Howlett/Swift MLA Packet Summer 2021 Name:

Congratulations! You have been chosen for [Mr. Howlett](mailto:david_howlett@gateschili.org)’s Dual Credit or AP US History course. I am [Mrs. Swift](mailto:susan_swift@gateschili.org), your librarian. This summer you will learn about MLA style documentation and the research process by reading mini lessons and completing the corresponding assignments. There is an MLA Guide attached to this message that you will need to complete some of your assignments.

All assignments are due on **Friday, Sept 17th at 11:59pm.** Save this document, as all work, except for the final writing project, will be completed on it. You will be e-mailing the entire document back to Mrs. Swift and Mr. Howlett by the due date listed above. You MUST name the file your last name, your first name (ex. Swift, Susan, MLA). Unnamed files will be sent back to you for correction. Respond to all assignments in the packet using Times New Roman 12 and black “ink”.

Research is a step-by-step process. The assignments that follow are designed to ensure that you can locate, evaluate, and cite sources and have the necessary skills to conduct research and write using the MLA style documentation. The lessons take you through all the main steps and the assignments ensure that you have the required skills.

Be familiar with the basic research process:

1. Select a General Topic
2. Read for background knowledge/overview.
3. Take notes.
4. Write questions down.
5. Write keywords down.
6. Cite sources.
7. Narrow the Topic.
8. Perform new searches.
9. Read and take notes.
10. Write questions down.
11. Cite sources.
12. Choose a Question to Pursue
13. Perform new searches.
14. Look for answers/EVIDENCE.
15. Cite sources.
16. Reach a CONCLUSION.
17. Write thesis.
18. Write paper.
19. Body of paper
20. Introduction
21. Conclusion
22. Finish Works Cited page
23. Proofread
24. Edit
25. Re-write

MLA 9th Edition (Modern Language Association) is a formal protocol used to write papers and cite sources within the liberal arts and humanities (Language, Literature, History and Art). Familiarize yourself with the parlance of research and MLA Style. Note that some terms not only require you to know the definition, but how to do it. For example, you need be aware of what intellectual property is, and know when and how to use a hanging indent. All skills are marked with an asterisk\*.

Abstract

APA Style

Block/Long Quote Format\*

Chicago Style

Citation\*

Cite\*

Common Knowledge

Copy Right

CSE Style

Database\*

Direct/Short Quote Format\*

Evidence

Font

Header

Heading

Intellectual Property

In-text Citation Format\*

Journal

MLA\*

MLA Format for an Article

MLA Format for a Book

Paraphrase\*

Parenthetical

Peer Reviewed

Plagiarism

Source

Summarize\*

Thesis\*

Works Cited Page Format

Lesson # 1 Locating Sources Using the GCHS Library Catalog:

Surprise! Books are still relevant, know how to locate them, and eBooks are a great time saver.

Research at the college level (or for this course) is not accomplished using google. You will be expected to be able to

* Locate books and eBooks by searching the library catalog.
* Know what a call number is and locate books on the shelf.

Assignment # 1 Locating Sources Using the GCHS Library Catalog:

* Go to the GC home page.
* Click on schools.
* Click on **Gates Chili High School**
* On the right side, click on **Library Media Center**
* Under the tree logo, click “search the library catalog”.

1. Search Abraham Lincoln. How many items are listed?

25 out of 95 items are listed on the first page

1. Locate *Team of Rivals: The Political Genius of Abraham Lincoln.*

Click on the title and record the following information…

Author:

Author: Doris Kearns Goodwin

Call Number: 973 7092 GOO

Publication Date: 2005

Is there a Lexile Score given? No

Call Number:

Publication Date:

Is there a Lexile score given?

1. Copy and paste the summary here:

Presents an overview of the presidency of Abraham Lincoln, explaining the genius of his political savvy, and describes the context in which he assigned a cadre of his fiercest rivals as his closest cabinet advisors.

Go back to library search. Search The Great Depression, locate the eBook (notice the icon) by Tim McNeese. Click **Open.** The login and password are gcmonroe and boces2 (not all eBooks will require passwords etc.). What is the name of the 3rd chapter?

