

INTRODUCTION

This handbook was created in 1995 by **Colet Bartow** to standardize research practices and procedures at Manhattan High School and provide a model from which students will design research projects. This is the tenth revised edition of the handbook.

Teachers and students will use this handbook to make the process of producing research projects more successful. Through the research process, students will learn to think critically and write with precision for the purpose of informing themselves and a variety of audiences, not limited to teachers and other students. Content standards for Library and Information Skills are addressed through the Big6™ research process and in the research assignments students complete in each year at Manhattan High School.

Documentation for this handbook follows the Modern Language Association (MLA) style. Most examples are from the sources listed in the Works Cited list.

Areas addressed in this handbook are:

Purposes of a Research Paper

Research Paper Definition

Formal Research Paper Format

Documentation

Evaluation

Happy Researching!

Kari K. Eliason

Teacher Librarian

2017

Research Project Defined

According to the *MLA Handbook for Writers of Research Papers*:

We undertake research when we wish to explore an idea, probe an issue, solve a problem, or make an argument that compels us to turn to outside help. We then seek out, investigate, and use materials beyond our personal resources (Gibaldi 2).

A research paper/project **SHOULD NOT** be a general summarization of information gathered from a variety of sources of information.

A research paper/project **SHOULD** be a thoughtful exploration of a topic, based on information gathered from a variety of sources of information. A well-developed thesis statement is essential to writing a good research paper or designing a great research project.

A research project is a documented work. You will:

1. identify your topic
2. search for sources of information on a given topic
3. gather information from those sources
4. organize your information
5. Write a paper or create a project using the information you gathered
6. give credit to your sources of information in
 - a. the body of the paper or written material (in-text citations)
 - b. works cited list.

What is the purpose of a research paper?

The purpose is to inform yourself and your reader about a topic. Define the topic, provide interesting details and give enough information to illustrate a clear understanding of the topic. A research paper does not generally focus on your opinion about the topic.

Research Paper Format

Title Page: Your title page must include the title of the paper, your name, your teacher's name, the name of the course and the date.

Margins: The top, bottom, left and right margins should be one inch.

Page numbering: The title page, the first page of the report, and the Works Cited page are not numbered. Numbering begins on the second page of the report with numeral 2. Put the page number in the top, right corner of the page. Include your last name with the page number on each numbered page.

Text: Use Times New Roman or Arial. The font size should be no larger than 12 points for all body text. Titles and headings may be larger than 12 points. Left justify the text.

Line spacing: Double-space all text.

Long Quotations/Block Quotation: According to the *MLA Handbook for Writers of Research Papers*, 7th ed., a quotation that is more than four lines in your paper should be preceded by a colon, double spaced, and indented twice (10 spaces). Do not use quotation marks. Never end a paragraph with a block quotation.

Long Quotation Example:

... It is he who makes Hester and Arthur tragic victims of destiny. This fact is made clear in his statement to Hester in chapter 14:

It has not granted me to pardon. I have no such power as thou tellest me of. By thy first step awry thou didst plant the germ of evil; but since that moment, it has all been dark necessity...It is our fate. Let the black flower blossom as it may! Now go thy ways, and deal as thou wilt with yonder man (144).

It is also made definite by the entrapment of Hester, Dimmesdale, and Chillingworth. For instance... (Winkler 237).

Works Cited Page: Title the page Works Cited. Center this title at the top of the page. List only the works cited in the body of your paper. Organize all of the entries alphabetically according to the author's last name. If there is no author, list alphabetically by the first word that appears in the entry.

Tips to remember when creating a Works Cited page:

Works Cited
(centered on page)

- Entries in alphabetical order
 - o author's last name
 - o if no author, go to the next piece of information which is usually the title
 - o if title begins with an article, such as "a," "an" or "the," list title as written
 - "The First Light"
 - o do not consider the article ("a," "an", "the,") when alphabetizing
 - Example: "The First Light" (would go under "F")

- Each entry double spaced
- Hanging indentation if entry goes beyond one line

LIKE THIS!

- Need to follow specific formulas for whatever type of source you are using (book, magazine, journal, website, etc.)
- **Pay attention to punctuation!**

How to Capitalize Titles in MLA Style

These titles should appear in a research paper as follows:

Modernism and Negritude
Bernard Berenson: The Making of a Connoisseur
Turner's Early Sketchbooks

The rules for capitalizing titles are strict. In a title or a subtitle, capitalize the first word, the last word, and all principal words, including those that follow hyphens in compound terms. Therefore, capitalize the following parts of speech:

- Nouns (e.g., **flowers** and **Europe**, as in *The Flowers of Europe*)
- Pronouns (e.g., **our**, as in *Save Our Children*; **that**, as in *The Mouse That Roared*)
- Verbs (e.g., **watches**, as in *America Watches Television*; **is**, as in *What Is Literature?*)
- Adjectives (e.g., **ugly**, as in *The Ugly Duckling*; **that**, as in *Who Said That Phrase?*)
- Adverbs (e.g., **slightly**, as in *Only Slightly Corrupt*; **down**, as in *Go Down, Moses*)
- Subordinating conjunctions (e.g., **after**, **although**, **as if**, **as soon as**, **because**, **before**, **if**, **that**, **unless**, **until**, **when**, **where**, **while**, as in *One If by Land and Anywhere That Chance Leads*)

Do not capitalize the following parts of speech when they fall in the middle of a title:

- Articles (a, an, the, as in *Under the Bamboo Tree*)
- Prepositions (e.g., **against**, **between**, **in**, **of**, **to**, as in *The Merchant of Venice* and *A Dialogue between the Soul and Body*)
- Coordinating conjunctions (**and**, **but**, **for**, **nor**, **or**, **so**, **yet**, as in *Romeo and Juliet*)
- The **to** in infinitives (as in *How to Play Chess*)

Use a colon and a space to separate a title from a subtitle, unless the title ends in a question mark, an exclamation point, or a dash. Include other punctuation only if it is part of the title.

