



Advanced Language and Literature 2021-2022 School Year

Part One: Read and Annotate “History isn’t just for Patriots” by Daniel Immerwahr

Part Two: Complete a SPACE CAT organizer for the article.

As you complete this organizer, be as detailed as possible. Use as much information from the text as you can find. To get more information about the speaker and the time-period (context/exigence) you may use outside sources but **BE SURE TO CITE THEM** on your document to avoid plagiarism.

**** We will use this organizer the first week of school! ****

Part Three: Argument Essay

In a well-developed essay, explain what is American Exceptionalism and argue whether (1) the American people have this belief ingrained in their mindset and (2) if not catering to an American Exceptionalism mindset makes one any less of a Patriot.

GUIDELINES:

1. Proper MLA format (including a header and works cited page)
2. 12 pt. Times New Roman font; 1-inch margins; double spaced.
3. Include a thesis that establishes a line of reasoning and is defensible.
4. Incorporate evidence to support your thesis and explain the connection between the evidence and your thesis.
5. Avoid summarizing your point: ANALYZE.
6. Demonstrate an understanding of the rhetorical situation.
7. Avoid using words like “me” “my” “I”. State your opinion as a FACT.

Due Date: Your work is due on the first day of your Advanced Language and Literature class. All late assignments will be subjected to a grade reduction or penalty, as outlined in the course syllabus, and copied below:

English Department Late Work Policy:

“All essays are expected to be submitted on or before the due date. Essays not submitted on time will be subjected to a 10% deduction of max points per day. No essays will be accepted after five (5) days.”

“All assignments gone over in class or needed for an in-class assignment are expected to be submitted on or before the due date. No late work will be accepted.”

Tips for Annotating a Text

INTERACT with the reading.

- Mark it up! (Make your own key. Annotations are designed to help you understand and be able to review and/or discuss the reading)
 - Use SYMBOLS to mark important details.
 - “?” – I’m not sure what is going on. I’m not sure what is meant by this sentence, paragraph, etc.
 - “!” – This is exciting; I agree
 - — connections between different parts of the text
 - Color Code! Use colors to mark important details.
 - Words I don’t know and need to look up.
 - Literary devices
 - Important character details
 - Interesting or important details that pertain to understanding the story
- Write in your book (you can also use post-it notes if you prefer not to write in the book) ◦ COMMENT on what is happening
 - Do you agree or disagree?
 - Is this a change in characterization? How so?
 - Is this a change in plot/storyline? How did it change?
 - Is this a big event? Small event?
 - Is it a foreshadow of something to come? A flashback of something that happened?
- QUESTION the text
 - Why is this happening?
 - Why did the author include this? Why is it included here? What purpose does it serve to the text? Would it be different if it were included at a different time in the story? How?
 - Why is the character behaving this way? How is it different from before? What does it reveal about the character?
 - What might this piece reveal about the rest of the story? How does it make something clearer from earlier in the story?
- CONNECT to the text.
 - How can you relate to a character?
 - How can you relate to the author?
 - What about the author’s life is showing in the text?
 - What are some allusions?
 - What are some similar real-life examples of what is happening in the text? ◦
- ASSOCIATE the text with another reading
 - Textual allusions
 - Similar details
 - Connections between the authors?

LEARN from the text.

- Historical Context
 - What is the time period of the story? What is the time period the story was written? How do they connect or differ?
- Author Study
 - What was the author’s childhood like? What sparked the author to write this text? What was the purpose of publishing this text?
- Response to the Text
 - How did readers initially respond to the text when it was published? Has the opinion changed since then? How?

REFLECT on the text.

- What was the author's writing style?
- What were some patterns in the writing? Did it remind you of another author? • What were some key themes or topics discussed in the text?
- Who was the text written for? Did it reach that audience? Why/Why not? • What was the author's purpose? Did he/she accomplish that purpose?

Outlook

History isn't just for patriots

We teach students how to understand the U.S., not to love it — or hate it



The American flag endures after a wildfire in Santa Rosa, Calif., in 2017.

