English 11 Honors is an American Literature course designed to prepare students for college-level work. The following assignment reflects one of the early units we will study as well as argumentative writing, an English 11 focus.

Hysteria is defined as “exaggerated or uncontrollable emotion or excitement, especially among a group of people.”

Assignment:

1. Read the nonfiction, historical article, “Senator Joseph McCarthy, McCarthyism, and the Witch Hunt” as well as the short article from the library’s online database, “Tracking Down the Origins of 'Witch Hunt.'” (Both are at the end of this assignment: pp.3-4.) After the due date, there will be a reading quiz on the articles. Feel free to take handwritten notes that you may use on the comprehension quiz.

2. After reading the nonfiction article, consider the following questions. Choose one and write an essay (450-550 words), answering the question. See rubric on next page for essay requirements. Be sure to title your essay, including the letter of the prompt you selected.
   
   A. Is truth or survival more important? Explain using at least one example from the articles.
   B. Is truth based on fact or the number of people who believe in it? Explain using at least one example from the articles.
   C. Do people ignore or believe lies when those lies serve their own interests? Explain using at least one example from the articles.

HELPFUL HINTS: When you write an academic essay, you make an argument: you propose a thesis and offer clear reasoning. Then, you provide the counterargument, considering possible argument(s) against your thesis. It allows you to anticipate doubts and then refute them. Furthermore, if you wish to research additional information, please do so. Be sure to cite your sources (both internally and on a Works Cited page)!

3. Annotate your essay before submitting. Underline the thesis sentence. Label your counterargument. Highlight any transition words or phrases. Unsure of what these may be? See page 5.

4. You will receive the submission information the first week of class.

Assignment for Late Enrollments, Transfer Students, and Procrastinators:
At the second week, you will be expected to have this assignment completed as we will begin the unit on The Crucible and hysteria.
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<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Earned</th>
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<tr>
<td>Submission</td>
<td>• Submitted to Turnitin.com by due date</td>
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<td></td>
<td>• Title includes prompt letter</td>
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<td>• Underlined thesis &amp; highlighted transitions</td>
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<td>MLA Format</td>
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<td>• All sources and correctly cited on a Works Cited</td>
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<td>Introduction</td>
<td>• Includes an engaging lead/hook to draw the reader into the topic</td>
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<td></td>
<td>• Presents compelling background information that skillfully introduces the topic</td>
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<td>Thesis</td>
<td>• Thesis is insightful and the writer takes a position that is specific, arguable, and complex.</td>
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<td>Body Paragraphs (Evidence &amp; Counterargument)</td>
<td>• TS: subtopic is appropriately tied to thesis</td>
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<td>• CD: precise and relevant examples, illustrations, events, and/or textual evidence that suits the intended purpose and audience</td>
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<td>• CD: fully and clearly described</td>
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<td>• CM: precise and relevant reasoning that clarifies and defends the writer’s position</td>
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<td>• CM: fully and clearly elaborates ideas</td>
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<td>• CA: identifies counterclaims and provides counterarguments in a way that enhances the argument.</td>
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<td>• CA: clearly and completely refutes the counterclaim</td>
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<td>Conclusion</td>
<td>• Skillfully summarizes the argument, provides applications or consequences, and offers a possible solution.</td>
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<td>• Argues the universality topic</td>
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<td>Transitions</td>
<td>• Effective use at beginning and throughout body paragraphs</td>
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<td>• High level diction (go beyond first, second,)</td>
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<td>Style (Grammar, usage, &amp; mechanics)</td>
<td>• Exhibits consistent control of sentence formation, avoiding fragments, run-ons, and comma splices.</td>
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<td>• Exhibits consistent control usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of passive voice</td>
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<td>• Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling</td>
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<td>Vocabulary &amp; Tone</td>
<td>• Contains highly specific word choice &amp; descriptive language</td>
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<td>• Purposeful and appropriate tone that enhances the writer’s voice</td>
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<td>• Avoids 2nd person for objectivity &amp; unnecessary 1st person</td>
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On November 14, 1908, Joseph McCarthy was born into a Roman Catholic family as the fifth of nine children in Appleton, Wisconsin. Although McCarthy dropped out of grade school at the age fourteen, he returned to diligently finish his studies in 1928, permitting him to attend Marquette University. Once accepted, he began his journey to become what many historians consider to be one of the least qualified, most corrupt politicians of his time. After receiving his law diploma at Marquette University, McCarthy dabbled in unsuccessful law practices, and indulged in gambling along the way for extra financing. Despite being a Democrat early in his political years, he quickly switched into the Republican Party after being overlooked as a candidate in the Democratic Party for district attorney. His dirty campaign to win the position as circuit court judge proved to be an ominous foreshadowing to his later era of “McCarthyism.”

To stimulate his political career, McCarthy quit his job as circuit court judge and joined the Marines during World War II. After his short military career McCarthy then ran as the Republican candidate for the Wisconsin Senate seat, where he used propaganda and erroneous accusations against his opponent, Robert La Follette, to promote his own campaign. Damaging La Follette’s reputation by claiming he hadn’t enlisted in the military during the war, McCarthy won the election and became Senator.

