Littleton High School History and Social Science Research Paper Guide

Table of Contents

I. Why Write a Research Paper?

Students, adults and even some teachers often ask this very question. What is there to gain by spending weeks and perhaps months toiling away on an in depth research project? Is it simply a writing exercise? Is it meant to force students to read more? Is it supposed to help students learn more “facts”? Or is it a tired, old academic tradition that refuses to go away?

While a good research paper does require a great deal of reading and writing, it is not meant to help you accumulate facts or to mimic what your parents and grandparents did. Instead, a research paper is an opportunity to engage in genuine historical inquiry and to grow as independent, resilient students.

Historians (as well as social scientists) do not spend eight hours a day reciting lists of presidents or scribbling down the dates associated with the French Revolution. Nor do they analyze primary sources handed to them by someone else. They answer questions about our past and present by gathering evidence, evaluating that evidence and drawing conclusions about that evidence. The paper, presentation or video produced by this research communicates what they have discovered to the wider world.

Most of us will not become professional historians or social scientists. However, your ability to gather, evaluate and draw conclusions from evidence is critical to most 21st century jobs and, moreover, is crucial to informed citizenship. Regardless of your background or your future plans, your research paper presents an opportunity for growth.

The following guidelines are meant to help you navigate the research process. They will act as a reference for each step in the process, and will also allow for chances to practice what you have learned. Ultimately, combining this resource with instruction from your teacher will allow to succeed in effectively responding to the research question you have posed to yourself, and allow you to continue your growth as a learner.

Good luck!

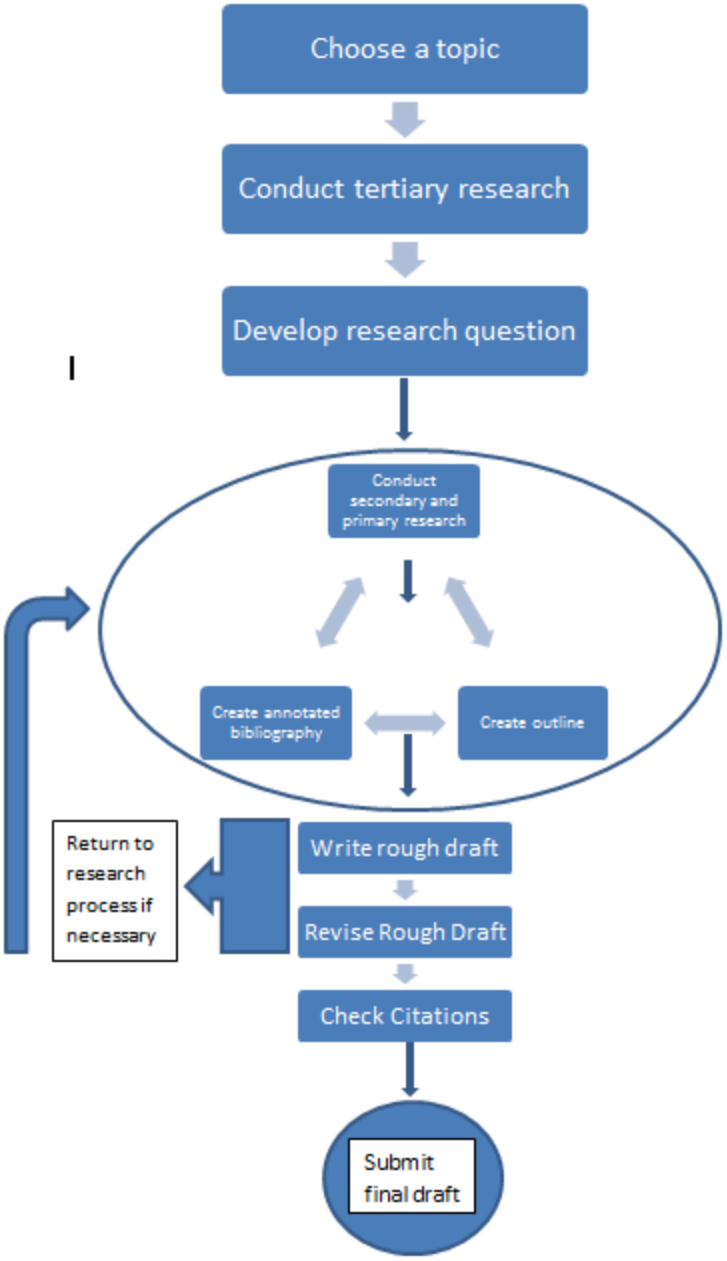
II. The Research Process

The following forms a rough outline of the step by step process you undertake to complete a research assignment.

1. Choose a topic
2. Conduct tertiary research
3. Develop research question
4. Conduct secondary and primary research
5. Create annotated bibliography
6. Continue research, continue updating annotated bibliography
7. Create Outline
8. Write first draft
9. Continue research, continue updating annotated bibliography as needed
10. Revise draft
11. Check citations
12. Submit final draft

For help creating a research schedule, visit this site maintained by the Tufts University Library: http://www.library.tufts.edu/researchpaper/start.asp

III. Visual Representation of the Research Process



IV. Choosing a Topic

When choosing what to write about, consider the following two questions.

- What are the parameters of the assignment?
- What am I interested in?

So, if the assignment requires research on a topic in the twentieth century in the United States, consider what aspects of American society are pertinent to your own interests. Hence, if you are a dedicated musician, you might want to choose a topic like “Popular Music in the Great Depression” or “Rock and Roll in the 1950s.” Generally, research assignments are broad enough that you have the opportunity to study something which speaks to something important to you from a different time period.

Some topics simply might not work, such as the topic “automobiles in the American Revolution.” But instead you could study different transportation methods during that time period, or the use of rudimentary machines during the war. Ask the teacher for help if you are interested in a topic but you are unsure if there is evidence available to construct an argument about it.

If you really have no idea what you would like your topic to be, your teacher will likely provide a list of sample topics from which you can choose.

V. Creating a Research Question

Choosing a research question is a critical part of your research paper. A research paper is NOT A BOOK REPORT. Hence, simply describing the Opium War or the Russian Revolution does meet the expectations for the assignment. Instead, your paper will constitute an answer to your research question.

What is a research question?

A research question is a specific, intellectually challenging question that is grounded in historical evidence. Furthermore, the research question is answered by the research

paper.

Let's break down this definition.

Specific

Research questions must be specific and not too broad. If a research question is too broad, it cannot be answered with any detail in the page limit for the assignment. If a research question is specific, it can be answered with sufficient detail in the page limit for the assignment. It is important to note that specificity is relative to the assignment and will ultimately be judged by the teacher.

Consider the following two research questions for a ten page research paper.

Example 1: "How did American presidents affect American foreign policy between 1800 and 1865?"
Example 2: "How did Thomas Jefferson affect American foreign policy between 1801 and 1813?"

Note that the first question is too broad for a ten page research paper, and would probably be more appropriate for someone writing a book! The number of presidents and the time period are too broad to truly answer that question in ten pages with any depth or attention to detail. The second question, which focuses on one president during two terms, is far more specific and, hence, appropriate for the assignment.

Intellectually Challenging

An intellectually challenging question goes beyond simple description to complex analysis of causes and effects. Hence, an intellectually challenging question asks not only "what?" but also "how?" and "why?" Generally, bland questions that are not intellectually challenging only ask "what?".

Consider the following two examples for a ten page research paper:

Example 1: "What is the number of kings who have ruled over Great Britain?"
Example 2: "During the reign of George IV in Britain, how did royal power decline and what caused this to happen?

The first question, in addition to being very broad, could be answered in one sentence and only requires description. This does not constitute an intellectually challenging

question. The second question is not only specific, but demands analysis of causes and effect rather than simple description.

