**10th Grade American History Term Paper Reference Guide**

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***Introduction and Project Description***

*The American History students working on this research project formulate and defend a thesis. The research recognizes a variety of factors which may conflict; the author weighs their relative importance. This weighing of numerous variables and the assessment of them in the thesis refine the process begun in previous grades. Another difference lies in the increased responsibility which the students take in organizing their time. Students are expected to work individually with their teachers about the topic, organizational pattern, research materials, and documentation. The preface, which outlines the argument for the thesis, is approved before the rough draft is complete. The essay is 6 to 8 pages (1500 - 2000 words) in length and contains reference to at least 6 sources, including a primary source and a periodical source.*

The Common Core curriculum challenges students to argue a complex thesis. The thesis is the answer to a research question. For example, why did the Germans lose the Battle of the Bulge during the Second World War? The thesis is the answer to that question. The thesis is expressed in the introduction as a thesis statement. Instead of a cause and effect argument, the paper will need to argue a thesis that weighs several different factors of varying importance. In this case, a thesis statement would cover several different elements that all came together to cause the German loss in the battle. The structure of the paper is based completely on arguing the thesis statement systematically and with evidence. This paper is not a report about an event or other topic, but rather is a series of arguments that will attempt to prove the thesis statement in the minds of its readers. It can be helpful to think of the essay like the argument made by a prosecutor in court. The essay is trying to convince the reader that the thesis statement is absolutely correct.

A major change in thinking about how students are assigned the tasks of conducting research and writing is that they will need to work much more independently than in past years. Students will need to organize their time to meet the various deadlines of the project while continuing to meet their normal class obligations. There will not be much class time given over to research or covering the term paper project in detail.

While I will discuss the project in class in some detail, this guide has been prepared as a reference. It should answer many questions about preparing for the project, researching, organizing and structuring the essay, documenting sources, and putting together the various parts of the paper. If any questions arise that are not answered by the guide, students are encouraged to seek me out to ask for help.

***Project Requirements***

*Preliminary Assignments –*

Students will be required to turn in a number of items in addition to the final copy of the term paper. These smaller assignments will be spaced throughout the period of the term paper assignment. They are meant to assure student progress towards a successful final product. These are the assignments students will need to complete:

1. General Topic - For this assignment, students need to type a paragraph in which they describe the general topic they plan to pursue for the term paper, as well as why they chose the topic. The paragraph should be single-spaced.

2. Narrowed Topic - For the narrowed topic, students must type one paragraph which describes how and why they have focused their topic more specifically. Students must also include their research question in the paragraph. The research question is the question that will be answered by the paper’s thesis statement. This paragraph should be single-spaced.

3. Initial Bibliography - Students must prepare bibliography entries in the correct format for all sources they have accumulated so far in the project. Entries must be in alphabetical order, but they do not need to be annotated. This is not a final tally of sources, and sources can be added and dropped after this assignment is turned in. Students should type the bibliography and follow the correct format.

4. Progress Report - This assignment consists of two typed paragraphs. In the first, students should detail the work they have done so far and the progress they have made on the project. In the second paragraph, students should set forth a plan and goals for completing the project by the due date. The progress report should be single-spaced.

5. Preface - The preface is two single-spaced, typed paragraphs. In the first paragraph, the student should describe their subject and place it into historical context, give their research question, and also present their thesis statement. In the second paragraph, students should describe the organizational framework of their paper and the main points of each section. The preface should be between one-half and one typed page. The preface will also be included in the final copy of the term paper.

*Final Copy Requirements* –

All parts of the final copy must be stapled together and typed with an acceptable typeface (sans serif, 11 or 12 point font). Students must also upload their paper to Turnitin or email an electronic copy of their essay and notes to their instructor. Instructors will provide instructions for this in class. Here are the parts of the hard copy:

1. Cover Page - Cover page must be consistent with the sample in this guide.

2. Preface - A clean copy

3. Essay – The essay should be 1.5 or double-spaced in 11- or 12-point sans serif font. The essay must also include either footnotes or endnotes.

