Glastonbury High School
United States History II/American Studies Research Paper Handbook
2011-2012
Table of Contents

The majority of this guide is drawn from <u>The Chicago Manual of Style, 16th ed.</u>
Material on writing a thesis from The Writing Center, University of North Carolina at Chapel Hill:
        http://www.unc.edu/depts/wcweb/handouts/thesis.html.
Material on quoting, paraphrasing and summarizing from Springfield Township, PA High School Library Web Page:
        http://mciu.org/~spjvweb/.
Examples of quoting, paraphrasing and summarizing from National University's Writing Center at:
        k55.nu.edu/resources/NU/collateral/ uploadedFiles/quotParaphSum.pdf.
Material on plagiarism from Purdue University http://mciu.org/~spjvweb/Online Writing Lat at:
        http://owl.english.purdue.edu.
Material on endnotes and the sample paper taken from Diana Hacker's <u>Research and
        Documentation in the Electronic Age</u>, 3rd ed. and at http://www.dianahacker.com/resdoc.

1.Introduction and Rubric

Every spring semester, every junior must write an 8-10 page research paper in their U.S. History or American Studies class. The term paper process includes several steps to make this process more manageable, and to teach you how to conduct historical research. Students who earn the best grades are proactive in this process, and complete every step on time. **This also means that you cannot wait until the last minute to write this paper and expect to earn a passing grade**. We are going to start the process early and continue it throughout the entire semester.

Grading Procedure:

⇒ Completing each process piece by scheduled due date – counts on 3rd quarter grade
⇒ Historical content/Research – 60% of final paper grade in 4th quarter
⇒ Format and Style/Writing and Grammar – 40% of final paper grade in 4th quarter

What you NEED to know:

→ The term paper process will count on your 3rd quarter grade. The final submission of your term paper will count on your fourth quarter grade. See rubric on pages 2 and 3 for a more detailed breakdown of point distribution.

→ By completing this research paper in a quality manner, you have the opportunity to fulfill Glastonbury High School performance standards 12 and 19.

→ 12. *The Glastonbury High School student analyzes and interprets historical events and current issues.*

→ 19. *The Glastonbury High School student researches effectively by locating, accessing, evaluating and using appropriate information from a variety of sources.*

→ The research paper itself must be handed in with all supplemental materials on the date it is due during the period you have U.S. History or American Studies.

→ **Be sure to save all notes, outlines and rough drafts.** These materials must be turned in with your paper. These items prove that the paper is your own original work!

→ **If you are sick or out of school that day, the paper still must be handed in on time! Papers are considered late after the period you have U.S. History or American Studies on the due date! Check your computers, printers and storage devices in advance.** ☺

United States History and American Studies
Research Paper Rubric

Name:_____

Teacher: _____

Exemplary: Clearly demonstrates understanding and skills/ exceeds standards
Good: Demonstrates understanding and skills/ achieves standards
Satisfactory: Demonstrates limited understanding and skills/ meets some standards
Poor: Does not demonstrate understanding and/or skills/ does not meet standards
Incomplete: Not submitted

CONTENT / RESEARCH

Application demonstrates use which represents	Exemplary	Good	Satisfactory	Poor	Incomplete
Standard/Criteria					
Thesis/question states the main point of the paper					
Thesis/question reflects the approved statement of purpose					
Content flows logically and smoothly to support central idea					
Historical content is accurate					
Approved topic analyzed in sufficient breadth and depth					
Content reflects appropriate use of primary and secondary sources					
Conclusion is thoughtful and engaging					
Research <u>cited</u> done in sufficient breadth (number of sources)					
Research <u>cited</u> done in sufficient depth (detail from sources)					
Sources <u>cited</u> represent variety and types outlined in the handbook					
Demonstrates correct use of paraphrasing, summarizing, and quotations					
Sources in Bibliography accurately match sources cited within the text					

CONTENT / RESEARCH (60%)   *The most significant standards are **bolded.**

Letter Grade _____

FORMAT / STYLE
WRITING AND GRAMMAR

Application demonstrates use which represents :	Exemplary	Good	Satisfactory	Poor	Incomplete
Title page correctly prepared and formatted, Third person (formal) point of view is used, 12 point Times New Roman and one inch margins, Pagination is correctly done					
Text falls within length guidelines					
Introduction grabs the reader's attention, states topic and thesis/question, and previews the structure of the paper					
Paragraphs are well constructed; begin with a topic sentence and develop ideas/details (fluency)					
Paragraphs are in a logical sequence and the paper is well organized (fluency)					
Transitions connect information (fluency)					
Correct spelling, punctuation, and capitalization					
Word usage is appropriate (no vernacular, accurate, contraction free)					
Follows (other) stylistic points set forth in the handbook					
Evidence of consistent and conscientious editing					
Proper use of endnotes: <u>when</u> to cite sources					
Proper use of endnotes: <u>how</u> to cite sources					
Bibliography is correctly formatted as outlined in the handbook					
Notes page is correctly formatted as outlined in the handbook					
Support papers submitted					

FORMAT / STYLE / WRITING AND GRAMMAR   (40%)

Letter Grade _____

<u>Additional Teacher Comments</u>:

<u>OVERALL PAPER</u> LETTER GRADE   _____

_____**Performance Standards #12:** The GHS student analyzes and interprets historical events or current issues.

_____**Performance Standards #19:** The GHS student researches effectively by locating, accessing, evaluating, and using appropriate information from a variety of sources.

2. Definition of a Research Paper

The research paper is a long essay presenting your own interpretation or evaluation or argument about a topic or question. Information is taken from diverse sources that must be cited throughout the paper. You build upon what you know about a subject through your research to find out what experts know.

There are two types of research papers. Informational research papers summarize and present factual information in a coherent and organized way. Analytical papers present factual information and draw conclusions from the evidence presented. Often an analytical paper will explore a question. The analytical paper that explores a question has some elements of persuasive writing in that the writer's conclusion is an opinion derived from the factual evidence.

Analysis in research papers involves breaking down a topic into its parts so you can understand it. You do research to become an expert on the topic so you can present it from your own perspective.
For example, you could analyze or evaluate the culture of protest movements during the 1960's and 1970's for an analytical paper.

If your research paper is exploring a question it needs to support one side or the other for you to be able to draw a conclusion. The paper that explores a question is analytical, but uses information to support your point. For example, you could find research to back up your point that protest movements during the 1960's and 1970's were instrumental in bringing an end to our involvement in the Vietnam War. This is a very different focus than evaluating the protest movement culture during the 1960's. As you explore a question you will use evidence to support a perspective on a topic.

3. Procedure for a Research Paper/Schedule of Due Dates

The following steps are suggested in preparing a research paper:

1. Choose a general topic.
2. Find a variety of information sources on the subject (monographs, reference books, magazines, videos, library databases, etc) and make a preliminary reference list.
3. Limit the subject based on your initial information search and develop a question.
4. Read and research extensively and take notes on note cards.
5. Sort note cards into related stacks.
6. Make a trial outline.
7. Read and take more notes on weak areas.
8. Revise the outline.
9. Prepare the bibliography.
10. Write a first draft with endnotes.
11. Revise and rewrite draft copies.
12. Prepare the final copy.

You are expected to hand in each of the following on time. Unless you are legitimately absent from school, the grades for each part will be lowered one letter grade for every day the assignment is late.

The research paper itself must be handed in on the date it is due even if you are absent from school that day!

Assignment	Due Date	Value
Topic Selection Sheet	_____	_____
Source Selection and Preliminary Bibliography	_____	_____
Preliminary Outline	_____	_____
Last date to change topic!	_____	_____
First set of notecards (at least 20)	_____	_____
Second set of notecards (20 more)	_____	_____
Final Outline	_____	_____
Introduction with thesis underlined	_____	_____
Revised bibliography	_____	_____
2-3 page draft with endnotes	_____	_____
Total process grade		_____
Final paper and bibliography due	_____	_____

4. Selecting a Topic/Developing a Research Question

Remember that a **topic** is what a research paper is about. It provides a focus for the writing. Stick with one major topic in your paper.

Choose a topic that is of interest to you – you will be examining it all semester.

The topic **must** deal with U.S. history in some form – social, political, economic, religious, military, diplomatic, etc.

The topic **must** do one of the following:
- ✓ explore a thought provoking and controversial question
- ✓ compare two events or people in history
- ✓ evaluate an event or person

Topics that are **unacceptable**:
- ∅ Conspiracy theories – Who shot JFK?
- ∅ Straight biography – You may choose a topic dealing with one person but not in biography format. Ask a question like "Did William Lloyd Garrison help or hurt the abolition movement." You will spend very little of the paper discussing his early life.

A **research question** allows you to look at a topic from a certain perspective and draw a conclusion from your research. While the Colt Firearms Factory and Samuel Colt are topics, asking the question "What effect did the Colt Empire have on Hartford?" allows you to make a point and draw a conclusion.

Choose a question that is not too broad or too narrow. If you want to write about Colt, you might ask these questions:

1. Who was Samuel Colt?
2. How did Colt's pursuits affect American History?
3. What effect did the Colt Empire have on Hartford?

Question "1" is too narrow. It can be answered in one sentence. Question "2" is too broad because you might have to explore several topics from his invention of the revolver to his contributions to the Civil War and you might lose focus. Question "3" is focused enough to stick to one topic, yet broad enough to research in some depth.

When you are developing a research question be sure to choose a topic that actually can be researched. List all the questions you would like answered. Do a preliminary search to see what kind of sources are available for research. Read an overview source (a source that summarizes the main points of your topic) to help you choose the best question for your research.

The perspective from which you choose to explore your research question will develop into your thesis statement.

After choosing a topic you must hand in the topic approval sheet. All topics need to be approved by your teacher. Also, you may not change your topic without your teacher's approval.

Some Topic Suggestions

This list is by no means all-inclusive. These are simply topics, not research questions or thesis suggestions. These topics are meant to spark your thoughts.

Political History
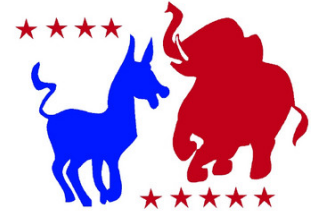
American Loyalists/Tories –Impact during the war
Evaluate the Articles of Confederation – strengths and weaknesses
Constitutional Convention- debate, arguments and compromises
The role of the Federalist Papers in constitutional ratification
The constitutional debate over the Alien and Sedition Acts
The development and legacy of Hamilton and Jefferson's political philosophies
The significance of Shays' Rebellion and/or the Whiskey Rebellion
Evaluating the extent of Jefferson's domestic and foreign policies. Did he live up to his own
      Jeffersonian philosophy?
The impact and legacy of Jacksonian Democracy
The significance of the War of 1812
The United States policy towards Native Americans- Research of a specific tribe or nation
John Marshall and the development of the Supreme Court.
Evaluate the significance of a specific Supreme Court decision; *Marbury vs. Madison, Gibbons*
      Vs. Ogden, Brown vs. Board of Education
The causes, consequences and controversies of the Mexican American War
Evaluate the philosophy and Manifest Destiny and its impact on American development
Evaluate the causes of the Civil War- Was it inevitable?
The legacy of Reconstruction – To what extent was it a success or failure?
Evaluate the accomplishments of the Progressives or Populists
The origins and significance of any third party
The significance of a specific political election: presidential, congressional etc.
Compare and contrast presidential policy of a specific issue: Ex: Hoover and Roosevelt's
      response to the Great Depression
Evaluate the foreign policy and legacy of Woodrow Wilson: idealist or realist?
Evaluate the significance and legacy of a political scandal (Ex: Teapot Dome, Iran-Contra, Credit
      Moblier)
Evaluate the impact and effectiveness of the Republican presidents of the 1920's.
Evaluate the impact and legacy of FDR's New Deal – To what extent did it bring about positive
      change?
Research the causes of the Great Depression
How did the United States of America dig itself out of the Great Depression?
The origins and development of the American welfare state
The internment of Japanese Americans during World War II
The rise of McCarthyism
The dropping of the atomic bombs on Nagasaki and Hiroshima
The causes and consequences of the Reagan Revolution
President _____ and the Civil Rights Movement
Presidential policy towards the Vietnam conflict
The 1st amendment in the 20th Century
The legacy of the 1968 Democratic National Convention
Watergate: causes, consequences, legacy

Social and Intellectual History

Analyzing art, literature, music and or fashion of certain times: Use this theme to discuss a larger political, economic or social issue. **Example:** How did music during the Vietnam era reflect the sentiment of the population? How did Women's fashion during the 19th century reflect gender norms and values?

The growth and evolution of Glastonbury
An examination of the evolution of ideal beauty across time periods
The effect of a war on the American populace- Choose a war, examine popular culture
The significance of the Scopes Trial
      Capital Crime and Punishment in early America
      Contributions of the Lewis and Clark Expedition
      Jacksonian Era reforms (temperance, education, prisons, suffrage)
      The Hudson River School and cultural nationalism
      The significance of Nat Turner and/or John Brown's slave revolts
      Racial attitudes of antebellum north
      Compare and contrast the goals, tactics and impact of two abolitionists
      The role of women on southern plantations
      Compare and contrast the philosophies of Booker T. Washington and W.E.B. DuBois
      The Women's Suffrage Movement: compare/contrast two suffragettes or feminist activists
      The significance of the Seneca Falls Convention of 1848
The significance of the prohibition of alcohol
Progressive Era Reforms: trust busting, muckrakers, temperance etc.
The development of the labor movement: Knights of Labor, AFL,
The changing role of women during the 1920's
Significance of **The Gospel of Wealth**, Social Darwinism
Nativism during the 19th or 20th centuries
The rise and impact of the Ku Klux Klan (Pick one time period: 1870's, 1920's, 1960's)
The significance of the Sacco and Vanzetti trial and conflict during the 1920's
The significance and impact of the Harlem Renaissance
Origins of Jazz and/or The Blues
How did the Great Depression change the social fabric of American life?
Contribution of blacks, women or Natives Americans during World War II
The role of women in America in the post WWII period
The impact of World War II on politics, economics, social issues
The Red Scare- compare and contrast the one in the 1920's and 1950's
McCarthyism's impact on the U.S.
Popular culture and mass media during the 1950's
Jackie Robinson's contribution to Major League Baseball desegregation and Civil Rights Movement
The Civil Rights Movement- Choose one (significant legislation, impact of a particular political leader,
        impact of a particular event or activist, success and failures)
The impact of the Black Panthers on the Civil Rights Movement. Were they a help or hindrance?
The Nation of Islam – origins, goals, impact on the Civil Rights Movement
The effect of Kent State on public opinion
The evolution of the women's movement 1950-1970 – Goals, successes, challenges, activists.
The impact of Betty Freidan's "The Feminine Mystique"
The rise of the American suburb and changes its significance on U.S. geography, demography etc.
The African-American northern migration of the 1950's
The environmental movement
Significance of Cesar Chavez and the Migrant Farm Workers Movement
Effectiveness of Title IX on equal rights for women in education and the professional spheres.

Religion in America

The legacy of Puritan Philosophy in America
The Quaker experience
The Great Awakening
The Mormons in 19th century America
Anti-Semitism in American History
The significance of the Scopes Monkey Trial
The rise of conservative religious fundamentalism and its impact

Military History

The causes of the war of 1812 or Mexican War– Was it a justified war?
Contribution of black soldiers during the Civil War
Civil War draft policies and riots
The Indian Wars
The causes and impact of the Spanish American War
Teddy Roosevelt and the Rough Riders
US Military intervention (Panama, Grenada, Dominican Republic etc.)
Was the use of the atomic bomb necessary to defeat the Japanese in World War II

Examine the roles of women during the Civil War, World War I or World War II
The Truman –Macarthur debate during the Korean War
The Bay of Pigs fiasco
Significance of the Cuban Missile Crisis
The significance of the Mai Lai Massacre on U.S. public opinion
The evolution of the Peace Corps
Choose a war, and examine the impact of the American Home front
The causes, outcome and significance of a particular battle in U.S. History. (Battle of Saratoga -Revolution, Battle of Gettysburg - Civil War, The Battle of Midway and Coral Sea - WWII)
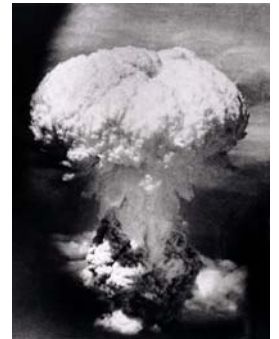
Foreign Policy

The significance of French Aid in the American Revolution
The Quasi-War with France
The Louisiana Purchase
The impact of the Monroe Doctrine
Evaluation of Teddy Roosevelt's "Big Stick Diplomacy"
American Imperialism at the dawn of the 20th century- Empire building
The Open Door Policy and Asia
Wilson's foreign policy at the end of World War I – Fourteen Points
Why did the U.S. engage in World War I?
Successes, failures and long term impact of the Treaty of Versailles
American foreign policy during the 1920's
An evaluation of the Marshall Plan
An evaluation of Yalta Agreement
An evaluation of the containment policy in Europe
Origins of the Cold War
Impact of the Cold War on America's relations in Latin America, the Middle East, Asia or Europe
The origins of the Vietnam War
United States involvement and policies regarding the creation of Israel
American-Chinese relations 1949-2000

Economic History

Significance of Hamilton's Financial Plan
New England and the slave trade
Economics of slavery
Economic factors contributing to American sectionalism
The impact of the cotton gin
The operation of the plantation system
The tariff issue of 1828
The significance of the Transcontinental Railroad
The rise of Industry and its impacts in the late 19th century
The Robber Barons and Captains of Industry
Labor protest in the 19th century
The origins and impact of the Great Depression
Evaluate the successes and failures of the New Deal: Did it snap the U.S. out of the Great
    Depression?
Evaluate the impact of the LBJ's Great Society. Short and long term impact
Evaluate the economic philosophy of President Reagan. Were "Reaganonmics a success or
failure"
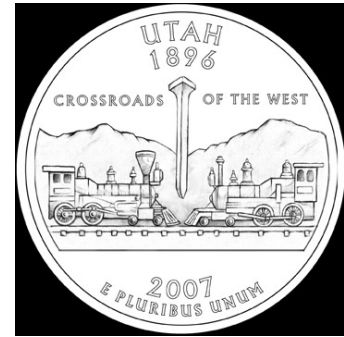
5. U.S. History Research Paper Topic Approval Sheet

Name_____ Period_____ Date_____

Remember your topic must do one of the following:
- ✓ Explore a thought provoking and or controversial question
- ✓ Compare two events or people in history
- ✓ Evaluate an event or person

The primary topic I want to research is: _____

_____

because _____

_____

Specific questions I expect to explore include:

1. _____

_____

2. _____

_____

Teacher signature _____

An alternate topic I would like to research is: _____

_____

because _____

_____

Questions I expect to explore include:

1. _____

_____

2. _____

_____

Teacher Signature_____

Search Planning Sheet

Use the approved topic and questions on the other side of this paper.