Grounded in Evidence

When making a claim in a history or social science paper, the claim must be supported by appropriate evidence. Questions which cannot be answered with appropriate evidence are considered speculative, or not grounded in evidence. Speculative questions cannot be adequately answered in a history or social science paper.

Consider the following two examples:

Example 1: “Was the US morally justified in declaring war on Germany in 1917?”
Example 2: “What economic and political factors caused the US to declare war on Germany in 1917?”

The first question is considered speculative, as it cannot be answered using evidence appropriate to a history and social science class. While this question is worth asking in a class discussion or in a journal reflection, there is no set criteria for what is meant by “moral” in this question. The second question does not ask the author to impose judgment on the actions of the US government, but to explain why it took the actions that it did. Since we can find evidence to explain these actions, this question is considered grounded in evidence.

Once you have created a research question that is specific, intellectually challenging and grounded in evidence, you can begin your research in earnest. **Your paper will essentially be an answer to the research question that you have posed.**

Keep in mind that research questions can change as you go through the research process, but you must start with an appropriate question to keep your research focused.

Practice:
https://docs.google.com/a/littletonps.org/forms/d/1NUs_uApB17pL-uZqwsmQpMcVVf13-WTNXuTIZsz2ctw/viewform

VI. Evidence

Before you begin the research process in earnest, it is critical to understand the different

types of evidence you encounter and how to interpret them. This section defines different types of sources and provides guidelines on how to evaluate them. Much of what follows below you have likely already learned in history class, but you should refresh your memory before beginning your research.

Types of Evidence

A. Primary Sources

Primary sources are original documents and objects which were created at the time under study.

Primary sources are the building blocks of historical inquiry. Without these sources, there would be no history. These type of sources allow historians to access all kinds of information- thoughts, feelings, beliefs, quantitative data and other information relevant to the question being asked. Ultimately, historians use these sources to answer questions about the time period under study.

There are many examples of primary sources. They include written documents such as diaries, newspapers, letters, birth and death records, deeds to land, census records and more. There are also non-written sources, including paintings, buildings, tools, song recordings, maps, films and more. No matter if they are written or not, if they are all from the period under study, they are all considered primary sources.

B. Secondary Sources

Secondary sources are accounts or interpretations of events created by someone without firsthand experience in the time under study.

Secondary sources are the products of historians and others who want to make an account of the past. Using primary sources as evidence, historians and others make an account or interpretation of the time period under study. Though secondary sources could not exist without primary sources, secondary sources are important because they represent our attempts to make sense of the past using evidence. Moreover, they are important for providing historical context for anyone studying a particular time period; rather than having every historian read every single primary source when beginning a study of a time period, secondary sources allow historians to build off of the work of others and not “reinvent the wheel”.

Some examples of written secondary sources include monographs (in-depth accounts of a particular topic from a particular period) and biographies. There are also non-written secondary sources, including documentaries, monuments and visual representations of the past, such as paintings about a prior time period.

C. Tertiary Sources

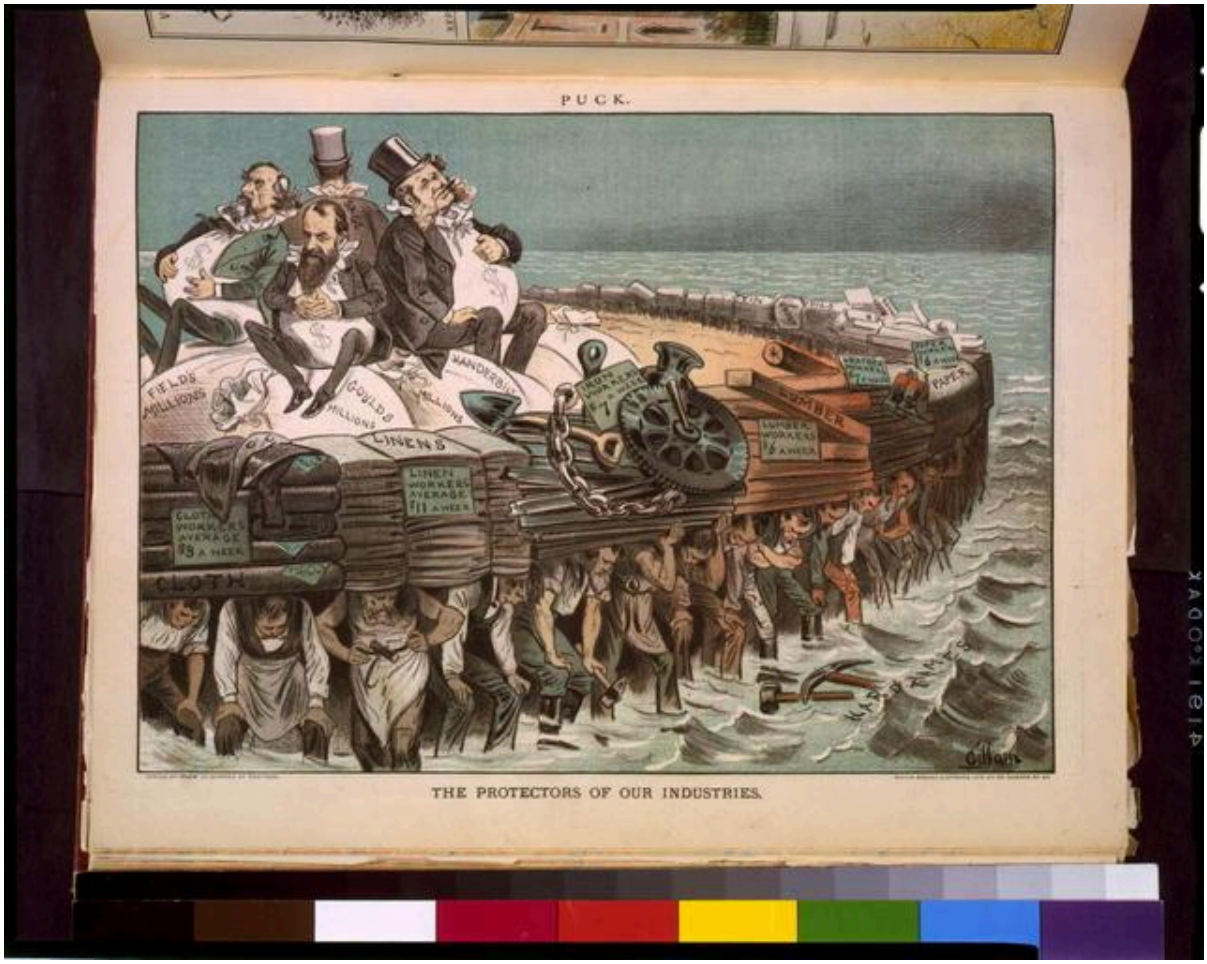
Tertiary sources are summaries of secondary sources. Just as secondary sources are built from primary sources, tertiary sources are built from secondary sources. Tertiary sources take the arguments of many secondary sources about topics and time periods and condenses these arguments into a short article. Tertiary sources are often useful entry points to research, as they usually give citations of the secondary sources they summarized.

Examples of tertiary sources include textbooks, encyclopedias, Wikipedia and summaries in databases like U.S. History in Context.

II. Evaluating Evidence to Answer Historical Questions

Sources of evidence in history are important because they help us answer questions about the past. In fact, the usefulness of a source varies depending upon the question asked.

Take the following example:



Source: “The Protectors of our Industries”, by the firm Gillam ; Mayer Merkel & Ottmann lithograph, NY, 1883.

Historical Question #1: Did Industrialists exploit workers and immigrants during the Gilded Age to acquire their wealth?