4. Annotated Bibliography – The bibliography must follow the format from the sample in this guide.

***Other Project Requirements***

*Research –*

Students must make sure their project is thoroughly and carefully researched. Part of the grade will evaluate research for both quality and quantity. Students should seek out a diversity of sources and points of view when preparing their term paper. Following are some more specific requirements for research:

1. Sources Cited in the Essay - Students must cite from at least eight of their sources in the body of the essay. One-half or fewer of the sources may be internet sources.

2. Sources in the Bibliography - Students must have at least seven sources in their final annotated bibliography. The annotations for each source should indicate where the student obtained the sources and its relative usefulness, as well as how it was used in the project. One-half or fewer of the sources may be internet sources.

3. Primary Source - Students must have at least one primary source in their bibliography and cited in the paper. Primary sources include materials like government documents, diary entries, eyewitness accounts, works or art from the time studied, newspaper articles from the time studied, transcripts of speeches, etc. Using primary sources helps students and historians to see history through the eyes of the people who were there, which is helpful for making accurate interpretations.

4. Scholarly Periodical Source - Students must have at least one scholarly periodical source in their bibliography and cited in the paper. A scholarly periodical source is an article from a historical or other academic journal. These articles are focused arguments that can come in very handy when looking for quotes that support the student’s thesis. They can be obtained from either paper journals or databases available through the OPLIN network. JSTOR is a particularly useful source for these articles.

*Thesis & Argument* - The most important factor in the student’s grade and the overall success of the project is the presence and quality of a clear and logical thesis statement and argument of the thesis statement throughout the paper. The thesis statement must be complex and weigh several factors, and the sections of the paper must argue the thesis statement consistently and logically. It is imperative that papers not just tell about an event or person. They must be focused on arguing the merits of a complex thesis. Students confused about this idea should seek immediate help from their instructor.

*Organization & Time Management* - It is vital for plagiarism avoidance and proper documentation that students keep careful track of where they are getting their material. Students are strongly urged to use the bibliography and note card system for this project. In particular, students must make sure when doing their research to clearly distinguish material they have copied verbatim into their notes from material they have paraphrased. Disorganization is not an acceptable excuse for plagiarism. Since students are working independently, it is strongly recommended they use the planning calendar provided in the Appendix of this guide. Questions about paraphrasing should be addressed to the instructor.

***Preparatory Work***

*Choosing a Topic –*

I have included in this guide a list of sample topics, but they are not required to choose their topic from this list. Many of the topics on the list will be relatively broad, so students can go in different directions and write great papers, even while pursuing the same initial topic. The basic rules for choosing a topic are that the subject of the term paper must focus on American history from the years 1877 – 2005 (with some flexibility on the ending date) or on Ohio history from its days as a territory to 2005 (with some flexibility on the ending date). World history may only be brought in if it is not the central focus of the paper. Other than that, students have wide latitude in choosing their topic, but they should keep these two ideas in mind when they are choosing a topic:

1. Availability of Research - Before settling on a topic, check the Stamper Library and other area libraries to make sure that there is enough material available for a successful project.

2. There Must Be a Good Research Question - A topic will not be good if there is no question surrounding it. For example, while the life of T. R. Roosevelt is interesting, it does not readily contain a research question. Students could pursue a paper about Roosevelt, but it needs to be in response to a specific question, i.e. Why did Roosevelt pursue a policy of projecting regional power?

Suggestions for Topics - The following lists contain types of topics that have worked well for students in the past, as well as types of topics that have worked poorly. Students have done successful projects of all types, but some topics lend themselves to the requirements of the projects more easily than others.

