MUKILTEO SCHOOL DISTRICT

Kamiak High School Studies Handbook

Standard Practices and Terminology

Social Studies Department
2009

Welcome the to the Kamiak High School
Social Studies Department

Upon graduation you will have shown competency in the following areas, through both classroom assignments and successful completion of one **Classroom Based Assessment** per grade level as required by the State of Washington. As part of your graduation requirements you must up load your best Social Studies CBA to your **E-Folio** as part of your **Senior Culminating Project.**

Washington State Essential Academic Learning Requirements (EALRs)
Social Studies EALR 1: **CIVICS** The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Table of Contents

Classroom-Based Assessments (CBAs):

- In short, the Social Studies CBAs are multi-stepped research-based project/paper/presentation aligned to specific state standards (Social Studies EALRs), which target skills and knowledge necessary for engaged, informed citizenship.
- Completing a CBA at a proficient level requires students to demonstrate that they have met particular Social Studies EALRs (typically 3-4 per CBA) by applying their understanding of social studies knowledge, concepts, and skills to a specific context that is meant to be relevant to the civic lives of these students.
- CBAs are designed to ensure that students employ critical thinking skills and engage in their own individual analysis of a particular context or topic.
- Nearly all of the CBAs ask students to develop a position on an issue, event, or question, include background on the issue, event, or question, provide reasons and evidence for the position, and cite sources used to develop and support the position.
- The key component of any CBA is the rubric page which spells out how a student can reach proficiency for the particular assessment. In addition, each CBA also includes several components that are considered "support materials" for teachers and students, including the student checklist, a graphic organizer, and suggested resources. These supplemental materials are primarily designed to help students break down the overall assignment as well as provide scaffolding for the work they will need to do to complete the CBA.
- CBAs can be used at any time of the year although they are typically used as a culminating or summative assessment of learning that has occurred during a particular unit.

- Research: There is a great deal of research that indicates that having students engage regularly in rigorous, authentic, performance-based assessments, such as the CBAs, increases their academic achievement in social studies and overall. The research by Cathy Taylor on classroom-based assessments has informed the development of the Social Studies CBAs as has the research of Fred Newmann and his associates on authentic intellectual work.
- Integration: The Social Studies CBAs are another way teachers can target important reading and writing standards in their instruction.
- Accountability: The CBAs and the reporting on the use of these assessments are one way the state is asking districts to ensure that all students have opportunities to meet the standards in civics, economics, geography, history, and the social studies skills.
- ***All graduating seniors at Kamiak High School will be required to include a "proficient" CBA as their "Social Studies Artifact" in their E-Folio as part of their culminating project.***

Writing Related Terms:

Writing related Terms	
Analyze	To examine carefully and in detail so as to identify causes, key factors, possible results, etc. To address the how and the why, and how or why your provided answers address the question
Argument	Expressing a point of view on a subject and supporting it with evidence, also called a claim, or thesis
Bias	A preference or an inclination, especially one that inhibits impartial judgment;
Compare	To examine (two or more objects, ideas, people, etc.) in order to note similarities and differences
Conflict	Controversy, a prolonged public dispute, debate, or contention; a dispute, especially a public one, between sides holding opposing views
Define	Give a definition
Describe	Define term/idea and give examples
Evidence	Concrete details that prove your argument/thesis and/or the point you are making, evidence comes in the forms of quotes and/or paraphrase from credible sources and/or documents
Explain	Give reason/rationale; supporting details
Factors	One of the elements contributing to a particular result or situation: *Poverty is only one of the factors in crime.*
Fact	A concrete detail generally agreed to have occurred or to be accurate, these are found in well vetted research
Identify	Write a definition for key word(s); give an example to show understanding
Inference	A conclusion reached by reason based on evidence
List	Give answers numerically; can be bulleted
Opinion	A belief which is not definitely proven (point of view)
Policy	A course of action adopted and pursued by a government, ruler, political party, etc
Stakeholder	A person or group of people who are involved in or affected by a course of action and/or conflict
Thesis	A position that a writer advances and offers related to a question proved with analysis of evidence
Research Related Terms	
Citation	A reference to a published or unpublished source used in a research paper
Credible	Worthy of belief or confidence; trustworthy, reliable - when working with research this terms refers to a source that can be trusted for its information.
Paraphrase	A restatement of a text or passage in another form or other words, paraphrases must be cited.
Primary Source	An original fundamental and authoritative document from the time period
Reference	a source of information (as a book, magazine, website) a writer consults when writing a research paper
Secondary Source	Documents that present information that has already been processed or interpreted by someone else
Vetted	A source that has been verified, or checked for accuracy, authenticity, validity

Social Science Perspectives:

Term	Definition	Example
Geographic	Evidence relate to any of the following: *the earth, climate, land forms, natural resources*	• Location of an Empire to water and the impact on trade •
Political	Evidence related to any of the following: *government structure, war, leaders, law, foreign policy, treaties*	• U.S. Constitution • Queen of England • A peace treaty
Economic	Evidence related to any of the following: *trade, economic trends, tax structure, science, technology, business, banking , monetary systems, employment*	• Tariffs limit trade with other countries causing conflict
Cultural	Evidence related to any of the following: *Shared values, beliefs, attitudes, goals, practices of a people*	• Marriage customs vary greatly around the world
Sociological	Evidence related to any of the following: *communication, education, class structure, religion, gender roles, art, literature, science, technology, family*	• The differing priorities among racial, religious, economic or political groups in a society can be a source of conflict
Psychological	Evidence related to any of the following: *why people, think, feel, and behave the way they do*	• Fear created by 9-11 attacks

The Basics of Writing an Academic Paper:

An academic research paper may look different than any other paper you have ever written. This check list should serve as a reminder to you of what your instructor expects when they assign you a paper.