Keywords or phrases I can use to locate information_____

_____

Alternative words to describe my topic (synonyms) _____

_____

Related ideas_____

_____

Listed below are a variety of research sources you may use for your research.
What kind of information do you need? Have you found an overview? Do you need quotations, maps, diary entries, political cartoons, song lyrics, diagrams, narratives, statistics?
Circle the sources you think are most useful for your topic and questions.
Star the sources that would be the best places to start your research. *(Hint – usually books are the best place to start.)*
Give sources a priority number, giving the first source you think you will use a #1, etc.
Ask a librarian for help if you are confused.

Source	**Priority Number**
Book from GHS Library – Overview	_____
Book from GHS Library – Monograph	_____
Books from local public libraries	_____
American History Online	_____
JSTOR	_____
Proquest Historical Newspapers	_____
Academic OneFile in iCONN	_____
Biography in Context in iCONN	_____
U.S. History in Context in iCONN	_____
Reliable Websites	_____
Interview	_____
Video or Television Program	_____
Other _____	_____

6. Sources/Requirements, Evaluating, Identifying and Locating

It is very important to get an early start gathering your sources. Over 500 hundred students will be completing the term paper at the same time. Due to the competition for sources you may only check out 2 books on your topic at one time from the GHS library.

- We will meet in the library for a 3-day research lesson and to begin locating sources. Included in this packet are pages with a number of suggested electronic and print sources. You will see examples of many different sources you are required to use during the research lesson.

- Use the librarians. They have been helping students with U.S. History research for years and are skilled researchers. You are a fledgling researcher learning a skill you will use the rest of your life. Seek out help from the librarians! Research does not have to be a solitary process.

SOURCE REQUIREMENTS:

You must have a minimum of 7 sources (minimum means more is better)
Your sources **must** include at least one of each of the following:

- ✓ A print overview source
- ✓ A monograph (a book devoted exclusively to your topic)
- ✓ A reliable, useful (relevant) free website – you may not use a .com website unless approved by your teacher or a librarian
- ✓ A GHS library paid database (use of a paid database may fulfill other requirements also
- ✓ A primary source)
- ✓ A newspaper or magazine article – these articles will be located on several GHS Library paid databases
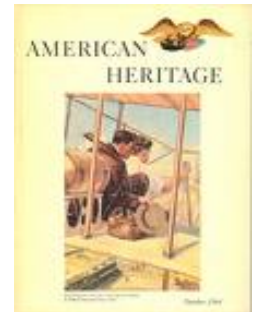
The following sources may be used to help you focus and organize your research but should not be included in your bibliography or endnotes.
- ∅ A general or online encyclopedia (World Book and Wikipedia fall into this category)
- ∅ A high school history textbook
- ∅ Elementary or middle school level sources

Reliable?   Author?   Useful?

Evaluating Sources

During your library research lesson, the librarian will teach you how to evaluate sources. Here are just a few reminders and tips:

1. **Make sure your source really covers the topic you have in mind.**
   Read through the table of contents, review main headings, look at the index, skim through sections you feel may be of use to you. Ask yourself "Is there enough information and is it pertinent?"

2. **Make sure that some of your sources are current.**
   Historians are influenced by the time period in which they write and new information has been gathered over the years. Views on any subject are likely to change over time, so it is good to sample sources across time periods.

3. **Decide if the source is unreliable or biased**
   Consider this question for every source. Be especially careful with free websites. Look for the credentials of the source and author. For instance, are you really going to trust a website called "Big Billy's Awesome Civil War Page"? Or a pamphlet distributed by a hate group? Remember also, that all historians have a certain point of view.

4. **Find out where any free web information comes from**
   As stated above, be careful. Many websites are created by amateur historians and middle and high school aged students. A website from a 7th grade history project is inappropriate for high school research. Websites maintained by college history departments and other history organizations are your safest bet. The librarian will give you more information on evaluating the free web, but the number one rule is: If there are no credentials for the website, do not use it.

5. **Decide if you will be able to successfully use the source**
   Are the books too long and detailed? Can you understand what the author is talking about? Is the source over simplified? Remember, every source you list in your bibliography will need endnote references in your paper. Choose sources you will actually use!

6. **If the source is something you plan to use, record all of the important publishing information. This holds true for all sources you think you might use, even if you ultimately do not use one or two.**
   Make sure you have recorded all of the information needed for the Bibliography and endnotes **before you leave your source!** Use the following page as a guide for recording information for your bibliography.

Info for Bibliography?

Database or Free Web?   Info for Bibliography?

<u>Information Required for Bibliography</u>

Fill in as many of the items as you can locate for each source you plan to use.

Title 1 (book, article, website article) _____

_____

Title 2 (magazine, journal, newspaper, website) _____

_____

Volume and issue for magazines and journals _____

Author/Editor _____

City of Publication (print sources only)_____

Publisher (print sources only) _____

Page numbers (print sources only) _____

Copyright or publishing date _____

Name of paid database _____

URL for free website _____

_____

Date of access (free web sources only)_____

Use this sheet as a guide to collect and record bibliographic information for ALL your sources as you find them.

U.S. History Research Paper Source Approval Sheet

Name_____ Period_____ Date_____

My print overview source is _____

_____

My print monograph is _____

_____

My GHS Library database is_____

    I have used this database for _____

My newspaper or magazine article is _____

_____

My primary source is (list name of document and where you located it)_____

_____

My reliable website is (list title and URL) _____

_____

Give a short annotation of the website and why it is useful for your research_____

_____

_____

Additional source (list name and format – book?, database?, website?) _____

_____

Additional source (list name and format – book?, database?, website?)_____

_____

Teacher Signature_____

<u>**Identifying and Locating Sources**</u>

Getting an Overview

What is it?
Getting an overview is finding a source of information that gives you a simple understanding about a topic without telling you all about it in great detail. An overview should have some basic facts and be in clear enough language for you to understand. It should answer the questions; "who", "what", "when" and "where", and only briefly some of the "why" and "how" questions. Think of an overview as a picture taken from a distance where all of the details are not in focus. Your later research will bring those details into focus.

Why do it?
Getting an overview will help you
- Get a general understanding of your topic
- Begin to know what kinds of subtopics are within the general topic
- Begin to ask some questions that you will answer later in the research process
- Begin to focus your topic into one you can handle in your project

How do I find one?
General reference books and specialized encyclopedias are some of the best overview sources. You may find some good overview sources on websites, but you **must** evaluate the information to make sure it is accurate. It is better to use a book first for basic information and then search for a website. Short books and books written for young readers are also excellent overview sources.

How do I use an overview?
Notice the way the information has been organized in the overview. The headings, subheadings and Table of Contents will help you organize and focus your paper.

Overview Sources (Books)

Ref 301.0973 E	***Encyclopedia of American Social History***, 3 vols. Highlights the processes and the people of the American social structure. Use the index in Vol. 3 to locate information.
Ref 305.4 May	***Women in Early America*** Examines the struggles and freedoms faced by women in colonial America and explores the many ways they influenced American culture and society.
Ref 305.5 Der	***Working Americans***, 6 vols. Innovative approach to employment history examining 33 fictitious individuals through an array of social, economic, and ethical variables. Illustrated with primary sources.
Ref 306.0973 Bea	***Beacham's Encyclopedia of Social Change: America in the Twentieth Century***, 4 vols. This source "traces American history through forty-one key indicators of social change" looking at topics like advertising, economy, fashion, science and war. Each article concludes with a bibliography and list of reliable free web resources.

Ref 306.0973 Soc	***Social History of the United States (20th Century)***, 10 vols. This encyclopedia explores the social history of 20th-century America, decade by decade, through the eyes of its everyday citizens. The set discusses major events such as wars and elections, and how segments of the population, including workers, farmers, women, ethnic groups, and immigrants, either influenced or were affected by those events.

Ref 306.0973 Soc   ***Social History of the United States (20th Century)***, 10 vols.
This encyclopedia explores the social history of 20th-century America, decade by decade, through the eyes of its everyday citizens. The set discusses major events such as wars and elections, and how segments of the population, including workers, farmers, women, ethnic groups, and immigrants, either influenced or were affected by those events.

Ref 306.85 Haw   ***The Family in America***, 2 vols.
This source surveys U.S. History from the perspective of the family through cultural and social history offering insights from psychology, sociology and medicine.

Ref 324.973 Ame   ***American Presidential Campaigns and Elections***, 3 vols.
A comprehensive look at presidential campaigns from 1788 through 2000. Each section includes a lengthy essay that discusses the times, issues, and candidates.

Ref 347.73 Gre   ***Great American Trials***
Covers 200 of the most well known, historically significant trials from 1637 to 1993 representing a variety of issues – civil liberties, freedom of religion and speech, corruption and murder.

Ref 361.973 Soc   ***Social Issues in America, an Encyclopedia***, 8 vols.
Provides historical perspective, thought provoking questions and sources of additional information for social issue topics like civil rights and capital punishment

Ref 391.009 Pen   ***Fashion, Costume and Culture***, 5 vols.
Provides background and context for fashion through history.

Ref 391.009 Gre   ***Greenwood Encyclopedia of Clothing through American History, 1900 to the Present,*** 2 vols.
This set provides descriptions of styles of clothes that Americans have worn and why they wore those types of clothes. The first half of each volume examines the impact that political and cultural events, arts and entertainment, daily life, and family structures have on fashion. The second half describes the important and everyday fashion and styles of the period, decade by decade, for women, men and children.

Ref 940.3 His   ***History of World War I***, 3 vols.
Information on WWI divided into three volumes: *War and Response, 1914-1916, Victory and Defeat, 1917 – 1918,* and *Home Fronts/ Technologies of War.* Many photographs,maps and charts accompany the text.

Ref 940.3 Enc   ***Encyclopedia of WWI***, 5 vols.
Ref 950.53 Enc   ***Encyclopedia of WWII***, 5 vols.
Great overview articles for all aspects of both wars.

Ref 940.53 Fel	***World War II Almanac***, 2 vols. The causes, events and legacy of World War II. This source provides extensive background information and includes contrary viewpoints. The climate before the war, important battles, scientific developments, civilian experiences and how the world was different at war's end are all discussed.
Ref 940.53 His	***History of World War II***, 3 vols. Information of WWII covering *origins and Outbreak, Global War* and *Victory and Aftermath*. Accompanied by photographs, maps and charts.
Ref 973 Ame	***The American Destiny***, 20 vols. Chronologically arranged articles by well known historians.
Ref 973 Ame	***American Pop: Popular Culture Decade by Decade***, 4 vols. Movie stars, music stars, television series and hype and fads are found alongside poetry, literature, art and architecture, and the everyday essentials like food, clothing, housing, and recreation. The descriptions address the audience and context for the different brands of art and pop culture, giving attention to a wide variety of issues that include race, gender, religion, and social norms.
Ref 973 Koh Ref 973 New	***Encyclopedia of American Scandal*** ***New Encyclopedia of American Scandal*** Details and explains the stories of noteworthy men, women and incidents considered scandalous at one time or another, from the1630s through 2001.
Ref 973.03Di	***Dictionary of American History***, 10 vols. Alphabetically arranged articles on all aspects of U.S. History including social, political, industrial and military through 2002. Includes brief bibliographies and an index. An excellent source for getting the "big picture".
Ref 973.03 Enc	***Encyclopedia of War and American Society***, 3 vols. An excellent reference work chronicling operations in which U.S. military have been involved, from the colonial wars through the present-day Iraq War. Alphabetically arranged entries range from general overviews to articles on specific topics. 15 major categories, cover topics such as Art, Culture, and Memory, Media and Journalism, People--Military Leaders and Figures, Planning, Strategy, and Command and Control, and Wars. The encyclopedia "probes the connections between our wartime expeditions and the experiences of the larger American society."
Ref 973.03 Enc	***The Encyclopedia of American Studies***, 4 vols. Alphabetical entries covering American cultural issues from an historical perspective. Topics such as Counterculture, Feminism, Hospitals and Asylums, Ku Klux Klan, Recreation, and Television are included. Coverage ranges from folk to elite and regional to mass culture.

Ref 973.2 Ame and Ref 973.8 Ame	***American Eras*** Separate volumes for Colonial, Industrial, Development of a Nation, Westward Expansion, and Civil War eras. Each volume highlights the diversity of the American experience with articles and biographical sketches.
Ref 973.2 Pur	***Colonial America to 1763*** This book is a treasure trove of information, covering such topics as Diet and Health, Religion, The Cities, "Science and Technology, Crime and Violence, and Popular Life and Recreation. There are general details of Colonial life as well as obscure and difficult-to-find facts. Tables, maps, and charts cover everything from population statistics to the heights of Colonial soldiers.
973.3 – 973.93	***Handbook to Life in America – Colonial to Contemporary,*** 9 vols. This set delves into the way ordinary Americans lived. Covers everything From the foods people ate and how they dressed to entertainment and opular pastimes.
Ref 973.5 Enc	***Encyclopedia of the United States in the Nineteenth Century***, 3 vols. Provides comprehensive access to the events, trends, movements, technologies, inventions, cultural and social changes and intellectual trends that shaped 19th century America. Table of contents may provide topic ideas.
Ref 973.7 Har	***Women During the Civil War*** An excellent examination of the diverse roles played by women during the Civil War, bringing together information on individual women, ethnic groups, occupations, issues, and women soldiers.
Ref 973.7 Lib	***Library of Congress Civil War Desk Reference*** From the home of "The Nation's Memory" comes the ultimate one-volume reference on the Civil War. Features include a timeline of the war with important political, military, and social events, biographies, and concise coverage of major campaigns and battles.
Ref 973.703 Enc	***Encyclopedia of the American Civil War*** The most comprehensive and up-to-date reference on the Civil War, this source looks at major and minor battles, military life in general and the war's effects on society, from government, politics, and technology to journalism, commerce, and home life.
Ref 973.9Ame	***America in the 20th Century***, 10 vols. Charts the nation's progress in ten volumes, each covering one decade of the 20th century. Use index volume to locate information.
Ref 973.9Ame	***American Decades*** 1900-2000 Series covering the 20th century by decade in chapters ranging from the arts to education, government and politics, law and sports. Includes chronologies, biographies and bibliographies.

Ref 973.91 Usa	***U.S.A. Twenties***, 6 vols. Provides a detailed portrait of all aspects of the United States in the 1920s – political events, Scientific advances, cultural and social trends and famous people.
Ref 973.92	***Twenties, Thirties, Forties, Fifties, Sixties, Seventies, Eighties, and Nineties in America*** 3 vols. each set Alphabetical entries surveying the important people and events in the United States for each decade. Nice subject category listing useful for browsing topics.
Ref 973.92 Pos	***Postwar America: An Encyclopedia of Social, Political, Cultural, and Economic History***, 4 vols. This encyclopedia considers the individuals, events, entities, movements, legislation, and cultural phenomena that figured in the development of postwar America into a world power. Entries address general topics like beauty, fashion and cosmetics and pornography and specific topics like Beirut and Port Huron Statement. Every election between 1946 and 2004 receives separate coverage. Articles reflect events pulled from headlines as well as social and political issues that evolved over years.
Ref 973.92 Usa	***U.S.A. Sixties***, 6 vols. Covers events, personalities, and cultural forces that shaped America in the sixties in 2-10 page articles. Contains a timeline, bibliographies and websites.
Ref 973-973.9	***Almanacs of American Life*** Historical chronicles of specific time periods in American history with information about topics like the economy, religion, politics, education, science and technology, popular culture and more. Almanac format with text describing the details of life during the period. Volumes include Revolutionary America 1763-1800, Colonial America to 1763, Civil War America 1850-1975, Cold War America 1946-1990, Modern America 1914-1945.
Ref…	***American Experience – Poverty, Religion, Education and Learning, Immigration, Working and Slavery in America***, 6 vols. The American Experience set traces significant social and economic themes throughout U.S. history from colonial times to the present. Each volume in this set follows the history and evolution of a particular theme as it has affected people in the United States through the years. Discussion of the importance of these issues in modern-day America, as well as their historical impact.

Primary Sources – Books

070.195Gar	***We Interrupt This Broadcast*** Relive the events that stopped our lives, from the Hindenburg explosion to the events of September 11th. Photos and overviews accompanied by original broadcasts on CD-ROM.
Ref 973 Gre	***Greenwood Library of American War Reporting***, 8 vols. Begins with newspaper reports of a buildup of French troops in the Caribbean in the summer of 1753 (a prelude to the French and Indian War) and ends in April 2004 with photographs depicting the mistreatment of Iraqi prisoners at Abu Ghraib. Volumes include coverage of all major wars as well as smaller, post-Vietnam conflicts. Overall, the set offers more than 2,500 primary documents, mainly newspaper and magazine articles and radio and television transcripts.
Ref 973.91 Ame	***American Decades, Primary Sources, 1900-1999***, 10 vols. A collection of primary sources on 20th century American history and culture enhanced by informative text, images and sidebars. Unique primary sources such as screenplays, scrapbooks, sports box scores, patent applications and much more are included. Multiple perspectives from religious, political, artistic and scientific thought are presented.

