analysis between the black and white. Compare apples and oranges.

**DUE DATES:**

Monday 5/3 - Graphic Organizer (20pts)

Wednesday 5/5 - Rough Draft (20pts)

Friday 5/7 - Teacher Conference (10pts)

Wednesday 5/12 - FINAL DRAFT (50pts)

**STEP ONE - Keep in Mind!**

Watch this short [VIDEO](#). What are the SEVEN steps to writing an editorial from the video?

1. Know your bottom line
2. Get to the point clearly
3. Give an opinion or solution
4. Do your research
5. Write clearly
6. Every writer needs an editor
7. Be prepared for a reaction

There are four different types of editorials (see above). Which type are you writing for your piece?

Argumentative

**STEP TWO: Brainstorm and Research:**

★ **MUST** reference *The Tempest* AND learning from at least **THREE** texts from below:

- *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*
- *Olive Oatman: Life among the Mohave*
- *The Danger of a Single Story*
- *Pulitzer Center Stories*

1. Highlight the THREE texts you will reference from the list above.

2. *How does migration affect human behavior?*

a. What is the evidence from *The Tempest*? (quote & page #) Act 1 Scene 2 Pg 23

“My strength is all gone, as if in a dream. The death of my father, my physical weakness, the loss of all my friends, the threats of this man who’s taken me prisoner—all that would be easy for me to take, if only I could look through my prison windows once a day and see this girl. I don’t need any more

freedom than that.” When people are lost, they become vulnerable, hopeless, and start blaming each other because everything is uncertain.

- b. What is the evidence from **(teenager starting over in canada)** (quote & page #)

Ibraheem kept pushing himself because he knew that he deserved to be there and needed to make something of his second chance. Struggling on the inside people don't realize.

- c. What is the evidence from **(The Danger of a Single Story)** (quote & page #) 13:42

“...The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.” when she came to america even she had ideas of single stories about other places, mexico.

- d. What is the evidence from **(The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson)** (quote & page #)

Her son came to her, “he was amongst a smaller parcel of Indians, whose place was about six miles off. With tears in his eyes, he asked me whether his sister Sarah was dead; and told me he had seen his sister Mary; and prayed me, that I would not be troubled in reference to himself.” paragraph 13

### 3. **What are some similarities and differences of migration that inform and/or alter human behavior?**

Depends on the type of “migration”, You could be kidnapped and held by your will or your best option would be leaving to help yourself.

4. What is the evidence from *The Tempest*? (quote & page #)

Difference between milan and island, how and why prospero ruled

- a. What is the evidence from **(danger of a single story)** (quote & page #)

She assumed and viewed mexicans as only immigrants because of the message that the united states had portrayed to her but when she went to Guadalajara she felt very shameful of herself to see them living their lives and being normal. She put a single story in front of mexicans.

- b. What is the evidence from **(teenager starting over in canada)** (quote & page #)

There was a big shift in being relocated especially when you were where Ibraheem was before. He was in Syria his mother and siblings were killed, “The sky drops missiles like rain. Here, you wait for your turn to die.” as an 11 year old you should not be in that kind of environment.

- c. What is the evidence from **(The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson)** (quote & page #)

Mrs. Mary Rowlandson was kidnapped by Indians with her sick 6 year old by her side. The Natives occasionally helped her out which changed her perspective somewhat.

## **STEP THREE: Let's Plan The Essay**

### **HOOK:**

- ★ **The hook grabs the reader's attention.**

- Can be an anecdote, an image, a definition, or a quotation related to culture/character/topic.

**Have you ever had to move? How did it feel being a stranger in a whole new place?**

## **INTRODUCTION:**

### ★ The introduction provides background information!

- Are you writing about a character or a theme?

#### 1. Describe character/theme:

Migration can mean many different things, as some people are forcefully moved and for others it could be their best option. The topic of moving is a universal theme that affects all people throughout time, from Shakespeare to modern day Syrian refugees. One could argue that good qualities can come from both types of migration.