*Good Topics*

* How did Reconstruction alter the relationship between the president & Congress in favor  of legislative supremacy?
* How did Reconstruction affect African Americans?
* Why did many Northern politicians lose interest in securing African American rights after 1868?
* How were civil rights gained during Reconstruction & dismantled after 1870?
* How did the Muckrakers awaken the public to the growing social, economic, & political inequities in the nation?
* How did progressive reforms benefit society?
* Why did the Grange develop in the late 1800s?
* How did the Supreme Court decision in *Plessy v. Ferguson* affect the Jim Crow laws?
* How did attitudes toward women & minorities hurt labor unions in the late 1800s?
* How did the Industrial Revolution change America?
* How did the Industrial Revolution change the role of women in America?
* How did women’s suffrage affect America?
* Why did the population of the U.S. double from 1880-1920?
* How did rapid urbanization impact American life in the late 1800s?
* How did progressives attempt to address problems linked to urbanization & industrialization?
* Why did the immigration law of 1917 develop and how was it different from the laws passed in 1882 & 1907?
* How did Congress receive Wilson’s Fourteen Points?
* How did the U.S. mobilize & prepare for WWI?
* How did WWI negatively affect civil liberties?
* How did the war effort at home further & hinder the reform movement of the progressive era?
* How did the U.S. attempt to maintain neutrality & why did they finally enter the war?
* Why did Wilson want to have a say in the peace settlement after WWI?
* How did the works of the Harlem Renaissance affect the culture of the 1920s?
* How did African Americans express themselves during the Harlem Renaissance?
* How did prohibition contribute to organized crime?
* How did the Temperance Movement affect women in society?
* Why did the Great Migration take place & how did it affect the country?
* Why did the National Origins Act come about in 1924 & how did it change immigration law?
* How did the social changes of the 1920s cause conflicts among various groups of people in the U.S.?  (Scopes Trial)
* How did new 20s technology contribute to the expanding economy in the U.S.?
* How did writers of the Lost Generation react to American society of the 1920s?
* How did advertising & mass media (movies & radio) affect America in the 1920s?
* Why did the Red Scare and the ensuing Palmer Raids take place?
* How did the progressive movement continue into the 1920s & why did it decline?
* How did foreign policy in the 1920s foster international expansion of big business & movement away from ilitary & political involvement in Europe?
* Why did the U.S. become economically & politically involved in Latin America?
* Why was the Open Door Policy important for the U.S.?
* How did the Great Depression affect American Society?
* Why did the Great Depression take place?
* How effective was FDR’s New Deal?
* How were women, African Americans, & Native Americans affected by the New Deal legislation & attitudes?
* How did people cope with the Great Depression?
* Many people opposed to FDR’s New Deal; why. & how were their objections reconciled in the Second New Deal?
* How did Eleanor Roosevelt affect FDR’s presidency?
* Why were isolationists and interventionists opposed, and how did their division in public opinion shape the American response to events in Europe and Asia?
* How did minorities fight racism during WWII?
* How did the U.S. victory at Midway change the tide of the war in the Pacific?
* How did the battle of Iwo Jima help end WWII?
* How did U.S. participation in WWII affect women & children at home?
* How did women & minorities contribute to the war effort?
* How did the U.S. government convert the economy to war production?
* How did the Marshall Plan help the U.S. implement its foreign policy following WWII?
* How did the bombing of Pearl Harbor convince isolationists to change their positions & strengthen the resolve of Americans to resist fascism?
* Why did Pearl Harbor get bombed?
* Was WWII propaganda effective?
* How did Japanese internment camps affect the Japanese-American family unit?
* Why were the Japanese internment camps established?
* How were Holocaust refugees received in the U.S.?
* Why did the U.S. drop the atomic bomb on Japan?
* How did the population shift during WWII and how did it affect mobility, overcrowding, & social stress?