Ref 973.2 Jay	***The Colonial Era: An Eyewitness History***
Ref 326 Sch	***Slavery in America: An Eyewitness History***
Ref 973.4 Por	***Early Nationalist Perios: An Eyewitness History***
Ref 973 Wes	***Westward Expansion: An Eyewitness History***
Ref 973.7 Car	***The Civil War and Reconstruction: An Eyewitness History***
Ref 324.6 Fro	***Women's Suffrage: An Eyewitness History***
Ref 973.8 Jay	***The Progressive Era: An Eyewitness History***
Ref 940.3 Car	***World War I: An Eyewitness History***
Ref 940.53 Sch	***World War II: An Eyewitness History***
Ref 959.704 Wex	***The Vietnam War: An Eyewitness History***
Ref 973.91 Str	***The Roaring Twenties: An Eyewitness History***
Ref 973.921 Sch	***The 1950s: An Eyewitness History***
Ref 973.923 Mag	***The 1960s: An Eyewitness History***
Ref 973.92 Ham	***The 1970s: An Eyewitness History***
Ref 973.92 Woo	***The 1980s: An Eyewitness History***
Ref 973.92 Sch	***The 1990s: An Eyewitness HIstory***
	The chapters in these volumes describe each year of the decade with a narrative account of the most significant social, cultural, and political developments; a chronology of events; and eyewitness testimonies drawn from newspapers, memoirs of private and public figures, literature, and other sources.

Ref 973.921Twe	***20th Century America: Primary Source Material from the Associated Press***, 10 vols. News stories reprinted as they were originally transmitted by AP to its newspapers. Connecting text places the events in their time and provides perspective.

Primary Sources – Websites

Library of Congress American Memory
http://lcweb2.loc.gov
>   Provides public access to over seven million historical items, presented in over 80
>   thematic collections. The items include unique and rare documents, photographs, films,
>   and audio recordings.

Eyewitness to History
http://www.eyewitnesstohistory.com/
>   History through the eyes of those who lived it. Navigate this site using the timeline at the
>   top of the screen. Site includes audio and video clips.

National Archives and Records Administration
http://www.nara.gov/
>   Use the *Research Our Records* link on the left or use the search box on the top right.

Faculty Project Page for University of Missouri, Kansas City
http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm
>   Choose Doug Linder's Famous Trials Page. Links to trials from Salem Witchcraft Trials
>   to Moussaoui's 2006 trial connecting him to 9/11. Includes primary sources.

Smithsonian National Museum of American History
http://www.si.edu/
>   Choose the *Exibitions* button on the top then choose *Virtual* under *Exhibitions.*

Google
http://www.google.com
>   Enter your Keyword topic search combined with the words *primary sources* into this
>   search engine. Putting *primary sources* in quotes sometimes yields a more relevant
>   search.
>   (Be sure to use evaluation tools when deciding which sites to use!! For citation purposes,
>   remember Google is a search engine that brings you to web sites. It is NOT a site itself!
>   Google's address should not appear in your bibliography.)

Public Broadcasting System
http://www.pbs.org
>   Any websites from PBS are excellent sources especially the American Experience series.
>   Type *American Experience* and a keyword or two into the search box on top right.

Primary Sources – GHS Library Paid Databases

American History Online

Provides comprehensive and authoritative coverage of the history of America and its people. Spanning more than 500 years of political, military, social, and cultural history, thousands of biographies, subject entries, chronology entries, primary source documents, maps, and images cover the entire spectrum of the American experience. Choose *History Online* then choose *American History Online* from the GHS Database Folder in school or access remotely from home. Use the *Primary Sources* tab.

Proquest Historical Newspapers

ProQuest Historical Newspapers™—*The New York Times* is a full-image archive that brings you the entire historical run of *The New York Times*, the definitive voice of American journalism since 1851. It offers complete coverage from 1851-2001 delivering every page of every issue from cover to cover, with full-page and article images in downloadable PDF format. Other newspapers are included here are *Christian Science Monitor* and *The Washington Post*.

- Choose *Proquest Historical* from GHS Database folder in school or access remotely from home.
- Type search terms in search box. (You may select a particular decade to search).
- Click *Article Image.*
- **Use PRINT button in center above the article. Do not use File>Print or Control P.**
- **Be sure to print citation separately using the Citation button. It does not print with the article.**

Biography Sources- Books

Ref 973.073 Ame   *American National Biography*, 24 vols.
                     Lives of important Americans who have died through 2001. Not very many people you can't find here!

Ref 920.073 Enc   *Encyclopedia of American Biography*
                     Highly selective but with excellent articles. Includes a subjective essay that evaluates and puts into context the subject's contributions to American life and thinking.

Biography Sources – GHS Library Paid Databases

Biography in Context/iCONN

Gale's Biography in Context covers 340,000+ people from around the world and throughout history. It includes in-depth and thumbnail biographies, full-text magazine articles, and websites selected by editorial staff that highlight an individual's life and works. Access this database through iCONN. Choose *iCONN* in the GHS Library database folder or access remotely from home. From the first screen click on *High School* on the left. Choose *Biography in Context* on right under the *History, Biography, Genealogy* category.

Secondary Sources – GHS Library Paid Databases

EBSCO

Access to full text magazine and newspaper articles. Choose Ebsco in GHS Library database folder or access remotely from home. Choose *Magazine Sources* from main screen and be sure to check "Full Text Only". Keep search terms together with quotations marks and connect keywords with "and".

Academic OneFile Magazine Index/iCONN

Search thousands of scholarly magazine articles and newspaper articles from 1980 to the present. Many are in full text. Choose *iCONN* in the GHS Library database folder or access remotely from home. From the first screen click on *High School* on left. Choose *Academic OneFile* under the *Magazines and Journals* category.

American History Online

Provides comprehensive and authoritative coverage of the history of America and its people. Spanning more than 500 years of political, military, social, and cultural history, thousands of biographies, subject entries, chronology entries, primary source documents, maps, and images cover the entire spectrum of the American experience.   Choose *History Online* then choose *American History Online* from the GHS Database Folder in school or access remotely from home. **Be sure to use the related links in each article as stepping stones to further research.**

History in Context – U.S. or World/iCONN

Provides articles from magazines, journals, reference and non-fiction books; biographies, documents and speeches; maps and photographs. Choose *iCONN* in the GHS Library database folder or access remotely from home. From the first screen click on *High School* on left. Choose *History in Context* under on right under the *History, Biography, Genealogy* category. Be sure to use the related links in each article.

JSTOR – Journal Storage Archive

Includes archives of over one thousand leading academic journals covering the humanities, social sciences, and sciences. Provides in-depth, scholarly articles that facilitate historical research. The most recently published issues (past 3 – 5 years) are not available. Choose *JSTOR* in the GHS Library database folder or access remotely from home.

Ref 973 Deb   *Debatable Issues in U.S. History*, 5 vols.
Many of the controversies, including those over Prohibition and the New Deal, are well known. Others, such as King Philip's War, the Chinese Exclusion Act, and the Haymarket Riot, may be new to readers. The chapters open with an overview of how the dispute or controversy began, evolved, and briefly profiles the individuals involved. The final sections of each chapter detail the opposing ideas, beliefs, and arguments that were at the center of the conflict during the time.

Bibliographies

Time Saving Tip

Most books and journal articles and many websites have bibliographies
listed at the end of chapters, books, or articles. Be sure to use these lists as
sources for further research. Someone else has done the work for you. If
the source is relevant to your topic, chances are good that the bibliographies
provided are also relevant to your topic!!

Searching GHS Library Catalog:

From school:
1. Click on " GHS Library Catalog" icon in your research database folder or access remotely.
2. You can search by Keyword, Title, Author or Subject.
3. Enter a key **word or two** to identify your subject (e.g. vietnam war).
    Capitals and punctuation do not matter. Spelling **does** matter.
4. Add titles to a resource list for your history paper.
4. View your list and use "printable" button to print.
5. If no titles appear with your search, try a new search with different keywords!
6. If you still have trouble, ask Mrs. Metheny for help. Remember, research is not a solitary
    process!

**Searching other libraries through Welles-Turner Memorial Library (Glastonbury's Public
Library):**

- Access Welles-Turner from the GHS Library database folder or from home at
  www.wtmlib.com.
- Choose *Library Catalog* then *Search Welles-Turner Memorial Library Catalog.*
    o You can search by *title, author, subject,* or *word or phrase.*
    o You can also search **all libraries in the Connect system** at once by choosing ALL
      rather than Glastonbury.
- To search **college and university libraries** choose *Library Catalog* from Welles-Turner
  homepage.
    o Then choose *Search Welles-Turner Memorial Library Catalog.*
    o Then choose *Online Resources* from top menu.
    o Then choose *Other Connecticut Libraries.*
    o Then choose the college or system you would like to search.

7. Free Web Search Tips and Strategies

Documents exist on the free Web on many subjects. Quality and source of information vary from
top level to questionable. If you come across unusual information, be sure to verify it with other
sources. One approach is to go directly to an address that contains information on your topic.
Bibliographies are helpful in finding these addresses.

Great Places to Begin Searching the Web

Google - www.google.com.
- Google is one of the most powerful search engines, powering many smaller engines.
- Indexed by a software program called a spider to match your typed keywords.
- It has a clean, easy to use interface.
- The first sites to be listed are sponsored and may be biased. Keep this fact in mind when choosing sites.

Yahoo - **www.yahoo.com.**
- Yahoo is an excellent hierarchical subject directory to the Internet.
- Sites indexed are picked by human editors which increases quality and reliability.
- Choose *More Y! Sites* on left, then choose *Directory.*
- Choose *History* under *Arts and Humanities* on the left side.

Librarian's Internet Index - **www.lii.org**
- LII is a searchable, annotated subject directory of more than 20,000 free web resources.
- Sites are selected and evaluated by librarians for usefulness.
- Reliable, efficient guide to free web resources with a focus on high quality information rather than commercial sites

Important Information to Use When Evaluating Web Sites
Link Checking Quality sites link to other quality sites.
- Poor quality sites link to other poor quality sites.
- Can be an indication of web site credibility (**sometimes!)**
- Links can be compared to citations on the web.

There is a method available to you to check the value of a website. In Google's search box type *link:* followed by the full URL of the site you are looking at. (You can cut and paste from your browser.) This search will bring you a list of all the other sites that link to the site you are looking at. You can tell from this list if your site is authoritative or biased. If your site is linking to university or government sites, you can be fairly sure it contains information you can trust. If, however, you are looking at a site on the KKK which links to hate groups, you will want to look elsewhere.

When you access a website for the first time, use these points to quickly evaluate whether or not you want to continue your research on the site.
- Find out who is giving you the information you are using.
- Are they experienced and educated in that field?
- Has the website been updated recently?
- Can you contact the authors?
- Does the site have enough useful information on your topic?
- Is the information organized clearly?
- Does the site link to several other good, authoritative sites?
- Is the site's purpose to sell you something or to bring you information?

Know the three categories of information on the web

- **Free, visible web** – public web pages indexed by search engines
- **Free, invisible or deep web** – information is free but only accessible by going directly to the site because it is not indexed by search engines. Magazines, newspapers, reference works, and many medical, legal, government and financial databases fall into this category. *The invisible web is estimated to be two to three times larger than the visible web!*
- **Paid databases accessed over the web** – here you will find databases that libraries subscribe to containing scholarly journals, newspapers and in-depth articles. American History Online and iCONN are in this group. You must search the database directly using a password.

How to effectively type your search?

Search engines will index the exact words you type. Therefore it is important to choose your words well. Spend a minute thinking before you type. Be creative.
- **Forms or variants, many possible endings** – *slavery* might also be found under *slave*, or *slaves*. Be sure to include all forms.
  - Use the truncation or wild card feature by typing an asterisk to retrieve all forms in one search.
    - slave* matches slave, slaves or slavery
    - child* matches child and children
    - test* matches test, tests testing
- **Phrase searching** – finds only the words you type in the exact order you type them. Eliminates many irrelevant hits.
  - Put the phrase in quotation marks – "civil war medicine", "lewis and clark expedition", "franklin delano roosevelt".
- **Synonyms** – be sure to use more than one keyword for a search.
  - All of the following words will find information about African American soldiers because terminology changes with time.
    - Black
    - African American
    - Negro
    - Afro-American
- **Domain specific or limited searches**
  - Domain limited searches limit to or filter the results to a specific top level domain stated in the search.
    - To find only government sites search this way: "supreme court of the united states" site:gov
    - To exclude .com sites from your results search this way: "civil war" – site:com
    - Remember: NO SPACES between site: and the top level domain.

Some final tips

1. **Use several search tools.** Nothing has the entire web indexed. Use search engines, directories, reference sites and subscription databases.

2. **Read the search tips and help screens at each place you search.** These tips will allow you to create more sophisticated, powerful and efficient searches wherever you are searching. This is true for subscription databases also. It takes a few minutes to read the help screens, but saves you much time in the long run because you find what you need quickly.

3. **For keyword searches, use more than one word.** Rather than typing a general topic like *insomnia*, try to use more specific phrases and think of synonyms. Searching for *"treatment of insomnia OR sleeplessness"* will bring you better results. Or try searching a directory under the category *Health*.

4. **Guess a location.** Guessing is not encouraged in research, but often an address or URL is often guessable. Many companies use a standard URL form so Sony can be found at www.sony.com and Honda at www.honda.com. Also, keep in mind that the middle word does not have to be a company. It often describes what the site is about like www.weather.com.

5. **Remember to think about what you want.** Make sure you are searching the right place for the kind of information you need. Remember to use those library resources!

6. **Back up to the root of a URL to find out where you are.** When you click a result, sometimes it is not exactly clear where you are. You may see "Chapter 7: Civil War Doctors." Who is the author? What book is it from? Look at the URL. It may look like this http://www.some.edu/faculty/jones/medical/ch7.htm. Chop off ch7.htm and press enter. At this point you may find the title of the book. When you chop off medical you may find out who the author is and what his credentials are.

7. **Remember to obtain all URL and database information so you can cite sources properly.** It is much harder to obtain this information after you have left your computer.

8. **Ask your librarian!** If you have trouble finding <u>anything</u> do not hesitate to ask your librarian. Source location and evaluation is something of an art. There is no single perfect indicator of a great web site or the best place for research. You must make an inference from a collection of clues. Often librarians can be your most valuable resource. Librarians have knowledge, training, skill and experience that can help save you time and focus your searches. Most importantly we have a desire to equip you with researching skills for life. We love our jobs! Please ask.

A Sampling of Reliable Websites You May Find Useful (depending on your topic):
Use these as examples of authoritative websites for research.

The Living Room Candidate
http://www.livingroomcandidate.org/
A history of presidential campaigns as seen and heard through television commercials from 1952 – 2008 with information on the artistic and cultural impact of the medium from the American Museum of the Moving Image.

The Civil War: Women and the Homefront
http://guides.library.duke.edu/content.php?pid=41224&sid=303304
Women's experiences in the Civil War from Duke University's Special Collections Library.

The Cuban Missile Crisis, 1962
http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/
U-2 spy plane photos, audio recordings of White House security briefings and text of declassified documents about the crisis from George Washington University and the National Security Archive.

The New Deal Network
http://newdeal.feri.org
The New Deal Network is an educational guide to the Great Depression of the 1930s and the public works and art projects of the New Deal. The site is sponsored by the Franklin and Eleanor Roosevelt Institute and the Institute for Learning Technologies at Teachers College/Columbia University.

We Shall Overcome: Historic Places of the Civil Rights Movement
http://www.cr.nps.gov/nr/travel/civilrights
The Civil Rights Movement presented through key towns involved with the issues and players. Information from the National Park Service and U.S. Department of the Interior.

National Museum of Civil War Medicine
http://www.civilwarmed.org/
The premiere repository of exhibits and artifacts devoted to the technological and procedural advances made in the medical field between 1861-1865.

Africans in America
http://www.pbs.org/wgbh/aia/
America's journey through slavery from 1450 until 1865.

Powerful Days in Black and White
http://www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml
Observe the civil rights movement through the eyes of photojournalist Charles Moore.

Civil War@Smithsonian
http://civilwar.si.edu/collections.html
Displays and interprets artifacts from the Civil War.

America in the 1930s
http://xroads.virginia.edu/~1930s/front.html
American culture and lifestyle in the 1930s.

The Valley of the Shadow – Two Communities in the American Civil War
http://valley.lib.virginia.edu/
This site traces life in a northern community and a southern community from John Brown's Raid through Reconstruction using newspapers, diaries and letters. A wealth of primary source information.

A House Divided – America in the Age of Lincoln
http://www.digitalhistory.uh.edu/ahd/index.html
This site explores the institution of slavery and the sectionalism of free and slave economics.

Navajo Code Talkers
http://bingaman.senate.gov/features/codetalkers
A history of the Navajo code used during WWII.

Schomburg Center for Research in Black Culture
http://legacy.www.nypl.org/research/sc/sc.html
Online exhibits ranging from Malcolm X to the African presence from 1492-1992. From the New York Public Library.

Vietnam Online
http://www.pbs.org/wgbh/amex/vietnam
Maps, quotes, historical background and primary sources about the Vietnam War.

By the People, for the People, Posters from the WPA
http://memory.loc.gov/ammem/wpaposters/wpahome.html
908 boldly colored and graphically diverse original posters produced from 1936 to 1943 as part of Franklin Delano Roosevelt's New Deal. Posters were designed to publicize health and safety programs and cultural programs.

Lower East Side Tenement Museum
http://www.tenement.org
Virtual tour of apartments rented by immigrants between 1867 and 1935. Learn about the immigrant experience during the late 19th and early 20th centuries.

Remote Computer Access to NoveList Plus, NoodleBib, and Databases 2011-2012

Go to *http://www.glastonburyus.org/schools/glastonburyhigh* Choose *Library Media.* Choose *Research Databases.* Follow the logon directions carefully. Use your own personal GHS logon username and password when accessing databases from home.

