Give Us a King Essay

Choose one of the following prompts. Write a 1 ½ to 2 page essay. Type it. Use 12 points Times New Roman font (or similar), double spacing and 1 inch margins.

1. The kid challenges the teacher saying, “I don’t see what this has to do with my becoming a computer programmer.” The teacher challenges the kids saying, “What does computer programming have to do with creating the just society? What will you do to ensure the flourishing of a just society? And what will happen to society if it seeks, and finds, leaders who are not just?” Choose one chapter from First and Second Samuel. Explain what lessons that chapter has for creating a just society. How could you as an individual – and our leaders as a group – apply those lessons to society at large?
2. In the fourth page of your handout, Fox writes that “The Bible supplies a second answer to the challenge posed by kingly power: the counter-institution known as prophecy.” What does Fox mean by prophecy? Choose one chapter from First and Second Samuel. Explain what lessons that chapter has for controlling kingly (or governmental) power. How could you as an individual – and our leaders on our behalf – apply those lessons to society at large?
3. In the final sentence, Fox writes that “The David portrayed in these pages is the very image of ancient Israel’s struggle to understand itself.” Choose two different elements of David’s story. Describe each. Explain how each part of the story might represent a characteristic David individual and a characteristic of the larger Jewish community. Choose one of these characteristics. Explain how this characteristic is or is not seen in modern America?

**Writing rubric**

**1. Thesis**

**4.** Thesis is easily identifiable and clearly stated. It is sophisticated and reflects creativity.

**3.** Thesis is promising, but slightly unclear.

**2.** Thesis is not clearly stated. It is vague and lacks creativity.

**1.** Thesis is very difficult to identify; too many bland statements of obvious points.

**2. Organization of arguments and evidence**

**4.** Evidence and arguments presented with exceptional clarity; all ideas flow logically from one paragraph to the next, and proper use of transitional sentences; counter-arguments defused successfully.

**3.** Evidence and arguments presented in clear readable form; ideas mostly flow logically and make sense, and some transitions were used; some evidence of counter argument acknowledged though not properly/thoroughly addressed.

**2.** Evidence and arguments present but organization and/or reasoning lack logic and consistent clarity; lack of good transition between ideas; counter-arguments not addressed.

**1.** Insufficient evidence presented, logic and arguments do not address or support thesis, ideas do not flow, simplistic presentation of topic.

**3. Analysis: content**

**4.** Sources used to support every point with at least one example; substantial, specific, and illustrative content demonstrating strong development and sophisticate ideas.

**3.** Examples used to support most points, some evidence does not support thesis, sufficiently developed content with adequate elaboration or explanation.

**2.** Examples to support some points, often lacks supporting evidence; limited content with inadequate elaboration or explanation.

**1.** Superficial and/or minimal content; very few examples.

**4. Grammar and language usage**

**4.** Sentence structure and grammar are excellent; correct use of punctuation, no spelling errors; excellent use of vocabulary.

**3.** Language is clear and effective, sentence structure consistently correct; punctuation mostly used correctly; some spelling errors.

**2.** Some problems with sentence structure; ineffective use of vocabulary; many errors in punctuation and spelling.

**1.** Significant mistakes with sentence structure and poor use of vocabulary; frequent errors in punctuation and spelling; some unintelligible and/or unreadable passages.

**5. Writing conventions: citations, bibliography, quotations**

**4.** Correct use of citations style; no formatting errors; complete, thorough bibliography.

**3.** Mostly correct use of citations style; some minor formatting errors; some aspects missing from bibliography.

**2.** Some standards not observed; errors in citation style; weak bibliography.

**1.** Many standards not observed; frequent errors in citation style; incomplete or no bibliography.