Launching the New Deal

1. Express the convenience of eBooks here:

The great thing about eBooks is the availability and quantity of books that you can read anywhere and anytime you want with the accessibility of a device capable of downloading and reading eBooks.

TAKEAWAY:

You should know how to access the library catalog and be comfortable using it. Books are relevant, and some are great scholarly sources. *Team of Rivals: The Political Genius of Abraham Lincoln,* by Doris Kearns Goodwin, is considered a definitive work, which is, “authoritative and complete…, distinct from others…, conclusive.”

Lesson # 2 Locating Sources: Using a Database:

Knowing how to use a database has often been described to me as the number one skill need for success in college. Using a database is an efficient way to access articles from magazines, newspapers, and academic journals, as they are all in one place. A single database can contain hundreds of periodicals and come with a citation! In addition, databases provide a summary, or abstract, of most articles. Learn to look for, read, and love abstracts. They summarize extensive material into a concise paragraph. Translation: you do not have to read an entire article only to find that it is no help to you, read the abstract and decide. Database articles are written by professionals like journalists and college professors. These are scholarly sources, often appearing in academic journals, a specialized type of periodical, that are peer-reviewed. Which means that professors of American History get together and decide if articles are good enough to print in the *Journal of American History.*

The most helpful and appropriate database for you to use for this course is *Student Resources in Context.*

* Go to District Homepage
* Click on High School
* On the right, click Library Media Center
* Under Gale databases click on *Student Resources in Context*
* If ever prompted use gateschilihs for both password and login.

When access databases, never use the “power search.” Always search each database individually, so you know the name of the database you are using, and how it is organized. Not knowing the name of the database, you are using is a bit like not knowing the title of a book you are reading. Sources should not be vague items that you copy and paste from, rather you should be well versed with them.

Assignment # 2 Using a Database:

Search: Andrew Jackson and John Ross*.* Scroll down and locate an article from the *New York Times*, entitled, “Should Jackson Stay on the $20 Bill?”

Read the article and answer the following:

1. The author makes a certain point about Jackson, which he contends, should make him unworthy to be on the twenty-dollar bill. And ironically, the same is true for John Ross, whom the author states, *should* appear on the twenty-dollar bill. What is the commonality?

The commonality between the two were both Andrew Jackson and John Ross did justice for their people and citizens. For instance, Andrew Jackson insisted that his Cherokee troops would get equal pay and benefits to his white soldiers and played a part in ending slavery. Then, John Ross helped his state become a territory within the Union. Both parties had a part in helping their country prosper and thrive, making their people comfortable in their nation.

1. What does Isnkeep suggest as a solution to whom should appear on the twenty? And what is his rationale? What are his suggestions for other denominations?

Inskeep suggest each bill should have two different people on them. Two people who represent the nation and who together, share a story. Inskeep’s reasoning for this is people who had different experiences and perspectives shows a bigger truth and how our ancestors have been struggling to make their nation great. These bills can share a story, such a civil rights denomination featuring Rosa Parks and Cesar Chavez. Some other suggestions for other denominations were Abraham Lincoln and Frederick Douglass on the $5 and Ulysses S. Grant with Harriet Beecher Stowe on the $50.

1. Do you agree with the author? Why or why not? Use evidence from the article to support your answer.

Personally, I do agree with the author because if there were dominations featuring two people on them, it would look appealing and interesting. Furthermore, it’s not if people are going to get confused with the new bills either since they can adapt and look at how much the bill is worth on the corners. Although cash is not getting used as often as card nowadays, it would be great to honor people who were associated with the current individuals on the denominations. As Inskeeep said, “Each denomination should feature two different people who together tell a story, illustrating our democratic experience.” I find this fascinating as I believe it is true. People can look at their cash and be inspired and bewildered by their country’s history and how it become to be how it is today.

1. The citation for this article is located at the end, near the bottom of the page. Copy and paste it here.

Inskeep, Steve. "Should Jackson Stay on the $20 Bill?" New York Times, 5 May 2015, p. A23(L). Gale In Context: High School, link.gale.com/apps/doc/A412248785/SUIC?u=nysl\_ro\_gateschi&sid=bookmark-SUIC&xid=240ef21b. Accessed 3 Aug. 2021.