The following examples illustrate how to capitalize and punctuate a variety of titles.

Death of a Salesman
The Teaching of Spanish in English-Speaking Countries
Storytelling and Mythmaking: Images from Film and Literature
Life As I Find It
The Artist as Critic
What Are You Doing in My Universe?
Whose Music? A Sociology of Musical Language
The Importance of Being Earnest
It's a Wonderful Life

From: Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Assoc. of America, 2004. (page 103)

- In MLA format, *all* titles capitalize the following:
 1. The *first word* of the title [and of the subtitle if one is included]
 - The Future Fair: A Fair for Everybody**
 - America Eats Its Young: Eavedropping on the Life and Strange Times of George Clinton**
 2. All *nouns* and *pronouns*
 - The Future Fair: A Fair for Everybody**
 - Our Man in Havana**
 - The Way We Were**
 3. All *verbs*
 - America Eats Its Young: Eavedropping on the Life and Strange Times of George Clinton**
 - The Way We Were**
 - Understanding Media**
 4. All *adjectives* and *adverbs*
 - The Future Fair: A Fair for Everybody**
 - The Very Quiet Caterpillar**
 - I've Been Up So Long It Looks Like Down to Me**
 5. All *subordinating conjunctions* — for example, *after*, *although*, *as if*, *as soon as*, *because*, *before*, [etc.] as in
 - Look As If You're Busy: The Psychology of the Modern Workplace**
 - To Sleep Until the Day Breaks: The Life of the Single Parent**
 6. In contrast, *do not capitalize* any of the following [unless the first word of a title or subtitle]
 1. *Articles* [a, an, the]
 - Look As If You're Busy: The Psychology of the Modern Workplace**
 - To Build a Fire**
 - When You Meet an Aardvark: The Riddles of Working Class Pretoria**
 2. *Prepositions* — for example, *by*, *for*, *on*, *to*, [etc.] as in
 - The Future Fair: A Fair for Everybody**
 - Our Man in Havana**
 - America Eats Its Young: Eavedropping on the Life and Strange Times of George Clinton**
 - When We Went down to the Water: A Short History of Early American Coast Guard Units**
 3. *Coordinating conjunctions* [and, but, for, nor, or, so, yet] as in
 - Young and Angry: The Rise of Punk Culture**
 - Neither Fish nor Fowl: The Taxonomy of Australian Marsupials**
 4. The word *to* when used as part of an infinitive verb phrase [*to run*, *to find*, *to investigate*]
 - Mister, Want to Buy a Bunny?: The Life and Fast Times of Spike Jones and His Orchestra**
 - Kierkegaard or Seven Ways to Understand Modern Existentialism**
- If in doubt as to what part of speech (noun, verb, etc.) a given word actually is, consult a standard English dictionary or handbook of grammar.

From: Richard Stockton College Library: http://library.stockton.edu/Citation_Workshop/FAQ.htm

Documentation

The Modern Language Association (MLA) documentation style is a commonly used format for documentation. Documentation consists of a works cited list and citations in the body of your text. For works cited entries, in general, you must include an author's name, title of work, publishing information (including dates) and page numbers.

The following examples of entries for works cited lists and citations are for the most common sources of information. If you need to document a source that doesn't have an example listed here, please ask your teacher or the librarian for assistance.

Citing Print sources

Book: One Author

Formula

Author last name, Author first name. *Book Title in Italics*. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

Myers, Walter Dean. *The Greatest: Muhammed Ali*. New York: Scholastic Press, 2001. Print.

Book: Two Authors

Formula

Author last name, Author first name, and Author first name Author last name. *Book Title in Italics*.
Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

Bollens, John C., and Grand B. Geyer. *Yorty: Politics of a Constant Candidate*. Pacific Palisades, CA: Pacific Palisades, 1973. Print.

Book: Two or More Books by the Same Author

Formula

Author last name, Author first name. *Book Title in Italics*. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

---. *Book Title in Italics*. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

Hernández, Roger E. *Teens & the Media*. Stockton, New Jersey: OTIN Publishing, 2005. Print.

---. *Teens & Relationships*. Stockton, New Jersey: OTIN Publishing, 2005. Print.

Book: Three Authors

Formula

Author last name, Author first name, Author first name Author last name, and Author first name Author last name. *Book Title in Italics*. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

Colburn, Theo, Dianne Dumanoski, and John Peterson Myers. *Our Stolen Future*. New York: Plume, 1997. Print.

Book: More than three Authors

Formula

Author last name, Author first name, et al. *Book Title in Italics*. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

Brown, Ruth, et al. *Agriculture Education in a Technical Society: An Annotated Bibliography of Resources*. Chicago, IL: American Library Association, 1973. Print.

Book: Editor but no Author

Formula

Editor last name, Editor first name, ed. *Book Title in Italics*. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

Dahlstrom, Carol Field, ed. *501 Fun-to-Make Family Crafts*. Des Moines, IA: Meredith Press, 2001. Print.

Book: Editors

Formula

Editor last name, Editor first name, and Editor first name Editor last name, eds. *Book Title in Italics*. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

Hardin, Craig, and David Bevington, eds. *The Complete Works of Shakespeare*. Glenview, CT: Scott, 1973. Print.

Book: no Author

Formula

Book Title in Italics. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

I Don't Know Who I Am. Kalamazoo, MI: Who Press Inc., 2007. Print.

An Introduction, a Preface, a Forward, or an Afterward

Formula

Last name of author of introduction, First name of author of introduction. Introduction. *Book Title in Italics*. By Author first and last name. Place of publication: Name of Publishing Company, Copyright Date. Page Number(s). Publication Medium.

