

Tips for Writing Sentences - Style

Passive Voice (any form of the verb to be + past participle): Passive voice can weaken your writing and lead to unclear sentences. Use active voice whenever possible.

Instead of: "It was believed by St. Clair that Native Americans were incapable of organizing a coordinated, multi-tribal attack."

Use: "St. Clair believed Native Americans were incapable of organizing a coordinated, multi-tribal attack."

Note: There are exceptions, but this is generally a good rule to follow.

Keep It Simple: Avoid overly long and complex sentences that reduce clarity.

- a. Delete words that are meaningless, redundant, or implied.

Examples: *actually*, *really*,
past history, period *of time*,
continue *on*, large *in size*

- b. Replace a phrase with a word when you can.

Instead of: "Despite the fact that..." or "In the event that..."

Use: "Although..." or "If..."

- c. Limit the number of unnecessary phrases, particularly "of" phrases that can be replaced by a possessive noun.

Instead of: "Walter Johnson showcases the dependence of slaveholders on slaves."

Use: "Walter Johnson showcases slaveholders' dependence on slaves."

PROOFREAD

Many grammatical errors can be found by proofreading.

- a. Take some time away from your paper before you proofread.
- b. If you have access to a printer, print out your draft and review the hard copy.
- c. Read your draft out loud.

Tips for Writing Sentences - Grammar

Sentence Structure: Untangle your sentences by putting words in the correct order. Think Subject - Verb - Object **or** Who - Is Doing What - To Whom.

Instead of: The declaration of independence was written by Thomas Jefferson.

Use: Thomas Jefferson wrote the Declaration of Independence.

Note: This will also help you avoid passive voice.

Subject/Verb Agreement: Make sure your subjects and verbs agree in number.

Singular subjects need singular verbs.

Plural subjects need plural verbs.

Parallel Structure: Use the same pattern of words when combining two or more words, phrases, or clauses.

Instead of: "Educated women formed reading circles, established benevolent societies, and were founding voluntary organizations."

Use: "Educated women formed reading circles, established benevolent societies, and founded voluntary organizations."

Prepositions: Do not end sentences with prepositions (to, for, about, with, by, from, in, of, on).

Instead of: "Liberty is something Thomas Jefferson fought for."

Use: "Thomas Jefferson fought for liberty."

Writing Body Paragraphs

A body paragraph communicates **one** idea that helps support the central argument/thesis of your paper. Body paragraphs should not contain more than one main idea. Each of your body paragraphs ought to have the following:

Topic Sentence: Your body paragraph should have a topic sentence that introduces the main idea of the paragraph.

Ask yourself: Does my topic sentence express the main idea clearly and coherently?
Does the main idea support the central argument/thesis of my paper?

Avoid: Topic sentences that are unrelated to the paragraph's main idea.
Topic sentences that introduce a theme, example, author, or source.
Topic sentences that are overly general or contain quotes.

Evidence: Your body paragraph should have examples that directly support the main idea expressed in your topic sentence.

Ask yourself: Do I provide specific examples that help prove the main idea?
Do I present my examples in a logical order?

Avoid: Making unsupported claims.
Using evidence that is irrelevant or vague.
Adding a quote just to add a quote.

Analysis: Your body paragraph should have analysis that explains how your examples support the main idea of the paragraph.

Ask yourself: Do I clearly explain how *each* example illustrates the main idea?

Avoid: Simply restating your quote or example as analysis.
Connecting evidence to a different idea.
Presenting examples and analysis out of sequence.

I. Intro

A) Addresses question: From World War II to the present major themes of race, class, gender, and Social Justice

B) Provide main points run throughout U.S. Hist.

- Traditional Textbooks ignore...

- What should be taught.

C) present Argument: MAKE A Different Argument about these themes & why they are important to U.S. history in this period.