By **Daniel Immerwahr**

Photo by Ken Light/Contact Press Images

DECEMBER 23, 2020



Is the United States the world's greatest country? When asked that question eight years ago, 70 percent of American citizens surveyed said yes. Now, a [recent study](#) by the Chicago Council on Global Affairs shows that only 54 percent answer affirmatively. Democrats are likelier to see their country as normal and Republicans are likelier to see it as uniquely great, but the decline is bipartisan. It's also age-based: A similar [Pew study](#) found that respondents under 30 were markedly less enamored of their country than those over 50. Across the board, U.S. exceptionalism is faltering.



Daniel Immerwahr [@dimmerwahr](#) teaches history at Northwestern University and is the author of "How to Hide an Empire: A History of the Greater United States."

Maybe that's okay. Achieving a more perfect union requires confronting dark truths — such as the centrality of slavery to U.S. history, the subject of the New York Times' [1619 Project](#). These make flags droop but promise that an unvarnished accounting will aid the cause of progress. Not everyone agrees, though. President Trump tried to counter the 1619 Project with his own 1776 Commission, which would defend the "nobility of the American character," he [explained](#). ("We want our sons and daughters to know that they are the citizens of the most exceptional nation in the history of the world.") Here, too, the ambition is understandable: A proud citizenry will more readily uphold the country's institutions, respect its laws and do so with a sense of shared purpose.

These are the contours of the battle over patriotism in the curriculum: Should students learn of their country's virtues or shortcomings? Should they leave class feeling proud or ashamed?

I teach history, and such questions have always struck me as odd, for two reasons. First, we design curriculums around what students will learn rather than how they'll feel. The aim of a geometry class is not for students to love or hate triangles but to learn the Pythagorean theorem. Similarly, the point of U.S. history isn't to have students revere or reject the country but to help them understand it.

The second reason is that, by imagining history class as a pep rally or a gripe session, we squeeze the history out of it. The United States becomes a fixed entity with static principles, inviting approval or scorn. And that makes it hard to see how the country has changed with time.

Typically, the debate about American exceptionalism has a left/right split, with progressives seeing the values of the country as aspirational and conservatives seeing them as achieved. The left focuses on deficiencies, asking how an imperfect country might better realize its ideals; this spirit animates progressive movements like those for civil rights and broader access to health care. The right, by contrast, focuses on what works and regards persistent faultfinding as ingratitude that might

animates the patriotism behind civil or military service.

But plunge into the past, and the idea that the United States *has* an enduring mission becomes harder to defend. The 18th-century founders inhabited a world that seems, from our vantage, almost impossibly strange. It was an honor society, where leading politicians responded to slights by fighting fatal duels. It was a hierarchical society, where, according to the [Articles of Confederation](#), “paupers” and “vagabonds” weren’t due the protection of the law. And it was, of course, a slave society, where the national bank [issued loans](#) using human captives as collateral.

If you’re inclined, you can feed these facts into an indictment. The country’s distinct lack of greatness, the argument goes, is not a matter of unrealized ideals. It’s rather that the United States, sited on stolen lands and built by enslaved workers, was founded on rotten principles. Its Constitution was not framed for “we the people” but to secure the interests of the “fifty-five privileged white males who wrote it,” the late historian Howard Zinn argued, adding that the government has served “the wealthy and powerful” ever since. In his view, the problem isn’t that the dream was deferred but that it was a nightmare from the start.



The flag flies in the middle of the Des Moines River in Fort Dodge, Iowa. "A good history class ... doesn't treat the United States as an unvarying force for freedom or oppression but as an arena where worldviews compete," writes Immerwahr. (Steel Brooks for The Washington Post)

Yet reading the country's character from its origins can lead to a flat interpretation. Such an indictment makes little room for the possibility that things might have changed in the past two and a half centuries.

And things have changed. The most compelling case for national greatness, if you're playing that game, is that the country is ironically great, in that it started with dubious ideals but, fortunately, failed to realize them. The reason it failed is that people argued against, fought and ultimately defeated dominant 18th-century values, often overcoming serious entrenched interests to do so. They're the ones we should

have sex outside of marriage, the men can no longer be sued by the women's fathers for "loss of services."