#### 2. THESIS/CLAIM STATEMENT - ONE Sentence with claims to address the prompt:

- What are the similarities and differences of migration that inform and/or alter human behavior?*
  - Should be clearly stated as **the LAST sentence of your introduction.**

Good things can come from migration

**Now put it all together and write your introduction here, must have number 1 and 2 steps from above:**

**DO NOT USE I (the introduction is about the information and NOT about you!)**

Migration can mean many different things, as some people are forcefully moved and for others it could be their best option. The topic of moving is a universal theme that affects all people throughout time, from Shakespeare to modern day Syrian refugees. One could argue that good qualities can come from migration whether forced or not.

## **Body Paragraph ONE:**

- Write out claim one and its effects! (similarities/differences)

When migration is involuntary, it may look like at first it is a hardship. However, as seen in the following examples, even these seemingly tragedies have positive elements to them. In *The Tempest* Prospero turned his life around even though he and his daughter were cast away. "Add quote". Another example would be from *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*, her sick daughter and her were kidnapped by Native Americans and held captive. Even after watching them kill her family she stayed strong and in the end she wasn't very distraught by it. One of the Indians gifted her a bible and reading the verses helped her keep her head held high.

## **Body Paragraph TWO:**

- Write out claim two and its effects! (similarities/differences)

The other type of migration that can alter human behavior is when it is voluntary, and seems to be the best or last option. As seen in *A teenager starting over in Canada*, Ibraheem adjusted to his new life and kept pushing himself because he knew that he wanted to make something of his second chance. He was also internally struggling but continued to see the light in a dark situation. "quote". In addition to that Chimamanda Adichie is

a African American storyteller. Her experience is common with relocations and how different races “kick out” and discriminate other people who then have to find new countries to live in. “...The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.”

**Conclusion:** -A concluding statement draws your argument to a close, restates your claim but not all of your supports, and makes a final appeal.

- ★ Restate your claim/thesis but avoid repeating information.
- ★ Sum up your argument with a few final thoughts and appeals.

In conclusion one can see that even the most extreme examples of having to move can bring about positive changes in those people lives. It is clear that those who have benefited most from forced migration relied on thinking positively. It all depends on the perspective you’ve gained.

Difference between milan and island wants to grow relationships

#### **STEP FOUR: Write The ROUGH DRAFT:**

Transfer your answers from the boxes above to write out your essay below. Keep in mind the outline:

**Introduction** (*hook, background, thesis*), **Para1, Para2, Concession, Conclusion.**

\*\*Don’t forget [transitions and sentence starters](#)! Spice things up, use these [verbs to refer to sources](#)!

Write your response below the line:

**REMEMBER, 500 WORDS MAXIMUM!**

Student Sample 2 ROUGH DRAFT

Ms. Middleton

English 10

May 7, 2021

Clever Title

Migration can mean many different things, some people are forcefully moved and for others it could be their best option. The topic of moving is a universal theme that affects all people throughout time, from Shakespeare to modern day Syrian refugees. One could argue that good qualities can come from migration whether forced or not.

When migration is involuntary, it may look like at first it is a hardship. However, as seen in the following examples, even these seemingly tragedies have positive elements to them. In *The Tempest*, Prospero turned his life around even though he and his daughter were cast away. “We were pushed out

of power by evil deeds, as you call them. But we were blessed in being helped toward this island.”.

Another example would be from *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*, her sick daughter and her were kidnapped by Native Americans and held captive. Even after watching them kill her family she stayed strong and in the end she wasn't very distraught by it. One of the Indians gifted her a bible and reading the verses helped her keep her head held high.

The other type of migration that can alter human behavior is when it is voluntary, and seems to be the best or last option. As seen in *A teenager starting over in Canada*, Ibraheem adjusted to his new life and kept pushing himself because he knew that he wanted to make something of his second chance. He was also internally struggling but continued to see the light in a dark situation. “quote” . In addition to that Chimamanda Adichie is a African American storyteller, her experience is common with relocations and how different races “kick out” and discriminate other people who then have to find new countries to live in. “...the consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.”

In conclusion one can see that even the most extreme examples of having to move can bring about positive changes in those peoples lives. It is clear that those who have benefited most from forced migration relied on thinking positively. It all depends on the perspective you've gained.