Example

Gallup, George. Introduction. *Teens & Relationships*. By Roger E. Hernández. Stockton, New Jersey: OTIN Publishing, 2005. 6-7. Print.

A Work in an Anthology

Formula

Last name of author of work, First name of author of work. "Title of Work in Quotations." *Book Title in Italics*. Ed. Editor first and last name. Place of publication: Name of Publishing Company, Copyright Date. Page Number(s). Publication Medium.

Example

Gilman, Charlotte Perkins. "The Yellow Wallpaper." *Great American Short Stories from Hawthorne to Hemmingway*. Ed. Corinne Demas. New York: Barnes and Nobles Classics, 2004. 314-330. Print.

Dictionary Entry

Formula

"Entry in quotes." *Dictionary Title in Italics*. Edition number. Copyright date. Publication Medium.

Example

"Howdah." *Merriam-Webster's Collegiate Dictionary*. 11th ed. 2003. Print.

Encyclopedia Article

Formula

Last name of author, First name of author. "Article Title in Quotes." *Name of Encyclopedia in Italics*.

Edition year ed. Publication Medium.

Example

Boime, Albert. "Edgar Degas." *World Book Encyclopedia*. 1997 ed. Print.

The Bible

There are two different ways to cite the Bible. The first example below shows a Bible by its particular version (King James Version, New Living Translation, New International Version, etc.). The second example demonstrates a specific type of a Bible (*Women of Faith Study Bible, Student's Life Application Study Bible, Children's Everyday Bible, etc.*).

Version Formula

Book or version of the Bible not italicized, Version. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

The Holy Bible, Revised Standard Version. Philadelphia: Westminster, 1952. Print.

Type of Bible Formula

Title of Individual Published Edition of the Bible italicized. First and last name of Editor, Ed.

Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

The New Jerusalem Bible. Susan Jones, Ed. New York: Doubleday, 1985. Print.

One Volume of a Multi-Volume Work

Formula

Last name of author, First Name of author. "Article Title in Quotes." *Name of Book in Italics*. Vol. number. Place of publication: Name of Publishing Company, Copyright Date. Publication Medium.

Example

Sadie, Stanley. "Beethoven." *The New Grove Dictionary of Music and Musicians*. Vol. 3. London: Macmillan, 1980. Print.

Magazine or Journal Article

Formula

Author last name, Author first name. "Article Title in Quotes." *Magazine/Journal Title in Italics*.
Publication date-day month year: Page number(s). Publication Medium.

Example

Shachtman, Tom. "The Coldest Place in the Universe." *Smithsonian*. Jan. 2008: 20-21. Print.

Formula - Article no Author

"Article Title in Quotes." *Magazine/Journal Title in Italics*. Publication date-day month year: Page
number(s). Publication Medium.

Example

"A Nation by Numbers." *Newsweek*. 31 Mar. 2003: 44-56. Print.

Newspaper Article

Formula

Author last name, Author first name. "Article Title in Quotes." *Newspaper Name in Italics*. Publication
date-day month year: Page number(s). Publication Medium.

Example

Chestnut, Dan. "Tigers Tromp Three Forks in District Tourney Match-up." *Belgrade News*. 16 Mar.
2007: B4. Print.

Citing Electronic Source

Note: In the rare circumstance that you are unable to locate the name of the publisher or sponsor, use the abbreviation N.p. in place of the publisher/sponsor. In the instance that a date of publication is missing use n.d. in place of the date.

no pulisher/ sponsor - n.p. no publicatin date - n.d.

EBSCOhost Articles

EBSCOhost: EBSCOhost is a ginormous data base that features full-text articles and is often used by university, school, and public libraries. EBSCOhost is produced by EBSCO Industries, Inc. There are two ways to cite an EBSCOhost article: publication date- day month year, or volume, issue, (year).

Formula-Publication Date

Author last name, Author first name. "Article Title in Quotes." *Publication Title in Italics* Publication

date-day month year: page number(s). *Data Base Title in Italics*. Publication Medium.

Date of Access-day month year.

Example-Publication Date

Rushin, Cherry. "Rodeo Continues to Fight Cancer." *Graham Leader* 14 Sept. 2011: 1. *Newspaper*

Source Plus. Web. 4 Nov. 2011.

Formula-Volume, Issue (Year)

Author last name, Author first name. "Article Title in Quotes." *Publication Title in Italics*

volume.issue (year): page number(s) or n.pag. *Data Base Title in Italics*. Publication Medium.

Date of Access-day month year.

Example-Volume, Issue (year)

Anderman, Eric M., Pamela K. Cupp, and Derek Lane. "Impulsivity and Academic Cheating."

Journal of Experimental Education 78.1 (2009): 135. *MAS Ultra - School Edition*.

Web. 4 Nov. 2011.

Encyclopedia

Formula

Author last name, Author first name. "Title of Article." *Name of Encyclopedia in italics*.

Publisher, Last Update. Publication Medium. Date of Access day month year.

Example

Frank, Elizabeth F. "Tigers." *World Book Advanced*. World Book, 2009. Web. 15 Oct. 2009.

Dictionary

Formula

"Word." Entry number of selected definition. *Dictionary Title in Italics*. Edition number ed. Publisher,

Last Update. Publication Medium. Date of Access day month year.

Example

"Tiger." Entry 2. *The American Heritage Dictionary of the English Language*. 4th ed.

Houghton Mifflin Company, 2004. Web. 15 Oct. 2009.

Web site

Web site: "A connected group of pages on the World Wide Web regarded as a single entity, usually maintained by one person or organization and devoted to a single topic or several closely related topics" ("Web Site").

