

"Love Your Country" Summer Reading Assignment Humanities 12AP - Government

- It is lamentable, that to be a good patriot one must become the enemy of the rest of mankind. ~Voltaire, *Philosophical Dictionary*
- Patriotism is the last refuge of scoundrels. ~ Samuel Johnson
- A patriot must always be ready to defend his country against his government. ~ Edward Abbey (1927-1989) US author
- Each man must for himself alone decide what is right and what is wrong, which course is patriotic and which isn't. You cannot shirk this and be a man. To decide against your conviction is to be an unqualified and excusable traitor, both to yourself and to your country, let men label you as they may. ~Mark Twain
- I have no country to fight for; my country is the earth, and I am a citizen of the world. ~Eugene V. Debs
- Ask not what your country can do for you, ask what you can do for your country. ~ John F. Kennedy
- Dissent is the highest form of patriotism. ~Thomas Jefferson
- Some people spend their whole lives wondering if they made a difference. The Marines don't have that problem. ~Ronald Reagan
- Patriotism is easy to understand in America - it means looking out for yourself by looking out for your country. ~Calvin Coolidge

What does it mean to be a patriot? What are the rights and responsibilities of citizenship in the United States? This assignment challenges you to think deeply about your political values and beliefs, do some research, and decide how you will express your ideas through action.

Directions:

Obtain a copy of Move On's 50 Ways to Love Your Country. You can find it online or in any major bookstore. **Read it.** It's short (140 pages), but you need to start early in order to figure out what "projects" you plan to undertake. The book clearly expresses a "progressive" bias and you are not expected to agree with everything in it. You may not have entirely formed your ideas about government, or know where to start. What I want you to do is to think about the 5 major sections and 50 activities that Move On has articulated, think, and take action whether it is for a "liberal" or a "conservative" cause. The only way you'll learn about politics is to get informed, roll up your sleeves, and get involved.

Choose one activity from Section III, "The Many Faces of the Media" and one more activity from any of the other 4 sections. Do it.

Provide some evidence of what you did (eg. letter, photograph, video clip, verified volunteer hours, etc...).

Write a 1-2 page type-written reflection (for each activity) that answers the following questions:

- a. What activity did you choose to do? When did you do it?
- b. What's the issue that you are trying to resolve? Explain.
- c. Why did you feel the need to personally get involved in this particular issue? Who or what influenced you?
- d. What did you learn?

Be prepared to present one thing that you did to the class in a short -7 minute presentation on the first day of school. Bring artifacts or a visual to share, if you'd like.

Due first class day. Be ready to present. If you have questions, e-mail me at vpaul@hotmail.com .

"Love Your Country" Summer Reading Assignment Rubric

	A	B	Does Not Meet Standard
Activities	Student chose at least two activities that <u>clearly</u> demonstrated commitment to a political or social issue connected to government.	Student chose at least two activities that <u>adequately</u> demonstrated commitment to a political or social issue connected to government.	Student chose at least two activities that <u>poorly</u> demonstrated commitment to a political or social issue connected to government OR selects issue not related to government
Evidence	Student provides thorough proof or documentation for two activities.	Student provides adequate proof or documentation for two activities.	Student provides inadequate proof or documentation for two activities.
Reflection	Thoroughly and clearly articulates a response to reflection prompts in a well-written essay for each activity. At least 2 typewritten pages <u>per</u> activity.	Articulates a response to reflection prompts in an essay for each activity. At least 1 1/2 typewritten page <u>per</u> activity.	Student does not clearly articulate an adequate response for both activities. Less than 2 pages or incomplete.
Grammar and Style	Typed, 12 pt. font; cites sources as needed; few minor errors	Typed, 12 pt. font; cites sources as needed; some minor errors	Handwritten; no sources cited; clearly not proofread
Presentation	Student shares work with class in a professionally prepared 5-7 minute presentation.	Student shares work with class in an adequately prepared 4-5 minute presentation.	Student is not prepared to present or speaks for less than 3 minutes.