TAKEAWAY: Be comfortable using a database, it is required, and no whining about *Wikipedia*…and, hey, they give you the citation! Know the difference between a magazine and a journal, understand peer-review, and do not forget your new friends, the abstracts.

Lesson # 3 Evaluating Sources:

Not all sources are created equal. Be especially cautious when using websites, they are considered too general and un-academic for scholarly research. Many college professors will not accept a website as a source. You will be expected to use databases. Ask yourself:

* Is it helpful?
* Up to date?
* Who is the publisher of the site?
* What is the purpose of the site?
* What are the credentials of the author?
* Is it well written?

Assignment # 3 Evaluating Sources: Evaluate the following websites:

[**Famous Speeches**](http://www.powerfulwords.info/speeches/)

[**Northwest Coast Endangered Tree Octopus**](http://zapatopi.net/treeoctopus/)

TAKEWAY: You can get general information from a website, but they will rarely be sources that you cite in a paper. The web is not peer-reviewed.\*

Lesson # 4 Citing Sources:

Become comfortable with MLA. The basics can be found in your MLA guide. For additional help, contact [Mrs. Swift](mailto:susan_swift@gateschili.org), or visit the [writing lab at Purdue University](https://owl.english.purdue.edu/owl/resource/747/01/)

MLA 9th edition (Modern Language Association), a citation style used by the humanities, to give intellectual credit in academic writing. Other styles are APA, used by the social sciences (sociology, psychology) and Chicago, which is used by historians, but generally at the doctoral level. Chicago is also used by book publishers. MLA is a formal protocol; you must adhere to the rules.

A word of caution about citation generators, they are only as accurate as you are. If you do not know that all book titles are italicized and enter the title in the citation generator as such, it will not do it for you. Make sure you are generating an MLA 9th edition citation! Some generators default to APA citations. APA citations on your Works Cited page will lower your grade. Many colleges expect citations to be done “by hand”. The advantage of doing them by hand is that you become more familiar with your sources.

Before you were allowed to use a calculator in math, you had to learn to do it in your head. Think of citations the same way.

Citations are a simple list of information about a source, but in sentence form. The MLA guide gives you a list of information you need, along with the correct order and punctuation. You can cite anything, just use the guide. Your brain is the citation generator!

Assignment # 4 Citing Sources: You will complete a Works Cited page as part of your final assignment, for now review your MLA guide and answer the following.

1. What is the standard font and size used in MLA? Times New Roman and Size 12
2. What spacing is used? Double spacing
3. What does parenthetical mean? Parenthetical means in-text and parenthetical citations are used to document outside sources that were used in a document. Instances would be page numbers of information and last names of authors. ­­­­­­­­­­­­­
4. How are sources listed on a Works Cited page? Works Cited sources are in size 12 Times New Roman with double spacing and the sources must be listed alphabetically by the author’s last names.
5. How do you list a source if no author is given? If no author is given, list the source alphabetically by the title.
6. There are nine core elements used to make citations: True False.
7. What does a header consist of? The header includes the page number and your last name.
8. Is a cover page required in MLA? In MLA, a cover page is not required.
9. Is underlining or use of bold permissible in MLA? In MLA, bolding and underlining are not allowed. Italics are preferred.
10. Is it permissible to shorten a long title for an in-text citation? Yes, it is possible to shorten a long title for an in-text citation, but the source has to be able to be located and the key words are used.

TAKEAWAY: Become comfortable and confident using MLA. The guide states the rules and shows examples. Questions? Email me.

Lesson # 5 Taking Notes:

Note taking is an important skill. They…

* help you understand and remember material.
* allow you to reduce a 10-page article to 1 page.
* help you organize your paper and add your own thoughts.

Good notes summarize the material. When reading, look for, and note, the main points, evidence, and pro and con arguments.

