

HISTORICAL RESEARCH ASSIGNMENT

ASSIGNMENT: You are going to investigate some topic of American history by analyzing several different historical records about that topic, explaining the similarities and differences among the records, and drawing conclusions about the topic in a 3 ½-4 ½ page (1000-1200 word) research paper. Your research paper must include the following: title page (w/name, date, period and topic title), six citations within the body of your paper (from at least four different sources, a works cited page with minimum of four sources, a bibliography card folder, topic proposal form, and research paper outline. In addition to this assignment guide, you may refer to pp. 528–549 in the Holt *Literature and Language Arts* anthology for assistance (much of this assignment is borrowed from the text).

CONSIDER PURPOSE AND AUDIENCE

Your *purpose* is to write an investigative report and your *audience* is your teacher and classmates. Avoid simply collecting facts. Instead, focus on creating a historical investigation paper that synthesizes or combines information from various sources. Include conclusions you draw about that information based on logical analysis. Your *tone* should be formal and objective, written in the third-person point of view. Avoid slang and colloquial expressions.

I. CHOOSE AND NARROW A TOPIC

You will be investigating and drawing your own conclusions about some topic pertaining to American history and its significance. Your topic can be an historical event, person, place, idea, or thing. A single record of a historical topic represents only one perspective, or point of view, on that topic. So, to better understand it, you need to examine a wide variety of sources representing all relevant perspectives of that topic. As you consider a topic, look for one that interests you—one you have a driving interest to know about and for which you will be able to find a variety of sources. You should also make sure that the topic is narrow enough to cover in 1000-1200 words. *Follow the examples below to narrow your topic:*

- Civil War> General Sherman’s march from Atlanta to Savanna
- World War I> propaganda *or* government abuse of civil liberties *or* a specific event
- 1920s> Harlem Renaissance *or* women’s rights
- The Great Depression> Union activity *or* The New Deal
- World War II> Japanese-American internment *or* the decision to use the atomic bomb
- 1950s/1960s> focus on some aspect of the Cold War *or* communism scare (McCarthyism) *or* Hollywood blacklisting *or* Civil Rights Movement

HISTORICAL RESEARCH TOPIC PROPOSAL

Using the format shown on the model, TYPE up a historical research topic proposal form. Include the topic you want to investigate, a paragraph explaining your reasons for choosing this topic and 5-10 interesting questions about your topic. *SEE MODEL IN PACKET.*

ASK INTERESTING QUESTIONS TO GUIDE RESEARCH

Clear and interesting questions (IQ’s) will help you focus your research and help you analyze different perspectives of your event. Good IQ’s ask HOW or WHY not who, when or how many.

NAME
DATE
PERIOD

HISTORICAL RESEARCH TOPIC PROPOSAL

I. The topic I want to investigate is: Segregation in the United States in the 1950-60's.

II. I need/want to learn more about this topic because: I want to investigate segregation of the 1950-60's because until that time words like "freedom" and "equal rights" had been twisted into new forms of enslavement and exploitation. The Jim Crow caste system of segregation became a way of life, and persisted for nearly a century, empowered by the systematic disempowerment of black men and women by force, fraud, and reform. In the mid-1950s a newly urban community of African Americans in the Alabama capital rose up to challenge Jim Crow. Black citizens dramatized in everyday life the popular sovereignty envisioned by the Declaration of Independence and the Constitution's preamble. They injected the energy and spirit of democracy—a living grassroots democracy—into their bittersweet inheritance of freedom and equality.

III. Interesting Questions (IQs) about my topic: (Must have between 5-10)

1. What are the Jim Crow Laws?
2. What were some of the social challenges of segregation in the 1950's?
3. Who is Rosa Parks and what did she do that has dubbed her the "Mother of the American Civil Rights Movement?"
4. What is the Montgomery Bus Boycott?
5. How did the Montgomery Bus Boycott impact civil rights and the public transportation system in the U.S.?
6. What is Brown vs. the Board of Education and how did it impact segregation in schools.
7. How does the 14th Amendment of the Constitution protect civil rights and the anti-segregation movement?
8. How did desegregation and the civil rights movement change the face of women's rights in the United States?

II. RESEARCH/GATHERING SOURCES

Begin with a general reference work to answer your questions. Also, an article in a general reference work usually mentions other sources you can use. For this initial step, consult a print encyclopedia or search the Internet for key words. Once you have an overview of the topic, move on to specific sources that can help you answer your research questions.