As re-election began to loom closer, McCarthy, whose first term was unimpressive, searched for ways to ensure his political success, resorting even to corruption. Edmund Walsh, a close fellow Roman Catholic and anti-communist suggested a crusade against so-called communist subversives. McCarthy enthusiastically agreed and took advantage of the nation’s wave of fanatic terror against communism, and emerged on February 9, 1950, claiming he had a list of 205 people in the State Department who were known members of the American Communist Party. The American public went crazy with the thought of seditious communists living within the United States, and roared for the investigation of the underground agitators. These people on the list were in fact not all communists; some had proven merely to be alcoholics or sexual deviants. Regardless, McCarthy relentlessly pushed through and became the chairman of the Government Committee on Operations of the Senate, widening his scope to “investigate” dissenters. He continued to investigate for over two years, relentlessly questioning numerous government departments and the panic arising from the witch-hunts and fear of communism became know as McCarthyism.

Joseph McCarthy then accused several innocent citizens, most notably Owen Lattimore, of being associated with communism. Along the way, he had Louis Budenz, the former editor of The Daily Worker, back his accusations with evidence that was circumstantial at best, for Budenz was only using information he had heard from other people as much as 13 years prior. Another victim of McCarthy’s spurious communist accusations was Drew Pearson, a critic who discredited McCarthy’s accusations regularly through columns and radio broadcasts. McCarthy made seven speeches to the Senate on Pearson, which resulted in the loss of sponsors to Pearson’s show. Also, money was then raised to help numerous men sue Pearson, all charges of which he was found innocent and not liable.

McCarthy’s downfall finally began in October of 1953, when he started to investigate “communist infiltration into the military.” This was the final straw for then president Dwight D. Eisenhower, who realized that McCarthy’s movement needed to be stopped. The Army fired back at the accusations, sending information about McCarthy and advisors abusing congressional privileges to known critics of McCarthy. Reporters, Drew Pearson included, and other critics soon hopped on board, publishing unflattering articles about Joseph McCarthy and his methods of seeking out the supposed communists in America.

Through the televised investigations into the United States Army and the reporters’ attack, the nation grew to realize that McCarthy was “evil and unmatched in malice.” He lost his position as chairmanship on the Government Committee on Operations of the Senate and in December of 1954, a censure motion, which is a formal reprimand from a powerful body, was issued condemning his conduct with the vote count at 67 to 22. The media subsequently became disinterested in his
communist allegations and McCarthy was virtually stripped of his power. He died in May of 1957 after being diagnosed with cirrhosis of the liver due to heavy drinking. The resounding effects of McCarthy's era symbolized the pure terror of communism during the time due to the Cold War. Although it came to an end in a few short years, it attributed to the growing dissension between the Soviets and United States.


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**TRACKING DOWN THE ORIGINS OF “WITCH HUNT”**

President Trump tweeted about a witch hunt more than a hundred times last year. It is debated in the news and across social media: Is the Russia investigation a witch hunt or is it not a witch hunt? I was hearing "witch hunt" so often that a few weeks ago I experienced

Obviously, the term refers to real, historical hunts for witches that occurred sporadically across Europe and later in America from the 15th to 18th centuries. Like wildfires, anxieties about witches would flare up in this period, following a rough pattern. Misfortunes would happen in a village, and some women on the fringes of society – an old herbalist who lived alone; in Salem, Mass., the slave Tituba – would be accused of causing them through magic. These women would be imprisoned, sometimes tortured, and asked to name their accomplices. Sometimes they could prove their innocence by undergoing a "trial by ordeal" – being thrown into a pond to see if they sank (innocent) or floated (guilty) – but often they were executed without opportunity to refute the charges against them.

The self-proclaimed witchfinder general of England, Matthew Hopkins, was responsible for one of the largest witch hunts, executing more than 300 suspects in the 1640s. He preferred to say that he "discovered" witches, however, and witch hunt only became the term of choice in the late 19th century.

George Orwell, author of 1984, was one of the first to use the term metaphorically: In the 1930s, he called "trumped up accusations" by one group of communists against another a witch hunt. The idea of political witch hunts spread quickly in the 1950s. Investigations by Sen. Joseph McCarthy and others to discover secret communists in the US government, in Hollywood, and at universities were frequently denounced as witch hunts. Use of the term implied that the fear of communism in the United States was in fact hysterical and overblown, and that, like alleged witches in the past, suspected communists were unjustly accused, unable to defend themselves fully, and forced under great pressure to reveal the identities of others.

Is the Russia investigation a witch hunt? Is the metaphor appropriate? In a sense it doesn't matter. Sometimes hearing words over and over doesn't turn them into meaningless syllables, as with semantic satiation. Instead, it makes them seem true, a phenomenon known as "the illusory truth effect." The more the president repeats "witch hunt," the more likely it sounds, whatever the facts.

Transitions

These words can help link words and phrases in a paper to demonstrate relationships between two or more ideas. Some words can indicate more than one relationship.

**Indicating Result:**
- with the result that
- thus
- consequently
- hence
- accordingly
- for this reason
- as a result
- therefore

**Indicating Purpose:**
- in order to
- for the purpose of
- with this in mind
- with this in view

**Indicating Exclusion:**
- neither…nor
- all except
- not that

**Indicating Alternatives:**
- or
- either…or
- whether…or

**Indicating Addition:**
- in addition
- furthermore
- moreover
- besides
- also
- another
- equally important
- not so obvious
- again
- further
- last
- finally
- not only…but also
- as well as

**Indicating Similarity:**
- similarly
- likewise
- in like fashion

**Indicating Details:**
- specifically
- especially
- in particular
- to enumerate
- in detail
- namely
- including

**Indicating Contrast:**
- on the contrary
- on the other hand
- contrastingly
- notwithstanding
- however
- nevertheless
- in spite of
- in contrast

**Indicating Concession:**
- although
- at any rate
- at least
- still
- though
- even though

**Indicating Condition:**
- whether