*****Cite a website when you are using two or more web pages from the same website.***
note: if you do this , it counts as one source.**

Formula

Last name, First name of the author or editor. *Title of the Web Site Italicized*. Publisher or sponsor of

site, Date of Publication-day month year. Publication Medium. Date of access-day month year.

Examples

Salada, Michael N. Ed. *The Cinderella Project*. De Grummond Children's Literature Research

Collection, U of Southern Mississippi, Oct. 2005. Web. 7 May 2008.

If there is no author or editor, go to the title of the website.

CNN.com. Cable News Network, 2009. Web. 16 Oct. 2009.

Web Page

“Web pages are what make up the World Wide Web. These documents are written in HTML (hypertext markup language) and are translated by your Web browser. Web pages can either be static or dynamic. Static pages show the same content each time they are viewed. Dynamic pages have content that can change each time they are accessed” (“Web Page”). **“Please note that a Web page is not the same thing as a Web site. A Web site is a collection of pages. A Web page is an individual HTML document. This is a good distinction to know, as most techies have little tolerance for people who mix up the two terms” (“Web Page”).**

Formula

Last name, First name of the author or editor. “Title of Web Page.” *Title of Web Site*. Publisher or sponsor of site, Date of publication day month year. Publication Medium. Date of access- day month year.

Examples

Bodack, Allie and Tom Donido. “Cool New Books.” *Teenreads.com*. The Book Report Inc., 2009. Web. 16 Oct. 2009.

If there is no author or editor, go to the title.

“Belize.” *The World Fact Book*. Central Intelligence Agency, 30 Sept. 2009. Web. 15 Oct. 2009.

E-mail

Formula

Author last name, Author first name. “Title of the Message (if any).” A description of the message that includes the recipient. Date of the message- day month year. Medium of Delivery.

Example

Moore, Robert P. “Teens to Tots Reading Time.” Message to Joanna Krogstad. 1 Oct. 2009. E-mail.

A listserv, Discussion Group, or Blog Posting

Formula

Last name, First name of the editor, screen name, or author. “Posting Title.” *Name of Site*. Name of publisher or sponsor of site, Date of publication- day month year. Publication Medium. Date of access- day month year.

Example

Hauser, Brooke. "Immigrant Teens: Author Brooke Hauser Discusses 'The New Kids' In American High Schools." *Huff Post*. TheHuffingtonPost.com, Inc., 7 Nov. 2011. Web. 7 Nov. 2011.

Internet Video

Formula

Last name, First name of creator. (Please note that the creator and name of the person posting the video are not always the same. **DO NOT use the name of the person posting the video. If you are unsure, use the title as the first part of your entry.**) "Title of Video." *Name of site or channel*. Name of publisher or sponsor of site, Date of publication day month year. Publication Medium. Date of access day month year.

Example

Laipply, Judson. "Evolution of Dance." *YouTube*. YouTube, 6 Apr. 2006. Web. 14. Nov. 2011.

Example: If no author, use the title of the video.

"Compilation Earth Time Lapse View from Space: Fly Over NASA, ISS." *blogbariscan's Channel*. YouTube, 13 Nov. 2011. Web. 14 Nov. 2011.

Film Recording (***Dir. stands for director(s) and Per. stands for performer(s).)

Formula

Title of Film in Italics. Dir. First name Last name. Per. First name last name and First name Last name. Original Year of Release when appropriate. Distributor, Release Year. Medium.

Examples

Grapes of Wrath. Dir. John Ford. Per. Henry Fonda and Jane Darwell. 1940. 20th Century Fox, 1998. DVD.

I Am Legend. Dir. Francis Lawrence. Per. Salli Richardson-Whitfield, Dash, Mihok, April Grace, Will Smith, and Marin Ireland. Warner Brothers, 2007. DVD.

Television or Radio Program

Formula

“Title of the Episode or Segment in Quotes.” *Title of the Program or Series in Italics*. Other important information such as writer, director, and narrator. Name of the Network. Call letters, and the City of the Local Station. Broadcast date. Broadcast Medium.

Example

“The Blessing Way.” The X-Files. Fox. WXIA, Atlanta. 19 Jul. 1998. Television.

Example- No Call letters or City of the Local Station

“Frankenstein: The Making of the Monster.” *Great Books*. Narr. Donald Sutherland. Writ. Eugenie Vink. Dir. Jonathon War. Learning Channel. 8 Sept. 1993. Television.

Formula-Data Base

“Title of the Episode or Segment in Quotes.” *Title of the Program in Italics*. Other important Medium. Date of Access-day month year.

Example

information such as writer, director, and narrator. Name of the Network. Call letters, and the City of the Local Station, Broadcast date. *Data Base Title in Italics*. Publication

“The Graying of Hawaii.” *Insights on PBS Hawaii*. Prod. Mark Delorme and Audrey Kubota. PBS. KHET, Honolulu, 18 June 2009. *Newspaper Source Plus*. Web. 14 Nov. 2011.

Personal Interview

Formula

Last name of interviewee, First name of interviewee. Type of interview. Date of Interview-day month year.

Examples

Chauvet, Scott. Personal interview. 21 Nov. 2015.

Bullock, Steve. Skype interview. 3 Mar. 2016.