* How did the Space Race affect the development of technology in the U.S.?
* How did the ideological differences between the U.S. & Soviet Union fuel the Cold War & how did the Truman Doctrine & Marshall Plan further define & deepen the war?
* How did Sputnik affect the U.S. military, its schools, & its industries?
* How & why did the U.S. compete with the Soviet Union for the loyalty of emerging nations?
* How did communism succeeding in China affect U.S. foreign policy?
* How did McCarthyism affect the U.S.?
* Why was a policy of containment called for and how effective was it?
* How did the Korean War affect American presidential power & military growth?
* Why has the Korean War been called the “Forgotten War”?
* Why did interest in the Middle East increase during the Cold War & how did the U.S. protect their influence in the region?
* How were U.S. interests threatened by Fidel Castro’s revolution in Cuba?
* How did the Cuban Missile Crisis change the defense of America?
* How did the Cuban Missile Crisis come about?
* Why did the Arms Race develop?
* How did the poverty of the 50s differ from the poverty of the Great Depression?
* How did the anti-communist sentiments of the McCarthy Era affect American society?
* How did Brown V Board of Education affect Central High in Little Rock?
* How did the legal assault on school segregation in various parts of the country culminate in Brown v. Board of Education in 1954?
* How did schools resist to desegregation & how did Eisenhower respond?
* How did the Southern Christian Leadership Conference counter segregation in the South?
* How did the Montgomery bus boycott affect the Civil Rights Movement?
* How did African Americans challenge segregation laws in the South during the Civil Rights Movement?
* How did the Student Nonviolent Coordinating Committee contribute to the Civil Rights Movement?
* How did the assassination of Martin Luther King affect African Americans and the Civil Rights Movement?
* How did politics, the media, & actions by the militants help shape Kennedy’s Civil Rights policies?
* Why was it so difficult for women to gain suffrage?
* How affective was the women’s movement in the 60’s?
* How did the economic, political, & social issues of the 60s give rise to the women’s movement?
* How did Watergate change American citizens’ relationship with the government?
* How did President Nixon abuse the powers of his office?
* How did the counterculture affect mainstream American society?
* How was 1968 a pivotal year in American politics?
* Were the peace movements of the hippies affective?
* How were U.S. soldiers affected by the Vietnam War?
* How were the veterans of the Vietnam War treated differently than veterans of previous wars?
* How did the Vietnam War affect Americans’ relationship with the government?
* How did American media affect public opinion about the Vietnam War?
* How did the antiwar movement emerge from the student movement?
* How did the U.S. get involved in the Vietnam War?
* How did Nixon finally end the war and why was the U.S. unable to defeat the Vietcong guerrillas?
* How did the assassinations of Martin Luther King and Robert Kennedy affect the Civil Rights & antiwar movements?
* How and why was the Tet Offensive a turning point in the U.S. involvement in the war in Vietnam?
* How has official federal policy toward Native Americans differed from the federal government’s actions?
* How did Native Americans address the issues they faced in the 60s & 70s?
* How did the assembly line change industry in America?
* How did the invention of cars change America’s identity in the 1920s?
* How did cars affect American cultural institutions?
* How did cars change the physical environment?
* How has the U.S. contributed to the development of airplanes?
* How did the Transcontinental Railroad affect communication, transportation, and national unity?
* How did the train affect industrialization in the U.S.?
* How has advertising affected American society?
* How is illegal immigration (1995-2005) affecting the U.S.?
* How affective is the U.S. government’s “war on drugs”?
* How has 9/11 affected America?
* How affective has the U.S. government been at managing its resources since 1900?
* Why did new environmental awareness emerge in the late 1970s?
* Why were the Camp David Accords so important?
* How did the Iranian hostage crisis hurt the Carter administration?