NoodleBib Citation Builder	**Web Address** **http://www.noodletools.com/login.php?group=9528&code=3525&oid=1836&p=noodlebib** If you are not already a registered user, see Mrs. Metheny or Mrs. Fecko in the Library Media Center.	Sign in under **Already Have a Personal ID?** Use your GHS computer logon to sign in to NoodleBib.
A citation builder that generates perfectly formatted source lists and citations in MLA, APA or Chicago Style.		

Database	Web Address	
Choices Explorer	http://www.bridges.com	
Information on wide variety of careers, skills, education, employment outlook, work conditions, etc.		
CQ Researcher	http://library.cqpress.com/cqresearcher	
Weekly in-depth reports focusing on single social, political, economic, international or scientific trends. Pro-con debates and bibliographies.		
Culturegrams	http://online.culturegrams.com	
Information on people, customs, lifestyle, and society for 187 countries.		
EBSCO	http://search.epnet.com	
Current resources including many full text magazine articles, health source, ERIC and professional collection.		
Ferguson's Career Guidance Center	http://www.fofweb.com/Direct2.asp?ItemID=WE34&ID=5180	
Career Research database with three main sections: Job and Industry Profiles, Job-Hunting and Workplace Skills, and Career and Industry Resources.		
History Online Databases/Facts on File	http://www.fofweb.com/subscription	
Important individuals, events and topics from history including biographies, images, maps, political, military, social and cultural history and primary source documents. • American History Online • Ancient and Medieval History Online • Modern World History Online		
iCONN - Connecticut's Research Engine	http://www.iconn.org	When you access this site from home you will need your public library barcode number to connect.
Administered by the Connecticut State Library in conjunction with the Department of Higher Education. Authorized and funded by the Connecticut State Legislature. • Newspapers (Hartford Courant current and historical, New York Times, LA Times and more) • Articles from magazines, journals and reference books) • General history, Connecticut history, biography and genealogy resources • Discovering Collection (literary criticism, social studies and science) • Health and Science Resources • reQuest - CT's statewide library catalog • And much more!		

Issues and Controversies on File/Facts on File	http://www.fofweb.com/subscription		
Explores more than 800 hot topics in business, politics, government, education, and popular culture with pro/con statements, timelines, statistics and in-depth articles.			
JSTOR	http://www.jstor.org/logon	**Username/ID** glastonburyhigh	**Password** fixagebu
Journal Storage - Archive of full text scholarly journals covering many disciplines including science, education, history, mathematics, literature, psychology and more. Because JSTOR is an archive, most journals have a gap of 1-5 years between the most recently published journal issue and back issues available in JSTOR.			
NBC Learn	https://archives.nbclearn.com		
Video resources, primary sources, historic footage, images, mini-documentaries and text from NBC News.			
Opposing Viewpoints	http://infotrac.galegroup.com/itweb		
Features full-text articles devoted to a single, current social issue of importance and provides a wealth of primary documentation, statistical information, and viewpoints concerning each issue.			
Oxford English Dictionary Online	http://dictionary.oed.com/entrance.dtl	**Username/ID** glastonbury	**Password** oed
Most comprehensive, etymological dictionary of the English language providing meaning, history and pronunciation of half a million words past and present.			
Proquest Historical Newspapers	http://hn.bigchalk.com		
Full-image archive providing the entire historical run of the New York Times from 1851-2001. Every page of every issue with full-page and article images in downloadable PDF. Several other national newspapers are archived here also. (For current articles use iCONN Newspapers.)			
Teen Health and Wellness	http://www.teenhealthandwellness.com		
A wide variety of information about human anatomy and physiology, disabilities, diseases and conditions, diversity, mental health, sex, sexual orientation, family issues and many other concerns facing teens.			
Welles Turner Memorial Library	http://www.wtmlib.com	You will need to enter your Welles Turner library card barcode number for database access. You do not need a number to search the catalog.	
Provides access to their library holdings, other Connecticut library holdings and a number of databases.			
World Geography Online/Facts on File	http://www.fofweb.com/subscription		
Up-to-date, reproducible, full-color international maps combined with superb statistical information on more than 200 nations, all 50 states and Canada. Provides location's history, government, flag, vital statistics and further resources.			
World News Digest/Facts on File	http://www.fofweb.com/subscription		
Authoritative World News from 1940 through today. Provides coverage, context and perspective.			

e-Reference Books	https://www.glastonburyus.org/schools/glastonburyhigh/ghslibrary/databases/e-referencebooks/pages/default.aspx
Online access to digital versions of many of our print reference and non-fiction books covering history, literature, science, career and health topics.	

9. Thesis statement

A thesis statement should be developed after your have explored your research question, and have done enough research to confidently answer that question. A quality thesis statement should be clear, definitive and backed up by research. The goal of this paper is for you to answer a historical question with your thesis statement and back it up using evidence throughout the body of the paper that relates back to your thesis. Your thesis statement is the anchor of your paper. It should explicitly state to the reader what you intend to cover in the paper.

Quality Examples

The justification and necessity regarding the decision to drop the atomic bomb on Hiroshima and Nagasaki has long been subject to debate. In the end, there were other means of defeating Japan that would have been less costly and more humane than dropping the atomic bomb. **Ultimately, President Truman's decision to use the atomic bomb was unnecessary and abhorrent.**

During the second half of the twentieth century, the United States and Soviet Union engaged in a political, economic, technologic and military rivalry. During this Cold War, both countries attempted to promote and expand their ideologies. By 1991, the Soviet Union collapsed, and the United States of America was left as the lone world super power. **It is clear that the policies of the Reagan Administration were the most important factor regarding the collapse of the Soviet Union, and the United States victory in The Cold War.**

How do I know if my thesis is strong?

- ✓ *Do I answer the question?* Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- ✓ *Have I taken a position that others might challenge or oppose?* If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- ✓ *Is my thesis statement specific enough?* Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: *why* is something "good"; *what specifically* makes something "successful"?
- ✓ *Does my thesis pass the "So what?" test?* If a reader's first response is, "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.
- ✓ *Does my essay support my thesis specifically and without wandering?* If your thesis and the body of your essay do not seem to go together, one of them has to change. It's o.k. to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- ✓ *Does my thesis pass the "how and why?" test?* If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position.

10. How to Outline

It is important to organize your thoughts early in the research process. The outline will most likely change as you gather more research and improve your rough drafts.

Strategies
- The outline should divide your topic into the major areas you will focus on. The information needs to be ordered in a clear and logical manner.
- Scan your overview source & some of your broader sources to develop a clearer picture of your topic. Take some notes from these sources.
- Look at the table of contents in some of your sources. It shows you how the author organized his/her information
- Consider what is the best way to organize your information.
    - Chronological
    - Cause and effect
    - Compare and contrast
    - Deductive- starting with a general problem then explaining specific examples and causes
    - Inductive- Starting with specific examples and causes then connecting them to a general problem

Sample Preliminary Outline

Topic: FDR and the New Deal

Introduction and Thesis Statement
A good introduction broadly sketches the scope of the topic. It raises the questions that will be examined throughout the paper. The thesis is the anchor and guiding force of the paper. Every section is tied to supporting the ideas expressed in the thesis.

I. Introduction
    A. What was the New Deal?
    B. How did it affect the United States?
II. Background
III. Political Impact
    A. Legislation – 3 R's
    B. Expanded role of government
IV. Economic Impact
    A. Business and Industry
    B. Agriculture
    C. Workers and Unemployed
    D. African Americans
V. Social Impact
    A. Minorities
    B. Families
VI. Overall Results of the New Deal
VII. Expanded Role of Government
VIII. Conclusion

An outline follows a specific format. A topic outline uses short phrases. No part should occur singly. When you have a I there should at least be a II. When you have an A there should be a B and so on.

A good conclusion summarizes all the major themes, while putting things in proper perspective for the reader. Above all, it connects to the thesis statement.

The Difference Between the Preliminary and the Final Outline
The major difference between the preliminary outline and the final outline is that the final outline will contain many more specific details. For example, the final outline would list the specific New Deal laws, specific ways it affected agriculture or minorities, etc.

11. Taking Notes/Note Cards

Creating note-cards is a vital piece of the research process. Note-cards help you to organize your research and the paper itself. They also help you to keep track of all of the information you will need to create a Bibliography and endnotes.

Purpose of Note-cards

1. Record the general ideas that will form the backbone of your paper.
2. Record specific pieces of information that support general ideas.
3. Preserve the exact wording of some statements that you wish to directly quote
4. Create a system to organize your final outline and rough draft.
5. Keep track of publication information for bibliography.

Types of Note-cards:

There are two types of cards. One type is a source card. The other is an information card.

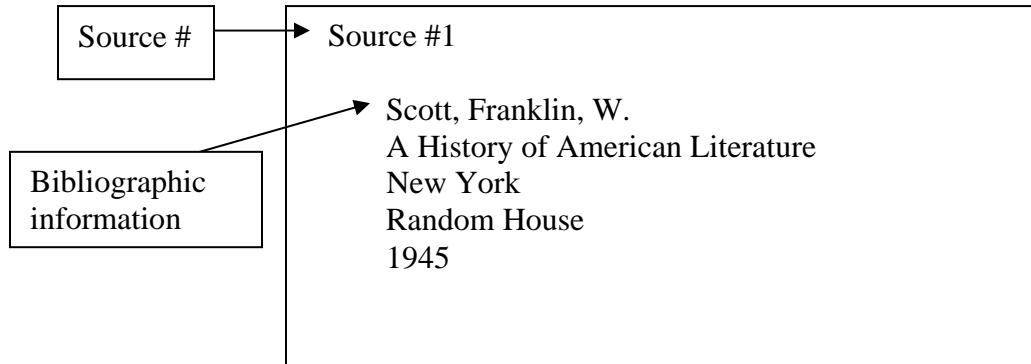What to Include on Source Cards:

You should write one card for each source to identify all the details needed for your Bibliography page. You will arrange these cards into alphabetical order to make the Bibliography page. Information needed varies depending on the type of source you use. Basic information for any source card includes **Author, Title, Publisher, Date, Page (for print sources), database name, and URL** (as available.) Use a unique number code for each source card and apply that number to information cards to eliminate the need to rewrite the source information (Author, Title, etc) on each information card.

What to Include on Information Cards

1. Write the source of the information. Use the number system from your source cards so you don't have to keep writing all of the bibliographic information.
2. Record only one main idea.
3. USE YOUR OWN WORDS. Paraphrase/summarize what you have learned from your source.
4. You must have some direct quotes in your paper. If writing a direct quote or part of a quote be sure to include quotation marks so you remember it was not your own words. Avoid long quotes. Less than 20% of your paper should be direct quotes. Use direct quotes when:
    a. The words in the source are so vivid or powerful that they provide a meaning that cannot be captured through paraphrasing.
    b. You find you cannot effectively paraphrase without distorting the author's meaning or creating an awkward statement.
        (See section 12 on pages 40-41 for a more detailed discussion of the differences between quoting, paraphrasing, and summarizing.)
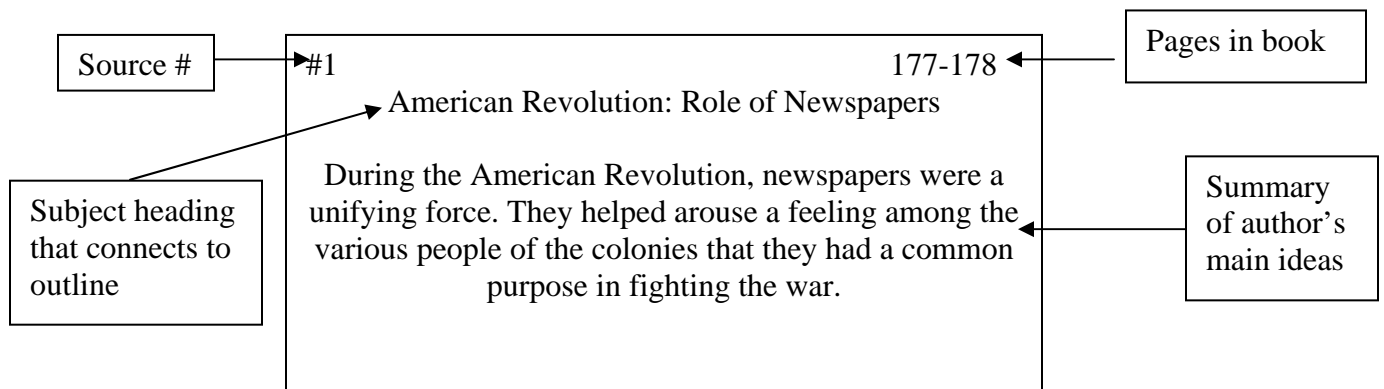   5. You must have a subject heading that connects to your outline.

Sample Cards

Source Card

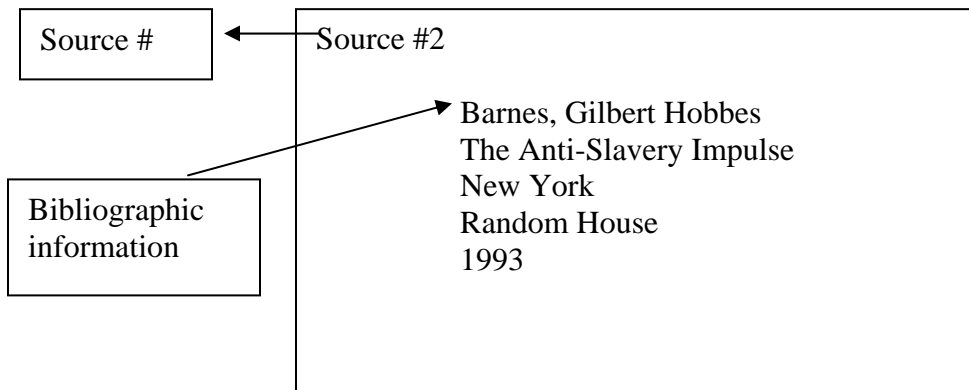| Source #	→ Source #1
Bibliographic information	↗ Scott, Franklin, W. A History of American Literature New York Random House 1945

From Scott, Franklin W. *A History of American Literature*. New York: Random House, 1945.

 "The newspapers of the American revolution were an effective force towards unification of sentiment, the awakening of a consciousness of a common purpose, interest, and destiny among the separate colonies, and of a determination to see the war through to a successful issue. They were more single-minded than the people themselves, and they bore no small share of the burden of arousing and supporting the often indifferent and discouraged public spirit. Many of the papers, however, which were kept alive during the war could not adapt themselves to the new conditions of peace."

Information Card

Source #	#1 177-178 ←	Pages in book
	American Revolution: Role of Newspapers	
Subject heading that connects to outline	During the American Revolution, newspapers were a unifying force. They helped arouse a feeling among the various people of the colonies that they had a common purpose in fighting the war.	Summary of author's main ideas

Source Card

| Source # | ← | Source #2 |

Barnes, Gilbert Hobbes
The Anti-Slavery Impulse
New York
Random House
1993

Bibliographic information
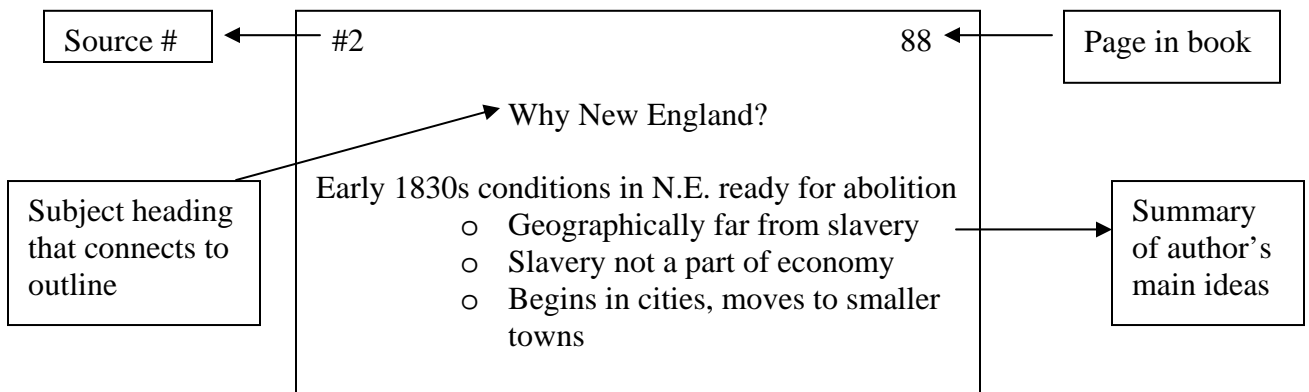
From Barnes, Gilbert Hobbes. *The Anti-Slavery Impulse*. New York: Random House, 1993.

"Probably nowhere in the nation were there do many reformers ripe for abolition doctrine as in New England. Remotest from the slavery in distance and economic interest, they were the most deeply impressed with a sense of duty of rebuke which every inhabitant of the Free States owed to every slaveholder. At the sound of anti-slavery agitation in 1832, this abolition sentiment crystallized into organization, first in Boston, then in Lynn, next in smaller towns in the central New England area."

Source #   ←   #2   88 ←   Page in book

Why New England?

Early 1830s conditions in N.E. ready for abolition
- o   Geographically far from slavery
- o   Slavery not a part of economy
- o   Begins in cities, moves to smaller towns

Subject heading that connects to outline

Summary of author's main ideas

Supplies for note taking:

Use cards in one size (3"x5" or 4"x6"). These cards can be sorted, arranged and rearranged before writing the outline or essay.

12. Quoting, Paraphrasing, and Summarizing

You can borrow from the works of other writers as you research. Good writers use three strategies—summarizing, paraphrasing and quoting—to blend source materials in with their own, while making sure their own voice is heard.