Title of website (in italics)

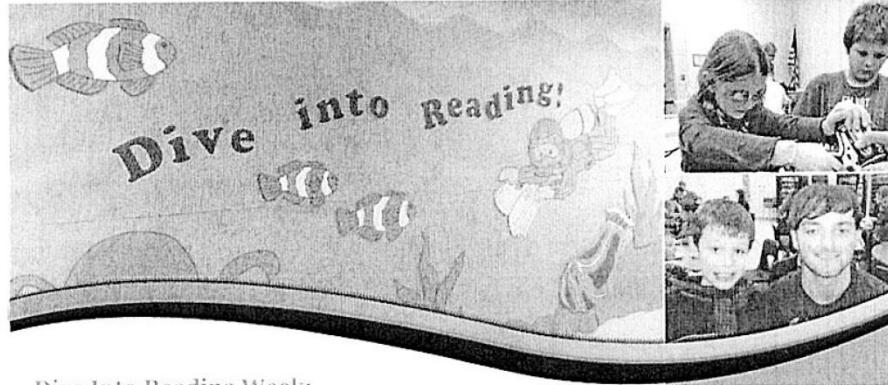


Manhattan School District #3
Home of the TIGERS...forever ORANGE and BLACK

- Home
- District
- Schools
- Staff
- Activities
- Libraries
- Resources
- Social Media
- Calendar

Announcements

- 2015 - 2016
[School Year Calendar](#)
[9/9 Lunch App](#)
- Mar 4
[School Year Calendar](#)
- Mar 3, 4, 5th
[District #3](#)
[Manhattan School District #3](#)
- Mar 14
[Sports Practices Start](#)
- Mar 19
[Phone in 8:30 pm](#)
- Mar 24 -28
[No School](#)
[Lunch #3000](#)
- Apr 22
[Lunch #3000](#)
[Lunch #3000](#)



Dive Into Reading Week:

The week of Feb 29 to MARCH 4 is Dive Into Reading Week at Manhattan Schools. Be sure and check out this [VIDEO](#) of some of our elementary students explaining the details.

Grade 8 Survey:

On March 3, 2016, the students in grade 8 in our school are taking part in an important survey on substance abuse, school dropout, delinquency and violence conducted by the Montana Department of Public Health and Human Services. [Read more...](#)

Superintendent Scott Speaks:

Why Now?

There are four very good reasons to go to our voting public and ask to pass a General Obligation School Building Bond this spring. The Board of Trustees have put a lot of time and energy into maintaining a strong and very reputable school system over the years and wants to continue this tradition into the future. They have made a good faith effort to plan, ask questions, and introduce this project properly to the public. The time to pass the proposed school building bond is right now and here is why: [Read More...](#)

Proposed Building Plans

The linked files here contain the most current plans proposed by Slate Architecture and the Manhattan School Board. They are still being studied and changes are expected. As always, please contact the superintendent's office with your questions and comments.

- [Gym and Junior High](#)
- [Elementary School](#)

Divisional Basketball Tournaments:

Boys and Girls Divisional Basketball Tournaments are March 3, 4 and 5 at the Metra in Billings. The Lady Tigers with their 2nd place seed will play St Labre on Thursday at 8:00 pm. See You There!

- [Girls Bracket](#)
- [Boys Bracket](#)

Open Gym Schedule:

The open gym schedule for the upcoming months can be found [here](#).

K-8 Yearbooks:

Yearbook order forms have been sent home and if you want to order a K-8 yearbook your order is due by March 4. We are also encouraging students and families to submit photos of themselves and their friends for the yearbook - Community Uploads Makes it Easy! [Details Here!](#)

Check out these links:

- [Monthly Newsletter](#)
- [Lunch Menu](#)
- [Free/Reduced Lunch Application](#)

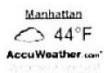
Manhattan School District #3

Site Shortcuts

- [Source: Billings Post-Journal](#)
- [District Math Standards](#)
- [Lunch Menu](#)
- [STI Gradesbook](#)
- [District](#)
- [Home of OMI](#)
- [K-8 Daily Bulletin](#)
- [High School Bulletin](#)
- [MAP - Teacher Login](#)
- [MAP - Parent Login](#)
- [Employment Job Listings](#)
- [Weekly Activity Schedule](#)
- [School Board Agenda Minutes](#)
- [Monthly Newsletter](#)



Manhattan Elementary
[www.manhattanschools.org](#)



Date of access

3/2/2016

<http://manhattan.schoolwires.com/site/default.aspx?PageID=1>

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Manhattan, MT 59741

District Office

Superintendent - Scott Chauvet
Business Manager - Ann Heisler
Phone - (406) 284-6460
FAX - (406) 284-6853

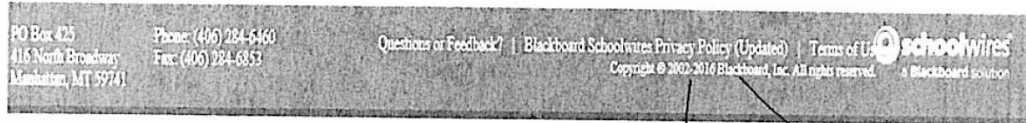
Title IX Coordinator - Neil Harvey
Homeless Liason - Scott Schumacher

High School 9-12

Principal - Neil Harvey
HS Secretary - Lisa Grevious
Technology - Todd Lucier
Phone - (406) 284-3341
FAX - (406) 284-3104

Elementary School K-8

Principal - Scott Schumacher
EL Secretary - Cindy Howells
Technology - Steve Whitney
Phone - (406) 284-3250
FAX - (406) 284-4122



Publication Date / Last update
 Publisher, Sponsor

<http://manhattan.schoolwires.com/site/default.aspx?PageID=1>

Date of access
 3/2/2016

United States Holocaust Memorial Museum



→ Title of website (in italics)

Jewish Resistance

→ Title of webpage ("quotation marks")

[No author]

Nazi-sponsored persecution and mass murder fueled resistance to the Germans in the Third Reich itself and throughout occupied Europe. Although Jews were the Nazis' primary victims, they too resisted Nazi oppression in a variety of ways, both collectively and as individuals. Organized armed resistance was the most forceful form of Jewish opposition to Nazi policies in German-occupied Europe. Jewish civilians offered armed resistance in over 100 ghettos in occupied Poland and the Soviet Union. In April-May 1943, Jews in the Warsaw ghetto rose in armed revolt after rumors that the Germans would deport the remaining ghetto inhabitants to the Treblinka killing center. As German SS and police units entered the ghetto, members of the Jewish Fighting Organization (Żydowska Organizacja Bojowa; ŻOB) and other Jewish groups attacked German tanks with Molotov cocktails, hand grenades, and a handful of small arms. Although the Germans, shocked by the ferocity of resistance, were able to end the major fighting within a few days, it took the vastly superior German forces nearly a month before they were able to completely pacify the ghetto and deport virtually all of the remaining inhabitants. For months after the end of the Warsaw ghetto uprising, individual Jewish resisters continued to hide in the ruins of the ghetto, which SS and police units patrolled to prevent attacks on German personnel.