Assignment # 5: Note Taking:

Did you fully answer the questions about the Inskeep keep article in assignment #2? Your response to the article must convince me that you read it. 80% of research is reading! Revisit Lesson #2 if necessary. Yes, I fully answered the questions about the Inskeep article in assignment #2. The article talks about how the different denominations should have different people to represent the bill or have a pair represent the bills to share and tell a story together. Andrew Jackson was featured on the $20 bill in 1928, but the article explains how John Ross, a Cherokee leader and Jackson’s opponent during fights over their own land. There were many times where there were requests to replace Andrew Jackson with more diverse and historical figures, since Jackson had a history of being violent and being unjust with the natives and the law. John Ross was once part of Jackson’s army, but Ross thought it was wrong to betray his own people, seeing his culture and traditions disappearing and adapt to white culture. Ross would step up and resist Jackson’s efforts to tarnish his culture and conquer his land. On the other hand, Jackson started from the bottom, as he was an impoverished orphan. He rose up from his poor beginnings and his president election was a huge milestone. Although Jackson did some deplorable activities such as slavery and taking over native’s land, he helped balance out the bad by having a part in ending slavery and giving his Cherokee soldiers equal pay as white soldiers. Each side has their own story and history. A good idea would be having two pairs of important historical people that had a part in a story together on a bill and show represent their perspectives, showing the bigger picture and truth.

TAKEAWAY: Good notes are summaries and help you organize and write a paper.

Lesson # 6: Choosing a Topic/Narrowing a Topic:

In the early stages of research, you generally are asked to choose a topic to explore. When the choice is left to you, pick something that interests you, something that you would like to know more about. It is much easier to write a ten-page paper about a topic that fascinates you, than slog through one that you are dispassionate about. Below is an example of a broad topic narrowed down to a manageable size.

Broad Topic: George Washington>

his presidency>

his Farewell Address>

his warning to “steer clear of permanent alliances with any portion of

the foreign world."

Note how the life and career of Washington has been pared down to a single document. This happens after weeks of reading and taking notes. Narrowing a topic is part of the research process.

Assignment # 6 Narrowing a Topic:

1. Provide two examples of broad topics from US History, and how you might narrow them down. Each example should have at least 3 sub-topics.

The Great War (World War 1)>

Assassination of Franz Ferdinand>

Wilson’s 14 points>

League of Nations>  
Treaty of Versailles

Vietnam War>

Communism>

Gulf of Tonkin>

Tet Offensive

TAKEAWAY: Narrowing a topic helps focus your research.

Lesson # 7: Developing a Research Question:

As you read and narrow your topic, ask yourself questions. What was the most interesting part of Washington life? That question led to his presidency…Perhaps the next question would be, what is Washington’s legacy? Or what did he do after he left office? That led to his farewell address. When you read the address, you are intrigued by his advice to the US, to not become politically involved with other nations. This resulted in your research question:

Did the United States heed Washington’s warning?

A research question is a critical part of the research process, as the answer to it becomes your thesis.

Assignment # 7: Research Questions:

Develop 10 possible research questions related to US History. Research questions are narrow and focused.

1. What were the main causes of WWI?
2. Why was the Archduke Franz Ferdinand assassinated?
3. Why was the spark for the war considered a domino effect?
4. What was Trench Warfare and how was it used?
5. Why was the sinking of the Lusitania important?
6. What was the reason for the creation of Woodrow Wilson’s 14 Points?
7. What was the League of Nations?
8. What was the Treaty of Versailles?
9. What punishments did Germany have to face after signing the Treaty of Versailles?
10. How did the treatment of the Germans and the Treaty of Versailles lead to WWII?
11. What is communism?
12. How did communism affect Vietnam?
13. In what ways did communism lead to conflict and war?
14. Who was Lyndon B. Johnson?
15. What was the Gulf of Tonkin?
16. What caused the Gulf of Tonkin?
17. How was the Gulf of Tonkin resolved?
18. What is Tết?
19. What happened during the Tết Offensive?
20. What were some effects of the Tết Offensive?

6.

7.

8.

9.

10.

TAKEAWAY: Pursuing the answer to a research question provides you with a thesis.

Lesson # 8: Thesis:

A thesis is an answer to a research question, it is a conclusion, based on evidence. A good thesis statement contains two parts, your belief and why.

Research Question: Did the US heed Washington’s warning?