THE HARD EVIDENCE

Choose a balance of *primary* and *secondary sources*. A *primary source* is firsthand, original information, such as a letter, an autobiography, work of literature or art, a historical document, or an interview with a person who participated in the event being researched. A *secondary source* is information derived from, or about, primary sources, or even from other secondary sources, like an encyclopedia, documentary film, biography, history book, or an interview with a historian.

Choose reliable sources. Research as much as possible in journals and books published by reputable institutions such as major universities and well-known publishing companies. Remember to check Internet sources for reliability and validity. Educational, government and professional websites are usually valid. The reliability of facts can be judged only through logical analysis. Make sure your sources cover all relevant perspectives. Look for sources that tell the perspectives of all the major groups involved in the event.

RECORD AND ORGANIZE INFORMATION

Use a separate note card for each source and for each piece of information; write complete and accurate information about all the sources you consult, *even if you're not sure you will use them in your paper*. Include a short note describing the information contained in the source. This collection of cards will make up your *annotated bibliography folder*. Also, since your *Works Cited* list will contain specific publishing information, you will save time by recording your source cards exactly as they will appear on your Works Cited page (using MLA formatting).

In the library, you will create a folder for Bibliography/Works Cited cards. You should have six pockets and separate cards by sub-topics. You need at least twenty cards total, including six source cards (no more than two sources may be Internet). *SEE MODEL*.

HOW TO USE YOUR CARDS

- **Direct Quotation** – To capture interesting, well-phrased passages or a passage's technical accuracy, quote an author directly and exactly, including punctuation, capitalization and spelling. Try not to quote too much. Your task is to synthesize information and draw conclusions from it, not to stitch together a long series of quotations. Use quotation marks and remember to use ellipsis points to indicate omissions from quoted text. Use brackets to explain words you have changed for the sense of a sentence.
- **Paraphrase** – If you want to use specific ideas or information from a source without quoting the source, paraphrase the information. Paraphrasing requires completely rewriting the information in your own words and style.
- **Summary** – Summarize information when you want to use the general idea presented in a source. A summary is highly condensed – typically one fourth to one third the length of the original passage.

BIBLIOGRAPHY NOTE CARD: This note card should contain all information needed for Bibliography in the proper format. Remember, this is about saving time. You only want to find this information once!

Jones, Steve. *Night Shadows*. New York: Copy
House, 2003.

INFORMATION NOTE CARD: This note card should contain one fact, quote, or piece of information. Don't worry about writing in complete sentences. You should also make sure to have the author's name and page number for citation purposes. Color coding can help, but is not required.

Jones Page 124

Quote:
"I have a plan, and if it were up to me, all the illegal activity in the inner city would come to a stop immediately!"

NOTE: ROUGH DRAFT

You will not be required to turn in a rough draft in advance of the final draft. It is strongly recommended that you ask at least three people to read it before your final submission. You may ask the teacher to read it in rough draft form before final submission, but you must submit it a week prior to due date for the optional rough draft reading.

III. RESEARCH REPORT

After gathering your research information, begin by synthesizing the important information and developing a plan for your paper so you can put all the pieces together.

WRITE A THESIS STATEMENT

How does it all fit together? What larger point, or general conclusion, does all the information support? Write a *thesis statement* in which you state your topic and your general conclusion about it. You may also include your subtopics. Here is an example of a thesis statement:

The Montgomery bus boycott was an important turning point of the twentieth century African American freedom movement that inspired movements for freedom around the globe; it exemplified an unparalleled unity across class, gender and color lines that lead to a civil rights movement that transformed America.

DEVELOP AN OUTLINE

An outline provides an organizational overview of your paper, and allows you to ensure that your ideas flow in a logical progression, with adequate support for each idea. Decide how to best order the sections (the sub-topics by which you have grouped your note cards). You can use one or a combination of *chronological order* (order in which events occur), *logical order* (related ideas grouped together) and *order of importance* (most important idea to least important, or the reverse). Put your information into a *formal outline* (which has numerals and letters) to identify headings (main ideas), subheadings (supporting ideas and evidence) and details. Outline should be in complete sentences. There is an example outline on p.535 of the Holt text as well as online.

WRITE YOUR PAPER

It is important to keep format in mind when preparing your research paper. Your paper must follow MLA style guidelines. Organize your topic and subtopics in a way that makes sense.