It's not just laws that have changed but principles, too. Consider how 21st-century politicians brag about their country. It is the greatest because it has the "greatest employment numbers," as Trump *has said*, or because its "cars and movies and technologies" are the "*envy of the entire world*," as Mitt Romney has declared. For Barack Obama, it's the tolerance and opportunity that allowed a man whose father grew up in a "*tin-roof shack*" in Kenya to achieve any dream he wanted. Today's politicians take evident pride in the United States' small businesses, large military and middle class. Such boasts would have baffled the founders, though. They thought little about providing jobs or creating an entertainment empire. For them, the "pursuit of happiness" emphatically did not imply a Black man becoming president. When Thomas Jefferson was pressed to defend the virtues of his country, he *pointed* to the large size of its quadrupeds. Greatness, in other words, is a moving target.

A good history class helps students see that. It doesn't treat the United States as an unvarying force for freedom or oppression but as an arena where worldviews compete. Students learn that different people had irreconcilable dreams, clashing understandings of what made their country "great." They learn that history is messy.

It is this appreciation for change and multiple perspectives that makes the U.S. history classroom a poor place to inculcate or beat back patriotism. “How great are we?” is simply not the question history seeks to answer. “How did we get here?” is closer to the mark.

The point of history is not to list all the good things or bad things that have happened, nor to strike some desired balance between them. It’s to understand origins, persistence and change. We teach it because we hope that knowing how slavery ended or the Second World War began will equip students to think intelligently about the present. History helps them to see why and by whom their world was built. It shows them how visions have had consequences — sometimes far-reaching, sometimes unintended. It gives them the intellectual tools to act on their society: a complex, dynamic place that is theirs to change or conserve.

The aim of history class isn’t to get students to love or loathe their country. It’s to prepare them to live in it.

SPACE CAT

Rhetorical Analysis

SPEAKER

Who is the speaker? Give **specific** details.

- *Age/Gender
- *Nationality/Culture/Race
- *Political Background
- *Personal Beliefs
- *Careers
- *Interests
- *Family
- *Status
- *What are they known for?

PURPOSE

What is the speaker's purpose? What is his/her call of action?

What does he/she want the reader/listener to do, feel, say, or hear?

What is the speaker's GOAL? What does he/she hope to accomplish by speaking/writing this piece?

AUDIENCE

Who is the author speaking to?

Think BIG picture.

VERY RARELY is the audience only ONE person or ONE group of people.

Ask yourself: Who ELSE can be involved in or affected by the message that is being delivered?

CONTEXT

What was happening around the time this was written or presented?

Consider the time period, location of the speaker/writer, concerns at the time (wars, political issues, etc)

EXIGENCE

What was the motivating factor? What SPARKED the writer/speaker to deliver this message?

Be sure to include details about the speaker's personal life, local community, country, and world. What occurred that made the speaker decide this needs to be written/said?

CHOICES

Which word choices did the author/speaker make?

Did he/she repeat specific words? Why?

What are some words that were used deliberately to get a very specific point across or to appeal to the reader?

APPEALS

Which rhetorical appeals are being applied?

Ethos-- Logos--Pathos

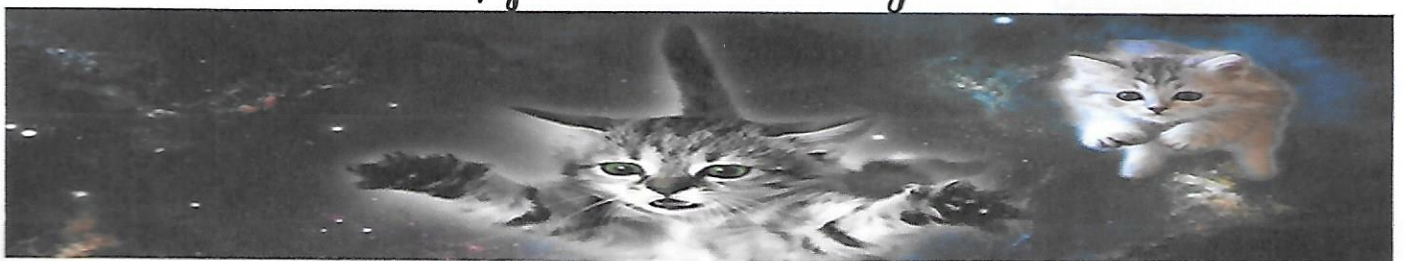
Is the author/speaker appealing to the audience's emotion? Logic? Character?