II Body

A) Race

Q2 1) MP 1:

Q3 2) MP 2:

B) Class

Q4 1) MP 1:

Q5 2) MP 2:

C) Gender

Q6 1) MP 1:

Q7 2) MP 2:

D) Social Justice

Q8 1) MP 1:

Q9 2) MP 1:

III Conclusion

- Restate your main points & Thesis
- "So What" why people should care.

Q10

The idea that history is a real recitation of target truths about the past is quite recently not genuine. There are numerous social, societal and ideological impacts that shape and ^{WC} inclination elucidations of history. ^{clarify} I ^{Avoid 1st person} review from my childhood, going to secondary school in the south as I ^{learned} did the perspective of Reconstruction that accentuated the debasement of northern

"carpetbaggers" and their southern knave backstabbers to control gullible and oblivious blacks over the control of political issues. We see now that the impact of racial domination in the post-

recreation time created a strikingly twisted picture than what truly happened. In an attempt to change this view of American history Loewen update his book to capture other issue that affected the American history (Loewen, 2010). ^{PG 25} In the new edition he capture the 9/11 attack and

its consequences in the history of America. He also looks at other factors like racial discrimination, global warming, and ^{repetitive?} discrimination and anti colonialism sentiments. In this paper we will look at the history of the nation in light of what Loewen has incorporated in his latest edition. ^{Need theme}

Loewen uses his survey of more than twelve secondary school history course books to

^{Clarify} exhibit exactly how risky practice can be to instructing understudies about the past, and, imperatively, on their capacity to fundamentally evaluate our past for its suggestions on the present and future. Using many subjects in American history (Columbus, the time of contention with the local populace, bondage, and so on), Loewen indicates how course readings completely neglect to ^{rephrase} open the energy of basic analysis in understudies. He says that the "heroification" of figures and occasions of our past fiercely ^{WC} bends the more profound and noteworthy implications of their activities. For example, he says that the myth of Columbus as the traveler who opened

Rephrase

Revise?
clarify

Stay focused
on question
in prompt

Revise
Not what
the prompt
is asking

Avoid
overwriting
if obfuscates
your point.

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the savage societies of the Americas to the regale of European headways totally ^{WC} forgets the annihilation that Europeans ^{WC} conveyed to the flourishing social orders existing all through the Americas. In this investigation, and others in his book, he demonstrates how absolutely "Eurocentric" is a large portion of American history still in our time. ^{WC} He displays an interesting part on John Brown and Lincoln in which he demonstrates the control by students of history of pictures and evaluations of both figures to fit bundled originations of their perspectives on subjugation and race. Also, on subjugation, Loewen ^{WC} places convincingly that our histories depict subjection as a "catastrophe" that simply happened - that nobody was truly in charge of it. He helps us to remember the time in history that subjection ^{clarify} as the underlying driver of the Civil War was shunted into the foundation by accentuation on other obscure factors: "states' rights," monetary lopsided characteristics between the districts, and so forth. ^{WC} He does comparable a examination on the originations of social/financial class all through our nation's history (Loewen, 2010).

~~The fundamental contentions of this book are as per the following:~~ First, Loewen ^{WC} trusts that repetition remembrance and gullible recorded account makes a Disney view of history that does not encourage an intelligible and helpful perspective of social life. Besides, he contends that giving history "warts" and all is the best approach to help youngsters bode well out of an entangled world. He contends that introducing ourselves and our way of life as the "worldwide great person" is unsafe cultivating prideful patriotism and advancing imperialistic perspectives that visually impaired us when we are fouling up to others. He trusts that the genuine impetus for this or at the greatest side effect of the issue is the reading material. Course books have glaring issues with the greater part of this and are regularly composed by individuals who have practically zero foundation ever. Professional writers keep in touch with them and names are

ignores?

Cite specific examples w/ pg #s

Rephrase

clarify

clarify

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fundamentally leased to put on the front to make it appear to be sound. Loewen needs the creators who loan their names to comprehend what goes out under their names and he needs educators to ensure their understudies get the full record (Loewen, 2010).

Need
Stronger
T.S.