Quotations are the exact words of an author, copied directly from the source word for word. Quotations must be cited!
Use quotations when:

- You want to add the power of an author's words to support your argument
- You want to disagree with an author's argument
- You want to highlight particularly eloquent or powerful phrases or passages
- You are comparing and contrasting specific points of view
- You want to note the important research that precedes your own

Paraphrasing means rephrasing the words of an author, putting his/her thoughts in your own words. A paraphrase can be viewed as a "translation" of the original source. When you paraphrase, you rework the source's ideas, words, phrases, and sentence structures with your own. Paraphrased text is often, but not always, slightly shorter than the original work. Like quotations, paraphrased material must be followed with in-text documentation and cited the on the Bibliography page.

Paraphrase when:

- You plan to use information on your note cards and wish to avoid plagiarizing
- You want to avoid overusing quotations
- You want to use your own voice to present information

Summarizing involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summarized ideas are not necessarily presented in the same order as in the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Summarize when:

- You want to establish background or offer an overview of a topic
- You want to describe common knowledge (from several sources) about a topic
- You want to determine the main ideas of a single source

Material on Quoting, Paraphrasing and Summarizing from Springfield Township, PA High School Library Web Page: http://mciu.org/~spjvweb/, Joyce Valenza, Library Media Specialist and Carol Rohrbach.

Plagiarism See Appendix B

Examples of Quoting, Paraphrasing and Summarizing

Referring to the works of other authors in your work lends credence to your writing. It shows that you've read pertinent material, it shows that others share your views, and it places your writing in a greater context. However, you must clearly differentiate your ideas and words from those of other authors. When you use someone else's words, you quote, when you use someone else's ideas, you paraphrase or summarize. Below are examples of each.

Original:
I'm convinced that fear is at the root of most bad writing. If one is writing for one's own pleasure, that fear may be mild – *timidity* is the word I've used here. If, however, one is working under a deadline – a school paper, a newspaper article, the SAT writing sample – that fear may be intense. Dumbo got airborne with the help of a magic feather; you may feel the urge to grasp a passive verb or one of those nasty adverbs for the same reason. Just remember before you do that Dumbo didn't need the feather; the magic was in him. You probably do know what you are talking about, and can safely energize your prose with active verbs.
<div align="center">Stephen King, On Writing: A Memoir of the Craft, 127-128.</div>

Quoting: When you quote someone, you use the author's exact words.
> In his book *On Writing: A Memoir of the Craft*, Stephen King offers his personal views on writing: "I'm convinced that fear is at the root of most bad writing."

Paraphrasing: When you paraphrase someone, you use your words to convey another author's ideas. The words and the sentence structure must all be yours.

> **Acceptable:**
> Stephen King blames fear for the overuse of adverbs and passive verbs, hallmarks of bad writing, and he encourages fledgling writers not to resort to using such devices as a crutch.

> **Unacceptable:**
> Stephen King is **convinced that fear is at the root of bad writing** and encourages writers to **energize prose with active verbs.**

The words in bold in the above unacceptable example are exactly as King wrote them. They have not been changed therefore they are plagiarized. Simply eliminating one or two words is not paraphrasing.

Summarizing: To summarize is to condense ideas into fewer words and with fewer details. A paragraph, page, or even a chapter, might be summarized in a single sentence. Be sure your summary accurately conveys the author's message.

> **Accurate:**
> For Stephen King, fear yields bad writing.

> **Inaccurate:**
> Stephen King says students should be afraid of writing the SAT writing sample.

King acknowledges that students often *are* afraid of writing the SAT essay. He does not claim that they *should* be. The point he is trying to make in this passage is about fear and poor writing. The SAT is mentioned only as an example of what types of writing tasks make writers afraid.

13. Preparing Your Bibliography

Write your final Bibliography BEFORE you begin your rough draft. All endnotes come from the Bibliography. The <u>Bibliography</u> section of your paper should be complete, meaning it should contain full bibliographic information for **all** the works that you will cite in your notes. This bibliography is where the reader finds complete documentation for all the endnotes. It simplifies documentation because it permits one to make only numbered references to these works in the text. A numbered reference such as (Terrace[1]) enables readers to identify the source in the endnotes and the Bibliography.

Start the bibliography on a new page. Type the heading "Bibliography" centered and one inch from the top of the page. Double-space between the heading and the first entry. Begin each entry at the left margin, and indent any additional lines one-half inch (or five spaces). Single-space each entry and double-space between entries.

Alphabetize entries in the bibliography by the author's last name, using the letter-by-letter system. In this system, the alphabetical order of names is determined by the letters before the commas that separate last names and first names. Spaces and other punctuation marks are ignored. The letters after the commas are considered only when two or more last names are identical. The following examples are alphabetized letter by letter.

Descartes, R.
De Sica, V.   If the author's name is unknown,
MacDonald, G.   alphabetize by the title, ignoring any
McCullers, C.   initial A, An or The. For example,
Morris, R.   *The Cuban Missile Crisis* would be
Morrison, T.   alphabetized under *c* rather than *t*.
Saint-Exupery, A.
St. Denis, R.

Sample Chicago Style Bibliography

Jost, Kenneth. "Rethinking the Death Penalty." *CQ Researcher* 11, no. 40 (November 16, 2002):945-968. CQ Researcher Online (cqresre2010102900).

Kunzig, Richard. "The Seafloor from Space." *Discover* 17, no. 3 (May 1996): 58-64.

Le Patourel, John. "Normandy." In *Encyclopedia of the Middle Ages*. Edited by Joseph R. Strayer. 424-428. Vol. 3 New York: Scribner's, 1987.

"Lyndon Johnson." In *The Scribner Encyclopedia of American Lives Thematic Series: The 1960s.* Detroit: Gale, 1998. iCONN Biography in Context (K1631005662).

"Monkey Trial". American Experience, PBS, 2005. http://www.pbs.org/wgbh/amex/monkeytrial.

Smith, Roberta, Jessica London and James Burns, eds. *Investing in Foreign Nations.* Boston: Atlantic Monthly, 1996.

"*Some Block Schools on the Web.*" Accessed November 7, 2004. http://www.classroom.net/Clasweb/WASSON/schools.html.

It's a Wonderful Life, DVD. Directed by Frank Capra. New York: Republic, 1992.

You may have to combine information from the top and the bottom of a database article to obtain complete citation information. Please note that citation formats provided with paid database articles or free web sites often provide unnecessary or incorrect information. This guide provides the correct Chicago Style format accepted at Glastonbury High School.

Please note!!
- **Use NoodleBib!! Read all the screens! Consult this handbook if you are unsure what kind of source to choose initially from NoodleBib**
- **The bibliography should be in alphabetical order.**
- **Single space each entry, double space between entries.**
- **The second and subsequent lines of each item should be indented ½ inch or 5 spaces.**
- **DO NOT NUMBER ITEMS.**

14. Writing Your Rough Draft

If you have done your research carefully and correctly, writing the paper will be much easier than you think. Pace yourself - space out your work over time.

What You Need:
- A quiet place to work
- Lots of time
- Your outline
- Your note-cards
- Any sources that you still have in your possession
- This U.S. History Research Paper Handbook
- A dictionary and thesaurus (most word processing programs have these built in)

Some Tips:
- Sort your note-cards into piles according to subject heading. As you sort, be sure your notes are relevant and usable
- Arrange all of the note-cards in a logical sequence that corresponds to your outline
- You may find some gaps or questions. If so, go back and do some more research
- Take your original outline and rewrite it and elaborate as necessary. You may need to change the order of topics. Add more subtopics and details in the form of phrases or whole sentences.
- **Keep in mind your schedule of due dates!!!**
- Write your final Bibliography before you begin to write the paper. All endnote content will come from the Bibliography

Appendixes

An appendix provides extra information that is relevant to the text but not suitable for inclusion in it. An appendix is a group of related items. Appendixes, for example, may contain tables too detailed for text presentation, a large group of illustrations, technical notes on method, schedules and forms, copies of documents not generally available to the reader, long case studies, figures, or other illustrative material. Direct reader to appendixes by writing "See Appendis A" in the body of the paper.

All appendixes go at the end of the paper between the body of the text and the Endnotes page. Materials of different categories should be placed in separate appendixes. When there is more than one appendix, each is given a number or a letter (Appendix 1, etc.; Appendix A, etc.) Each appendix must bear a descriptive title. Each appendix should contain the source of the data cited, using the same format as the Bibliography page. See appendixes at end of this guide for examples.

Writing Your Introduction

- Introduce you your subject. Consider starting with a general statement and moving to a specific idea.
- Define any important terms
- Set the context- place your topic firmly in time and space
- Declare your thesis statement (main idea, answer to research question)

An Example:

"For many years after Robert E. Lee surrendered at Appomattox on April 9, 1865, historians tended to lay much of the blame for the South's defeat upon the president of the Confederacy, Jefferson Davis. However, one historian, in comparing Davis to Lincoln, claims that Davis' reputation would have been different had he been on the winning side. When a leader fails to achieve victory, even if his cause was doomed from the start, his "errors and defects and limitations of character . . . stand out as do a few spots of ink on a white sheet of paper." This is not to say that Davis had no faults. Almost all historians agree that he suffered from character flaws. He spent far too much time on administrative details, he often interfered in purely military matters, and he allowed himself to be drawn into bitter struggles with other political leaders. The question all Civil War analysis must confront is to what extent did Davis' failings contribute to the defeat of the Confederacy? A survey of modern studies of Davis and the Civil War reveals a softening of the historical judgment of Davis as a leader. **Most historians today conclude that Jefferson Davis, despite his personal shortcomings, was probably the most capable president the Confederacy could have chosen. Indeed, given the enormous problems the Confederacy faced, Davis was a definite asset in the struggle to secede from the Union.**

Writing a Conclusion

- A conclusion is your chance to leave a lasting impression. It should bring the paper to a satisfying close.
- Remind the reader of what you were trying to accomplish by restating the thesis in different words.
- Close with a general statement or a connection to a broader or modern issue.
- Do not present new ideas, stick in facts you forgot to mention, or simply make a monster list of everything you already said.

15. Endnotes – Citing, Inserting, Deleting and Changing

The various academic disciplines use their own editorial styles for citing sources and for listing the works that have been cited. In history you will be asked to use the Chicago Style for documenting sources. Chicago Style is described in detail in this guide. The *Chicago Manual of Style,* 16th ed. is available in its entirety in the GHS Library. You may also visit the following web site for the Chicago Style: www.chicagomanualofstyle.org.

As you write your paper, you must let your readers know where you got the ideas and information you are using. In academic research papers and in any other writing that borrows information from sources, the borrowed information – quotations, summaries, paraphrases, and any facts or ideas that are not common knowledge – must be clearly documented. General information that can be found in many places is considered common knowledge and is not credited. (For more information on common knowledge see Appendix B.)

Chicago Style uses numbered endnotes that refer readers to a list of sources in a complete bibliography. Endnote numbers are used in the paper to cite references for text in a document and the actual endnote itself appears at the end of the document. This information gives credit to the source and enables the reader to verify such things as statistics and find additional material on the subject. A note number within the text of the paper directs the reader to a numbered endnotes page at the end of the paper which provides information to guide the reader to that source in the bibliography for detailed publication information. There is a direct connection between the in-text numbered citation and the endnotes and bibliography.

When documenting a paper at Glastonbury High School using Chicago style you will be using <u>shortened endnotes</u>. When you use Chicago-style shortened endnotes to document a research paper, you will be asked to include a <u>complete</u> bibliography at the end of your paper. (See Section 13 on pages 42-43 for more detailed information on a complete bibliography.)

Because your bibliography will be complete, including all bibliographic information for every source you cite in your endnotes, the note citations – **even the first citation to a particular work** – can be quite short, since the readers can turn to the bibliography for publication details and other information. Chicago style recommends this practice as user-friendly and economical – duplication of information is minimized.

The following example shows a note number or endnote reference in the text of a paper and the corresponding shortened first endnote and bibliography entry.

> **Text**
> A Union soldier, Jacob Thomas, claimed to have seen Forrest order the killing, but when asked to describe the six-foot-two general, he called him "a little bit of a man."[12]

> **Endnote**
> 12. Wills, *A Battle from the Start,*187.

> **Bibliography entry**
> Wills, Brian Steel. *A Battle from the Start: The Life of Nathan Bedford Forrest*. New York: HarperCollins, 1992.

First shortened endnote and subsequent endnotes to a source

The first time you cite a source using a shortened endnote use the last name of the author, the main title of the work cited, shortened if more than four words, as well as the page number on which the passage being cited may be found (do not use page numbers for online sources.) A short form of the title of a book is italicized; a short form of the title of an article is put in quotation marks.

   1. Wills, *A Battle from the Start*, 187.

For subsequent references to a source you have already cited, give only the author's last name, and the page or pages cited.

   7. Wills, 194.

PLEASE NOTE!
Chicago style no longer uses "Ibid." to refer to the work cited in the previous note. The Latin abbreviations "Op. cit." and "loc. cit." are also no longer used. Always repeating the author's name and a short title form in endnotes is less frustrating for the reader than using Ibid.

For other sample endnotes, see the sample paper in Appendix C and sample endnotes in Appendix A at the end of in this guide.
The examples provided in this handbook show both a shortened first note and a subsequent note with a complete bibliography.

15. Inserting, Deleting and Changing Endnotes

Microsoft Word 2003
Inserting an Endnote

1. In print layout view click where you want to insert the note reference mark.
2. On the **Insert** menu, point to **Reference**, and then click **Footnote**.
3. Click **Endnotes**.
4. In the **Number format** box, click 1,2,3, start at 1, numbering is continuous and apply changes to whole document.
5. Click **Insert**.
   By default, Word places endnotes at the end of the document.
   Keyboard shortcut To insert a subsequent endnote, press CTRL+ALT+D.
6. Type the note text.
7. Scroll back to your place in the document and continue typing.

As you insert additional endnotes in the document, Word automatically applies the correct number format.

Deleting an Endnote
When you want to delete a note, you work with the note reference mark in the document window, not the text in the note.

1. In the document, select/highlight the note reference mark of the endnote you want to delete and press DELETE.

When you add, delete, or move notes that are automatically numbered, Word renumbers the endnote reference marks. **If you need to make changes to your endnotes be sure to make changes within the document, not in the endnote section.**

Changing Endnote Text
1. Place your curser in the endnote text, delete old text and type changes.

Microsoft Word 2007 and 2010
Inserting an Endnote
1. In Print Layout View, click where you want to insert the note reference mark.
2. On the **References** tab, click the small arrow in the bottom right of the box to open the endnote dialog box.
3. Under **Location** choose **Endnote**.
4. In the **Number Format** box, click 1,2,3, start at 1, numbering is continuous and apply changes to whole document.
5. Click I**nsert.**
   By default, Word places endnotes at the end of the document.
   Keyboard shortcut To insert a subsequent endnote, press CTRL+ALT+D.
6. Scroll back to your place in the document and continue typing.

Deleting an Endnote
Follow procedure described above for Microsoft Word 2003.

Changing Endnote Text
1. On the References tab, in the Footnotes group, click the **Show Notes** button. Find your note and change the text.

Preparing the Endnote Page

When the complete document has been typed, move the endnotes to a new page at the end of the paper following any appendix material and preceding the bibliography. Center the title Notes about one inch from the top of the page, remove the separator line (see directions below) and number the pages consecutively with the rest of the manuscript. **The font for the endnotes will be smaller than the text of the paper.** This is Word's default and it is acceptable. See the sample endnotes that accompany the sample *Chicago* paper in Appendix C.

Removing the Endnote Separator Line
Microsoft Word 2003
1. On the **View** menu click **Normal**.
2. On the **View** menu click **Footnotes.**
3. In the Footnotes pane, click the down arrow next to **All Endnotes** and select **Endnote Separator.** The separator appears.
4. Select/highlight the separator and delete it.

Mirosoft Word 2007 and 2010
1. Select **View** tab of the ribbon.
2. Choose **Draft** view.
3. Select **References** tab of the ribbon.
4. Click **Show Notes.**
5. At bottom of page click drop down arrow next to **All Endnotes.**
6. Click **Endnote Separator.**
7. Select/highlight the separator line and press DELETE.
8. Return to **Print Layout** view.

Explanatory Footnotes
It is occasionally helpful to separate long notes from source citations. An explanatory footnote will contain information helpful to the reader that does not need to be included in the text, but is too lengthy to put in an endnote. In this case place the explanatory footnote at the bottom of the page of text it is referring to referenced by an *. To insert a footnote use the above directions, but choose *footnote* rather than *endnote* and apply to section only.

PLEASE NOTE!!
If you email a document containing endnotes from home to school, then open the document at school on a new computer, you will lose the formatting for the endnotes. It is very time consuming and cumbersome to change back to original formatting, and often it cannot be done. BUY A USB DRIVE AND USE IT TO TRANSPORT FILES FROM HOME!!!

16. Tips and Warnings

This paper should be an example of your best possible work. In order to make it so, the following suggestions are offered.

DO:

1. When researching on the World Wide Web, be aware that experts on the topic do not evaluate many of these sources. They may not be accurate. You will need to use discretion, compare sources and be selective in your evaluation of information on the Internet. Paid databases that require a password, such as EBSCO or American History Online can be trusted.

2. As you research and write save all notes, drafts and Internet printouts. **You will be expected to turn in all research materials with your paper.**

As you write your rough draft:

3. Make sure the paper has an introduction stating all the main ideas that will be developed in the paper.

4. Make sure your Bibliography is in final format before you begin writing the paper. Your endnotes will come from the Bibliography.

5. Insert endnotes as you write the paper. Make an endnote reference any place where you have directly quoted an author, paraphrased an author's thoughts, or summarized an author's main ideas.

6. Make sure each source that was used within an endnote appears on the Bibliography and vice versa.

7. Use transitions to smooth the change from one topic to another and to show the relationship between the two. Do NOT use chapter headings! See page 50 for a list of transition devices.