Jewish partisans, survivors of the Warsaw ghetto uprising, at a family camp in Wyszkow forest, Poland, 1944.

— *YIVO Institute for Jewish Research, New York*

During the same year, ghetto inhabitants rose against the Germans in Vilna (Vilnius), Bialystok, and a number of other ghettos. Many ghetto fighters took up arms in the knowledge that the majority of ghetto inhabitants had already been deported to the killing centers; and also in the knowledge that their resistance even now could not save from destruction the remaining Jews who could not fight. But they fought for the sake of Jewish honor and to avenge the slaughter of so many Jews.

Thousands of young Jews resisted by escaping from the ghettos into the forests. There they joined Soviet partisan units or formed separate partisan units to harass the German occupiers. Although many Jewish council (Judenrat) members cooperated under compulsion with the Germans until they themselves were deported, some, such as Jewish council chairman Moshe Jaffe in Minsk, resisted by refusing to comply when the Germans ordered him to hand over Jews for deportation in July 1942.

Jewish prisoners rose against their guards at three killing centers. At Treblinka in August 1943 and Sobibor in October 1943, prisoners armed with stolen weapons attacked the SS staff and the Trawniki-trained auxiliary guards. The Germans and their auxiliaries killed most of the rebels, either during the uprising or later, after hunting down those who escaped. Several dozen prisoners eluded their pursuers and survived the war, however. In October 1944, at Auschwitz-Birkenau, members of the Jewish Special Detachment (Sonderkommando) mutinied against the SS guards. Nearly 250 died during the fighting; the SS guards shot another 200 after the mutiny was suppressed. Several days later, the SS identified five women, four of them

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Jewish, who had been involved in supplying the members of the Sonderkommando with explosives to blow up a crematorium. All five women were killed.

In many countries occupied by or allied with the Germans, Jewish resistance often took the form of aid and rescue. Jewish authorities in Palestine sent clandestine parachutists such as Hannah Szenes into Hungary and Slovakia in 1944 to give whatever help they could to Jews in hiding. In France, various elements of the Jewish underground consolidated to form different resistance groups, including the Armée Juive (Jewish Army) which operated in the south of France. Many Jews fought as members of national resistance movements in Belgium, France, Italy, Poland, Yugoslavia, Greece, and Slovakia. Jews in the ghettos and camps also responded to Nazi oppression with various forms of spiritual resistance. They made conscious attempts to preserve the history and communal life of the Jewish people despite Nazi efforts to eradicate the Jews from human memory. These efforts included: creating Jewish cultural institutions, continuing to observe religious holidays and rituals, providing clandestine education, publishing underground newspapers, and collecting and hiding documentation, as in the case of the Oneg Shabbat archive in Warsaw that would tell the story of the Jews in the Warsaw ghetto, despite its destruction in 1943.

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RELATED ARTICLES

- Jewish Resistance (Abridged Article)
- Jewish Uprisings in Ghettos and Camps, 1941–1944
- Spiritual Resistance in the Ghettos
- Armed Jewish Resistance: Partisans
- The Bielski Partisans
- An Overview of the Holocaust: Topics to Teach

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In-Text Citations

In-text citations give credit where credit is due. An in-text citation is inserted into the body of your paper following a direct quote or paraphrase from a source.

Basic In-text Citations

The Golden Rule of In-Text Citations

- **Remember to use the first item listed in your works cited entry.**
- **When a page number is listed in your works cited entry include it in your in-text citation.** ie. (Author last name page number) ***Please note that there is no punctuation between the author and the page number.
- **After a quote or paraphrase leave a space and then insert the in-text citation.**

In “The Yellow Wallpaper,” the main character explains her hysteria, “I get unreasonably angry with John sometimes. I’m sure I never used to be so sensitive. I think it is due to this nervous condition” (Gilman 15).

Examples

In the following examples look at the work cited example and observe how the in-text citation is created from the work cited example.

Book Work Cited Example

Gilman, Charlotte Perkins. “The Yellow Wallpaper.” *Great American Short Stories from Hawthorne to Hemmingway*. Ed. Corinne Demas. New York: Barnes and Nobles Classics, 2004. 314-330. Print.

Book In-Text Citation Example

(Gilman 315)

EBSCOhost Article Work Cited Example

Wright, Ron W. and Grace Goc. “The Effect of Four Instructional Formats on Aerobic Fitness of Junior-High School Students. *Physical Educator* 63.3 (2011): 143-153. *Health Source-Consumer Edition*. Web. 15 Nov. 2011.

Ebscohost In-text Citation Example

(Wright and Goc 146) ***Note this is an example with two authors.

Web Page Work Cited Example

“Belize.” *The World Fact Book*. Central Intelligence Agency, 30 Sept. 2009. Web. 15 Oct. 2009.

Web Page In-text Citation Example

(“Belize”)

In-text Citations: Author-Page style

MLA follows the author-page method of in-text citation. This means that the author’s last name and page number(s) from where the paraphrase or quote was taken must appear in the text and a complete reference should appear on your Works Cited page. The author’s name can appear within the sentence **or** the parentheses following the quote, but the page number must be in the parentheses.