- **INTRODUCTION**—state your thesis and engage your reader by informing the reader what to expect in your paper.
- **BODY PARAGRAPHS**—Use subheadings to divide different aspects of research. Body paragraphs should reveal the guts of your research and should be guided by interesting questions about your topic. Each body paragraph must contain a topic sentence, important information you found regarding your topic and why it is important, the source or evidence that supports your discovery, and a concluding and/or transitional sentence that reveals some insight about your topic and forms a transition into your next subtopic paragraph or source.
- **CONCLUSION**— Restate the topic you explored and highlight important things you discovered.

WORKS CITED LIST

Your works cited page contains all the sources, print and non-print, that you credit in your paper. You may have used other sources, but if you do not credit them in your historical research paper you need not include them in a *Works Cited* list. (So, it is possible that you will not use all of your source cards in the *Works Cited*). Center the words *Works Cited* at the top of the page. Begin each entry on a separate line. Alphabetize the sources by the authors' last names. **DO NOT NUMBER OR BULLET YOUR SOURCES!!! SEE MODEL ONLINE.**

MLA: STANDARDIZED GUIDELINES

The following rules must be applied and followed to ensure that an essay or composition follows accepted standardized MLA procedures.

- Paper is typed and printed in black ink.
- Only print on one side of the paper.
- Margins are 1" (one inch) on all sides.
- Header (your last name) is ½" from the top right-hand corner. Each page must have a header consisting of your last name and the page number.
- Standard font size 12, Times New Roman.
- Double-space throughout your paper.
- Use a separate title page when specifically requested by instructor—title is centered on title page. About 1" from the bottom is where you place your first and last name, instructor's name, period or class, date.
- On the first page of your paper (excluding title page) include the title of your paper, it should be centered two lines below the date. **Do not underline the title, quote the title, put in bold, make it a larger font, or change the font size or type in any way.**
- Indent (five spaces, or the "Tab" key) the first word of each paragraph.
- Only one space follows the end of a paragraph.
- Margins are left-hand justified.

Sample MLA Style

| | | |
|----|---|---------------------------|
| | | ½" |
| 1" | | Your Last Name and Page # |
| | Title | |
| 1" | Begin the text here. This is an example of the first page of your essay | 1" |
| | here. <i>See the model provided online to see sample essay with MLA formatting.</i> | |

PLAGIARISM

Plagiarism, as defined by *Keys for Writers* (2nd ed.) is when you deliberately or inadvertently present someone else's actual words or even ideas as if they were your own. . . In the academic world, you will be perceived as plagiarizing if you:

- Include in your own essay a passage, an identifiable phrase, or an idea that you have copied from someone else's work without acknowledging and documenting your source.
- Use exactly the same sequence of ideas and organizations of argument as your source.
- Fail to put an author's words inside quotation marks.
- Use in your paper long sections that have been rewritten by you, a friend or a tutor.
- Buy, find, or receive a paper that you turn in as your own work.

Example of Original Source

"If any language group, Spanish or others, choose to maintain its language, there is precious little that we can do about it, legally or otherwise, and still maintain a free country, we cannot legislate the language of the home, the street, the bar, the club, unless we are willing to set up a [type] of language police who will ticket and arrest us if we speak something other than English" (Stalker).

James C. Stalker, "Official English or English Only," *English Journal* 77 (Mar. 1998):21.

Plagiarized Paraphrase

. . . If any group of languages, Greek or other, decides to keep its language, there is not much any of us can do, with laws or not, and still claim to be a free country. We cannot pass laws about what we speak at home, on the street, or in restaurants, unless we also decide to tolerate having special police who will take us off to jail if they hear us not speaking English.

Valid Paraphrase

. . . Stalker points out that in a democracy like the United States, it is not possible to have laws against the use of a language and it certainly would not be possible to enforce such laws in homes and public places (21). *Note: You must give readers a source of information to avoid plagiarism.*

Running Acknowledgments:

Use this method for integrating **direct quotes** into your essay.

Beginning:

Kathleen Macdonald says, "In a summary you are to transmit a condensed version of the original material to your reader, you are not to interpret, evaluate, or react to the material" (187).

Middle:

"To paraphrase something," MacDonald (188) points out, "is to restate it in your own words."