TONE

What is the overall tone of the passage?

How did the author/speaker portray that tone throughout?

Now, put it all together!



SPACE CAT

Rhetorical Analysis

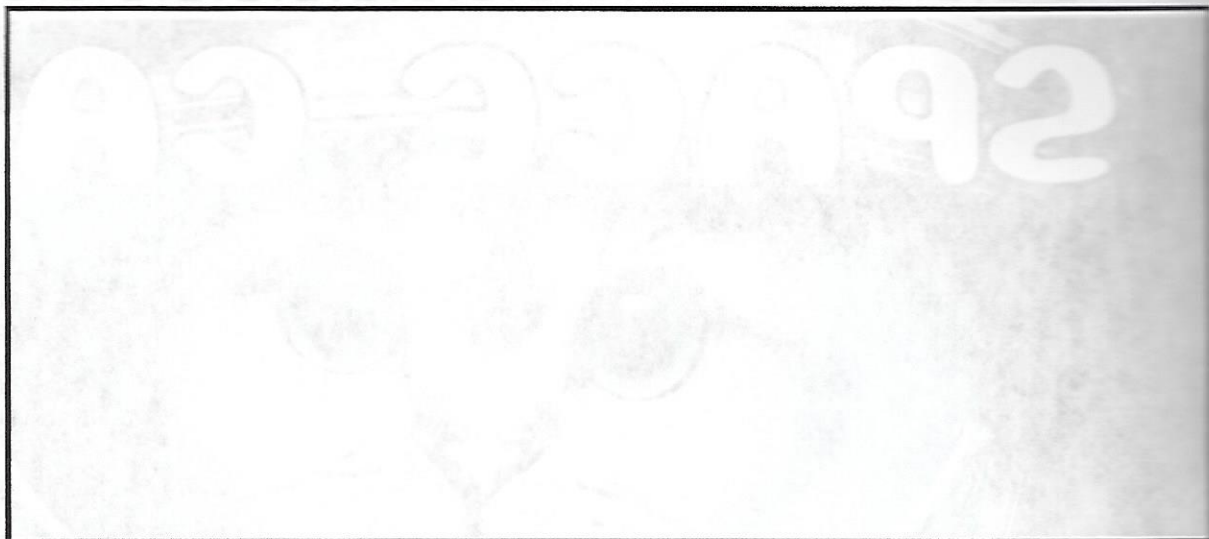
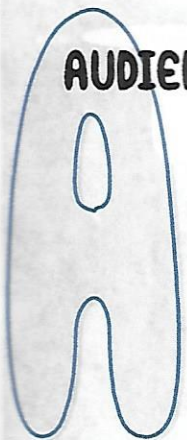
SPEAKER