Example:

According to **Rhodes**, he refused to join the military during the Vietnam War (37).

He refused to join the military during the Viet Nam War, pointed out **Rhodes** (37).

***Note The author’s name, Rhodes, is bolded for example purposes only. Do not bold the author’s name.

How to Recognize & Evaluate Web Pages

by Karla Walters, Bellevue High School

Here are five areas to consider when you are looking at material and considering sources for research on the internet.

Criterion #1: Authority

1. Is it clear who is responsible for the contents of the page?
2. Is there a link to the page describing the purpose of the sponsoring organization?
3. Is there a way of verifying the legitimacy of the page's sponsor? Is there a phone number or postal address to contact for more information? (An email address is not enough.)
4. Is it clear who wrote the material, and are the author's qualifications for writing on this topic clearly stated?
5. If the material is protected by copyright, is the name of the copyright holder given?

Criterion #2: Accuracy

1. Are the sources for factual information clearly listed so they can be verified in another source?
2. Is the information free of grammatical, spelling, and typographical errors? (These kinds of errors not only indicate a lack of quality control, but can actually produce inaccuracies in information.)
3. Is it clear who has the ultimate responsibility for the accuracy of the content of the material?
4. If there are charts and/or graphs containing statistical data, are the charts and/or graphs clearly labeled and easy to read?

Criterion #3 Objectivity

1. Is the information provided as a public service?
2. Is the information free of advertising?
3. If there any advertising on the page, is it clearly differentiated from the informational content?

Criterion #4: Currency

1. Are there dates on the page to indicate:
 - a. when the page was written?
 - b. when the page was first placed on the web?
 - c. when the page was last revised?
2. Are there any other indications that the material is kept current?
3. If material is presented in graphs and/or charts, is it clearly stated when the data was gathered?
4. If the information is published in different editions, is it clearly labeled what edition the page is from?

Criterion #5: Coverage

1. Is there an indication that the page has been completed, or is it still under construction?
2. Is it clear what the page intends to address?
3. Does the page succeed in addressing these topics, or has something been left out?
4. Is the point of view of the organization presented in a clear manner with its arguments well supported?

How to Recognize a Business/Marketing Page: A Business/Marketing Web Page is one sponsored by a commercial enterprise (usually it is a page trying to promote or sell products). The URL address of the page frequently ends in **.com** **Examples:**

www.coca-cola.com

www.hurley.com

How to Recognize a Personal Web Page: A personal Web page is one published by an individual who may or may not be affiliated with a larger institution. Although the URL address of the page may have a variety of endings (e.g. .com, .edu, etc.), a tilde (~) is frequently embedded somewhere in the URL.

Examples:

www.teratechnologies.net/stevekamerman/

www.kringelbach.dk/science.html

How to Recognize a News Web Page: A News Web Page is one whose primary purpose is to provide extremely current information. The URL address of the page usually ends in **.com**

Examples:

www.cnn.com www.

bozemanchronicle.com

How to Recognize an Informational Page: An Informational Web Page is one whose purpose is to present factual information. The URL address frequently ends in **.edu** or **.gov**, as many of these pages are sponsored by educational institutions or government agencies.

Examples:

www.cancer.gov

owl.english.purdue.edu/

How to Recognize an Advocacy Page: An Advocacy Page is one sponsored by an organization attempting to influence public opinion (that is, one trying to sell ideas.) The URL address of the page frequently ends in **.org** (organization).

Examples:

www.democrats.org

www.gop.org

www.greenpeace.org

PLAGIARISM AND PARAPHRASING (from Paul Roberts: *Understanding English*, pp. 473-477)

Paraphrasing

One of the trickiest bits in the research paper is to paraphrase or summarize accurately without plagiarism. The difference between a paraphrase and a summary is one of length in respect to the original passage. A paraphrase is about as long as the original, since it contains all the information of the original passage, but expressed in different words. A summary is shorter than the original, since it contains only the main ideas of the original—a summary is also written in different words. In both, the tricky part is the “different words.” If you paraphrase or summarize another writer, it will be true that you are using the same language to discuss the same subject. If the original author is writing about swallows and you are paraphrasing him, you will both necessarily have to use the word *swallows*.

What you must learn to do is distinguish between language which is shared by everyone and that which is the creation and therefore in some sense the personal property of a particular writer. If P.V. Pettiquale writes, “Swallows build nests in trees,” you, in paraphrasing P.V. Pettiquale, might also write, “Swallows build nests in trees.” But if P.V. Pettiquale writes, “The swallow sings his heart-warming little song as he darts among the treetops,” and you, without quotation marks, write, “The swallow sings a heart-warming little song” or “The swallow darts among the treetops,” then you are plagiarizing. These phrases, wretched though they are, are the property of P.V. Pettiquale and may not be lifted from him without acknowledgment.

In such a matter as this, one learns most easily from examples. Here is an original passage followed first by a plagiarized version and then by a legitimate paraphrase.

Original Passage:

Paul Forash was reasonably typical of the scouts and trappers who opened up the Far West. Born in Kentucky of poor parents, he never went to school, never learned to read and write. But in other matters his education was ruthless and complete. In an environment where man's best friend was his rifle, Forash became an expert marksman. Survival depended on understanding the myriad mysteries of the forest, and he quickly learned the ways of its denizens. He learned self-reliance in as hard a way as imaginable: He was orphaned at the age of eleven, when his parents were killed in an Indian raid.

Plagiarized Version:

Paul Forash was rather typical of the people who opened up the West. he was born in Kentucky of poor parents, and he never went to school or learned to read and write. His education was ruthless and complete in other matters, however. Because he lived where man's best friend was his rifle, he quickly became an expert shot. In those days one had to understand the myriad mysteries of the forest in order to survive, and Forash quickly learned the ways of its denizens. He learned self-reliance in a very hard way: His parents were killed in an Indian raid when he was eleven, and he was left an orphan.