*Less Successful Topics*

* Broad Topics - Students will often begin with broad topics, but they must not remain broad. Trying to argue the outcome of an entire war, or decades-long revolution is impossible to do well,given the length constraints of the project.
* Eras - Trying to argue why the Renaissance or other era happened is likewise too broad.
* People - Choosing to do your paper on a person you are interested in is dangerous. Students must be absolutely sure to come up with a good research question and stay very focused. It is easy to veer into biography with a person as topic.

***Basic Research & Posing a Research Question***

*Basic Research –*

Once students have chosen a basic topic and made sure there are enough research materials, they should begin their basic research. Students should begin by seeking out as many sources as they can that seem to be relevant to their topic, while remembering that several people may be doing the same topic. If some books later prove to be irrelevant, that’s ok. During this phase of the project, students should learn the important basic facts about their topic and how it fits into history. A good method is to look for at least one general history book that contains a broad scope including the topic. For example, if a student had chosen the cultural impact on the automobile on American life, a book about the history of the automobile in America might be a good starting point. Students should seek to learn about the before and after of the period they are researching as it pertains to the topic. This sort of research is especially important for students who begin with a broader topic. A general overview will usually provide the student with a point of interest or question that they can focus more closely on for the project itself. During the basic research phase, students should take factual notes that will let them place their topic into context. Students should also use their basic research to arrive at the research question if they did not have one at the beginning of the process.

At the end of the basic research phase, students should have a grasp of the context of their topic, they should have narrowed the focus of their paper, and they should be ready to pose a good research question if they do not already have one.

*Posing a Research Question –*

Choosing a good research question is critically important for the success of the term paper project. The answer to the research question is the paper’s thesis; students should choose a question that will lend itself to being answered with a complex thesis. Because the thesis must be complex, students should in all cases avoid a research question that can be answered with a simple yes or no. The research question must also be a question that has a plausible answer. Asking a “Why” or “How” question is a good approach to this challenge, because these questions lend themselves to answers that take a variety of factors into consideration and require argument.

*Focused Research* –

Once students have arrived at a good research question, the efficiency of their research should increase. The goal of the research in this phase of the project is to gather information that will make it possible to answer the research question posed by the student. Students should seek information that will provide them with the evidence not only to answer the question, but to back up their answer with facts, quotations, and any other relevant evidence. This is the point in the process where students should especially consult primary sources and journal articles. Notes should be taken in a well-organized manner so that they can be easily found and consulted during the preparation of the outline and the writing of the term paper itself.

Once enough research has been completed, students will be ready to construct their thesis statement. Once the thesis statement is complete, students will continue to research where necessary, in order to make their argument as solid as possible. Following is a list of particularly helpful types of information:

• Background Information - Most of this should have been found in the basic research phase.

• Facts to Support Thesis/Argument - This can include dates, statistics, names, anything factual to back up the assertions made in the thesis/argument.

• Quotations - These are very important. Look especially for quotes from primary sources to help illustrate the argument, as well as quotes from historians echoing points from the thesis statement.

***Thesis Construction* –**

To put it simply, the thesis statement is the answer to the research question. A thesis statement contains the main points of the paper’s argument. This is not a simple task and care should be taken in constructing the thesis. If a thesis is well constructed, writing the essay itself becomes a simple task. The thesis should also be logically constructed. In other words, if one part of the paper’s argument is dependent on another part of the argument, that element of the thesis must come after the material upon which it depends. A good thesis for this project will contain three to four points that will be argued in the body sections of the essay. Following is a sample thesis statement with the points labeled for clarity. Further explanation is on the next page.

Point two of thesis

Point one of thesis

The lack of foreign recognition, the relative underdevelopment of industry and the smaller number of soldiers available to the South in comparison to the North, combined with the Northern strategy of blockade, encirclement, and finally destruction, to make it impossible for the South to prevail in the Civil War.

Point three of thesis

Explanation - This thesis takes into account several different factors that worked together to cause the South to lose. The order they are presented in is not an accident or at random. The North’s strategy of blockade and encirclement would not have worked had the South gotten support from foreign navies. That is why the first part is about the lack of foreign recognition. Also, since the South was underdeveloped industrially, they could not build enough ships to break the blockade or to stop the Northern campaigns that strangled the South and finally drove armies straight into the heart of Georgia near the end of the war. The success of the last point is dependent on the two earlier ones, and that is why it is last in the thesis statement. The idea behind a well-crafted thesis is to essentially make it impossible for the reader to disagree with the conclusion of the thesis statement. Like a geometric proof or a good lawyer, the thesis should make a logical and airproof case for the answer to the research question.

***Writing the Paper***

*Outlining* –

A well written thesis statement will result in an essay with much the same format as a five-paragraph English essay with one important exception. It is best to think of the paper as a five-section essay instead of a five-paragraph essay. As in the sample thesis statement about the Civil War, the individual points within a thesis statement will often be complex. Students should think of each body section as its own smaller essay. Students should introduce the thesis point at the beginning of each body section, argue and prove it, tie the section to the research question, and then move on to the next section. The argument for each section should be well focused. Once again, using the previous sample thesis, it becomes clear that the sections containing thesis points two and three would need multiple paragraphs in order to remain focused. When the three (or 4 or whatever) body sections are complete, wrap the complete essay up with a conclusion paragraph tying the three points together for the reader. Here is a sample outline for the term paper.

I. Introduction

a. introduce the topic and briefly put it into context

b. ask your research question rhetorically (not required but usually is effective)

c. give your thesis statement

II. Body Section One

a. introduce the first thesis point in its entirety

b. argue the point in logical, concise, focused paragraph(s)

c. connect the full point to the thesis and weigh its relative importance

d. transition to next section

III. Body Section Two

a. introduce the second thesis point in its entirety

b. argue the point in logical, concise, focused paragraph(s)

c. connect the full point to the thesis and weigh its relative importance

d. transition to next section

IV. Body Section Three

a. introduce the third thesis point in its entirety

b. argue the point in logical, concise, focused paragraph(s)

c. connect the full point to the thesis and weigh its relative importance

d. transition to next section

V. Conclusion

a. briefly restate the main points of your argument and also briefly discuss how the points work together and their relative weight and importance to the thesis

b. you can repeat the research question if you like

c. restate your thesis statement

d. finish up with a short conclusion statement

An outlining sheet has been provided in the Appendix of this guide. Students should use it to plan their essay and to note where they will place information and quotations.

*Writing the Preface –*

The preface of the term paper serves much the same purpose as the description of a book given on the inside of the dust jacket or on the back cover. By reading the first paragraph in the preface, the reader should get a very clear idea about what the topic of the term paper is, the context of the paper, and the research question and thesis statement. The second paragraph of the preface will provide the reader with a roadmap of the paper. This paragraph should contain a description of the structure of the paper, as well as a preview of the most important pieces of evidence and argument. The preface should not function as the introduction to the essay. The essay itself must still contain a concise, clear introduction. The preface is something extra, and as such, stands independently of the essay itself. The preface, along with the annotated bibliography, is the only place where the student is allowed to write in the first person. Following is a brief outline for the preface:

I. Paragraph One

a. introduce the topic and describe why you chose it

b. place the topic briefly into historical context

c. pose the research question

d. state your thesis (All points must be absolutely consistent in order with the way they will appear in the essay.)

II. Paragraph Two

a. describe the outline of the paper (Go over it section by section and describe how you will argue each of the main points.)

b. describe the main pieces of evidence you will use, describe the primary source and how you will use it

c. make any dedications you want to (this part is optional)

*Writing the Essay –*

I will evaluate the essays based on the criteria given the students at the beginning of the assignment. I will place great importance on a clear thesis statement and systematic and logical argument of the thesis. Students should follow their outline closely in order to assure focus and a good defense of the thesis. Paragraphs should be well focused, and if a section has a complex thesis point, it should be broken into several paragraphs. It is also very important that the order of the thesis points in the essay sections themselves is absolutely consistent with the thesis statement. These points should be consistent everywhere the thesis statement appears (preface, introduction, and conclusion.) Students should also proofread their work carefully for grammar, punctuation, and correct spelling. Acronyms should be clearly explained at their first occurrence, and students should clearly follow all format rules for footnotes/ endnotes. A review of rules for citing material will be found in the next section of this guide.

***Footnoting/Endnoting –***

Citations tell where you found the information that you have used in your paper. A footnote is a type of citation that appears at the bottom of the page on which the information appears. An endnote is the same as a footnote, except that it appears at the end of the essay. Footnotes and endnotes are numbered consecutively. Footnotes serve two crucial purposes. First, whenever you borrow someone else’s ideas or words, you must give them credit. Footnotes signal to your reader that the ideas or words that precede it are not yours. Second, they allow your reader to track down the source of your information if they want to learn more or double check your work. Inaccurate or sloppy footnoting can result in you inadvertently taking credit for someone else’s work; this is plagiarism, a serious academic and school offense. Therefore, you need to be extremely careful when recording source codes and page numbers as you complete your note cards. Remember that your paper will be checked for plagiarism.

*When to Cite a Source*

1. When you use someone else’s words (written or spoken), you need to include a footnote. You also need to put quotation marks around the material you are using, unless you are using a block quote. Not doing so is still plagiarism, even if you properly footnote.

2. When you paraphrase someone’s original opinions or interpretations, even if you alter the wording completely, you must cite their work.

3. When you use someone’s original research, you must also give them credit. All statistics, studies, court cases, laws, etc. must have citations. You do not require citations for common knowledge, material that you can reasonably conclude most people know. If you are unsure about what is common knowledge and what is not, ask.

*Placing the Footnote Numbers* –

Always place the footnote number at the end of the section you are citing. Put it after all punctuation, including quotations marks and periods. Every quotation requires its own footnote. If, however, a series of sentences paraphrase information from the same source, you can put one note at the end of that material; just be sure to include the page number(s) for all the material from your source.

*Formatting Footnotes* –

There is a complete list of footnote formats for different types of sources in the Appendix. As you write, you may want to just put the source code and page number(s) of the cited information in the footnote (or number your note cards and put that number in the footnote), and go back later to enter the complete information.

*Footnoting the Same Sources Multiple Ti*mes –

You will likely cite at least several of your sources more than once. You do not need to repeat the entire note. The next page will contain a sample list of notes with explanations on how to deal with this situation.

*Sample Note Page –*

Following is a list of sample notes. It doesn’t matter if you use endnotes or footnotes, because the format is the same. The only difference is that footnotes go on the bottom of the page where the material cited is located. Otherwise, the numbering and formatting is exactly the same. These notes will show you how to correctly deal with notes from sources that you cite more than once. Your footnotes or endnotes must follow these rules in your term paper.

Note #1 is material from a JSTOR article. The citation is from page 246 of the article.

1 Helen M. Hintjens, “Explaining the 1994 Genocide in Rwanda” The Journal of Modern African Studies (June 1999) 246. (obtained from JSTOR on June 21, 2008)

Note #2 is material from the exact same page of the same source as Note #1

2 Ibid.

Note #3 is from the same source as Note #1, but a different page; this time it’s page #252.

3 Ibid., 252.

4 Thomas G. Paterson, “The Origins of the Postwar International System.” In Major Problems in American History Since 1945, edited by Robert Griffith and Paula Baker (Boston: Houghton Mifflin, 2001) 23.

Note #5 is the same source as Note# 4, but it is page 27 instead of page 23.

5 Ibid., 27.

Note #6 refers back to the Hintjens source. Since there is another source(s) in between, instead of Ibid., you use the author’s last name. Just include last name and page #.

6 Hintjens, 265.

*Notes on Footnoting* –

Please follow the rules from this page, along with the formats from the various types of sources in the Appendix. Essentially, Ibid. is shorthand for “the same place.” Students can save time and effort by remembering these rules and applying them. Instructors will expect students to follow these rules and adherence to them will be calculated into the grade. Footnotes begin with #1 and continue throughout the entire paper. Numbering for footnotes should not start over on each page.

*Where to Get Help with Citing –*

Students are free when writing their papers to use either Modern Language Association (MLA) or Chicago Manual of Style (CMS), as long as you do it consistently. However, professional historians use CMS nearly exclusively. A good source for information and help in either style can be found at the Purdue University Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/> .

A good resource for creating bibliographies is *Bibme*, at [www.bibme.org](http://www.bibme.org).

Beginning in 2015, Mohawk High School will use *Turnitin* both to help you write and to check your work for originality. I will say more about that in class.

A sample MLA paper can be found at the OWL or by following the following link: <https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf> .