8. Write a conclusion that summarizes all your main points.

9. Leave time for revisions. Does the paper do justice to the thesis statement?

10. Proofread your paper and correct all mistakes. Have friends or family members proofread as well. **Do not depend on spell check to proofread for you!!**

As you type your final draft:

11. Papers should be typed, double-spaced in 11 or 12-point Times New Roman or Calibri font.

12. Use single or double-sided printing with margins as specified on page 51.

13. Check the spelling and grammar. **There should be zero spelling errors in the final draft.**

14. Include a page labeled Bibliography at the end of your paper that includes bibliographical information about all sources cited within the text.

15. Make a copy of your paper. When typing your paper on the computer, remember to save your paper frequently as you type. **Make sure you have saved your paper to the C drive of your home computer. Make sure you have saved your paper to your personal profile/documents folder on a school computer. Floppy disks, CDs and flash drives are not permanent places to save a paper. They damage easily and you will lose your work.**

16. Leave time to print, especially if your home printer is broken and you need to print in school.

17. Staple your paper before coming to class.

DO NOT:

1. Use contractions (can't, don't) in a formal paper.

2. Use first or second person (I, me, you) in a formal paper. Use only the third person (he, she, it, one, they, their).

3. Use chapter headings. These break up a paper's continuity. Use transitions to tie your paper together. See page 49 for a list of transition devices.

4. Separate introduction and conclusion from the main body of the paper. They should be your first and last paragraphs respectively.

5. Use slang, colloquialisms or foul language.

6. Use sensationalist language.

7. Include drawings in the main body of the paper. Graphs, diagrams, or other statistical information should be placed between the body of the paper and the works cited page and labeled as Appendix A, B, C, etc.

8. **Do not email your paper to school. You may be unable to open the attachment. If you do email your paper to school and are able to open it be sure to save it to your documents folder on the school computer before making any changes!!! If you work in your email all changes will be lost when you log off. Move documents between school and home using a USB/flash drive. You will lose endnote formatting when you email a paper to school.**

17. Transition Devices

Transitions are devices that reveal relationships between your sentences, paragraphs and ideas. Transitions help you, as the writer, to remain on track, and more importantly, they serve as signposts for the reader to show him or her exactly where you are going.

It is critical that you be absolutely clear what the relationship is that you are trying to express. Then, choose the appropriate word or phrase. Here are some examples of the kinds of relationships you might show and what transitions will accomplish this for you.

CONSEQUENCE:	therefore, then, thus, accordingly, as a result, consequently
SIMILARITY:	similarly, likewise
COMPARISON:	in comparison, by comparison, compared to
CONTRAST:	however, but, yet, nevertheless, on the other hand, on the contrary, in contrast, whereas, except, conversely, meanwhile, although
SUPPLEMENTATION:	in addition, further, furthermore, also, moreover, again, beside, next
EXAMPLE:	for instance, for example, in this case, in this situation, to demonstrate, to illustrate, as an illustration
CONCESSION:	to be sure, granted, although, though, while, of course, it is true
INSISTENCE:	anyway, indeed, in fact
SEQUENCE:	first, second, third, finally, afterward, subsequently, consequently, hence, next, following
RESTATEMENT:	that is, in other words
SUMMARY:	in conclusion, all in all, to summarize, all these, all together, in sum, in summary, on the whole, in brief, in short, therefore, accordingly, as a result, thus
TIME:	afterward, later, earlier, formerly, at the same time, simultaneously, so far, until now, this time, subsequently
PURPOSE:	in or to, in order that, so that
RESTRICTION:	provided that, in case that

18. Format for Typing a Research Paper

Materials and Font
Use good quality 8 1/2" x 11" white paper. A research paper should be typed in a typeface designed for text, such as Times New Roman or Calibri, with 11 or 12-point font size.

Title Page
On the title page include the full title of your paper and your name. Your instructor will usually want you to include the course title, the instructor's name, and the date as well. Do not type a number on the title page but count it in the document numbering; that is, the first page of the text will usually be numbered 2. See Appendix C for an example.

Page Numbers and Running Head
Number all pages except the title page in the upper right corner. Include your last name before the page numbers to help identify pages in case they come loose from your manuscript.

Margins and Line Spacing
Leave margins of at least one inch at the top, bottom, and sides of the page. Double-space the entire manuscript, including long quotations that have been set off from the text.

Long Quotations
When a quotation is fairly long, **at least 8 lines**, set it off from the text by indenting. Indent the full quotation one-half inch (five spaces) from the left margin. Quotation marks are not needed when a quotation has been set off from the text.

Visuals
The Chicago Manual classifies visuals as tables and illustrations (illustrations, or figures, include drawings, photographs, maps, and charts). Keep visuals as simple as possible. Label each table with an Arabic numeral (Table 1, Table 2, and so on) and provide a clear title that identifies the subject. The label and title should appear on separate lines above the table, flush left. Below the table, give its source in a note like this one:

> Source: Edna Bonacich and Richard P. Appelbaum, *Behind the Label* (Berkeley: University of California Press, 2000). 145.

For each figure, place a label and a caption below the figure, flush left. The label and caption need not appear on separate lines. The word "Figure" may be abbreviated to "Fig."

Visuals should appear in an Appendix.
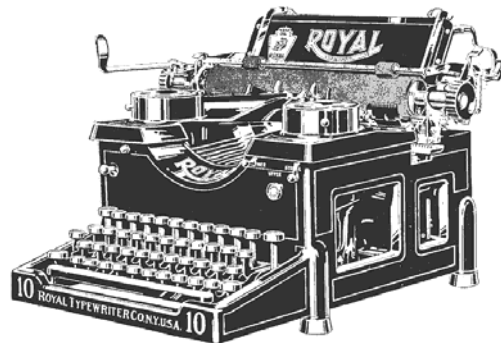
Creating the header with your name and page number in Microsoft Word

Please Note: Do not include header on the title page. Put your full name in the center. (See Appendix B.)

Creating the header with page numbers for your paper using Microsoft Word 2003
1. Choose **View>Header and Footer**
2. Press tab twice to move your cursor to the right of the header
3. Type your last name and one space
4. Click **Insert Page Number** from Header and Footer toolbar on screen
5. Highlight the page number in your header
6. Click the **Page Number Format** button on the Header and Footer toolbar
7. Click in **Number Format** list box and choose a **Page Numbering Style**

Removing Header from Title Page in Microsoft Word 2003
1. On the **View** menu click **Header and Footer**
2. On the **Header and Footer** toolbar, click **Page Setup**
3. Click on the **Layout** tab
4. Select the **Different first page** check box, leave header area blank and then click OK.

Creating the header with page numbers for your paper and removing header from Title Page using Microsoft Word 2007 and 2010
1. On the **Insert** tab on the ribbon, in the **Header and Footer** group, click **Page Number**
2. Click **Top of Page**
3. Choose **Plain Number 3**
4. Choose **Page Number** from top ribbon
5. Click **Format Page Numbers**
6. Choose **Number Format 1,2,3** and click OK
7. In header type your last name and one space
8. Choose **Different First Page** from the top ribbon and leave header blank
9. Close Header and Footer ribbon

PRINT SOURCES

Books and Pamphlets – *In NoodleBib under Nonperiodicals Choose Book or Pamphlet*
Never Choose Reference Source/Book or Encyclopedia in NoodleBib!!!!

Sample Endnotes	Corresponding Entry in Bibliography
BOOK – (Generic Format) Author Last Name, *Book Title*, page number.	*In NoodleBib choose Book then Entire Book* **BOOK – (Generic Format)** Author Last Name, First Name Middle Initial. *Book Title*. Publication City, State: Publisher, Year Published. (If no author is listed, begin with title.)

Book with a single author or editor - (Example)
Shortened first note
    1. Steele, *Walter Lippman and the American Experience*, 216.
 	
Subsequent note
    2. Steele, 275.
	Book with a single author or editor – (Example)
	Steele, Ronald. *Walter Lippman and the American Experience*. Boston: Little Brown, 1980.

Book with two or three authors or editors – (Example)
Shortened first note
    1. Smith, London and Burns, *Investing in Foreign Nations*, 79.
 	
Subsequent first note
    2. Smith, 96.
	Book with two, three or four authors or editors – (Example)
	Smith, Roberta, Jessica London, Frank Brown and James Burns. *Investing in Foreign Nations*. Boston: Atlantic Monthly, 1996.

Book with four more authors or editors
Shortened first note
    1. Coleman, et al., *Peruvian Art*, 602.
 	
Subsequent note
    2. Coleman, 610.
	For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by et al.

Book Introduction, Forward, etc. - (Example)
Shortened first note
    1.Gates, Introduction, xi.
 	
Subsequent note
    2. Gates, xxi.
	In NoodleBib choose Book then Special Section of Book then appropriate section.
	Book Introduction, Forward, Afterward, Preface or Book Jacket – (Example)
	Gates, David. Introduction to *The Mason Dixon Line*, by John C. Davenport, xi-xviii. New York: Random, 2001.
	
	Pamphlet - *In NoodleBib choose Pamphlet.*

CHAPTER OR ARTICLE FROM SINGLE OR MULTIVOLUME REFERENCE BOOKS – (Generic Format)
Article Author Last Name, "Article Title", page.
 	
Chapter or article from
Single or Multivolume Reference Books
Shortened first note
    1. Le Patourel, "Normandy, 346.
Subsequent note
    2. Le Patourel, 357.
	In NoodleBib choose Book then Special Section of Book then Special Section Do NOT choose Reference Source/Book or Encyclopedia!!!
	CHAPTER OR ARTICLE FROM
	SINGLE OR MULTIVOLUME REFERENCE BOOKS – (Generic Format)
	Article Author Last Name, First Name Middle Initial. "Article Title". In *Book Title*. Edited by Editor First Name Middle Initial. Last Name. Page numbers. Vol. Volume Number Publication City, State: Publisher, Year Published.
	
	Chapter or article from
	Single or Multivolume Reference Books – (Example)
	Le Patourel, John. "Normandy". In *Encyclopedia of the Middle Ages*. Edited by Joseph R. Strayer. 424-428. Vol. 3 New York: Scribner's, 1987.

	WORK IN AN ANTHOLOGY – see example under Opposing Viewpoints, pg. 60.

Magazines, Journals and Newspapers
In NoodleBib under Periodicals Choose Magazine, Journal or Newspaper

Sample Endnotes	Corresponding Entry in Bibliography
JOURNAL ARTICLE – (Generic Format) Article Author Last Name, "Article Title", page.	**JOURNAL ARTICLE – (Generic Format)** Article Author Last Name, First Name Middle Initial. "Article Title." *Periodical Title.* Volume, no. Issue Number (Date Published Month Day, Year): Page Number Starts-Ends. *(If no author is listed, begin with article title. Follow book examples for more than one author, and then continue with journal format.)*

Journal Article - (Example)
Shortened first note
    1. Zimmerman, "Ethnicity and the History Wars," 101.
 	
Subsequent note
    2. Zimmerman, 103.
	Journal Article – (Example)
	Zimmerman, Jonathon. "Ethnicity and the History Wars in the 1920s." *Journal of American History* 87, no. 1 (August, 2000): 91-111.

MAGAZINE ARTICLE – (Generic Format) Article Author Last Name, "Article Title," page.	**MAGAZINE ARTICLE – (Generic Format)** Article Author Last Name, First Name Middle Initial. "Article Title." *Magazine Title,* Date Published Month Day, Year, Page Number Starts-Ends. *(If no author is listed, begin with article title. Follow book examples for more than one author, and then continue with magazine format.)*

Magazine Article - (Example)
Shortened first note
    1. McPherson, "Shook over Hell" 111.
 	
Subsequent note
    2McPherson, 113.
	MAGAZINE ARTICLE – (Example)
	McPherson, James M. "Shook over Hell: Post Traumatic Stress, Vietnam and the Civil War." *The Atlantic*, March, 1998, 110-113.

NEWSPAPER ARTICLE – (Generic Format) Author Last Name, "Article Title," Section.	**NEWSPAPER ARTICLE – (Generic Format)** Author Last Name, First Name Middle Initial. "Article Title." *Newspaper Title.* Date Published Month Day, Year. *(If no author is listed, begin with article title. Follow book examples for more than one author, and then continue with newspaper format.)*

Newspaper Article - (Example)
Shortened first note
    1. Barry, "A Mill Closes," sec. A.
 	
Subsequent note
    2. Barry, sec. A
	Newspaper Article – (Example)
	Barry, Dan. "A Mill Closes, and a Hamlet Fades to Black." *New York Times*, February 16, 2001.

Not sure if you are using a magazine or a journal?
Journals:
- **Scholarly, serious, peer-reviewed writing with many references listed**
- **Few photos or ads, many graphs and charts**
- **Published by academic or professional organizations to publish research in the field**
- **Examples – Journal of the American Medical Association, Cell Biology, Psychobiology**

Magazines:
- **Appeal to general audiences**
- **No or few footnotes and references**
- **Eye-catching pictures, colorful ads**
- **Examples – Psychology Today, Newsweek, People**

DVDs, VIDEOCASSETTES, INTERVIEWS AND LECTURES

DVD or Videocassette – *In NoodleBib under Audiovisual Choose Film or Videorecording*

Sample Endnotes	Corresponding Entry in Bibliography
DVD/VIDEOCASSETTE – (Generic Format) *Title,* Director, Year Produced.	**DVD/VIDEOCASSETTE – (Generic Format)** *DVD/Videocassette Title*, Media Format. Directed by Director First Name Middle Initial. Last Name. City, State: Distributor, Year Produced. (Omit any information that is not available.)

DVD/Videocassette - (Example)
Shortened first note
      1. *The Prohibition Era*, dir. Clive Maltby, 1997.
 	
Subsequent note
      2. *The Prohibition Era*, 1997.
	DVD/Videocassette – (Example)
	The Prohibition Era, DVD. Directed by Clive Maltby. Saxton, PA: A&E Home Video, 1997.

Interviews and Lectures – *In NoodleBib under Other Choose Interview under Audiovisual Choose Lecture*

Sample Endnotes	Corresponding Entry in Bibliography
Interview (Personal or Telephone) Text example: In a telephone conversation with the author on May 4, 2000, John Rowland revealed that…	**Interview (Personal or Telephone)** *References to conversations (whether face-to-face or by telephone) are usually run in the text or given in a note. They are rarely listed in the bibliography. If you do list, use the following format:* Rowland, John G. Telephone interview by author, May 4, 2000.
LECTURE – (Generic Format) Lecturer Last Name, "Lecture Title".	**LECTURE – (Generic Format)** Lecturer Last Name, First Name, Middle Initial. "Lecture Title." Lecture, Conference/Class, Location, Date Given Month Day, Year.

Lecture - (Example)
Shortened first note
      1. Cooper, "America in the 1920s".
 	
Subsequent note
      2. Cooper.
	Lecture – (Example)
	Cooper, John C. "America in the 1920s." Lecture, AP U.S. History, Glastonbury High School, January 13, 2004.

Museum

There is no choice in NoodleBib for Museum. You will have to add separately to your Bibliography.

Sample Endnotes	Corresponding Entry in Bibliography

MUSEUM
Shortened first note
  1. "Inside Ancient Egypt," The Field Museum.
Subsequent note
  2. "Inside Ancient Egypt."
	MUSEUM – (Generic Format)
	"Title of Exhibit." Name of Museum. Address of Museum. Date of Visit.
	
	Museum – (Example)
	"Inside Ancient Egypt." The Field Museum. 1400 Lake Shore Drive, Chicago, IL. January 22, 2011.

ONLINE SOURCES – LIBRARY PAID DATABASES
EBSCO and iCONN Only
Aggregator Database Portals

- **EBSCO and iCONN are aggregator database portals. They allow access to many different databases through their homepages.**
- **EBSCO includes MASUltra School Edition, Newspaper Source, Professional Development Collection, ERIC, Green File and more.**
- **iCONN includes Academic OneFile, Newspapers, Health and Wellness, Biography in Context, History and Science in Context, Discovering Collection and more.**

In NoodleBib under Electronic/Online choose Online Database then decide if your <u>original</u> source is a book or a journal/magazine article or a newspaper article, then choose the appropriate format in NoodleBib.
<u>Never</u> Choose Reference Source/Book or Encyclopedia in NoodleBib!!!!

- *For items retrieved from a commercial database, include the name of the database and an accession or document number following the facts of publication.*
- *When you are using an aggregator database like Ebsco or iCONN, provide the database within the aggregator also, i.e. iCONN/U.S. History in Context.*
- *Do NOT include a URL or an access date for databases.*

Sample Endnotes	Corresponding Entry in Bibliography
EBSCO – (Generic Format) Author Last Name, "Article Title."	**EBSCO – (Generic Format)** Author Last Name, First Name Middle Initial. "ArticleTitle." *Periodical Name,* Date Published Month Day, Year, Page Number Starts-Ends. Ebsco Database in Name. (Accession number). *PLEASE NOTE – EBSCO is an aggregator database portal. See note in box above.*

EBSCO – Example
Shortened first Note
   1. Kaplan, "Terror's Grim Toll"
Subsequent note
   2. Kaplan.
	EBSCO – (Example)
	Kaplan, David E. "Terror's Grim Toll." *U.S. News and World Report*, October 30, 1999, 32-33. Ebsco MASUltra-School Edition (3680239).
	
	In NoodleBib under Electronic/Online choose Online Database, then Magazine, Journal, Newspaper or Book. For database information fill in Ebsco AND MasUltra School Edition.

ONLINE SOURCES – LIBRARY PAID DATABASES (continued)
EBSCO and iCONN Only

Sample Endnotes	Corresponding Entry in Bibliography
iCONN MAGAZINES/JOURNALS – (Generic Format) Author Last Name, "Article Title."	**iCONN MAGAZINES/JOURNALS – (Generic Format)** Article Author Last Name, First Name Middle Initial. "Article Title." *Periodical Title,* Volume no., Issue Number (Date Published Month Day, Year): Page Number Starts-Ends. iCONN Database Name (Accession number).

iCONN Magazines/Journals – (Example)
Shortened first note
    1. Pascopella, "Change Coming to NCLB".
 	