Nash, Crabtree, & Dunn, (2000) indicated that in the dull and impartial verifiable treatment of America as a politically influential nation we are generally depicted to be bad people globally with the advancement all of humankind as our inspiring power. Any entire examination of the truths and results of our activities demonstrate this was all the time a long way from our persuading driving forces, e.g. the war in the Philippines, Vietnam and that's just the beginning. Quite a bit of American history composed for secondary school understudies tries to demonstrate our nation as a place where ever more elevated fulfillment of our ethically prevalent ethos is the thing that makes us particular; there is little place in the writings for feedback that may make us provoke ourselves and prevent rehashing slip-ups of the past. (Wineburg, 2001).

Vague

Sentence does
not make
sense

Simplify

Analysis?

Need Stronger
T.S.

(Moreau, 2003), indicated that Course books are composed for certain compelling crowds, to be specific political strengths, state and neighborhood endorsement boards of trustees, guardians - anybody other than the understudies they ought to serve. They are commercially-determined endeavors whose benefits are best guaranteed by not gambling anything that would produce debate. Loewen, (2008), depicts his discussions with "enormous name" history specialists whose names show up as writers of broadly appropriated course books. When he calls attention to specific entries of profoundly sketchy exactness, these "creators" pass on stun at the substance; they obviously have been paid just to affix their names and notoriety for showcasing esteem the distributors seek after. They have not exclusively not composed; they have not

Rephrase

Double-negative

perused the works it is asserted they wrote. He says that a considerable amount of the substance is composed by mysterious agents who never do inquire about in essential and auxiliary sources (Nash, Crabtree, & Dunn, 2000).

Loewen, (2010), indicated that the Truth, Justice and the American Way, "should be and ought to be placed in outright legitimate viewpoint. When another person on the planet basically gets blamed for harming guiltless ladies and additionally tyke. The U.S. Gov't Puffs out its trunk and begins to beat the war drum(s) undermines to attack or potentially drops totally overrated P.o.S. bombs on AGAIN blameless ladies and additionally kids. However, at whatever point a sitting President Drone hits a Wedding with more than three hundred blamelessness (which means, guiltless men, ladies as well as kids) just to potentially perhaps, maybe shoot and murder somebody the U.S. Gov't trusts very well might or thinks could be quite possibly however maybe there's the scarcest plausibility that there MIGHT be one awful person to murder. They usually do this regardless of whether the bad guy is guilty or not. Nobody better say any single word in regards to those killings when the U.S. is behind them. That is called and considered "Reality, Justice and the American way. When the U.S. Slaughters blameless individuals, it's NEVER to be addressed. At the point when another pioneer just brings up that they are building atomic weapons to stop the U.S. (the ONLY nation sufficiently insane to drop NOT one yet TWO Nuclear bombs on the citizenry of another nation) from attacking. THEY are regarded to be Bad and we are told they MUST be halted (Wineburg, 2001).

When considering the history of the nation in 1970 the books ceased at World War II, and class came up short on time at World War I. Presently I see why my kids' secondary school History instructors did not underline the course books. Lies My Teacher Told Me inspects many

need Analysis - Thus far you have said what others have claimed but you have not introduced your ideas/arguments at all.

need Stronger T.S.

Simplify

Caps words?

need analysis

Clarify

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deceptions and mistakes regular to current course readings. It's an important investigation of the field for instructors, guardians, and understudies, be that as it may I can't rate it all the more exceedingly in light of the fact that the persistent tone of admonishing made it debilitating to wrap up. A worldwide temperature alteration, class separation, hostile to colonialist slants, and unending discuss misuse are only a couple of the things one may hope to find out about from a democrat running for office. The truth is that while Loewen has endeavored to deny this he doesn't help his cause in this new version. It is anything but difficult to state that Loewen gets himself occasionally inconsistent with Conservative values despite the fact that he considers himself to be something of a direct. In this overhauled release stuffed with refreshed material, Loewen investigates how verifiable myths keep on being propagated in today's atmosphere and includes an educational part the untruths encompassing 9/11 and the Iraq War. From reality about Columbus' noteworthy voyages to a legit assessment of our national pioneers, Loewen resuscitates our history, reestablishing the essentialness and significance it genuinely has (Takaki, 2012).