A sample CMS paper using notes and a bibliography can be found at the OWL or by following the following link: <https://owl.english.purdue.edu/media/pdf/1300991022_717.pdf> . Note, however, that you will be required to use a style of biography called an ANNOTATED BIBLIOGRAPHY. Here is a sample of what that looks like (Note, that it is not necessary when citing online sources to include URLs as long as the citation title can easily be used to access the source):

Annotated Bibliography

Durrill, Wayne K. *War of a Different Kind: A Southern Community in the Great Rebellion*. New York:

Oxford UP, 1990. Print.

I found Durrill’s book at the Stamper Library. It was very useful for the second body section

because of all of its useful statistics.

Hintjens, Helen M., “Explaining the 1994 Genocide in Rwanda.” *The Journal of Modern African Studies*,

June 1999, 241-286. Web. 21 June, 2008.

Hintjen’s article came from JSTOR, and I used it for several good quotes that helped me argue

my thesis. It was a great source.

Jost, Kenneth. “Gun Violence.” *CQ Researcher Online* 17, no. 20 (25 May 2007): 457-480. Web. 25 June,

2007.

I found Jost’s article on CQ Researcher, and used it primarily for background

information. I did not include any quotes or citations from the source in my paper.

***Planning –***

Students should plan their time carefully for the assignment. Meeting all deadlines with quality work and pacing work effectively is essential for both earning a top grade and avoiding stress and hurry at the end of the project. Students should fill in the due dates of each assignment in the assignment grid on this page. On the next page, a blank calendar has been provided for setting goals and planning conflicts. If there are several other assignments due at the same time as a smaller assignment, students should plan to work ahead to assure the quality of their work. Students should set a goal to have a rough draft completed at least 14 days before the final copy is due. This will give students time to set it aside and return to it with a more objective eye. Extensions or only given for the final copy in times of genuine catastrophe.

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| --- | --- | --- |
| ***Assignment*** | ***Due Date*** | ***Notes*** |
| General Topic |  |  |
| Narrowed Topic |  |  |
| Initial Bibliography |  |  |
| Progress Report |  |  |
| Preface |  |  |
| Final Copy |  |  |
| Electronic Copy |  |  |

***Planning Calendar* –**

Use this calendar to insert the due dates of term paper assignments, as well as test dates in history and other classes. This calendar should be used to set the pace of work for the term paper, as well as for goal setting. Students should set a date when they want to be done with research, have a completed thesis statement, a rough draft completed, etc. Students should insert the date into each box.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
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***Outlining Worksheet –***

Students should use this worksheet to prepare a detailed outline for their paper before they write the preface and the essay itself. If students have used the proper note card system, or kept careful track of their notes, they can simply put card/note code numbers in the space provided. This should save time when writing the paper and help to keep the final product organized and well-focused.

**I. Introduction**

a. Introduce the topic briefly and put it into context

b. Either pose the research question rhetorically or somehow work the question into the discussion

c. Give your thesis statement in its entirety

**II. Body Section One**

1. Include a good topic sentence that will cover the entire section

b. Argue the point in logical, concise, and focused paragraph(s)

i. Make a list of factual information you will use

ii. Make a list of quotations you will use

1. Connect the full point to the thesis and weigh its relative importance

d. Transition to the next section

**III. Body Section Two**

a. Include a good topic sentence that will cover the entire section

b. Argue the point in logical, concise, and focused paragraph(s)

i. Make a list of factual information you will use

ii. Make a list of quotations you will use

1. Connect the full point to the thesis and weigh its relative importance
2. Transition to the next section

**IV. Body Section Three**

1. Include a good topic sentence that will cover the entire section

b. Argue the point in logical, concise, and focused paragraph(s)

i. Make a list of factual information you will use

ii. Make a list of quotations you will use

1. Connect the full point to the thesis and weigh its relative importance
2. d. Transition to the next section

***V. Conclusion***

a. Briefly restate the main points of your argument and also briefly discuss how the points work together and their relative weight and importance to the thesis

b. Repeat the research question if you like

c. Restate your thesis statement

d. Finish up with a short conclusion statement