The answer, based on evidence is, no. (My belief, what I concluded)

Why did I conclude this? Because the US has a long history of fighting in foreign wars, and did so as early as the War of 1812, which was part of the Napoleonic Wars. So, my well thought-out, polished thesis will be something like this:

The US did not heed President Washington’s warning to refrain from becoming politically involved with other nations. Political entanglements in other nation began in Washington own lifetime and are clearly marked by US participation in World War I, World War II, Korea, Vietnam, Iraq, and Afghanistan.

TAKEAWAY: A thesis is not a difficult concept, it a conclusion, based on evidence.

Assignment # 8: Thesis:

When you complete your final summer project, enter your thesis here.

When Europe discovered America, their actions heavily impacted the inhabitants physically, mentally, and culturally. The Natives of America were tormented and used by the Europeans. Moreover, the Europeans brought diseases and colonization disturbed many of the ecosystems. Overall, European colonization in North America had a great effect on the natives and the future of America.

Lesson # 9: Understanding and Preventing Plagiarism:

Common Knowledge: general information widely known, such as dates and facts. For example, George Washington was born in 1732 and was the first president of the United States.

Plagiarism is using the *words and ideas* of another person as if they were your own, or failure to cite another’s *words or ideas.* About Washington, historian Joseph Ellis wrote that the “legendary calmness and statue-like stolidity masked truly volcanic energies and emotions.” If Washington’s volatile temper is relevant to your paper, you would have to cite Ellis, as it is not common knowledge.

Plagiarism can be deliberate or accidental, but it is your responsibility to prevent it. The following are examples of plagiarism:

* Not citing the word and ideas of others
* Copy and pasting.
* Not using quotation marks
* Not paraphrasing
* Not doing parenthetical (in-text) citations
* Not doing a works cited page.
* Purchasing a paper
* Using other students work
* Collusion, this is when your mom writes your paper.
* Submitting the same paper to different classes
* Over-quoting
* When the works cited page does not match the parenthetical citations **Warning!** This mistake is made every year by 95% of students and results in a 0 grade.

Ways to avoid plagiarism:

* Take good notes.
* Know your sources.
* Learn to paraphrase correctly.
* Check your work…do the in-text citations match the works cited page?

Failing to paraphrase is a form of plagiarism, even if you cite it! When you paraphrase, you must change every word from the original.

**A paraphrase is...**

* your own rendition of essential information and ideas expressed by someone else.
* One legitimate way (when accompanied by accurate documentation) to borrow from a source.

**Paraphrasing is a valuable skill because...**

* It helps you control the temptation to quote too much.
* The mental process required for successful paraphrasing helps you to grasp the full meaning of the original

**Steps to Effective Paraphrasing**

* Reread the original passage until you understand its full meaning.
* Set the original aside and write your paraphrase.
* Check your rendition with the original to make sure that your version accurately expresses all the essential information.
* Switch the order, i.e., begin with the last point.

Source Citation:

*Paraphrasing*. Online Writing Lab Purdue University. 10 Oct 2014. Web. 22 May 2015.

Assignment #9 Paraphrase the Following:

France began smuggling arms and money to the rebels as early as 1776. These supplies were critical to helping Washington's army survive its early defeats and the grim winters at Morristown and Valley Forge. Then after the British defeat at Saratoga, the French openly joined the war. The victory at Yorktown would not have been possible without the French. French money and credit paid for the campaign. French troops made up half the army there. French military engineers largely directed the siege. And most importantly the French navy repelled the British navy's attempt to rescue the besieged British army.

As soon as 1776, he French smuggled important funds and weapons to the rebels and were necessary for aiding Washington’s army. The supplies assisted the army during harsh Valley Forge and Morristown winters as well as early defeats. The French would join the war effort after the British defeat at Saratoga. Without the campaign funded by the French, the Battle of Yorktown would’ve been a defeat. Meaning, without the French, the victory at Yorktown wouldn’t have happened. Many French engineers planned the siege, and the French took up half of the soldiers in the army. Then, the French navy fought off the British navy trying to back up their helpless army.