End:

"When you use the phrases of another writer, you must put marks around them, to show that they are borrowed," MacDonald explains (188).

Parenthetical Notation:

Use this method for integrating facts that you have put into your own words.

To transmit a condensed version of the original material to your reader, you are not to interpret, evaluate, or react to that material (MacDonald 187).

BIBLIOGRAPHY/ WORKS CITED INFO

You must have at least six sources. Only two may be from the internet.

BOOK BY A SINGLE AUTHOR

Author's Last name, First Name, *Title of Book*. Place of Publication: Publisher, Year.

Jones, Steve. *Night Shadows*. New York: Copy House, 2003.

BOOK BY TWO OR THREE AUTHORS

Invert the first author's name and list the second and third authors in normal order.

Blake, William, John Milton, and William Shakespeare. *We are Great Authors*. New York: Cambridge-Lockheart, 1676.

BOOK BY MORE THAN THREE AUTHORS

Invert the first author's name and add *et. al.* (and others).

Blake, William, et. al. *Even Better Authors*. New York: Norton, 2001.

A BOOK BY A CORPORATE AUTHOR (EDITION)

Author's Name. *Title*. Edition. Place of Publication: Publisher, Year.

Johnson, Joe. *Fantastic Colors*. 3rd ed. New York: Norton, 1999.

ENTIRE VOLUMES AND EDITIONS

Author's Last Name, First Name. (or Editor's Last Name, First Name, ed.) *Title*. Volume. Edition. Place of Publication: Publisher, Date.

Lee, J. W., ed. *The Truth Behind Science*. Vol. 5. 2nd ed. Sacramento: Gale, 1872.

A WORK IN AN ANTHOLOGY

Author's Last Name, First Name. *Title of Work*. *Title of Anthology*. Volume. edition. Name of Editor. Place of Publication: Publisher, Date, Pages.

Smith, Jones. *The Complete Story of the Blue Boat*. *The Long Book on Boats*. Vol. 6. 3rd ed. Ed. Fred Jones. Manteca: U of California P, 1999. 335-65.

AN ENCYCLOPEDIA ARTICLE

This is only for comprehensive encyclopedias with the author's name of the individual printed with the article. If it does not have an individual author noted, use the rules for anthologies.

Author's Last Name, First Name. "Title of Article." *Encyclopedia*. Edition.

Stevens, James. "Steel Buildings." *Encyclopedia Americana*. 2003 ed.

A DICTIONARY ENTRY

"Entry." *Dictionary*. Edition.

"Thesis." *Webster's New Collegiate Dictionary*. 2003 ed.

A FILM

Title of Film. Name of Director. Studio, Year.

The Crucible. Dir. Nicholas Hytner. Twentieth Century Fox, 1996.

A NEWSPAPER ENTRY

Authors Last Name, First Name (if available). "Title of Article." *Name of Newspaper* Date, Edition: (if published more than once a day): Section and Page (s).

Darwin, George. "Manteca to Grow." *Manteca Herald* 22 Dec. 2003, late ed.: D3.

If not printed on consecutive pages, put page number +

Darwin, George. "Manteca to Grow." *Manteca Herald* 22 Dec. 2003, late ed.: D3 +.

If the city's name does not appear in the title, put it in brackets.

Darwin, George. "Manteca to Grow." *The Herald* [Manteca]. 22 Dec. 2003, late ed.: D3.

A TV OR RADIO PROGRAM

"Stalking." *McGuiver*. ABC. KOVR, Sacramento. 22 July, 1997.

A PERSONAL OR TELEPHONE INTVIEW

Subject's Last Name, First Name, Occupation / Area of Interest. Personal or Telephone Interview (as needed). Date.

Smith, John. Steel Worker, Northern Steel. Personal Interview. 20 Mar. 2002.

A MUSICAL RECORDING

Performer's Last Name, First Name. "Title of Song/Story." Recording Date. *Name of Album/CD/Cassette/Disk*. Studio, Number, Year.

COLLINS/MCCARTHY 2008

Writing 1.4, 1.8, 1.6, 1.7, 1.9, 2.0, 2.4a-e, Language Conventions 1.3, Listening and Speaking 1.0, 1.8, 2.0, 2.2a-d

ELECTRONIC SOURCES (internet)

Go down the list and find as much information as possible. Put the information in order that it appears on the list. Not all websites will have this information. Omit information that is not available.

