

Full-Sentence Outline Template

To use this template: All underlined words identify specific parts of your speech. Feel free to leave these in place, followed by the respective element of your speech. They will help ensure you have included and can easily identify these essential elements of your speech. All other items should be replaced with the respective element of your speech. For example, replace “Supporting Idea #1” with a sentence that introduces your first supporting idea for that Main Idea. Remember, this is a **full-sentence** outline. Each numeral or letter of the outline should be followed by a full sentence. Finally, remember this is only a template. It is flexible. You may have more or fewer supporting ideas, evidence, and explanation than included on this template. Adjust to fit your needs.

Topic: The US Educational system

General Purpose: To inform

Specific Purpose: To inform about the biases of the US educational system

Thesis Statement: The US Educational system is biased in a way that sterilizes history so that it is more patriotic and relieves the US of its faults.

Organizational Pattern:

I. Introduction

- A. Attention Getter: The United States, from the time you were a child, has misled you. If you grew up learning US history in US schools, you have been exposed to this. Perhaps you even buy into this version of history because it is all you have known.
- B. Statement of Relevance: The history of the US is something relevant to us all as college students. We have learned US history our whole lives and base our understanding of the world we know based off of this.
- C. Credibility: My name is Travis Devendorf, and I am a Political Science student at FAU. I have studied plenty of US history, written papers on it, and investigated how history can become a tool that governments and states of the world use.
- D. Thesis Statement: In a few cases, the US has crossed the neutral line when it comes to its history curriculum. It has altered a few historical events that put the US in a less than ideal light. This crossing of the line improves public opinion of the government itself.
- E. Preview of Main Points:
 - 1. It is first important to realize propaganda is not just a word used to describe other governments. Propaganda is present in almost all states, and the US is not an exception. This is not an attack on America, simply a fact of politics.
 - 2. It is also important to know that there is a national curriculum for history and the social studies. This is central to the concepts discussed in this speech. As students who grew up, for the most part, in America, this was our reality.
 - 3. Lastly, it is important to understand that there are specific examples of this propagandized, national version of US history being told to students with clear evidence that it is not fully true. Some particularly questionable historical events, like the example I will use, the first thanksgiving, are much more like fictional retellings than historical facts.

Write a transition from your introduction to Main Point #1 here.: But first, let's look at propaganda and its history in the US.

- II. Introduce Main Point #1 in a complete sentence.: The US has used propaganda throughout history, just like nearly every other government in the world. Propaganda does not have to be devious or ill intentioned, it is simply a word used to describe content meant to push a certain political view.
- A. Supporting Idea #1: Propaganda in the US is relevant to this discussion of the educational system because educational materials are not exempt from propaganda. There is often too fine a line between fact and fiction in history to eliminate all bias from its teaching. Around the time politics became studied in a scientific manner, the early 1900's, it was realized that propaganda was present in America.
- B. Supporting Idea #2: In the US, discussion about the use and implication of propaganda only became mainstream in the early 1900's.
1. William E Berchtold writes in "The World Propaganda War." that, quote, "The terms "propaganda" and "censorship" have long been considered anathema to Americans. Not even during the World War, when our machinery for censorship and propaganda was as elaborate and as nefarious as that of any other nation, did we permit these terms to come into open and frank usage."
 2. Explanation/Warrant: Since this time, it has become fairly common knowledge that there exists some bias and propaganda in the US.

Write a transition from Main Point #1 to Main Point #2 here.: This fact is important to understanding the relevance of my next point, the national curriculum.

- III. Introduce Main Point #2 in a complete sentence.: There exists, in the US school system, a 'national curriculum' that is endorsed by the government. It is critical to note this fact, as this shows that the state indeed has a hand in education.
- A. Supporting Idea #1: There is, however, no set-in-stone national curriculum that is mandated by the central government. The 'national curriculum' is instead the collection of state materials and the precedent that is set by such materials. The 'Common Core' is not endorsed by the state directly, but is endorsed unofficially.

B. Supporting Idea #2: The national curriculum exists in the sense that the differences between states are almost non-existent.