Clarify

Stay focused on topic

What?

WC

Sentence Does not make sense

Avoid Contractions

Need analysis

Intriguing, impartial, and frequently stunning, Loewen divulges the genuine America in this heathen exemplary adored by secondary teachers, history buffs, and illuminated natives the nation over. Tragically, the political way of his examination has a polarizing impact on occasion and stays him on one side of the fence. Of equivalent incentive with the reworked or amended "actualities" of American history, Mr. Loewen indicates HOW we took in our history aslant, WHY our history course books are twisted, and WHO controlled the ship of reading material endorsement and obtaining. Presently there's an eye-opener. It's what changed my way to deal with devouring "history" (Moreau, 2003).

You are not quite answering the question by the rest of my notes on this

Paper will be similar to the previous ones

Loewen really important matters however, his solid censure of George W. Shrub serves to obviously demonstrate his political devotion. While I am surely no aficionado of Mr. Bramble's approaches I was not precisely beyond any doubt that he was displaying him in an unmistakable and target way. Now and again I feel that Mr. Loewen enables his political interests to cloud his objectivity in checking on subjects he feels enthusiastic about. For instance: he needs to upbraid the Vietnam War and walk up atrocities conferred by U.S. officers. This is not an issue that I will challenge yet I might want to state that regardless of this he neglects to discuss atrocities submitted against troopers

All things considered, in spite of this there is a virtuoso to this book. Most importantly, we are never informed that Loewen concurs with all that he says. In one place he refers to an audit that alluded to him as a communist and after that goes ahead to state that his genuine perspectives of free enterprise may shock the commentator. There are things that he says in regards to Christianity for instance that contradict liberal assumptions. His viewpoint on John Brown particularly called attention to that John Brown is insane not on account of his mental status but rather on account of his ideological point of view (Wineburg, 2001). Dark colored followed up on what he accepted was the "scriptural" thing to do and now history passes judgment on him seriously. In the last segment he condemns the possibility that the power elites are controlling the data and trusts it is quite recently not that basic. While he acknowledges a level of class abuse he trusts history books and lessons are controlled by various strengths. This unquestionably goes against radical belief system about the tip top. The majority of this brings up issues with regards to the certified thought processes of Loewen. Is it true that he is a liberal scooping radical purposeful publicity or would he say he is playing 'argumentative third party?'

The purpose of the book is to discard gullible history that is engendered through defective reading material. Loewen accepts there are great deals of hues in the story and he needs to ensure that you saw them. The fact of the matter is to show us to attempt and develop various arrangements of eyeballs and abandon our own particular self-brought on obliviousness so we can know. Loewen is not looking to disgrace us in spite of the fact that a little disgrace does not hurt occasionally. Loewen needs us to see that "the counteract ant to feel-great history is not feel-terrible history but rather genuineness and inclusive (Loewen, 2010).

To sum up the history of America has been depicted in a manner to show only the world war and forgetting the important issues that are facing the nation. It is clear that there is a need to change in the view of history and Loewen in his book lies my teacher told; Everything Your American History Textbook Got Wrong, analyzes this wrong views and gives us important factors that should be include in history of America which include and not limited to the 9/11 attack, racial discrimination, global warming, and discrimination and anti colonialism sentiments.

References

format Incorrect

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① Question / Thesis

⑤ Proofread outloud

② Intro

③ #s = 1 idea / #

1) T.S. = introduces main Idea

2) Evidence = supports main Idea

3) Analysis = explains How evidence supports Idea / Argument

④ Sentences

- avoid 1st person & contractions
- avoid overwriting - focus on clarity & simplicity
- Word choices (wc)