Historical Question #2: How did cartoonists during the Gilded Age represent Industrialists in relationship to workers and immigrants?

Historical Questions #3: How did Americans view and understand industrialists during the Gilded Age?

The source above would be more useful in answering questions 2 and 3, as this source is a depiction of how people understood the industrialists during the Gilded Age. This source would be less helpful in answering question 1. Other evidence would be needed to corroborate this author’s message.

But how do you go about evaluating or judging if a particular source is useful to answering your question?

Read the following principles for evaluating the three types of sources. Then, complete the practice exercises that follow.

How to determine the usefulness of a primary source

A. Why use Primary Sources?

Primary sources are important to use when attempting to answer historical questions because they are the fundamental evidence for determining cause and effect relationships. They can answer questions that secondary and tertiary sources cannot.

B. Determining the usefulness of primary sources

Primary sources are used to help answer historical questions. But some sources are helpful in answering certain questions, and others are less helpful. Moreover, some sources can be used to answer some questions, but not others.

To determine if a source is useful, go back to your research question. Does this source provide any information on the problem you're examining? For example, if you are trying to determine the causes of the Civil War, does this source contain any information on possible causes, such as slavery or economic factors?

But even if a source appears to be about the causes of the Civil War, is the author telling the truth? That is, is the author's message reliable?

When determining whether or not a primary source is reliable in this sense, you should consider the following:

Point of View: This refers to the author's relationship to the historical event or account of the past. Ask yourself these questions when thinking about point of view

- Who is the author and what is the author's background? How does this affect the message of the source?
- Who did the author create the source for (i.e., who was the intended audience?) How does this affect the message of the source?
- What is the purpose of the source? How does this affect the message of the source?

Context: This refers to understanding an historical event or source within its historical place and time. Ask yourself the following questions when considering context:

- What are other pieces of knowledge from this time period that are necessary to understanding this source?
- Are there pieces of knowledge missing from the primary source that, when paired with the source, significantly alter the meaning of the source?
- When and where was this source created?

Corroboration: Using details from multiple sources/accounts to find points of agreement and disagreement. Primary sources need to be corroborated to be useful. Ask yourself these questions when considering corroboration:

- Is this source representative of the subject? Is it very similar to other sources, or is it exceptional?
- If the source is exceptional, why does it differ from the others?

***Example*:**

The Detroit Journal, 1898

This cartoon argues that white Americans were, at great cost to themselves, civilizing native peoples in the Philippines after the Spanish-American War.

Consider these two research questions:

A. “Did white Americans bring education and good governance to the Philippines following the Spanish-American War?”
B. “How did white Americans justify the occupation of the Philippines following the Spanish American War?”

This source might appear useful for answering the first research question, as it clearly depicts White Americans bringing native peoples to an American school. However, once the source is corroborated with other accounts that suggested the occupation was more about military control than education, it becomes clear that the cartoon did not depict

reality, but instead depicted the beliefs of the author.

This source is more useful in answering the second research question. This source continues to not depict a truly accurate account of the past. However, since this question is interested in the ways Americans justified the occupation, this source is very useful. This source depicts the famous “White Man’s Burden”, which was a justification for the occupation of foreign lands and native peoples.

How to determine the usefulness of a secondary source

A. Why use secondary sources?

Historians use secondary sources for two purposes. The first is to survey what other historians have said about the time period already, so that they can build on the work of others. The second is to gain the necessary contextual information necessary for understanding primary sources.

B. Determining the usefulness of secondary sources

As with primary sources, you should consider the point of view and context of secondary sources, as well as corroborate with other sources. The same questions posed above apply to secondary sources.

A particular concern for secondary sources is the background, practices and time period of the author. In general, useful secondary sources will have the following characteristics:

- The author has academic credentials/will be a professional historian.
- The source was published by an academic publishing company.
- The author cites his or her sources.
- The source was written within the past thirty years or so.

***Example*:**

While doing research on a paper that attempts to answer the historical question, “What caused the downfall of the Napoleonic Empire in the early nineteenth century?”, you come across the following two secondary sources.

The Downfall of the Napoleonic Empire, published in 1901
A History of Napoleon’s Reign, published in 1999

The first source seems particularly useful given its title. But since it was published nearly a century ago, the scholarship is likely outdated. The second book, though apparently more general, would act a better resource for providing context and showing what other historians have argued about Napoleon's end.

How to determine the usefulness of a tertiary source

A. Why use tertiary sources?

Tertiary sources should be used with care. There are only two reasons to use a tertiary source. The first is to gain very general background knowledge on the subject. The second is to use the tertiary source's citations to lead you to helpful primary and secondary sources. Tertiary sources are usually not used as evidence in an argument; rather, you should go to the evidence used by the tertiary sources and use that instead.

B. Determining the usefulness of tertiary sources

Tertiary sources should be evaluated using the same guidelines as secondary sources. In general, useful tertiary sources will have the following characteristics:

- The author has academic credentials/will be a professional historian.
- The source was published by an academic publishing company.
- The author cites his or her sources.
- The source was written within the past thirty years or so.

Example:

Suppose you are just starting research on Colonial India in the late nineteenth century. You have no idea where to start, so you do the natural thing- you Google "Colonial India" and click on the first link that appears, the Wikipedia page devoted to the topic.

If you choose to read it, take notes on it and "count it" as a source that you will use in your paper, then you are not using Wikipedia correctly.

Instead, read the Wikipedia page, take notes and bear in mind that this is one, broad account of the topic. Then, go to the footnotes section of the page and use the footnotes to lead you to secondary sources. These secondary sources will go into greater depth and can be used as evidence in the paper. In sum, Wikipedia and other tertiary sources should be used as **starting** points, not **ending** points.

Practice:
https://docs.google.com/a/littletonps.org/forms/d/12-wd3oM7I8TLdJwf_r95rYgxEJjDdGCU3_oud-LvFwQ/viewform

VII. Finding Evidence

It is difficult to create a research question without knowing much about the topic you want to study. Moreover, you cannot evaluate sources if you cannot find them. So, how do you find them?

Your gut reaction might be “Google”. Stop! Even though the internet will be a crucial part of your research, you do not want to start with Google. Consider the suggestions below as a rough road map for your research.

1. Go to the Library

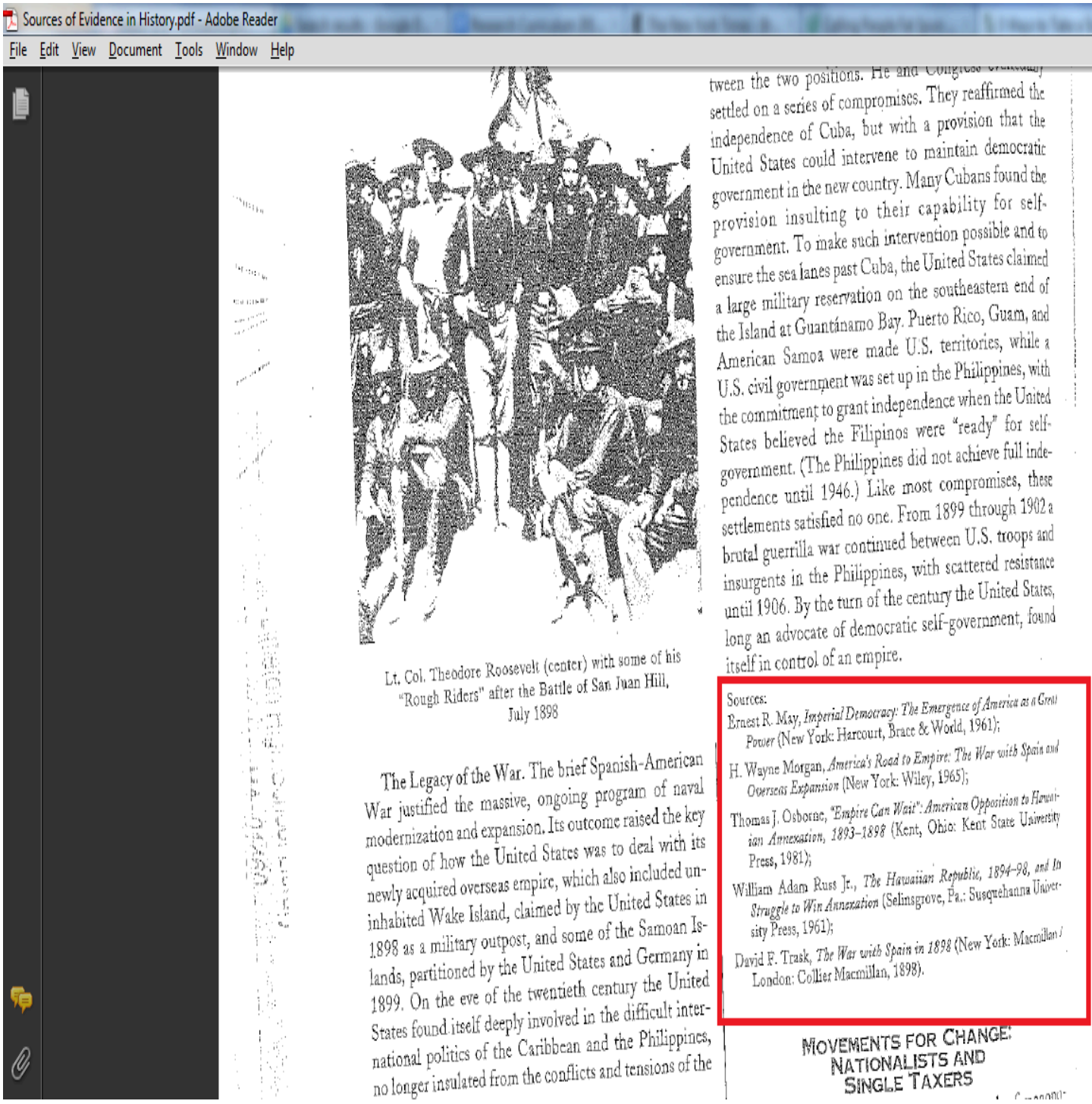
Even though much of your research will involve the internet, it is generally a good idea to begin at the library where you can have easy access to reputable sources, both physical and digital. Consider using both the LHS library and the Reuben Hoar Library at some point during your research process.

2. Tertiary Sources

Begin by looking for your topic in a few tertiary sources. In this case, these sources include your textbook, various encyclopedias and online tertiary sources like Wikipedia.

Remember that when reading any of these tertiary sources, the end of the entry on your topic is just as important as the entry itself. At the end of most entries will be a list of references. These references contain secondary sources and primary sources that you should track down and potentially use in your own research.

Consider the following example:



The above image is taken from the *American Decades* series, an encyclopedia of American history. The entry deals with the American occupation of the Philippines. At the end of the entry, the author has included a bibliography of relevant secondary

sources (in the box). Using this list of sources can act as guide to help you find secondary and primary sources for your own paper.
See Appendix A for a list of helpful tertiary resources.

3. Using the Library Catalog and Online Databases

Library Catalog:

When using the LHS Media Center catalog, the Reuben Hoar Library catalog or any other library catalog, following a few rules of thumb will help you find resources that are relevant to your research.

Library catalogs are NOT Google. Hence, typing in a keyword search such as “world war I women france” might yield helpful results, and sometimes it might not. Use subject headings to help you narrow your research. Every book is cataloged by librarians under certain subject headings. Hence, a book about the Battle of Verdun might be under the subject World War, 1914-1918. Clicking on the subject heading will bring every book in the catalog that deals significantly with World War I.

Furthermore, use quotation marks to search phrases. Searching “world war I” **without** quotation marks will likely give you a lot of results on both World War I and World War II, not to mention other sources that might not be helpful. If you search “world war I” in quotation marks, then the search will return books with the full phrase “world war I” in the title.

It is generally a good idea to use a mixture of general keyword searches, subject heading searches and searches for specific phrases in order to get a good sense of the sources that exist in the catalog.

You can access the LHS Media Center catalog here:
https://sites.google.com/site/littletonhighlib/lhs-catalog

You can access the RHL catalog here: http://littleton.mvlc.org/eg/opac/home

Online Databases:

Searching online databases is a particular useful method of finding tertiary, secondary and primary sources. Online databases are searchable collections of thousands of different sources. Some online databases, like U.S. History in Context, provides

resources for every different time period in American history. Others, like America's Historical Newspapers, provide more specialized resources, in this case newspapers from mostly the late 19th and early 20th centuries. Online databases can be especially helpful when trying to find primary sources.

For a list of some online databases that you can access, see Appendix A and B at the end of this guide.

4. Interlibrary Loan

Sometimes, you will come across a secondary or primary source that you think might add a great deal to your paper, but the library does not have the source and you cannot access it via the internet. In this case, you should speak to the librarians at the Reuben Hoar Library or the LHS Media Center about a process called "Interlibrary Loan". This (usually free) service allows other libraries with the source you are looking for to send to the source to Reuben Hoar for you to access. This process sometimes takes up to two weeks, so request this service early- preferably not the week the final draft of the assignment is due!

5. People as Resources

Research is not meant to be a solitary process.

Consult with a librarian in the early stages of your research. Librarians will be able to point you in the direction of resources that you were unaware of. Do not expect them to do your research for you. Also, be sure to come with your research question. If you say to a librarian that you're researching "The Great Depression", but your question is actually "How did the Great Depression affect American women, and how did those effects differ between women of different races?" then the librarian will not be able to help you find literature on race and gender during that time period.

While it might seem obvious, it is also important to approach teachers with questions. Teachers will, of course, check in with you numerous times over the course of the research process, but if you are stuck, you should approach them for help, whether it involves finding sources or any other portion of the research process.

Finally, other students can help you in your research process. Teachers will often distribute a list of research topics that each student has chosen at the beginning of the research process. So, if you notice that one of your classmates is studying a similar

topic, you could talk to him or her to see what he or she has found. Also, if you come across something which would be helpful to one of your peers, share it with him or her. Do NOT ask other students to do your research for you, but you should feel free to discuss source material with other students.

6. The Internet

After using the resources at the library and online databases, it is now time to turn to Google. However, evidence gathered from the Internet must be used cautiously.

Before Googling with wild abandon, read this note about Google Books and website evaluation guidelines.

Google Books:

Google Books is exactly as it sounds: a Google search that only searches book titles. Sometimes you can find full text versions of secondary sources on Google books that you can read online, other times you can find snippets of sources that you can access in full using interlibrary loan. This can be a powerful tool for finding useful sources.

Guidelines for evaluating websites:

NB: None of the following guidelines are meant to necessarily exclude websites as evidence, but to help you appropriately use websites as evidence.

When considering evidence you found on a website, ask yourself the following questions:

- Author's identity: does the author's point of view give reason to doubt the authenticity? Does the author have academic credentials? If so, from where? Do we even know who the author is?

- Citations and footnotes: does the website provide a way to corroborate its claims?

- Academic affiliation: is the website associated with a major university or historical organization?
If so, does the point of view of the university or organization possibly affect the message?

- Sponsored organization: is the website maintained by a corporation or non-profit? If so, does the point of view of the corporation or non-profit possible affect the message?

- Purpose of the site: why does the site exist? Is it educational in nature, or is it clearly political, ideological, etc.?

- Last updated: is this an old, unmaintained site? If so, does more up to date information exist?

- Type of source: does the site contain primary, secondary or tertiary sources?

- Corroboration: whatever claims are made by a website, they need to be corroborated by other sources, both primary and secondary.

Practice:

https://docs.google.com/a/littletonps.org/forms/d/1AOCDabcM3uNa3bZ8ki4rgnvN6CCdfi_SD5djkE5qdeQ/viewform

VIII. Annotated Bibliographies

Annotated bibliographies are bibliographies with summaries and annotations of each source cited. The purpose of an annotated bibliography is to give yourself and your teacher a sense of how you plan to use each source as evidence in answering your research question.

You should keep your annotated bibliography updated as you continue your research process.

In addition to a bibliographic citation, each source will also have a paragraph that explains the following:

- A summary of what the source is about
- A brief description of the author
- An explanation of how the source fits into your research
- An explanation of the author's point of view and how this point of view might affect the message of the source

For detailed directions on creating an annotated bibliography as well as a sample, see the following handout and website:

https://docs.google.com/a/littletonps.org/document/d/1XNGXD-6kAwYO6_sctmJFA0ZM5OWkf1zLWKxIO8Z23Nw/edit?usp=sharing

http://www.trentu.ca/history/workbook/annotatedbibliographies.php

IX. Thesis Statements

The thesis, or argument of the research paper, is your response to your research question. It is critical you create a strong, sophisticated thesis so that you can best answer that question.

Though it is possible and likely that you will revise your thesis statement as the research process continues, any rough draft should have a thesis statement. Otherwise, the body paragraphs meant to support the thesis will not support a point.

How do you create a strong thesis statement? Consider the following guidelines.

How to Create a Thesis:

Once you have chosen the topic of your paper and completed the necessary research, start thinking about the underlying themes and connections between your observations and larger issues at stake.

Your thesis statement should have the following characteristics:

Articulates a Cause and Effect Relationship:

Ultimately, you should create a cause and effect relationship in answer to your research question. In a cause and effect relationship, you explain why something happened in the past.

Consider the cause and effect relationship like this: “X caused Y”.

Consider the following examples:

Example A: “Competition for scarce resources caused World War I”
Example B: “World War is considered one of the worst wars in history”.
In Example A: the author argues that “Competition for scarce resources” is X (the cause) and “World War I” (the effect). This is a cause and effect relationship. In Example B, the reader is left asking “Why is it considered this way?” The author has presented the *effect*, but not the *cause*.

***Challenging*:**

Like a good research question, the thesis must be intellectually challenging. The thesis must go beyond basic facts that cannot be contested. Instead, the thesis should present an argument that posits a contestable cause and effect relationship.

Consider the following examples:

Example A: “In the Spanish-American War, the United States lost over 2,000 soldiers.”
Example B: “The United States lost over 2,000 men during the Spanish-American War because of poor training, spoiled rations and dangerous medical practices.”

In Example A, not only does the statement fail to provide a cause and effect relationship, the claim can not be contested. In Example B, there is both a cause and effect relationship and a contestable claim.

***Specific*:**

The thesis should be specific rather than vague.

Consider the following examples.

Example A: “Franklin Roosevelt won the Election of 1932 because of the Great Depression and Herbert Hoover.”
Example B: “Franklin Roosevelt won the Election of 1932 because the failure of Hoover’s programs had led the American people to lose faith in Herbert Hoover’s ability to end the Great Depression.”

In Example A, the author does not explain how the Great Depression and Hoover contributed to Roosevelt’s victory. In Example B, the author elaborates on how these two factors helped Roosevelt win the election.

***Grounded in Evidence*:**

Thesis statements must rely on evidence and methods appropriate to history and social science. Thesis statements should not use evidence and methods that fall within the realm of ethics, philosophy, religion, etc.

Example A: “The Massacre at Wounded Knee should never have happened, as it involved the murder of unarmed Native Americans”.
Example B: “The Massacre at Wounded Knee was the result of the American government’s failed Indian policies, including the assimilation effort and the use of reservations.”

While most of us would agree that the massacre was indeed an immoral action by our own standards of right and wrong, the thesis in Example A would be more appropriate to argue in an ethics paper. In Example B, the author uses evidence (like government policies) to demonstrate a cause and effect relationship. This is considered appropriate.

Miscellaneous Tips on Thesis Statements:

- Thesis statements do not have to be one sentence long.
- Do not “cherry pick” evidence to fit a preconceived thesis statement. Your thesis should be determined by the evidence. Instead of making the evidence fit the thesis, make the thesis fit the evidence.

Practice:

https://docs.google.com/a/littletonps.org/forms/d/1Nue5hTfb0B2_v5c58wvHZHk6-C1sHYVpDD7APKOk4jM/viewform

X. Planning, Writing and Revising the Research Paper

But after gathering evidence and evaluating it, the task remains of actually writing the paper itself. This is an area of particular difficulty for many people. A paper of five, 10 or 15 pages in length can seem daunting. Moreover, some students leave the actual writing until the last minute, making meaningful revisions nearly impossible. This section will explain how to go about explaining the structure of a research paper, how to create an outline for your paper, and how to revise your paper.

1. The Structure of a Research Paper

A research paper’s structure is similar to that of a much larger, more in depth version of the standard five paragraph essay. What follows are the basic elements of a research paper.

A. Introduction

The introduction begins the research paper. It usually consists of one to three

paragraphs of text, as well as the following elements:

- **Hook**

A “hook” draws the reader into your text. Usually, a hook is an illustrative anecdote, or a story that hints at the problem you will be examining in the paper. The hook usually appears at the beginning of the paper.

Example:

[For a paper examining the presidency of Andrew Jackson and his relationship to Native Americans]

In 1813, Andrew Jackson became the first and only president to adopt a Native American. Lyncoya, as the boy was known, was brought up at Jackson’s plantation, the Hermitage, and educated along with Andrew Jackson, Jr. Jackson even intended to send Lyncoya to West Point, the training academy of America’s military elite, before political circumstances made this impossible. Nonetheless, Lyncoya led a life of privilege unavailable to most Native Americans.

This story is surprising, given that Andrew Jackson spent much of his life fighting Native Americans. He put into motion the infamous “Trail of Tears” and supported states in efforts to forcibly relocate Native peoples. He even built up his military career by waging war against the tribes, finding Lyncoya after a brutal victory over the Red Stick people, with the infant lying next to his slain mother. His relationship with Native Americans was, simply put, complicated.

- **Background**

A brief overview of the time period and problem examined in the paper appears in the introduction. The background should consist of information necessary for understanding the argument that follows, and should be trivia-free. The background usually appears before or after the thesis.

Example:

Andrew Jackson served two terms as president from 1828 to 1836. Elected in part on his appeal to the “common man” and his illustrious military career, Jackson was a popular president. During his administration, he had a significant impact on the lives of Native Americans in the United States. He supported and passed the Indian Removal Act of 1830 and ignored court orders protecting Native property rights.

- **Thesis**

At some point in the introduction, you should clearly state your thesis. This might appear as the last sentence in the introduction, or it might appear elsewhere. Regardless, it must be clear! For more information on thesis statements, see the earlier section on thesis statements.

Example: *[Thesis in italics]*

But the question remains- why did Jackson so ardently support the removal of Native Americans to the Indian territory in present day Oklahoma? While it is certain that Jackson did support and make possible the removal of thousands of Native peoples to the west, his motives were even more complex than reasons he stated in his official documents. *Jackson supported separation because his military experience had convinced him that coexistence was simply impossible and that the survival of both races rested in separation, but also because he wanted white Americans to have access to the resources on Native lands and his belief that this access would win him political support for his presidency.*

B. Main Ideas

Main ideas are arguments that support the thesis. They consist of several supporting paragraphs, which in turn are composed of topic sentences, evidence and analysis.

- **Supporting Paragraphs**

Supporting paragraphs are the paragraphs that make up main ideas. Generally, main ideas have somewhere between four to eight supporting paragraphs.

- **Topic Sentences**

The topic sentence is the first sentence of a supporting paragraph. It introduces the argument of the paragraph.

- **Evidence and Analysis**

Most supporting paragraphs include evidence and analysis. The evidence might consist of a quotation from a primary source, a summary of a secondary source or material drawn from several sources. The analysis consists of explaining what conclusions can be drawn from the evidence presented.

Example:

Jackson framed the process of Indian Removal as one that was ultimately beneficial for Native peoples as well as whites. In his second state of the union address in 1830, Jackson directly addressed the so called "Indian problem". He stressed the positive effects that removal would have on both whites and Natives, and pointed out that the federal government will carry out the removal at great expense. Furthermore, he notes that the government was sending the Natives to "a land where their existence may be prolonged and perhaps made perpetual."[1] Jackson clearly signaled to the public that he was acting in the greater interests of both parties, though other, less public motivations influenced his decision making as well.

The topic sentence in the example above clearly states the argument of the paragraph, that Jackson presented Indian removal as something positive for Natives and whites. The evidence that follows from his second state of the union is used as an example of how he publicly portrayed the policy, and the rest of the paragraph explains the evidence in question. The last sentence is also a transition to the next supporting paragraph and its topic sentence.

C. Conclusion

A conclusion is similar to the conclusion in shorter essays in that it summarizes the argument made in the paper, but it also provides a reflection on the significance of the problem examined.

- **Summary**

Do not simply cut and paste phrases from earlier in the paper. Nor should there be a lengthy summary of the paper in different words. The summary requires a brief restatement of the argument with a brief mention of the main ideas. This should be no more than a paragraph.

- **Reflection on Significance**

[1] Andrew Jackson, "Second State of the Union Address", *The American Presidency Projec*t, last modified July 20, 2013, http://www.presidency.ucsb.edu/ws/?pid=29472.

The conclusion should also include some thoughts on why your research matters. Some ways of approaching this include considering how the problem you examined affects society today, how this problem has changed over time, or how people have interpreted this part of the past in different ways. Do not feel restricted to these approaches, though. Be creative and consider why you (and presumably your reader) are different as a result of reading your paper.

Example: *[Reflection on significance in italics]*

Jackson's relationship with Native Americans existed within the larger political, economic and social context of the early nineteenth century. His decision to support the removal of Native peoples was certainly colored by his own experiences fighting Natives in his military career, but was also the result of political expediency and economic pressures of a burgeoning white population. These factors combined to create a situation in which Natives were not only removed from their lands, but died in the thousands during the removal. *Jackson's decision making is a cautionary tale about short term political benefits and the longer term consequences on a minority group, and should be remembered today when considering the relationship between nation states and indigenous peoples.*

The example above gives a brief summary of the overall argument of the paper and also provides a reflection on the significance of the problem under study.

D. Sample Research Paper

So, what does this all look like when it's put together? Use the following research paper as a model when writing your own. Bear in mind that research papers follow a common template, but there is room for much creativity within this template. Do not consider your paper as having to mimic this paper in every respect.

NB: This paper uses endnotes rather than footnotes. Unless otherwise specified by your teacher, use footnotes.

Sample Research Paper: http://dianahacker.com/pdfs/hacker-bish-cms.pdf

2. Creating a Useful Outline

After having researched primary and secondary sources, do not simply start writing. Instead, create an outline to organize your thoughts and clarify your argument. This will make the task of writing the paper considerably easier.

The outline should present your research question, your working thesis, the arguments of the main ideas, the topic sentences of supporting paragraphs and evidence for those claims.

Consider the following sample outline.

Sample Outline

Research Question:

“Why did antebellum reformers between 1820 and 1860 carry out their reform programs?”

Working Thesis:

The reform movements of antebellum period clearly represented attempts by white, middle class Protestants to control, rather than help, what were considered dangerous elements of American society.

Main Idea I:

The Temperance Movement was aimed at assimilating immigrants groups into White Anglo- Saxon Culture.

Paragraph 1:

Topic Sentence: The Temperance Movement attempted to decrease and even eliminate alcohol consumption in American society.

Evidence: *Reforming Men and Women*, pp. 30-40

Paragraph 2:

Topic Sentence: This movement was led by women because it was presented as a means of protecting the home.

Evidence: “Drunkard’s Progress”, *Women in Antebellum Reform* pp. 10-13

Paragraph 3:

Topic Sentence: Though Anglo-Saxons were also targeted by the movement, Catholic immigrants became the primary focus of the temperance reformers.

Evidence: *Reforming Men and Women*, pp. 50-55

Paragraph 4:

Topic Sentence: Temperance reformers linked the reduction of alcohol consumption in the immigrant population with assimilation to majority values.

Evidence: Temperance Tales pp. 20-24, *Women in Antebellum Reform* pp. 60-68

The outline above provides a roadmap for the research paper. The thesis is supported by the arguments of the main idea, and the argument of the main idea is supported by the topic sentences. Further, the evidence used to support those claims has been identified. The process above would be repeated for further main ideas.

Ultimately, taking the time to organize your argument and evidence beforehand makes the process of actually writing the paper much easier.

3. Making Revisions

Following the completion of the outline and then a rough draft, you should begin to reevaluate, revise and rewrite the paper. It is tempting to write a rough draft, say “I’m done!” and submit that as a final draft. Resist this temptation! Every rough draft will need revisions ranging from simple stylistic changes to significant changes to the argument and perhaps the inclusion of more evidence.

Take at least one day before returning to your paper. Print out the paper or view it in a different setting than where you wrote it, and begin to read the draft. Answer the following questions:

1. Do I see any basic grammar and style mistakes?
2. Is my thesis clear?
3. Do the main ideas support the thesis?
4. Do my supporting paragraphs have clear topic sentences?
5. Have I provided sufficient evidence?
6. Have I met the expectations stated in my teacher’s rubric?

This last question is perhaps most important, as the rubric will be the same guide used by the teacher when grading your work.

Sometimes, your teacher will comment on a rough draft, or part of a rough draft. Be sure to actually read and respond to the comments. Do not just fix a spelling error or two- sometimes whole paragraphs or main ideas might have to be rewritten!

Lastly, it is a good idea to have as many eyes as possible read your draft. Hence, you might ask a peer, a parent or another teacher to read your draft.

XI. Title Page

The title page is your reader's first impression of your work. You should use it as an opportunity to present your audience with a general idea about the topic and argument of your work.

- **Title Page Style**

Your title page should include a centered title at the top of your first page, your centered name in the middle and centered information about your teacher, the class and date at the bottom. Please use the title page in the Sample Research Paper as a model.

- **Creating a Title**

Don't fall into the trap of entitling your paper with your research topic. For instance, when writing a paper about Harry Truman and the Cold War, do not entitle the paper "Harry Truman and the Cold War".

Instead, follow one of the two following constructions:

A. "Illustrative Quotation": Topic

Example:

"The Buck Stops Here": Harry Truman, Domestic Politics and the beginning of the Cold War

B. Argument of the paper: Topic

Example:

Truman's Efforts to Win Voters Through Foreign Policy: Harry Truman, Domestic Politics and the beginning of the Cold War

In Example A, the quotation hints to the reader that Truman presented himself as a tough negotiator, and information following the colon gives a more specific account of the problem to be examined.

Example B is a bit more direct, but again gives the reader an idea of what to expect in the paper.

There are other ways to entitle a paper, but whatever you choose, give the reader an idea about your argument and not just your topic!

XII. Style

In order for you to effectively convey your argument, you must communicate it using clear and concise writing. The following list is not exhaustive. However, it addresses mistakes that commonly appear in rough drafts of research papers.

- **Less is more. Every word should add to your argument. If a word or phrase is not necessary for supporting your argument, remove that word.**

Example A: [From a paper arguing that Eisenhower's foreign policy furthered American economic interests abroad] Dwight Eisenhower was born in Denison, Texas in 1890, though he spent much of his youth in Kansas. He was the third of seven boys. Eisenhower's leadership during the Suez Crisis in Egypt in 1956 was critical in keeping the United States out of a potentially expensive and fruitless intervention in the Middle East.

Example B: [From a paper arguing that Eisenhower's foreign policy furthered American economic interests abroad] Eisenhower's leadership during the Suez Crisis in Egypt in 1956 was critical in keeping the United States out of a potentially expensive and fruitless intervention in the Middle East.

Example A includes extraneous information. Example B does not.

- **Use strong topic sentences to introduce not just the topic of the paragraph, but the argument as well.**

Consider these two topic sentences introducing a paragraph about the effects of the Congress of Vienna.

Example A: The Congress of Vienna began in 1814 and ended in 1815.

Example B: The agreements crafted during the Congress of Vienna stabilized the continent until World War I.

Example A does not present an argument. Even though the paragraph is about the Congress of Vienna, the argument does not concern when it occurred. Example B is preferable because it introduced the argument of the paragraph.

- **Include page numbers.**

Always include page numbers in any formal essay, including research papers.

- **Introduce quotations- do not "drop" them!**

Example A: "The Han Dynasty controlled China for nearly 400 years."

Example B: According to most historians, "the Han Dynasty controlled China for nearly 400 years."

The author did not introduce the quotation in Example A, and instead left it as its own sentence. The author in Example B introduced the quotation by writing "According to most historians..."

- **Tense agreement: In history papers, authors usually use the past tense.**

Example A: Andrew Jackson is the seventh president of the United States.

Example B: Andrew Jackson was the seventh president of the United States.

Example A uses the present tense and implies that Andrew Jackson is still the seventh president of the United States. Example B uses the past tense and implies that Andrew

Jackson was at one point the seventh president of the United States, but is not currently.

- **Avoid contractions and abbreviations. They are considered too informal for a research paper.**

Example A: The Soviet Union couldn't compete with the free market economies of the West.

Example B: The Soviet Union could not compete with the free market economies of the West.

Example A uses a contraction and is, thus, too informal. Example B does not use a contraction and adheres to formal academic English.

- **Use the active voice instead of the passive voice.**

Example A: The Declaration of Independence was drafted by Thomas Jefferson.

Example B: Thomas Jefferson drafted the Declaration of Independence.

In Example A, the author uses the passive voice. The construction takes away the agency of Jefferson. In Example B, the author uses the active voice. This construction maintains Jefferson's agency.

- **Use the third person instead of the first or second person.**

Example A: As a woman, you were less likely to lose your job during the Great Depression.

Example B: I have discovered that women were less likely to lose their jobs during the Great Depression.

Example C: Women were less likely to lose their jobs during the Great Depression.

Examples A and B use the second and first person constructions. Neither of these are appropriate for formal, academic papers. Example C uses the third person, which is appropriate.

- **Be sure to have antecedent agreement.**

Example A: The federal government drafted soldiers during World War II, and they were sent to both the European and Pacific theatres.

Example B: The federal government drafted soldiers during World War II, and these draftees were sent to both the European and Pacific theatres.

In Example A, it is unclear what is the antecedent of “they”- is it the government or the soldiers? Example B makes clear that the draftees were sent to both theatres.

- **Avoid filler words. These are words that take up space but do not add anything to an argument or clarify the meaning of a word of phrase.**

Some of these words include “definitely”, “really”, “very”, “greatly”, “strongly”, “basically”, “a lot”, “things”, “stuff”, “huge”.

Example A: World War II had definitely had a huge effect on ending the Great Depression.

Example B: Since World War II required the federal government to inject more money into the economy than all of the New Deal programs combined, the War ended mass unemployment and helped the American economy recover from the Great Depression.

Example A uses words like “definitely” and “huge”. These words do not help the reader understand how World War II helped to end the Great Depression. Example B explains how the War helped to end the Great Depression in more specific terms.

- **Use parallel construction. Remember to use “to” in a parallel construction with infinitives.**

Example A: Ben Franklin enjoyed reading, writing and to invent.

Example B: Ben Franklin enjoyed reading, writing and inventing.

In Example A, the infinitive “to invent” is not parallel to the gerunds “reading” and “writing”. In Example B, all of the words are gerunds and are thus parallel to each other.

- **Refer to authors and people you are writing about by their last names only. The first time you refer to a person use both the first and last names.**

Example A: Christopher was of Italian descent but explored in the name of the Spanish Crown.

Example B: Columbus was of Italian descent but explored in the name of the Spanish Crown.

In Example A, the author uses only the first name to refer to Christopher Columbus. This is too informal. In Example B, the author uses the last name to refer to Christopher Columbus. This is considered appropriate. If the author in Example B were introducing Columbus for the first time in the paper, the author would use both the first and last names.

Practice:

https://docs.google.com/a/littletonps.org/forms/d/1domysCtALinHk_eWHXnuHBAGT86BNn_t9gJ8sTzc86o/viewform

XIII. Citation

Readers of your paper should have the opportunity to verify your findings. To make this possible, authors provide citations of their evidence so that others could examine the same evidence. Generally, historians provide citations by way of footnotes and bibliographies.

Footnotes:

Footnotes are citations that appear at the bottom of the page. The information they explain is denoted by a superscript that directs the reader to the citation at the bottom of the page. The superscript is the number at the end of this sentence.[2] The citation appears at the bottom of the page.

When to use them

[2] This is a footnote.

You need to provide a footnote whenever you use information that is not your own. So, if you are describing a Civil War battle using information from a first hand account of the battle, you should end the sentence with a footnote. The following example is taken from this site: http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html
***Example*:**

TEXT
A Union soldier, Jacob Thompson, claimed to have seen Forrest order the killing, but when asked to describe the six-foot-two "a little bit of a man."[12]

FOOTNOTE
12. Brian Steel Wills, *A Battle from the Start: The Life of Nathan Bedford Forrest* (New York: HarperCollins, 1992), 187.

How do I make a footnote?

If you are writing your paper in a Google Doc, simply click on the "Insert" tab and select "Footnote". A superscript will appear wherever the cursor is placed. In Microsoft Word, you can find the "Insert Footnote" button under "References".

How do I make a footnote for my source?

Footnotes differ depending upon the source being cited. A source with one author will be footnoted slightly differently than a source with two authors. Please refer to this handout for an explanation of the most common footnotes: "Making and Using Footnotes"
https://docs.google.com/a/littletonps.org/document/d/1en0_YWB4qzwfTYBPu7MFxuJ7sRbY04HrlnRqfmoyFIQ/edit

Use the Bedford St. Martin site as a reference material. This site contains explanations on how to make most footnotes. If you cannot find the answer you are looking for in this site, please direct your question to your teacher or librarian.

Bedford St. Martin: http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html

First and Subsequent Notes

This information is taken directly from this site:
http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html

The first time you cite a source, the note should include publication information for that work as well as the page number on which the passage being cited may be found.

1. Peter Burchard, *One Gallant Rush: Robert Gould Shaw and His Brave Black Regiment* (New York: St. Martin's, 1965), 85.

For subsequent references to a source you have already cited, you may simply give the author's last name, a short form of the title, and the page or pages cited. A short form of the title of a book is italicized; a short form of the title of an article is put in quotation marks.

2. Burchard, *One Gallant Rush*, 31.

When you have two consecutive notes from the same source, you may the author's last name and the page number for the second note.

5. Jack Hurst, *Nathan Bedford Forrest: A Biography* (New York: Knopf, 1993), 8.

6. Hurst., 174.

BIBLIOGRAPHIES

A bibliography is an alphabetical list of the sources used in your paper. The bibliography is alphabetized, properly indented and appears at the end of the paper.

Each source requires a "bibliographic citation", which is very similar to a footnote citation with a few differences. See the example below:

FOOTNOTE OR ENDNOTE
12. Brian Steel Wills, *A Battle from the Start: The Life of Nathan Bedford Forrest* (New York: HarperCollins, 1992), 187.

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

The handout "Creating a Bibliography" gives further information on the topic:
https://docs.google.com/a/littletonps.org/document/d/1ghy8W2aP_ITmZdSwYOuJr3k_sU5fXRF

PzyjSXedit

See the following link for a sample bibliography:
http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0007.html#RES5e_ch10_r0064

For guidance on creating bibliographic citations, see the following resources:

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html

https://docs.google.com/a/littletonps.org/document/d/1J1NXi9W3SiwC8Yi8tQvsSW9Au1WEOFXqzCz2CxWviMQ/edit?usp=sharing

XIV. Plagiarism

Plagiarism is the use of another's language, ideas or thoughts and presenting it as one's own original work.

There are three forms of plagiarism.

1. Paraphrasing without citing.
2. Copying word for word.
3. Using ideas that are not your own without citation.

Plagiarism is a problem because it undermines historical inquiry. By simply restating someone else's ideas without crediting them, instead of building upon their work and crediting them, you fail to demonstrate the critical thinking skills inherent to the assignment.

How to avoid plagiarism

1. Include a footnote at the conclusion of a paraphrase.
2. Use quotation marks to indicate someone else's words, as well an appropriate footnote.

In general, you should get in the habit of providing a footnote at the conclusion of most paragraphs.

Example of plagiarism

Original Source: Dumenil, Lynn. *The Modern Temper: American Culture and Society in the 1920s*. New York: Hill and Wang, 1995.

Since it was popularly believed that suffrage had led to a new equality and freedom for women, it was assumed that women were becoming economically independent in the early twentieth century, especially after World War I. As Frederick Lewis Allen put it in the popular history *Only Yesterday* (1931), women "poured out of schools and colleges into all manner of occupations." Allen assumed that these new jobs brought the financial independence that led to the "slackening of husbandly and parental authority," which in turn had set in motion a moral revolution that encouraged both divorce and women's "headlong pursuit of freedom."

The following is a poor paraphrase of the above passage.

The popular belief was that suffrage led women to a new equality and freedom. Also, it has become assumed that were more economically independent in the early twentieth century, especially after World War I. In the popular history, Only Yesterday (1931), women "poured out of schools and colleges into all manner of occupations." Allen thought that these jobs would bring financial independence, which led to the "slackening of husbandly and parental authority," that ended up setting in motion the moral revolution, which encouraged both divorce and women's "headlong pursuit of freedom."

This effort to paraphrase is merely a rearrangement of words. It keeps that original author's sequence, structure and ideas intact. It shows no original thought, and hence it is plagiarism. Had the writer cited the source and properly used quotation marks, this would not be an example of plagiarism.

The following passage is an example of a good paraphrasing of the above source.

With the passage of the 19th Amendment, which granted women the right to vote, women remained low on the economic food chain. Although many Americans connected the liberties acquired from women's suffrage to economic independence, very few women worked outside of the home and those who did made significantly less pay than males. Nevertheless, many males became overprotective of their machismo and position as "home provider". In 1931, historian Frederick Lewis Allen in his popular book Only Yesterday stated that financial independence led to the "slackening of husbandly and parental authority." [1]

This is a better example of paraphrasing because the writer uses information from a

secondary source to put the original source into context. The writer's original thought is clear in this passage and the statements extracted from the secondary source are properly cited.

Misattribution

While it is important to not steal the ideas of authors, it is equally important not to misrepresent those ideas. Hence, when citing sources be sure to...

- Faithfully describe the author's ideas
- Avoid citing an author's work to provide evidence that is not connected to that author's work.

Consider the following example using the passage from above.

Original Source: Dumenil, Lynn. *The Modern Temper: American Culture and Society in the 1920s*. New York: Hill and Wang, 1995.

Since it was popularly believed that suffrage had led to a new equality and freedom for women, it was assumed that women were becoming economically independent in the early twentieth century, especially after World War I. As Frederick Lewis Allen put it in the popular history *Only Yesterday* (1931), women "poured out of schools and colleges into all manner of occupations." Allen assumed that these new jobs brought the financial independence that led to the "slackening of husbandly and parental authority," which in turn had set in motion a moral revolution that encouraged both divorce and women's "headlong pursuit of freedom.

The following passage misattributes the author's argument.

As a result of the developments in the 1920s, black women were able to achieve greater financial independence.[3]

Not only does this interpretation miss the point (the suffrage did not lead to immediate economic or financial equality with men), it also assumes that the author's contention includes ALL women, regardless of race. In this case, a different, more specific source would be needed to provide evidence for an assertion regarding black women.

---

[3] Lynn Dumenil, *The Modern Temper: American Culture and Society in the 1920s*, (New York: Hill and Wang, 1995), 61-62.

Practice:
https://docs.google.com/a/littletonps.org/forms/d/1_9V4yrJPzUHCbgpkqI_Y9M8eUh2AqriMOguTSSSefJQ/viewform

Appendix A: Tertiary Sources

Physical Tertiary Sources

The following collections can be found in the LHS Media Center. Note that these are very general tertiary sources, tertiary sources focusing on a narrower time period or event are also available.

American Decades
Encyclopedia of American Cultural and Intellectual History
Encyclopedia of American Studies
Dictionary of American History
American History on File
Latin American History and Culture
European History on File
Encyclopedia of Asian History
Encyclopedia of World Biography

Digital Tertiary Sources

Dozens of tertiary sources are available through this link:
https://sites.google.com/site/littletonhighlib/ebooks

Additionally, these databases contain helpful tertiary information:Databases can be found here: https://sites.google.com/site/littletonhighlib/home/social-sciences-databases

ABC-CLIO
U.S. History in Context
World History in Context
Biography in Context

Appendix B: Primary Sources

Physical Primary Source Collections

The following collections can be found in the LHS Media Center. Note that these are very general source collections, more specific source collections are available.

American Decades: Primary Sources
Annals of America
Documents of American History

Digital Primary Source Collections

These titles contain some primary sources in addition to tertiary material. Databases can be found here:
https://sites.google.com/site/littletonhighlib/home/social-sciences-databases

ABC-CLIO
U.S. History in Context
World History in Context
Biography in Context

Through the Boston Public Library http://www.bpl.org/electronic/history.asp:

Archive of Americana
Massachusetts History Online
Sabin Americana
America's Historical Newspapers
Making of the Modern World
The Listener Historical Archive

Other online collections:

Gilder Lehrman Primary Source Collection: https://www.gilderlehrman.org/collections
Library of Congress: http://memory.loc.gov/ammem/index.html
Internet Modern History Sourcebook: http://www.fordham.edu/Halsall/mod/modsbook.asp

---

[1] Lynn Dumenil, *The Modern Temper: American Culture and Society in the 1920s*, (New York: Hill and Wang, 1995), 61-62.