1. Supporting Evidence (source citation): Diane Ravitch writes in "Tot Sociology: Or What Happened to History in the Grade Schools.", quote, "ABOUT THREE YEARS AGO, I began to research the condition of history instruction in the public schools. Initially, I wrongly assumed that each state devised its own sequence of courses. As I examined the curriculum in different states, I came to realize that, with limited variations, there exists a national curriculum in the social studies."

2. Explanation/Warrant: The idea that while states all are allowed to have their own curriculum, they choose to follow each other and essentially create a national curriculum is alarming. There is no diversity and no room for discourse. There is simply an established truth.

Write a transition from Main Point #2 to Main Point #3 here.: This established truth leads to specific instances of misleading information being taught to students, my next point.

IV. Introduce Main Point #3 in a complete sentence.: This single sided system has its downfalls and failures. One specific example is the myth of First Thanksgiving. While this is not the only altered history story, it is the one I will focus on today.

A. Supporting Idea #1: The first thanksgiving is a historical event that is taught to even the youngest students, those only a few years old. The complicated interactions between European settlers and American Native peoples cannot possibly be summarized to children this young. What is instead taught is a sanitized version. The story you have all heard. The pilgrims met the natives, and the natives help the pilgrims farm and survive. To celebrate, a feast was held. This however, is not the truth.

B. Supporting Idea #1: The whole event is given a sort of mythical makeover.

1. Supporting Evidence (source citation): James and Patricia Deetz write in "Rocking the Plymouth Myth.", quote, The Pilgrims are a quasi-mythic group of people who are looked upon today as the founders of America, and whose dedication to hard work and

noble purposes gave rise to our nation as we know it. What most of us know about them we learned as early as grade school, especially around Thanksgiving time.

2. Explanation/Warrant: This myth makes the truth all more difficult to believe, often ensuring students that the thanksgiving feast was a jolly affair that they never need consider.

C. Supporting Idea #2: However, this is not reality. The first feast was not the fairytale it was made out to be. On the Native Circle, a website dedicated to Native American heritage, a page about Thanksgiving can be found.

1. Supporting Evidence (source citation) Quote, "In fact, in October of 1621 (one year before Tisquantum a.k.a. 'Squanto' died) when the 'pilgrim' (they were actually puritans) survivors of their first winter in Turtle Island sat down to share the first unofficial 'Thanksgiving' meal, the Indians who were there were not invited. There was no turkey, squash, cranberry sauce or pumpkin pie. A few days before this alleged feast took place, a company of 'pilgrims' led by Miles Standish actively sought the head of a local Indian leader, and an 11 foot high wall was erected around the entire Plymouth settlement for the very purpose of keeping Indians out.

2. Explanation/Warrant: It is clear that the first feast has been altered to be palatable for all ages. This is the reality of the nearly set in stone 'national' curriculum. There is a complete lack of the other side of the story.

Write a transition from your Main Point #3 to the Conclusion here, clearly indicating you are preparing to conclude your speech.: This is the reality of the United States school system. It tells stories from the perspective of the victors, the colonizers in the case of this example.

V. Conclusion: These stories, in some instances, are very one sided and inaccurately portray what really happened.

A. Review Main Points:

1. Main Point #1: Propaganda is a political tool used nearly everywhere, and the US is not some type of safe haven from it.

2. Main Point #2: The unofficial national curriculum has in some cases allowed propaganda to become fact.
 3. Main Point #3: There are specific instances of this occurring, whether intentional or simply a result of a dated system.
- B. Restate Thesis: The US educational system has the ability to, intentionally or not, change history to be more favorable or palatable, as demonstrated here.
- C. Memorable Closing Statement: The easy answer is not always the correct answer.

Works Cited or References

Bibliography

Berchtold, William E. "The World Propaganda War." *The North American Review*, vol. 238, no. 5, University of Northern Iowa, 1934, pp. 421–30, <http://www.jstor.org/stable/25114531>.

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Deetz, James, and Patricia Scott Deetz. "Rocking the Plymouth Myth." *Archaeology*, vol. 53, no. 6, Archaeological Institute of America, 2000, pp. 16–18, <http://www.jstor.org/stable/41779364>.

Native Circle. "First Thanksgiving Myth." Native Circle, <http://www.nativecircle.com/firstthanksgiving-myth.html>.