Subsequent note
    2. Pascopella.
	iCONN Magazines/Journals – (Example)
	Pascopella, Angela. "Change Coming to NCLB." *District Administration* 70, no. 5 (May, 2005):14-16. iCONN Academic OneFile (A187695569).

iCONN BIOGRAPHY IN CONTEXT (Generic Format) "Article Title," *Book Title*.	**iCONN BIOGRAPHY IN CONTEXT – (Generic Format)** "Article Title." In *Title of Book Article Was Originally Published In.* Publication City: Publisher, Copyright Date. iCONN Biography in Context (Gale Document Number).

iCONN Biography in Context – (Example)
Shortened first note
    1. "Lyndon Johnson," in *The Scribner Encyclopedia.*
 	
Subsequent note
    2. "Lyndon."
	iCONN Biography in Context – (Example)
	"Lyndon Johnson." In *The Scribner Encyclopedia of American Lives Thematic Series: The 1960s*. Detroit: Gale, 1998. iCONN Biography in Context (K1631005662).
	
	*In **NoodleBib** under **Electronic/Online** choose appropriate original source.*

iCONN DISCOVERING COLLECTION – (Generic Format)
Author Last Name, "Article Title."
 	
iCONN Discovering Collection – (Example)
Shortened first note
    1. Reed, "Authenticity and Relevance."
 	
Subsequent note
    2. Reed.
	iCONN DISCOVERING COLLECTION – (Generic Format)
	Author Last Name, First Name Middle Initial. "Article Title." In *Book Title*. Publishing City: Publisher, Publishing Date. iCONN Discovering Collection (Accession or Document Number).
	
	iCONN Discovering Collection – (Example)
	Reed, Peter J. "Authenticity and Relevance: Kurt Vonnegut's Slaughterhouse Five." In *Exploring Novels Online Ed.* Detroit: Gale, 2003. iCONN Discovering Collection (EJ2101218214).

iCONN NEWSPAPERS – (Generic Format)
Author Last Name, "Article Title," Section and Page Number.
 	
iCONN Newspapers – (Example)
Shortened first note
    1. Owens, "Blumenthal Wants Firm's," A14.
 	
Subsequent note
    2. Owens.
	iCONN NEWSPAPERS – (Generic Format)
	Article Author Last Name, First Name Middle Initial. "Article Title." *Newspaper Title*, Article Date Month Day, Year, Section Page Number. iCONN Database Name in iCONN Name (Accession or document number).
	
	iCONN Newspapers – (Example)
	Owens, David. "Blumenthal Wants Firm's License Revoked." *Hartford Courant*, June 16, 2002. iCONN Proquest (12621703).

ONLINE SOURCES – LIBRARY PAID DATABASES (continued)
EBSCO and iCONN Only
See notes at top of page 56.

Sample Endnotes	Corresponding Entry in Bibliography

iCONN U.S. HISTORY IN CONTEXT (Generic Format)
Author Last Name, "Article Title."
 	
iCONN U.S. History in Context (Example)
Shortened first note
     1. Lemark, "Albany, New York…"
 	
Subsequent note
     2. Lemark.
	ICONN U.S. HISTORY IN CONTEXT – (Generic Format)
	Article Author Last Name, First Name Middle Initial. "Article Title." *Periodical Title,* Volume, no. Issue Number: Page Number Starts-Ends. iCONN U.S. History in Context (Document number).
	
	iCONN U.S. History in Context – (Example)
	Lemark, Jennifer A. "Albany, New York and the Great Migration." *Afro-Americans in New York Life and History* 32 (2008): 47-55. iCONN U.S. History in Context (A173646758).
	
	(Follow same format for World History in Context.)

ONLINE SOURCES – LIBRARY PAID DATABASES (continued)
Stand Alone Databases – Everything BUT iCONN and EBSCO
In NoodleBib under Electronic/Online choose Online Database.
For items retrieved from a commercial database, add the name of the database and an accession or document number following the facts of publication. Do NOT include a URL or date of access.

CQ RESEARCHER – (Generic Format)
Jost, "Article Title."
 	
CQ Researcher - (Example)
Shortened first note
     1. Jost, "Rethinking the Death Penalty."
 	
Subsequent note
     2. Jost.
	CQ RESEARCHER – (Generic Format)
	Author Last Name, First Name Middle Initial. "Article Title." *Periodical Name* Volume, no. Issue Number (Date Published Month Day, Year): Page Number Starts-Ends. Database Name (Document or Accession Number).
	
	CQ Researcher – (Example)
	Jost, Kenneth. "Rethinking the Death Penalty." *CQ Researcher* 11, no. 40 (November 16, 2002):945-968 CQ Researcher Online (cqresrre2010102900).

CULTUREGRAMS – (Generic Format)
"Article Title."
 	
Culturegrams – (Example)
Shortened first note
     1. "Brazil."
 	
Subsequent note
     2. "Brazil."
	CULTUREGRAMS – (Generic Format)
	"Article Title." *Database Name.* Database Publisher. (Culturegrams does not provide document numbers.)
	
	Culturegrams – (Example)
	"Brazil." *Culturegrams Online Edition.* Proquest.

For items retrieved from a commercial database, include the name of the database and an accession or document number following the facts of publication. Do NOT include a URL or date of access.

In NoodleBib under Electronic/Online choose Online Database then proceed.

Exception – See note below under Opposing Viewpoints

Sample Endnotes	Corresponding Entry in Bibliography
HISTORY ONLINE – (Generic Format) Author Last Name, "Article or Document Title".	**HISTORY ONLINE (American, Ancient and Medieval and Modern World) - (Primary Source Generic Format)** Author Last Name, First Name Middle Initial. "Title or Description of Document." Date written Month Day, Year. Name of Archive or Collection. Database Name (Document or Accession Number). *(In NoodleBib choose Unpublished Paper, Manuscript or Primary Source Document.)*

History Online (Primary Source) - (Example)
Shortened first note
    1. Kennedy, "President Kennedy's Inaugural Address."
Subsequent note
    2. Kennedy.
	History Online (Primary Source Document) – (Example)
	Kennedy, John F. "President Kennedy's Inaugural Address," January 20, 1961. American History Online (EAHV087).
	(In NoodleBib choose Online Database, then book, then proceed.)

History Online Article – (Example)
Shortened first note
    1. Hartman, "Education, 1980-1930."
 	
Subsequent note
    2. Hartman.
	History Online (Article) – (Example)
	Author Last Name, First Name Middle Initial. "Article Title." In *Book Article Was Originally Published In.* Edited by Name Last Name, First Name Middle. Publishing City: Publisher, Copyright. Database Name (Document or Accession Number).
	
	History Online Article – (Example)
	Hartman, Richard. "Education, 1890–1930."In *Encyclopedia of American History: The Emergence of Modern America, 1900 to 1928*, rev. ed. Edited by Elizabeth Faue and Gary B. Nash. Vol. 7. New York: Facts on File, 2010. American History Online (EAHV11071).

ISSUES AND CONTROVERSIES – (Generic Format) "Article Title."	**ISSUES AND CONTROVERSIES – (Generic Format)** "Article Title." *Database Name*, Last modified date, Month Day, Year.

Issues and Controversies – (Example)
Shortened first note
    1. "Cloning."
 	
Subsequent note
    2. "Cloning."
	Issues and Controversies – (Example)
	"Cloning," *Issues and Controversies*, last modified January 5, 2001.

JSTOR – (Generic Format) Author Last Name, "Article Title."	**JSTOR – (Generic Format)** Author Last Name, First Name Middle Initial. "ArticleTitle." *Periodical Name* Volume no. Issue Number (Date Published Month Day, Year): Page Number Starts-Ends. Database Name (Document or Accession Number).

JSTOR – (Example)
Shortened first note
    1. Hutchins, "Training the Restoration Technologist."
 	
Subsequent note
    2. Hutchins.
	JSTOR – (Example)
	Hutchins, Nigel. "Training the Restoration Technologist." *Bulletin of the Association for Preservation Technology* 10, no. 1 (1978): 35-37. JSTOR (27567256).

ONLINE SOURCES – LIBRARY PAID DATABASES (continued)
Stand Alone Databases – Everything BUT iCONN and EBSCO

For items retrieved from a commercial database, include the name of the database and an accession or document number following the facts of publication. Do NOT include a URL or date of access.

In NoodleBib under Electronic/Online choose Online Database then proceed.

NBC LEARN – (Generic Format)
Title of Program, "Title of Episode".
 	
NBC Learn – Example
Shortened first note
    1. *NBC News,* "Hiroshima Survivors."
Subsequent note
    2. *NBC News.*
	NBC LEARN – (Generic Format)
	Title of Program. Title of Episode." Name of TV Network. Date of Broadcast Month Day, Year (originally aired Month Day, Year). Name of Database.
	
	NBC News – (Example)
	NBC News. "Hiroshima Survivors." NBC. August 6, 1977 (originally aired August 6, 1945). NBC Learn.

OPPOSING VIEWPOINTS IN CONTEXT – (Generic Format)
Author Last Name, "Article Title."
Opposing Viewpoints in Context – (Example)
Shortened first note
    1. "Hyping the Nuclear Threat."
Subsequent note
    2. "Hyping the Nuclear Threat."
	*In **NoodleBib** choose the citation type that matches the original source format. **EXCEPTION** For sources from the **Viewpoints** tab, choose **Anthology/Book Coll.***
	OPPOSING VIEWPOINTS IN CONTEXT – (Generic Format for Anthology)
	Author Last Name, First Name Middle Initial. "Article Title." In Anthology Title, edited by Last Name First Name. Series Title. Publishing City: Publisher, Copyright. Database Name (Document or Accession Number).
	
	Opposing Viewpoints in Context – (Anthology Example)
	"Hyping the Nuclear Threat from Iran Might Cause War in the Middle East." In *Is Iran a Threat to Global Security?*, edited by Julia Bauder. At Issue. Detroit: Greenhaven, 2010. Opposing Viewpoints in Context (EJ3010440222).

PROQUEST HISTORICAL NEWSPAPERS – (Generic Format)
"Article Title," *Newspaper Title.*
 	
Proquest Historical Newspapers – (Example)
Shortened first note
    1. "Tokyo Bombers," *New York Times.*
 	
Subsequent note
    2. "Tokyo Bombers."
OR
    1. Pumbley, "Tokyo Bombers."
    2. Pumbley.
	PROQUEST HISTORICAL NEWSPAPERS – (Generic Format)
	Newspaper Title. "Article Title." Article Date Month Day, Year. Database Name (Document or Accession Number).
	
	Proquest Historical Newspapers – (Example with NO author)
	New York Times. "Tokyo Bombers Strike Hard at Our Main Bases on Oahu." December 8, 1941. Proquest Historical Newspapers (305755082).
	Proquest Historical Newspapers – (Example WITH author)
	Pumbley, Christopher. "Tokyo bombers Strike Hard at Our Main Bases on Oahu." *New York Times*, December 8, 1941. Proquest Historical Newspapers (305755082).
	*(You need to click on the button named **Citation/Abstract** above the article to find the document number).*

WORLD GEOGRAPHY AND CULTURE ONLINE – (Generic Format)
"Article Title."
 	
World Geography and Culture Online - (Example)
Shortened first note
    1. "Alaska."
 	
Subsequent note
    2. "Alaska."
	WORLD GEOGRAPHY AND CULTURE ONLINE – (Generic Format)
	"Article Title." Database Name (Document or Accession Number).
	
	World Geography and Culture Online – (Example)
	"Alaska." World Atlas Online (M0020320).

WORLD NEWS DIGEST – (Generic Format)
"Article Title."
 	
World News Digest – (Example)
Shortened first note
    1. "Latin America."
Subsequent note
    2. "Latin America."
	WORLD NEWS DIGEST – (Generic Format)
	"Article Title." Article Date Month Day, Year. Database Name.
	
	World News Digest – (Example)
	"Latin America: Batista Overthrown; Other Developments." January 7, 1959. World News Digest.

ONLINE SOURCES – THE FREE WEB

Sample Endnotes	Corresponding Entry in Bibliography
<td colspan="2"> <strong style="color:red">PLEASE NOTE 1. For free Web sources include the <u>entire</u> URL for the page within the site you are using. 2. Include publication date or last revised date. 3. If any component of the generic format is missing in YOUR source, omit it and move on to the next component. 4. It is not necessary to include an access date unless you think the information will change, i.e. a blog, wiki, etc.</td>

<table>
<tr>
<td>

WEB DOCUMENT – (Generic Format)
Author Last Name, "Article Title."

Web Document – Text (Example)
Shortened first note
    1. Hartman, "Women and World War II."

Subsequent note
    2. Hartman.

Web Document – Photo (Example)
Photos should appear in an appendix and be referred to within the text of the paper rather than an endnote.

Within the text of the paper example:
Women worked everywhere, including as gas station attendants (see Figure 1 in Appendix A.)

</td>
<td>

WEB DOCUMENT – (Generic Format)
(This includes photos, images, illustrations, etc.)
Author Last Name, First Name Middle Initial. "Document Title." *Site Title.* Pub. Date, last revised date or Accessed Month Day, Year. URL Address.

Web Document - Text (Example)
Hartman, Sharon. "What Did You Do in the War, Grandma?" *Women and World War II.* Accessed December 13, 2004. http://www.stg.brown.edu/projects/ WWII_Women/WomenInWWII.html.

Web Document - Photo, Image, Illustration (Example)
"Female Texaco Attendants, 1941." December, 1941. The History of Washington State and the Pacific Northwest. http://www.washington.edu/uwired/outreach/cspn/Website/ Course%20Index/Lessons/20/20.html

</td>
</tr>
<tr>
<td>

E-MAIL – Generic (Example)
Author Last Name, "Subject Line."

E-Mail – (Example)
Shortened first note
    1. Larsen, "About the Game,"

Subsequent note
    2. Larsen.

</td>
<td>

E-MAIL – (Generic Format)
Author Last Name, First Name Middle Initial. "Subject Line." E-mail message to the author, Date Created Month Day, Year.

E-Mail – (Example)
Larsen, Susan. "About the Game."" E-mail message to the author, September 13, 2004.

</td>
</tr>
<tr>
<td>

POSTING TO A BLOG OR DISCUSSION LIST – Generic (Example)
Author Last Name, "Entry Title."

Posting to a Blog or Discussion List - (Example)
Shortened first note
    1. Kipen, "Action in the Mid-Atlantic", Big Read Blog.

Subsequent note
    2. Kipen.

</td>
<td>

POSTING TO A BLOG OR DISCUSSION LIST – (Generic Format)
Blog Name. Date of Access. Blog URL.

Posting to a Blog or Discussion List – (Example)
Big Read Blog. Accessed January 10, 2010. http://www.nea.gob/bigreadblog.

(The author and blog post title are included in the note, not in the bibliography.)

</td>
</tr>
</table>

ONLINE SOURCES – THE FREE WEB (continued)

Sample Endnotes	Corresponding Entry in Bibliography

GOOGLE BOOKS/ONLINE BOOK – (Generic Format)
Author Last Name, *Book Title,* page.
 	
Google Books/Online Book – (Example)
Shortened first note
    1. Boerne, *Essays in Historical Criticism*, 7.
 	
Subsequent note
    2. Boerne, 8.
	GOOGLE BOOKS OR ONLINE BOOK – (Generic Format)
	Author Last Name, First Name Middle Initial. *Book Title.* Publication City: Publisher, Copyright. Pub. Date or last revised date or Accessed Month Day, Year. URL.
	
	Google Books/Online Book – (Example)
	Boerne, Edward G. *Essays in Historical Criticism*. New York: Charles Scribners Sons, 1901. http://books.google.com/ books?id=wREDAAAAMAAJ&printsec=titlepage&rview=1&source=gbs_v2_ summary_r&cad=0

ONLINE INTERVIEW
Shortened first note
    1. William Clinton, interview by Tom Brokaw.
Subsequent note
    2. William Clinton.
	ONLINE INTERVIEW – (Generic Format)
	Person interviewed. Person who conducted interview. Title of Interview. Date of Interview or Access date. URL.
	
	Online Interview – (Example)
	Clinton, William. Interview by Tom Brokaw. *NBC News.* March 9, 2009. http://www.nbcnews/clinton.

ONLINE NEWSPAPER
Shortened first note
    1. Mitchell and Bruni, "Scars Still Raw."
Subsequent note
    2. Mitchel and Bruni.
	ONLINE NEWSPAPER OR NEWSWIRE ARTICLE – (Generic Format)
	Author Last Name, First Name Middle Initial. "Article Title." *Newspaper or Newswire (like CNN or Reuters) Title*, Date of Article Month Day, Year. URL.
	
	Online Newspaper – (Example)
	Mitchell, Alison and Frank Bruni. "Scars Still Raw, Bush Clashes with McCain." *New York Times,* March 25, 2001. http://www.nytimes.com/2001/03/25/politics/25MCCA.html.
	
	(In NoodleBib under Periodicals choose Newspaper or Newswire, then Online Newspaper.)

ONLINE MAGAZINE/JOURNAL ARTICLE
 	
Shortened first note
    1. Reaves, "A Weighty Issue."
 	
Subsequent note
    2. Reaves.
	ONLINE MAGAZINE/JOURNAL ARTICLE – (Generic Format)
	Author Last Name, First Name Middle Initial. "Article Title." *Magazine/Journal Title*, Date/Volume and issue (Date): Page numbers. URL.
	
	Online Magazine – (Example)
	Reaves, Jessica. "A Weighty Issue: Ever-Fatter Kids." *Time*, March 14, 2001. http://www.time.com/time/nation/article/8599102.html.
	
	Online Journal – (Example)
	Warr, Mark. "Rethinking Social Reactions to Crime." *American Journal of Sociology* 106, no. 3 (November 2008): 551-578. http://www.journals.uchicago.edu/AJS/journal/050125.hrml.
	
	(In NoodleBib under Periodicals choose Magazine or Journal then online Magazine or Journal.