Here most of the intended paraphrase is lifted from the original; it is, in fact, almost direct quotation. The first sentence has the same structure as the original, the only difference being that *rather* is substituted for *reasonably* and *people* for *scouts and trappers*, and *Far* is omitted. The three parts of the second sentence are taken over and only put together in slightly different ways. Such expressions as "education was ruthless and complete," "man's best friend was his rifle," "myriad mysteries of the forest," "ways of its denizens" are all creations of the original writer and could not properly be taken over without quotation marks.

Legitimate Paraphrase:

In his personality and background, Paul Forash is a good example of the Scouts and Trappers of the early West. His parents, Kentuckians, were poor, and he did not have much ordinary education; indeed, he remained illiterate all his life. He did, however, become expert in forest lore and such matters as trapping and shooting. His parents were killed by Indians when he was only eleven years old, and as a result he was forced at a tender age to get along on his own.

Note that the paraphrase is less spirited than the original. Its intent is merely to get down all the facts of the original passage, not necessarily to convey its emotional tone. If such a paraphrase were used in a research paper, it would still be necessary to credit the material to the author of the original. But the absence of quotation marks would indicate that just the data, not the wording, was derived.

Academic Integrity on the Decline

A.P. Composition

Mr. Kitto

Friday, October 15, 2010

From graphing calculators to writing answers on rubber bands, college and high school students are quickly inventing and abusing new techniques to “out-smart” the educational system. The rate of academic dishonesty has rapidly increased in the last decade and has the vast majority of school systems investigating possible causes and solutions to this growing epidemic. **Cheating has surpassed whispering answers in class and has now proven to be a wide-spread issue with many causes and few, debatable solutions.**

While a number of students currently enrolled in schools deny cheating, an astounding seventy-five percent have admitted to partaking in academic dishonesty (Slobogin). In the early nineties, however, this number was reported to be around sixty-one percent (Slobgin). Cheating continues to grow among kids based on studies provided by students, teachers, and academic researchers. Between vague and differing perceptions of cheating, increasing pressure to succeed, and publicized headlines highlighting dishonesty, students are quickly developing a mindset accustomed to cheating.

The heavily-debated question stands: What defines cheating? This appears to be an unanswered issue among researchers as well as students. Researchers are finding that many students’ and teachers’ understandings of cheating differ immensely. According to a study done by University of Nebraska’s Kiewra and Kelly Honz and University of Connecticut’s Ya-Shu Yang, students’ interpretations of cheating are primarily based upon the amount of effort required to obtain the information (“Most High Schoolers Cheat...”). Based on this principle, eighty-four percent of surveyed students in this study constituted sharing answers from a test as cheating. At the same time, only forty-seven percent of those students believed sharing test questions was cheating. These students justified themselves by saying it still took some effort on

the student's part to develop an answer ("Most High Schoolers Cheat..."). Teachers, on the other hand, are defining many techniques (such as collaborating on homework questions) as cheating.

Several students say that the pressure to succeed in today's society is another leading cause of cheating. A group of college students told researcher Donald McCabe that they cheat because "They face too many pressures, want to please parents and professors, and face intense competition for grad schools and jobs (Slobogin)." A large number of habitual cheaters are reported among students with high GPAs because mounting pressure to do well has led students to "easy-way-out" methods. As the contest for scholarships and college admission intensifies, these students are desperate for top grades and are willing to risk the chance of getting caught taking shortcuts rather than risk the chance of earning a low letter grade. Expectations among top students have proven grueling and demanding in cases like Audrey Lin, one of several valedictorians in 2002 in her school (Aufses 121). After graduating, Audrey admitted to cheating in high school and returned the plaque that acknowledged her accomplishments. Audrey Lin can easily be considered a product of her environment.

Researchers and students are beginning to point fingers at the exposed cheating, scamming, and fraud in society as yet another explanation to cheating in school. When students see billionaires such as Bernie Madoff scamming clients and smuggling billions of dollars, they cannot possibly see the wrong in sharing answers from homework with a friend. This epidemic also accounts for the reports that reveal cheating among teachers, the very people students are so diligently deceiving (Crowley). With increasing pressure on standardized tests, some teachers have begun reviewing test questions the day before the exams and even changing students' wrong answers following the test. Since these incidents are seen on a large scale of cheating, students are beginning to view their dishonesty on a much smaller scale. Cheating in school is

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THE BIG 6

**1-Define the Information Problem
Identify Information Needed**

**2-Determine all Possible Sources
Select the Best Sources**

**3-Locate Sources
Find Information from a Source**

**4-Engage-Read, Hear, View,
Touch Extract Relevant
Information**

**5-Organize from Multiple
Sources Present the Information**

**6-Judge the Product's
Effectiveness Judge the
Process's Efficiency**

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Online Resources

Manhattan School District Website: <http://manhattan.schoolwires.com>

GALE DATABASES:

The simplest route to Gale Databases is to go to the Manhattan School District website: <http://manhattan.schoolwires.com>, click on *Libraries* and then click on *High School*. Once you click on Gale you may have to enter the password.

Password: Tigers123

AtoZ the USA & A to Z WORLD CULTURE

Remote Access for Both

User Name: MCLSlb

Password: Tigers123

World Book Encyclopedia:

<http://worldbookonline.com/advanced/relatedinfo?&id=ar592860&type=news>

Password: tigers

MLA Handbook: <http://mlahandbook.org>

Log in: keliason@manhattan.k12.mt.us

Password: tigerpower1

For MLA or APA help: <http://owl.english.purdue.edu>