Initial response to the speech was mixed. The brevity of the speech meant that it was over before most of his audience realized it had begun. Lincoln himself was satisfied that his speech met the needs of the occasion but did not imagine its lasting fame. Commentary in the newspapers, which reprinted the address widely the next day, split along party lines. Nevertheless, the speech endured because it so succinctly captured the ideals of the nation and the importance of their preservation even at great cost. It has become arguably the most famous speech, presidential or otherwise, in U.S. history.

The first impressions to the speech were mixed. Due to the conciseness and duration of the speech, the speech was already finished before most of the audience knew that it even started. Lincoln was very content with his speech considering all of the requirements were met yet he didn’t think of how widespread his speech was going to be. In the next day, his speech and comments of his speech would be mentioned in the newspaper. One of the main reasons why the speech was so persistent and important was because it brought up the nation’s ideals and how important it was to preserve these ideals. This speech has singlehandedly become the most famous speech in U.S. history.

On May 17, 1954, the U.S. Supreme Court ruled in Brown v. Board of Educationthat it was unlawful to segregate public schools by race. It became clear almost immediately that the vast majority of southern whites, as well as a large proportion of northern whites, were prepared to fight desegregation of public schools. Although some school districts outside the South complied with Brown quickly, southern politicians and local leaders waged an intense campaign against school desegregation. One southern state after another passed laws aimed at defeating desegregation.

On the date, May 17th, 1954, the *Brown v. Board of Education* case was ruled by the U.S. Supreme Court that it’s unjust to segregate public schools by people’s race. It was obvious that almost instantly after this ruling, most of the southern and the northern whites were prepared to fight the desegregation of public schools. And yes, some of the school districts outside of the South would obey and comply with *Brown* rather quick. But southern politicians and local leaders had many protests and campaigns against the desegregation of public schools. Southern states would pass laws targeted towards defeating desegregation.

TAKEAWAY: We will be using Turn-It-In, a plagiarism detection site, for this course. Plagiarism at the college level is very serious, you could be asked to leave.

Lesson # 10 How to Quote:

Refer to your MLA Guide for quoting directions and examples. You must include one direct quote in your final paper. Only one. Over-quoting is a form of plagiarism. Do not include block quotes.

Lesson # 11 Formatting an MLA Paper:

Refer to your MLA guide for directions on how to format (a header, a heading, a title, correct font and size, and margins, double spaced) the paper. **Do NOT use Bold or underline**. There are written directions and a sample of what it should look like.

Lesson # 12 Parenthetical (In-text) Citations:

Refer to your MLA Guide for directions and examples. You will demonstrate this skill in your final paper. Cite every 4-7 lines.

Lesson # 13 Works Cited Page:

Guess what, directions and examples for this are in your MLA Guide. Use it to learn how to cite various sources and compile a works cited page for your final paper. Read the directions, LOOK at the example.

Lesson # 14 Final Paper Constructed Response:

Your final paper must be MLA compliant. Remember, MLA is a formal protocol, you cannot change, leave out, or modify any part of it.

Paper Requirements:

* 2-3 pages
* 1-inch margins, double spaced, Times New Roman 12 (use settings in Microsoft Word to set these up in your paper)
* One direct quote
* At least 5 sources from the school databases
* Works Cited page
* In-Text citations
* Paper correctly formatted

Directions for Submission:

* **Do not embed the paper in this document.**
* Submit it **as a separate document** to [Mrs. Swift](mailto:susan_swift@gateschili.org) (via email) by 11:59pm Sept 17th, 2021.
* **Name the file with your last name, first name and Paper (ex. Johnson Madison Summer Assignment 2021)**
* Unnamed files will be sent back for correction.

Assignment #14: The Constructed Response Paper:

Choose **one** of the following topics:

1. **Analyze and evaluate the impact of European colonization on early America.**
2. **Analyze and evaluate the impact of political or economic revolution in North America.**
3. **Analyze and evaluate the use of various forms of labor in early American history.**

**Basic Steps for a Constructed Response**

1. Locate, Evaluate and Cite Sources

2. ID key words-conduct new searches as needed

3. Rewrite question into thesis statement

4. Collect relevant details from the reading

5. Organize details

6. First draft, run spell check, proofread, re-vise, re-write