ONLINE PRIMARY SOURCE
 	
Shortened first note
    1. Bush, President Addresses Nation.
Subsequent note
    2. Bush.
	ONLINE PRIMARY SOURCE – (Generic Format)
	Author Last Name, First Name Middle Name. Title or description of document. Date written. Name of archive or collection. URL.
	(In NoodleBib choose Unpublished Paper, Manuscript or Primary Source Document.)
	Online Primary Source – (Example)
	Bush, George W. President Addresses Nation, Discusses Iraq, War on Terror. June 28, 2005. White House Archives. Accessed March 13, 2011. http://georgewbush-whitehouse.archives.gov.

ONLINE SOURCES – THE FREE WEB (continued)

Sample Endnotes	Corresponding Entry in Bibliography

ONLINE VIDEO for examples at right
Shortened first note
   1. Goldhagen, *Worse than War.*
Subsequent note
   2.   Goldhagen.
OR
Shortened first note
   1.   *Genocide: Worse than War.*
Subsequent note
   2. *Genocide.*
	ONLINE VIDEO – (Generic Format)
	Author Last Name, First Name Middle. *Title of Video*. Distributor. Year of Release. Name of Website. URL.
	
	Online Video accessed through publisher's website – (Example)
	Goldhagen, Daniel Jonah. *Worse than War*. PBS , 2010. PBS Video.
	   http://video.pbs.org/video/1469571951/#.
	
	Online Video accessed through YouTube – (Example)
	Genocide: Worse than War. PBS, 2010. YouTube.
	   http://www.youtube.com/watch?v=w7cZuhqSzzc.

ONLINE MUSEUM
Shortened first note
   1. "Ancient Egypt," The British
      Museum.
Subsequent note
   2. "Ancient Egypt."
	ONLINE MUSEUM – (Generic Format)
	"Title of Exhibit/Article Title." Name of Museum/Website Title. Date of Exhibit/Article. URL.
	
	(In NoodleBib choose Website, then fill in title of exhibit for article title, etc.)
	"Ancient Egypt." The British Museum. 1999. http://www.ancientegypt.co.uk/menu.html.

Appendix B

Avoiding Plagiarism

The heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

Choosing When to Give Credit

Need to Document	No Need to Document
- When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium - When you use information gained through interviewing another person - When you copy the exact words or a "**unique phrase**" from somewhere - When you reprint any diagrams, illustrations, charts, and pictures - When you use ideas that others have given you in conversations or over email	- When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject - When you are using "**common knowledge**" — folklore, common sense observations, shared information within your field of study or cultural group - When you are compiling generally accepted facts - When you are writing up your own experimental results

Making Sure You Are Safe

	Action during the writing process	**Appearance on the finished product**
When researching, note-taking, and interviewing	• Mark *everything* that is someone else's words with a big **Q** (for **quote**) or with big quotation marks • Indicate in your notes which ideas are taken from sources (**S**) and which are your own insights (**ME**) • Record all of the relevant documentation information in your notes	Proofread and check with your notes (or photocopies of sources) to make sure that *anything* taken from your notes is acknowledged in some combination of the ways listed below: • In-text citation • Footnotes • Bibliography • Quotation marks • Indirect quotations
When paraphrasing and summarizing	• First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. • Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases	• Begin your summary with a statement giving credit to the source: *According to Jonathan Kozol, ...* • Put any **unique words or phrases** that you cannot change, or do not want to change, in quotation marks: ... *"savage inequalities" exist throughout our educational system (Kozol).*
When quoting directly	• Keep the person's name near the quote in your notes, and in your paper • Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style	• Mention the person's name either at the beginning of the quote, in the middle, or at the end • Put quotation marks around the text that you are quoting • Indicate added phrases in brackets (**[ ]**) and omitted text with ellipses (**. . .**)
When quoting indirectly	• Keep the person's name near the text in your notes, and in your paper • Rewrite the key ideas using different words and sentence structures than the original text	• Mention the person's name either at the beginning of the information, or in the middle, or at that end • Double check to make sure that your words and sentence structures are different than the original text

What is *Common Knowledge*?

- You don't have to cite everything. Facts or ideas referred to as "common knowledge" do not have to be cited.
- Common knowledge includes facts that are found in many sources, facts that you assume many people know. A rule of thumb is that if you find a fact in three or more sources, it may be considered common knowledge.
- An example of common knowledge is that John Adams married Abigail Smith.
- Remember, you must document little-know facts and any ideas that interpret facts, even if they are paraphrased! For instance, even if you don't use McCullough's words, you should absolutely document McCullough's belief that this marriage may have been the most critical decision of Adam's life.

Material on Common Knowledge from Springfield Township, PA High School Library Web Page: http://mciu.org/~spjvweb/, Joyce Valenza, Library Media Specialist.

HISTORIANS AND PLAGIARISM; [STATEWIDE Edition]
Hartford Courant. Hartford, Conn.: Feb 4, 2002. pg. A.8

Seventeen students have been expelled for plagiarism over the past year just from the University of Virginia alone. What, then, are students to think of the two prominent historians who have admitted that they copied material from others' books without proper credit?

First Stephen Ambrose acknowledged that his bestseller about World War II, "The Wild Blue," contained passages lifted from "Wings of Morning" by Thomas Childers. Then Doris Kearns Goodwin admitted that her 1987 book "The Fitzgeralds and the Kennedys" included material taken from other books without full credit.

Both authors said they would properly attribute the passages in future editions, and each blamed the mistakes on sloppiness.

That excuse doesn't wash. Professors would not accept such an explanation from students. Shouldn't esteemed historians be held to a much higher standard?

Mr. Ambrose enjoys star status as a popular historian, churning out one bestseller after another. He receives advances of $1 million, and the frantic pace obviously has led him to cut corners. His editor even suggested that Mr. Ambrose slow down, saying that people would begin to think of him as "someone just pumping out cookies."

Ms. Goodwin, who won the Pulitzer Prize in 1995 for "No Ordinary Time," also found lucre in history through her writing, lectures and television appearances. She recently admitted she paid money to settle a complaint several years ago by Lynne McTaggart, author of "Kathleen Kennedy: Her Life and Times." Ms. McTaggart is one of three writers whose work was lifted without proper attribution in Ms. Goodwin's book about the Kennedys.

Sometimes there is a fine line between describing events included in other books and copying another writer's words and passing them off as one's own. Mr. Ambrose and Ms. Goodwin crossed that line. They disgraced themselves.

Also, keep in mind that at Glastonbury High School, plagiarism is punishable, on the first offense, by a zero on the assignment, a phone call to parents, and a disciplinary referral.

Appendix C - Sample Research Paper, Chicago Style

The Massacre at Fort Pillow:

Holding Nathan Bedford Forrest Accountable

Title of paper.

Ned Bishop

Writer's name.

United States History II

Professor Citro

March 22, XXXX

Title of course,
instructor's name,
and date.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2004.

Although Northern newspapers of the time no doubt exaggerated some of the Confederate atrocities at Fort Pillow, most modern sources agree that a massacre of Union troops took place there on April 12, 1864. It seems clear that Union soldiers, particularly black soldiers, were killed after they had stopped fighting or had surrendered or were being held prisoner. Less clear is the role played by Major General Nathan Bedford Forrest in leading his troops. Although we will never know whether Forrest directly ordered the massacre, evidence suggests that he was responsible for it.

Fort Pillow, Tennessee, which sat on a bluff overlooking the Mississippi River, had been held by the Union for two years. It was garrisoned by 580 men, 292 of them from the Sixth United States Colored Heavy and Light Cavalry, 285 from the white Thirteenth Tennessee Cavalry. Nathan Bedford Forrest's troops numbered about 1,500 men.[1]

The Confederates attacked Fort Pillow on April 12, 1864, and had virtually surrounded the fort by the time Forrest arrived on the battlefield. At 3:30 P.M., Forrest displayed a flag of truce and sent in a demand for unconditional surrender of the sort he had used before: "The conduct of the officers and men garrisoning Fort Pillow has been such as to entitle them to being treated as prisoners of war. . . . Should my demand be refused, I cannot be responsible for the fate of your command."[2] Union Major William Bradford, who had replaced Major Booth, killed earlier by sharpshooters, asked for an hour to consult. Forrest, worried

Thesis asserts writer's main point.

Statistics are cited with an endnote.

Quotation is cited with an endnote.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2004).

that vessels in the river were bringing in more troops, shortened the time to twenty minutes. Bradford refused to surrender, and Forrest quickly ordered the attack.

The Confederates charged across the short distance between their lines and the fort, helping one another scale the parapet, from which they fired into the fort. Victory came quickly, with the Union forces running toward the river or surrendering. Shelby Foote describes the scene like this:

> Some kept going, right into the river, where a number drowned and the swimmers became targets for marksmen on the bluff. Others, dropping their guns in terror, ran back toward the Confederates with their hands up, and of these some were spared as prisoners, while others were shot down in the act of surrender.[3]

In his own official report, Forrest makes no mention of the massacre. He does make much of the fact that the Union flag was not taken down, saying that if his own men had not taken down the flag, "few if any, would have survived unhurt another volley."[4] However, as Jack Hurst points out and Forrest must have known, in this twenty-minute battle, "Federals running for their lives had little time to concern themselves with a flag."[5]

The federal congressional report on Fort Pillow, which charged the Confederates with appalling atrocities, drew much criticism from Southern writers, and even respected writer Shelby Foote, who does not deny a massacre occurred, says it was largely a "tissue of lies."[6] In an important article, John Cimprich and Robert C. Mainfort Jr. argue that the most trustworthy evidence

Long quotation is set off from text by indenting. Quotation marks are omitted.

Writer uses a primary source as well as secondary sources.

Quotation is introduced with a signal phrase.

The writer draws attention to an important article containing primary sources.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2004).

is that written before congressional hearings began (April 22) and before the Confederates became aware of Northern allegations (about April 25). The article reprints a group of letters and newspaper sources within these dates, including letters by soldiers Achilles Clark and Samuel Caldwell, cited later in this paper. Cimprich and Mainfort conclude that these sources "support the case for the occurrence of a massacre" but that Forrest's role remains "clouded" because of inconsistencies in testimony.[7]

Topic sentence states the main idea for this section.

We will never really know whether Forrest directly ordered the massacre, but it seems unlikely. True, Confederate soldier Achilles Clark, who had no reason to lie, wrote to his wife that "I with several others tried to stop the butchery . . . , but Gen. Forrest ordered them [Negro and white Union troops] shot down like dogs, and the carnage continued."[8] But it is not clear whether Clark heard Forrest giving the orders or was just reporting hearsay. Many Confederates had been shouting "No quarter! No

Writer presents a balanced view of the evidence.

quarter!" and, as Shelby Foote points out, these shouts were "thought by some to be at Forrest's command."[9] A Union soldier, Jacob Thompson, claimed to have seen Forrest order the killing, but when asked to describe the six-foot-two general, he called him "a little bit of a man."[10]

Perhaps the most convincing evidence that Forrest did not order the massacre is that he tried to stop it once it had begun. Historian Albert Castel quotes several eyewitnesses on both the Union and Confederate sides as saying that Forrest ordered his men to stop firing.[11] In a letter to his wife three days after the

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2004).

battle, Confederate soldier Samuel Caldwell wrote that "if General Forrest had not run between our men & the Yanks with his pistol and sabre drawn not a man would have been spared."[12]

In a respected biography of Nathan Bedford Forrest, Hurst suggests that the temperamental Forrest "may have ragingly ordered a massacre and even intended to carry it out--until he rode inside the fort and viewed the horrifying result" and ordered it stopped.[13] While this is an intriguing interpretation of events, even Hurst would probably admit that it is merely speculation.

Even assuming that Forrest did not order the massacre, he can still be held accountable for it. That is because he created an atmosphere ripe for the possibility of butchery and did nothing to ensure that it wouldn't happen. Throughout his career Forrest repeatedly threatened "no quarter," particularly with respect to black soldiers, so Confederate troops had good reason to think that in massacring the enemy they were carrying out his orders. As Hurst writes, "About all he had to do to produce a massacre was issue no order against one."[14] Dudley Taylor Cornish agrees:

> It has been asserted again and again that Forrest did not order a massacre. He did not need to. He had sought to terrify the Fort Pillow garrison by a threat of no quarter, as he had done at Union City and at Paducah in the days just before he turned on Pillow. If his men did enter the fort shouting "Give them no quarter; kill them; kill them; it is General Forrest's orders," he should not have been surprised.[15]

Topic sentence for this section echoes the thesis.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2004).

The slaughter at Fort Pillow was no doubt driven in large part by racial hatred. Numbers alone suggest this: Of 295 white troops, 168 were marched to prison camps, but of 262 black troops, only 58 were taken into custody, with the rest either dead or too badly wounded to walk.[16] A Southern reporter traveling with Forrest makes clear that the discrimination was deliberate: "Our troops, maddened by the excitement, shot down the retreating Yankees, and not until they had attained the water's edge and turned to beg for mercy did any prisoners fall into our hands--Thus the whites received quarter, but the Negroes were shown no mercy."[17] Union surgeon Dr. Charles Fitch, who was taken prisoner by Forrest, testified that after he was in custody he saw Confederate soldiers "kill every Negro who made his appearance in Federal uniform."[18]

Fort Pillow is not the only instance of a massacre or threatened massacre of black soldiers by troops under Forrest's command. Biographer Brian Steel Wills points out that at Brice's Cross Roads in June 1864, "black soldiers suffered inordinately" as Forrest looked the other way and Confederate soldiers deliberately sought out those they termed "the damned negroes."[19] Just a day after Fort Pillow, on April 13, 1864, one of Forrest's generals, Abraham Buford, after consulting with Forrest, demanded that the federal garrison in Columbus, Kentucky, surrender. The demand stated that if an attack became necessary, "no quarter will be shown to the negro troops whatever; the white troops will be treated as prisoners of war."[20]

Nathan Bedford Forrest, a crude man who had made his fortune as a slave trader, was noted for both his violence and his hatred of blacks. In the words of historian James M. McPherson, Forrest

Transition sentence links new material to old.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2004).

"possessed a killer instinct toward . . . blacks in any capacity other than slave."[21] Forrest's battle successes were largely due to his brazen tactics--tactics that Hurst says would not have occurred to the "aristocratic, well-educated Confederate military hierarchy."[22] Some Southerners, in fact, found Forrest's leadership style distasteful. As one Mississippi aristocrat put it, "Forrest may be, and no doubt is, the best cavalry officer in the West, but I object to a tyrannical, hot-headed vulgarian's commanding me."[23]

Because he was so crudely racist, Forrest surely understood the rage that his troops felt toward the very idea of blacks as soldiers. Further, he must have known that his standard threats of "No quarter" would fuel the Confederate soldiers' rage. Although Forrest may have tried to prevent the massacre once it was under way, he can still be held accountable for it. That is because he created the conditions that led to the massacre (especially of black troops) and with full knowledge of those conditions took no steps to prevent what was a nearly inevitable bloodbath.

Ellipsis mark indicates that words have been omitted.

Conclusion echoes the writer's central argument.

Notes

Font size for notes is smaller than rest of paper. This is the default in Word.

Note number is raised and is not followed by a period. Word will format automatically.

Subsequent notes contain less information than initial notes.

[1] Cimprich and Mainfort, "Fort Pillow Revisited".

[2] Wills, *A Battle Cry from the Start*, 182.

[3] "Forrest Tells Aims of the Ku Klux College."

[4] "Forrest Tells Aims of the Ku Klux College."

[5] Hurst, *Nathan Bedford Forrest*, 174.

[6] "Forrest Tells Aims of the Ku Klux College."

[7] Cimprich and Mainfort.

[8] Cimprich and Mainfort.

[9] "The Civil War Judgment Day."

[10] Wills, 187.

[11] Castel, "The Fort Pillow Massacre," 44-45.

[12] Cimprich and Mainfort.

[13] Hurst, 177.

[14] Hurst, 193

[15] Cornish, *The Sable Arm*, 175.

[16] "Forrest Tells Aims of the Ku Klux Klan."

[17] Cimprich and Mainfort.

[18] Wills, 189.

[19] Wills, 215.

[20] Hurst, 177.

[21] McPherson, *Battle Cry of Freedom*, 402.

[22] Hurst, 74.

[23] "The Civil War Judgment Day."

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2004).

Bibliography

Castel, Albert. "The Fort Pillow Massacre: A Fresh Examination of
the Evidence." *Civil War History* 4, no. 1 (1958): 37-50.

Cimprich, John, and Robert C. Mainfort Jr. "Fort Pillow Revisited:
New Evidence about an Old Controversy." *Civil War History*
28, no. 4 (1982): 293-306. ICONN Academic OneFile (A187695569).

"The Civil War Judgment Day." Africans in America, Narrative: the
Civil War. http://www.pbs.org/wgbh/aia/part4/
4narr5.html

Cornish, Dudley Taylor. *The Sable Arm: Black Troops in the Union
Army, 1861-1865.* Lawrence, KS: University Press of Kansas,
1987.

Forrest, Nathan Bedford. "Report of Maj. Gen. Nathan B. Forrest,
C.X. Army, Commanding Cavalry, of the Capture of Fort
Pillow." Shotgun;s Home of the American Civil War.
http://www.civilwarhome.com/forrest.htm

New York Times. "Forrest Tells Aims of Ku Klux College."
September 12, 1921. Proquest Historical Newspapers*.*
(305755082).

Hurst, Jack. *Nathan Bedford Forrest; A Biography.* New York:
Knopf, 1993.

McPherson, James M. *Battle Cry of Freedom: The Civil War Era.*
New York: Oxford University, 1988.

Wills, Brian Steel. *A Battle from the Start: The Life of Nathan
Bedford Forrest.* New York: Harper Collins, 1992. American History
Online (EARG145).

Entries are alpha-
betized by authors'
last names.

First line of entry
is at left margin;
additional lines
are indented 1/2"
(or 5 spaces).

Entries are single-
spaced, with double-
spacing between
entries.

Source: Diana Hacker (Boston: Bedford/St. Martin's, 2004).