Example:

"MLA Style Guide." *USM Libraries*. The University of Southern Mississippi. 23 June 2000. U of Southern Mississippi Computer Services. 7 Jan. 2003.
<<http://www.lib.usm.edu/~instruct/guides/mla.html>>.

- Name of the author, editor, compiler, or translator of the source (if available and relevant), reversed for alphabetizing and followed by an abbreviation, such as ed., if appropriate.
- Title of a poem, short story, article, or similar short work within a scholarly project, database, or periodical (in quotation marks); or title of a posting to a discussion list or forum (taken from the subject line and put in quotation marks), followed by the description Online posting.
- Title of a book (Italics)
- Name of the editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded by the appropriate abbreviation, such as Ed.
- Publication information for any print version of the source
- Title of the scholarly project, database, periodical, or professional or personal site (Italics) or, for a professional or personal site with no title, a description such as Home page
- Name of the editor of the scholarly project or database (if available)
- Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number
- Date of electronic publication, of the latest update, or of posting
- For a work from a subscription service, the name of the service and--if a library is the subscriber--the name and city (and state abbreviation, if necessary) of the library
- For a posting to a discussion list or forum, the name of the list or forum
- The number range or total number of pages, paragraphs, or other sections, if they are numbered
- Name of any institution or organization sponsoring or associated with the Web site
- Date when the researcher accessed the source
- Electronic address, or URL, of the source (in angle brackets); or, for a subscription service, the URL of the service's main page (if known) or the keyword assigned by the service

HISTORICAL RESEARCH PROJECT

I. CHOOSING A TOPIC:

TOPIC PROPOSAL AND INTERESTING QUESTIONS (DUE WED. 1/28) _____ /20

II. RESEARCH & GATHERING SOURCES:

BIBLIOGRAPHY FOLDER & CARDS (DUE WED. 2/4) _____ /20

Folder with six pockets labeled w/ subheads and minimum of 6 source cards & 20 info cards

III. RESEARCH REPORT WRITING:

THESIS STATEMENT & OUTLINE (DUE WED. 2/4) _____ /40

WORKS CITED (DUE FRI. 2/6) _____ /20

Collecting a copy early to verify format, understanding, expectations

FINAL RESEARCH PAPER (DUE THURS. 2/12) _____ /100

Check list below to be sure all required elements are included with final draft of research paper

RESEARCH PAPER FORMAT

- *The project must be done on white paper in black ink*
- *Entire project must follow MLA Style*
- *Use Times New Roman, Trebuchet, or Arial fonts only*
- *The entire report must be in 12 point font, double spaced*
- *Margins top, bottom, left and right must be 1"*
- *All pages, except the cover page, must be numbered in header with last name.*
- *Paper must be 1000-1200 words long (3 ½ to*

COVER PAGE:

- ✓ Engaging title
- ✓ Topic
- ✓ Name, Title of class, Period, Date, Teacher's Name

INTRODUCTION

- ✓ Includes thesis statement

BODY PARAGRAPHS

- ✓ Subheads (where appropriate)
- ✓ Strong topic sentences
- ✓ Development of important information
- ✓ Sources/evidence to support discovery
- ✓ Concluding/transitional sentences

CONCLUSION

- ✓ Development of important information
- ✓ Sources/evidence to support discovery
- ✓ Restates the topic explored and highlights important things discovered.

ILLUSTRATIONS/GRAPHS/TABLES (If applicable)

WORKS CITED PAGE

RESEARCH WRITTEN REPORT RUBRIC

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------------|--|--|--|--|
| Organization | Information is very organized with subheadings. | Information is organized. | Information lacks some organization. | The information appears to be disorganized. |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. ↓ | Information clearly relates to the main topic. It provides some supporting details and/or examples. | Information relates to the topic, but some connections are unclear. | Information has little or nothing to do with the main topic. |
| Sources & MLA Formatting | All sources are accurately documented and MLA format is used correctly. | Most sources are accurately documented, but a few are not in the desired format and/or some aspects of MLA formatting are incorrect. | Many sources are not in the desired format and/or several aspects of MLA formatting are not correct. | Sources are not accurately documented and/or there is no adherence to MLA formatting. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Paragraph Construction | All paragraphs include transitions, introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| /20 | 18-20 = A 16-17 = B 14-15 = C 12-13 = D ↓ = F | | | GRADE CONVERSION: /100 |

NOTES: