

AP English 11 AND APUSH Summer Reading Assignment – for both classes, May 2021

Michelle.fleming@stratford.org; stephen.ohara@stratford.org

TEXTS: *In Cold Blood*, by Truman Capote; *Killers of the Flower Moon*, by David Grann

AP ENGLISH 11 Assignment

General Assignment Information:

- **This is an INDIVIDUAL ASSIGNMENT.** You may not work with another student to complete it
- **Assignments are due the first Monday of classes**, to be turned in as a **printed hard copy when you come to class**. NOTE: If you don't have a printed copy with you when you walk through the door, it will be considered late and you will lose a letter grade on each assignment.
- All responses should be **typed** in MLA format. **EDIT.** Not proofreading will automatically drop your assignment a letter grade.
- Remember that this is not "just summer work"; these will be your first grades in this class, and they will be a **large part of your first quarter grade**. Your responses should be insightful and thoughtful.
- You may **not** use Sparknotes or any other such reference material.
- Do not watch the movie as a substitute for the book.
- If we feel you have gotten help from an outside source, we will treat it as an Honor Code violation. We will turn your work over to Mr. Kallay for investigation.
- Be prepared for a reading test on the first Monday we get back.

In Cold Blood, by Truman Capote

A. Read and mark all parts of the book, including the Introduction. Focus your marking on the following three topics:

- This text came out several years after the murders, so **how does the way in which Capote tells the story create suspense?** Be thinking of how you'd address this topic in an essay if you were asked.
- Mark to help answer the following BIG question: **What is Capote's purpose**, his reason for telling this story? (Also a possible essay question.)
- Closely related to bullet number two is the topic of Capote's voice / style. This is a work of nonfiction, BUT there are places where Capote is clearly not objective. **Mark places where it is clear Capote is, in the words of one critic, "artistically manipul[at]ing the story to create a compelling work of literature."** Places where this subjectivity is often noticeable: descriptions of scenes, the way he characterizes the players in the story, what he emphasizes and what he downplays for example.
- Mark enough to show me that you read, but DON'T MARK LIKE A CRAZY PERSON. Just enough to reference important points during discussion (NOT every page all the things).

B. Vocabulary:

- For each of the 50 words listed, find a definition from dictionary.com (out of your head is not an option), write out the part of the definition that applies to HOW the word is used in the context of the sentence, and include the part of speech. If you complete **just this part** of the vocabulary assignment correctly, you can earn a maximum grade of C-.
- You do not need to include a separate Works Cited page, but DO write a Works Cited entry (feel free to use Easybib) at the end of your definition list.
- In addition, write out the sentence from the book in which all 50 of the words appear, MLA cited correctly. There is a pdf copy of the book online which will help you find the words you don't notice as you read. Press Control and F and a search box appears. You can search for the word that way, and then just cut and paste. If you complete this section correctly in addition to the definitions, you could earn a maximum grade of an A. Be prepared for a vocabulary test when we return to school.

VOCABULARY:

Abstemious	Fusillade	Phlegmatic
Altercations	Genial	Placid
Ambivalent	Guise	Prevalence
Animosity	Equanimity	Prevarications
Auditors	Habitués	Progeny
Beneficence	Haranguing	Pugnacious
Bravura	Hegira	Purloined
Candor	Ineffable	Querulous
Caustic	Jaunty	Reticent
Collusion	Jovial	Ruminations
Cortege	Languid	Sartorially
Coterie	Malodorous	Sedateness
Deterrent	Melange	Somnolent
Disregard	ministrations	Venire
Dissociative	Ominous	Vicissitudes
Dissuaded	Ostensibly	Unctuous
Expurgated	Pensive	

C. Research (Two Additional Separate Grades):

- **Your topic is America, 1955-1959.** Yes, this is awfully broad, so you're going to have to narrow it down quite a bit since you have a limited word count. My suggestion is to delve into a specific topic: medicine, engineering / science, sports, military, environment, business, children, religion, decorating, food, fashion, movies, tv, music, economics, politics - both international and domestic, architecture, gender differences, legal battles, slang, pop culture trends, food, homosexuality, racial tension, etc. You could focus on a specific year or on how things changed in that span of time. Please, please, please - go beyond the obvious. THIS IS A COLLEGE LEVEL COURSE. Do some college level digging to find interesting, non-obvious information.
- Use **TWO SOURCES** to gather information about it. As always, please work with legitimate sources (and NO Wikipedia or About.com). Your source doesn't have to be scholarly, but it does need to be reputable.
- You should explain the basic information about the topic you chose (who, what, when, where, facts, etc.) AND explain how or where this topic ties into the book.
- You must **include one quote from the book** that shows the connection to your topic.
- **MINIMUM response length: 250 words; MAXIMUM 400.**
- Write a word count AT THE END OF YOUR RESPONSE.
- **CITE EVERYTHING YOU GET FROM EACH SOURCE, EVERY DIRECT QUOTE - EVEN JUST ONE WORD - and EVERYTHING YOU PARAPHRASE and put into your own words.** If you do not cite your sources, IT IS PLAGIARISM, even if it's accidental.
- Do not create Quote Bombs or you will lose credit (meaning introduce them smoothly; don't just plop a quote down into your sentence without some of your own words attached to it.).
- If we think you have plagiarized, we will turn your work over to Mr. Kallay for investigation.
- You will find a "Research Reminder Guide" at the end of this document. Use it as a guideline for HOW TO CITE your sources in the text and HOW TO WRITE A WORKS CITED PAGE. You may also go to the Online Writing Lab (OWL) at Purdue for additional examples and information:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_basic_format.html
- You are also welcome to use Easybib. Just remember that you are responsible for what it spits out (it doesn't like to abbreviate months sometimes and it doesn't include Date of access, which you must). Compare the Easybib entries to those in the "Research Reminder Guide" to make sure they are correct.
- Your Works Cited page and in-text citations will be a separate grade from your researched information.

APUSH – Summer Reading Guide

Book Assignment

Killers of the Flower Moon: The Osage Murders and the Birth of the FBI, by David Grann

Additional Reading

NOTE: These readings are **ADDITIONAL**, NOT **OPTIONAL**. I recommend you read these essays **BEFORE** you read the book so you have some context on the relationship between the U.S. government and Native Americans. You will then need to reread them to answer Question 1 of your written assignment (or simply answer Question 1 before you begin the book).

“The Indians’ War of Independence,” by Colin G. Calloway, Professor of History and Native American Studies at Dartmouth
<http://ap.gilderlehrman.org/essay/indians%27-war-independence?period=3>

“Indian Removal,” by Theda Perdue, Professor Emerita of History at UNC
<http://ap.gilderlehrman.org/essay/indian-removal?period=4>

“American Indians and the Transcontinental Railroad,” by Elliott West, Professor of History at Arkansas
<http://ap.gilderlehrman.org/history-by-era/development-west/essays/american-indians-and-transcontinental-railroad?period=6>

Introduction to the Book

The Osage nation, one of many Native American nations relocated by the U.S. government during the 19th century, had become some of the richest people in the country—perhaps even *the* richest—after oil was discovered beneath their land. Then, however, a rash of murders reduced the Osage population. The 1921 to 1926 “Reign of Terror” claimed at least 24 Osage lives, and that number is perhaps short by dozens or even hundreds of people. In *Killers of the Flower Moon*, David Grann pieces together the history of the Osage nation—their relocation to Oklahoma, the discovery of oil, the Reign of Terror during the early 1920s, the ensuing court battles, and the conspiracies that continue to unravel almost 100 years later. Grann structures his book in 3 parts. The first outlines the history of the Osage and the early days of the Reign of Terror, the second focuses on the nascent Bureau of Investigation (later named the Federal Bureau of Investigation, or FBI) and its undercover operation to solve the various murder cases, and the third follows Grann’s own investigation and his discovery that the Reign of Terror was perhaps much more devastating than the official numbers indicate. Beyond its compelling and page-turning story of murder, conspiracy, and deceit, *Killers of the Flower Moon* is also a book that speaks to various larger themes relevant to U.S. history: the plight of Native Americans during both the past and the present; the relationship between Native Americans and the U.S. government; racial and ethnic stereotypes and prejudices; life on the American frontier; and how the glitz and glamour of the Roaring 1920s featured a seedy underbelly that betrayed the veneer of prosperity, fortune, and success that was visible on the surface. All of these themes, and others, are intertwined in *Killers of the Flower Moon*.

Assignment

Due Date:

All of these questions are due at the start of class on the first Monday of the school year. Students will send all responses (Google Doc or Word) to the following e-mail address – stephen.ohara@apps.stratford.org. I will then submit the papers to Turnitin myself. **Late responses—even a minute past my deadline—receive a letter-grade penalty, plus an additional letter-grade penalty every 24 hours thereafter. There are no exceptions to this.**

Format:

Each question focuses on a different section of the reading, though your responses are not necessarily confined to that section. Question 1 relies on outside reading and context. Questions 2, 3, and 4, each focus on the three sections of the book. Question 5 is a review of the book. Unless otherwise specified (see Question 5), each of the following questions should be answered in approximately one page, 250 to 300 words. Do not write more than 300 words for any response, unless I provide alternative direction; you need to learn to budget your time and your words. Please provide a word count for each answer. Failure to do so will result in grade deductions. All responses should be typed and meticulously edited. Typos will easily (and quickly) lead to lower scores.

History is all about writing. You can have the ideas and the evidence...but if you can’t clearly articulate them, no one will ever appreciate your insights.

Questions:

1. ADDITIONAL READING – Use the links under “Additional Reading” and read the three essays that capture the United States’ relationship with Native Americans in 3 different contexts/eras. Using those essays, compose a short analysis of how the United States engaged with Native Americans during the 150 years prior to the events of *Killers of the Flower Moon*. How did the government and businesses interact with these nations, how did this change over time, and what were the challenges facing Native American nations/communities, etc.? You might also compare to and/or incorporate the Osage experience (see Chapter 4, pages 40-60).
2. CHRONICLE 1, “THE MARKED WOMAN” – Grann notes that “the public had become transfixed by the tribe’s prosperity, which belied the images of American Indians that could be traced back to the brutal first contact with whites—the original sin from which the country was born” (Grann 7). Explain what Grann means by this statement. In what ways did the Osage run counter to this long-standing image and to what extent did the subsequent conflicts center around both whites’ attempts to reinforce this image and the Osages’ attempts to resist it?
3. CHRONICLE 2, “THE EVIDENCE MAN” – How had the nature of local law enforcement evolved on the frontier, and how did this factor into the early lack of success in the Osage investigation? Then, what were the advantages and disadvantages of having a national Bureau of Investigation intervene in the Osage case rather than the local authorities? Aside from solving the case, what were White and Hoover hoping to get out of the investigation?
4. CHRONICLE 3, “THE REPORTER” – The last section focuses on Grann’s ongoing investigation into the Osage Reign of Terror. What specifically does Grann learn about the nature of the conspiracy surrounding the Reign of Terror? He also visits Pawhuska and the surrounding areas doing interviews, searching through archives, etc. What is the legacy of the Reign of Terror for the remaining Osage? How do they remember the era and what are their lasting takeaways? Another way to think of it is, in what ways do the memories of the Reign of Terror live on today?
5. REVIEW ESSAY – In approximately 600 words, write a review of *Killers of the Flower Moon*. What did you like about it or dislike? What did the author do particularly well, and what could the author have changed to better articulate his points, etc.?

Review Essay Format (you can play with this a bit, but this is a solid review essay structure to follow)

Paragraph 1 – Brief Introduction, 3-4 sentences long

Include a quick set up / context

Provide a 1-sentence thesis at the end of the Introduction

Paragraph 2 – Body Part 1

Provide a short overview of the book

Describe what you enjoyed about the book, author strengths, interesting things, etc.

Paragraph 3 – Body Part 2

Identify weaknesses in the book

Provide practical (i.e., realistic) suggestions for the author, were he to revise his work

“This book was boring” or “I wish they didn’t talk so much about X” misses the point of what this book is trying to do – You cannot ask for a different book, or suggest radical departures, in your critique. Keep it realistic.

Paragraph 4 – Brief Conclusion, 3-4 sentences long

Restate your thesis statement (do not just copy-paste from the introduction)

Restate your main points (only 2 sentences)

End the paper with a thought-provoking conclusion

NOTE – It’s perfectly fine to not like something assigned in this class. But in your review essay you will have to 1) demonstrate an understanding and an appreciation for what the author set out to do and ultimately accomplished; and 2) suggest real, practical recommendations to better the product.

NOTE ALSO – You may go over 600 words on this essay as long as all of the material is pertinent to an argument and is not just an unloading of notes, summary, etc.

Grading, Writing, and Editing Tips

- I will give A grades to work that is argumentatively excellent and is superbly written. Nothing more, nothing less.
- I will give B grades to work that is lacking in one or the other areas. Bs indicate room for improvement.
- I will give C grades to work that is argumentatively excellent but sloppy in writing execution, or vice versa.
- I will give D or F grades to work that does not meet basic expectations. It has happened before on this assignment.

--I am a stickler for grammar and typos, **so you'd better edit this work. Every word of it. If you hand me an unedited assignment, you're probably not going to be happy with your final grade.**

--Some tips on editing:

- Edit at least 3 times, and I recommend you start from different points in the assignment. If you always start editing at the beginning, you'll get tired as you go on and do a poorer job on the latter parts of the assignment. Try starting from the middle of the document. Then try starting from the end of the document. Move around to keep yourself fresh.
- I recommend you print a hard copy and read aloud, but you do what you have to do to be successful.
- Take time in between your edits. Watch a movie, hang out with friends, go to sleep. Come back later.
- That means you need to actually give yourself the time to edit properly.**

--On formatting, your responses must be:

- written in Times New Roman, 12-point font;
- double-spaced;
- and in a document with 1-inch margins all around

--Each response does not need to start on a new page. You may save space starting a new response immediately after the previous entry. Just clearly label your responses. And I do not need a full header for each response – Just once at the start of the assignment is fine.

Things that you cannot do in this assignment:

- Use the personal "I";
 - Use contractions;
 - Ask questions in your writing;
 - Use casual, colloquial language (slang);
 - Use fancy words and jargon that either 1. you don't understand; or 2. complicate your meaning when simpler language would suffice;
 - Use any sources other than your *Killers of the Flower Moon* book or the Calloway, Perdue, and West essays. Any such violations will be monitored and sent to the appropriate administrative offices;
- And do anything else that I consider to be a hallmark of poor writing.**

Warnings and Reminders

This summer work is your work and yours alone. Any use of any outside sources, other than what I have provided, is a violation of the honor code. So too is working with your fellow students. This includes editing each other's work. This is an individual assignment and must be completed individually and without the use of any aides or guides.

Do not put this off to the last minute. Summer reading work is worth a significant portion of your first quarter/semester grade. Failure to put forth the effort and follow my instructions will quickly lead to lower grades than you're accustomed to receiving.

If you let us, Mrs. Fleming and I will turn you into great writers. But you have to work with us, you have to let us do our jobs. Writing isn't easy, and most of you will not make good grades without increased effort and attention paid toward your writing. You're juniors now, and this may be the last History class you take. I won't let you get out of here without being able to write a solid, polished, analytical history essay (a good skill for college classes that probably won't take the time to teach you—trust me, I've taught those classes, so I know). **We will gladly work with you – You just need to work hard; accept criticism with curiosity, not skepticism or cynicism; and don't give up.**

And remember...This is your first chance to make an impression on me—Don't waste it.

How To Do Citations Reminder Guide (Updated Jan. 2021)

In-Text Citation Reminders

1. **Whatever you use as the first part of your Works Cited entry (the first word or few words against the left margin) is what you use in your parenthetical in-text citations.**
2. Use either the **author's name (first choice) or the title of the article** if there is no author as the beginning of your WC entry. Ex: ("Dental Hygiene"). Or (Smith). Or (Smith and Jones) if there are two authors. If there are more than two, write (Smith, et.al.).
3. If you use a title in the parenthesis, remember **1) punctuate it correctly within the parenthesis** and **2) you don't have to write out** the entire title. Ex: ("Plagiarism") or (*Stealing*). Use quotation marks for a link off of the main homepage; use *italics* if you're referencing the title of the main homepage (think of it as the name of a "song" off of an *album*).
4. Internet sources **do NOT** include a page number. **Print sources do.** So do journal and news articles or books if they've been published elsewhere but have since been uploaded to the internet.
5. **Do NOT** use Staff or Editors as the "name." That is NOT a name. Begin the entry with the title instead and use that to alphabetize and for your in-text citations.
6. **All** works in the paper must be found on the Works Cited page, and **all** works on the WC page must be cited somewhere in the paper.
7. You MUST include an in-text citation **EVERY TIME you use a direct quote**, even if it's just one word, even if it's within a large chunk you are paraphrasing. **EVERY. SINGLE. TIME.**
8. You MUST ALSO include an in-text citation **when you paraphrase** something. If it's a chunk of paraphrasing from the same source, see number twelve below for how to do that, because for that kind of paraphrasing, you do NOT have to cite after every sentence.
9. Using the author's name (or the article title – whatever you used to alphabetize your WC entry) in the sentence COUNTS AS CITING YOUR SOURCE. In that case, you do not need a parenthetical citation at the end of your sentence if it's an internet source, and you only need a page number if it's a print source:
 - John Smith also says, "blah blah blah."
 - BUT IF YOU USE ANYTHING OTHER THAN THE SPECIFIC NAME/TITLE YOU USED TO ALPHABETIZE YOUR SOURCE, you still have to cite your source in parenthesis at the end of the sentence: The article "Please Just Cite Things Correctly" says, "blah blah blah" (Smith).
10. If you reference multiple sources in one sentence, cite after EACH quote.
11. If you cite a quote from someone within an article who is NOT the author, you have to cite it as: (Smith, qtd. in Jones).
12. If you quote something which will be over four lines long in the body of your paper (**AVOID THIS** if at all possible), you have to cite it differently. You end your intro comments with either a comma or a colon. You make that choice based on:

whether or not it's a part of the sentence you're writing or you've used a speaker tag (use a comma in that case). Once you begin the quote, you'll need to move down a line to start it, even if you're starting the quote in the middle of a sentence. You'll indent the whole thing, but don't indent the first line like a new paragraph. Continue as you normally would with the double spacing. You don't add extra spaces before or

after it. DON'T put quotation marks around the quote. Type the period and THEN add the citation AFTER the period. ("Citation")

Then you go back to the regular text when you finish quoting.

13. If you include a chunk paraphrase from one source, "sandwich" it between citations – but wait – there's more.
- **First, introduce the source** within the first sentence giving information such as the author's name and the title of the work. You could also include any relevant information about the sponsor if that's appropriate in order to increase your credibility (explain why this source is worth listening to).
 - **At the end of the chunk you're paraphrasing** – literally, at the end of the last sentence from that source - you'll write a parenthetical citation to show that you've finished pulling information from that source.
 - **FOR BASICALLY EVERY-ISH SENTENCE IN BETWEEN**, refer back to the author or the article – some sort of phrasing that makes it clear that you are still getting information from an outside source. Use hook phrases (see example) to show your reader you're still paraphrasing from an outside source.
 - **If at ANY point you pull in a direct quote (even one special, specific word)**, include an in-text citation at the end of that specific sentence.

Example: In **Dr. Katz's article "The Sun King Is Still No English Goddess,"** he notes that good teaching doesn't come from reading a book. **He says**, "I wish I could be as great as Mrs. Fleming" (Katz). **He also suggests that** good teaching is a magical art, and really, he just isn't in Mrs. Fleming's league. **He goes on to share** everything he's done to be as good as Mrs. Fleming, but it hasn't worked. **Additionally, he notes** he'll just settle for wearing turtlenecks and freezing his students since he can't compete. It is his conclusion that she's "simply awesome" which carries the most weight with readers **(Katz)**.

****You don't underline your citation phrases; I did for clarity.**

****You use the same format for articles without authors: Another point in the article; Additionally, the article says; One further point made in the article is...**

IN-TEXT CITATION EXAMPLES

ABSOLUTELY NO QUOTE BOMBS!!! You MUST introduce any quote you use.

1. According to the website “The Correct Way to Write a Research Paper,” more than 50% of students forget to consult the resources their teachers provide for them and thus end up making mistakes.
 - **Explanation:** There is NO PARENTHETICAL CITATION because there is no author for the website, you’ve already given the name of the website in the sentence, and you don’t include a page number, so there’s nothing to go IN the parenthesis.
2. More than 50% of students forget to consult their resources and thus end up making mistakes (“The Correct Way”).
 - **Explanation:** Only a portion of the title is used AND it is still punctuated because **it’s still a title** AND there is no page number because it’s a website.
3. Teachers become very frustrated when they provide resources that students disregard (Fleming 12).
 - **Explanation:** Since this book has an author, you use the author’s last name only. You include a page number because this is a print source.
4. **According to Dr. Katz**, in his blog *MLA May Be Killing You, but Reading Papers with Citation Errors Is Killing ME!*, the average teacher dies a little each time a student does not correctly cite a source in MLA format. **He says that** it’s basically the reverse of “the *Wonderful Life* phenomenon”: rather than an angel getting its wings, an English teacher ends up with another stack of papers to grade (Katz). **His blog claims** that the papers seem to appear out of thin air and multiply overnight when students don’t cite correctly. **He writes** over 7,000 words in one post, begging students to use their resources so they can avoid having to rewrite. Unfortunately, his pleas for students to pay attention to MLA citations when they write seem to be falling on deaf ears **(Katz)**.
 - **Explanation:** The passage begins by identifying the author and title that the information that follows comes from. Additionally, **EACH SENTENCE clearly hooks back to that author/source**. When the author is finished paraphrasing the source, he/she shows that by using an end citation in parentheses. Now the reader knows that everything that comes between those two references comes from Dr. Katz’s work.
 - **Explanation:** Since there is the use of a direct quote within that chunk (even a phrase, EVEN ONE WORD), the author cites Katz at the end of that sentence as well as at the end of the chunk.
 - **Explanation:** There is no page number because it’s from an internet source.

Don’t forget to review the Works Cited sample on the following page.

Works Cited

1979 *Sears Wishbook*. Wishbookweb.com, 2018.

www.wishbookweb.com/FB/1979_Sears_Wishbook/files/basic-html/page-1.html. Accessed 20 Oct. 2018.

“The Best Way to Get Stuff Done.” *Getting It All Accomplished*. Busypeople.org, 14 Apr.2010.

www.webaddress-
yesallofit/evenifitgoesontoanotherline/andlooksterrible.andmakesyoucrazybecauseitsmessy.com. Accessed 20 Oct. 2019.

“The Best Guides for Research.” Stratford Academy, 2017. www.stratford.org. Accessed 20 Oct. 2019.

A Complete Guide to all the Things. What You Need to Know in Life, 2011. www.webaddress-
yesallofit/evenifitgoesontoanotherline/andlooksterrible.andmakesyoucrazybecauseitsmessy.com. Accessed 20 Oct. 2019.

Ethridge, Griff and Andy Lawson. “How to Teach: Old School.” *How to Teach, According to the Legends*.

National Council of Old Teachers. www.webaddress-
yesallofit/evenifitgoesontoanotherline/andlooksterrible.andmakesyoucrazybecauseitsmessy.com. Accessed 20 Oct. 2018.

Your In-text Citations Would Be:

(1979).
 (“Best Guides”).
 (“Best Way”).
 (*Complete*).
 (Ethridge and Lawson).

NOTES:

- Double spaced throughout. No extra spaces in between the title or works listed.
- The title Works Cited isn’t underlined, in quotations, bolded, italicized, or in a different font.
- Entries are in alphabetical order. Numbers go first.
- Use the author’s last name if there is one. If not, alphabetize by the title (leave “The,” “A,” and “An,” but don’t use them when alphabetizing).
- Use a hanging indent for entries over one line.
- Each entry ends with a period.
- Remove http / https, but leave the www___.
- It should not be blue, so remove the hyperlink.

- Titles are punctuated – quotation marks for short works, such as an essay, dictionary entry, encyclopedia article, short story, or link off a central home page; italics for long works, such as the title of a magazine, an anthology, an encyclopedia, a book, or a website’s home page.
- Include the date of access at the end, writing in military format. Abbreviate months.
- There is no new MLA heading on the upper left (no new name, teacher, class, etc.). Header is a continuation of the other pages, ½ inch down.
- **YOU MUST HAVE MORE THAN JUST THE TITLE, DATE OF ACCESS, and WEB ADDRESS FOR IT TO BE A RELIABLE SOURCE.**
- Do some digging in order to find missing source information. You may need to go back to the home page and see what’s on it. If it’s a source worth using, you should be able to find the necessary information.
- It’s ok for the date of publication or “latest update” to be just a year. Scroll to the bottom of the website to see if you have a copyright date and use that.
- **DO NOT use Wikipedia** – though you might check out any linked articles to see if they lead you to a reliable source. **Do not use About.com. Do not do a random Google search** and pull information off of something that is not an actual web page.