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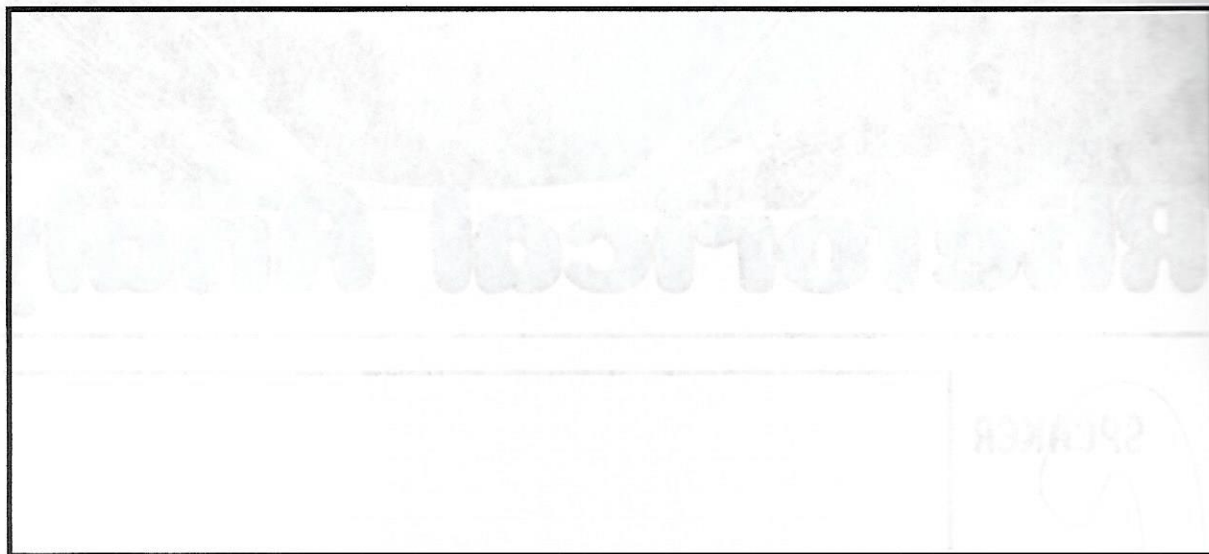
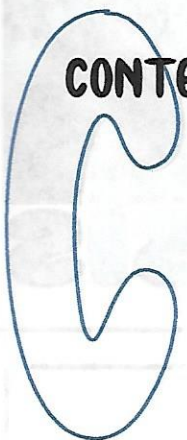
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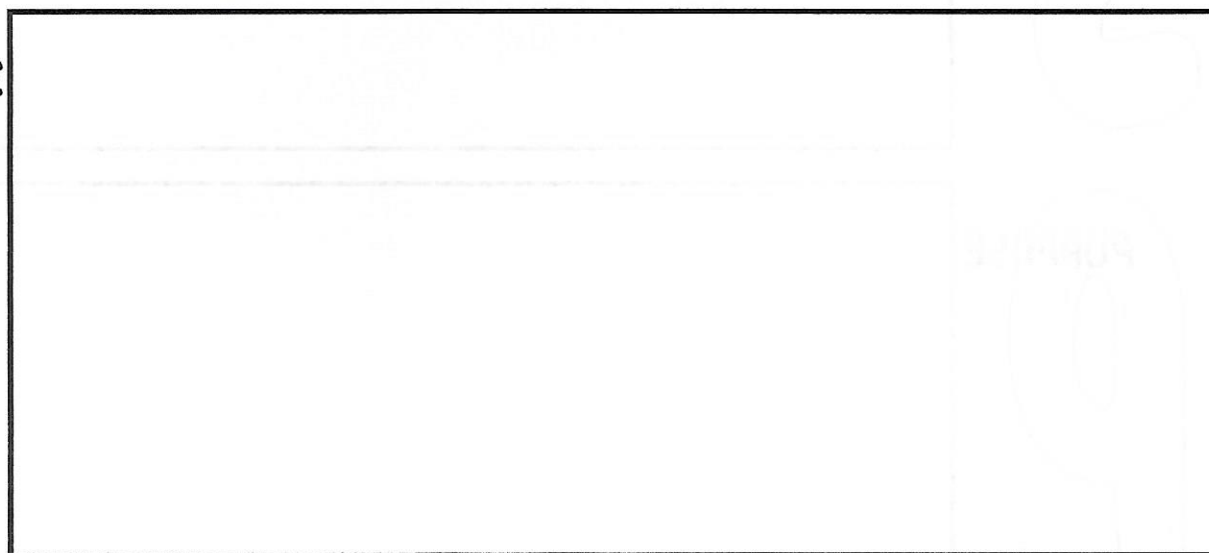
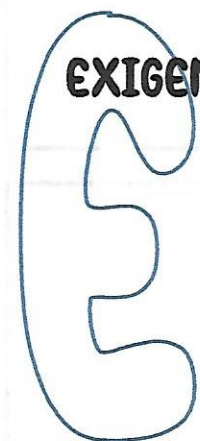
AUDIENCE



CONTEXT



EXIGENCE



CHOICES

APPEALS

TONE

Now, put it all together!



The Rhetorical Appeals



- Trustworthy
- Experienced
- Educated
 - Fair
- Reliable
- Honest
- Caring

ETHOS CHARACTER



- Personal Experience
 - Data
 - Facts
 - Science
- Cause and Effect
 - Analogies
 - Authority

LOGOS REASON



- Love
- Excitement/Joy
- Sadness
- Fear
- Anger
- Jealousy
- Hopeful

PATHOS EMOTION