- ✓ **No first person- this means, no "I", "Me" etc**.
  - You are the writer of the paper, if you are offering an opinion that is not your own you will properly site it.
    - *Example-*
      - Instead of saying "I believe the Roman Empire fell as a result of barbarian invasions." You would say "The Roman Empire fell as a result of barbarian invasions."
      - If it was someone else's idea you would say "According to Sam Smith, the Roman Empire fell as a result of barbarian invasions" (Smith 27)
- ✓ **You must properly cite all research material in MLA form**
  - This includes direct quotes AND information you have paraphrased
  - See section on MLA citation on how to properly do this
- ✓ **Avoid contractions**
  - Instead of didn't, did not
    - It is a simple change that makes your paper sound more academic
- ✓ **Use Times New Roman Font, 12 point**
  - Other font may be prettier or take up more space, but this is the standard you should ALWAYS use.
- ✓ **Do not ask questions in your paper**
  - When writing a research paper you are answering a question, stay focused on this.

Forming a Thesis:

What is an argument? In academic writing, an argument is usually a main idea, often called a "claim" or "thesis statement," backed up with evidence that supports the idea.

Claims can be as simple as "Protons are positively charged and electrons are negatively charged," with evidence such as, "In this experiment, protons and electrons acted in such and such a way." Claims can also be as complex as "The end of the South African system of apartheid was inevitable," using reasoning and evidence such as, "Every successful revolution in the modern era has come about after the government in power has given and then removed small concessions to the uprising group." In either case, the rest of your paper will detail the reasoning and evidence that have led you to believe that your position is best.

When beginning to write a paper, ask yourself, "What is my point?" For example, the point of this handout is to help you become a better writer, and we are arguing that an important step in the process of writing effective arguments is understanding the concept of argumentation. If your papers do not have a main point, they cannot be arguing for anything. Asking yourself what your point is can help you avoid a mere "information dump." Consider this: your instructors probably know a lot more than you do about your subject matter. Why, then, would you want to provide them with material they already know? Instructors are usually looking for three things:

1. Proof that you understand the material, AND
2. A demonstration of your ability to use or apply the material in ways that go beyond what you have read or heard.
3. Arguments in academic writing are usually complex and take time to develop. Your argument will need to be more than a simple or obvious statement such as "Frank Lloyd Wright was a great architect." Such a statement might capture your initial impressions of Wright as you have studied him in class; however, you need to look deeper and express specifically what caused that "greatness." Your instructor will probably expect something more complicated, such as "Frank Lloyd Wright's architecture combines elements of European modernism, Asian aesthetic form, and locally found materials to create a unique new style," or "There are many strong similarities between Wright's building designs and those of his mother, which suggests that he may have borrowed some of her ideas." To develop your argument, you would then define your terms and prove your claim with evidence from Wright's drawings and buildings and those of the other architects you mentioned.

Evidence:

Evidence simply put is a concrete detail that proves your argument/thesis and/or the point you are making, evidence comes in the forms of quotes and/or paraphrase from credible sources and/or documents. Many papers that you write in the History Department will require you to make an argument; this means that you must take a position on the subject you are discussing and support that position with evidence. It's important that you use the right kind of evidence, that you use it effectively, and that you have an appropriate amount of it.

Primary and Secondary Sources:

A note on terminology: many researchers distinguish between primary and secondary sources of evidence (in this case, "primary" means "first" or "original," not "most important"). Primary sources include original documents, photographs, interviews, and so forth. Secondary sources present information that has already been processed or interpreted by someone else.

Primary sources come in various shapes and sizes, and often you have to do a little bit of research about the source to make sure you have correctly identified it.

In a nutshell, a primary source was produced **at the same time that the events described in the source took place**. Here are some examples and problem areas:

- **Diaries** and **letters** written by people who were participants in the actions they describe are easy to classify as primary sources, but what about **memoirs** or **autobiographies**? These are usually written well after the events took place and often will tell you more about the period in which they were written than about the period they describe.
- What about **newspapers**? The author of an article presents an interpretation, but if the article reports current events, it is primary. If the article reports past events, it is secondary. Keep in mind that an article about a past event can present valuable primary evidence concerning the author's context.
- What about **fiction**? If you are studying the novel or poem for its own sake, it is a primary source. If you are using the novel or poem as evidence—a historical novel, for example—it is a secondary source. In the same vein, a 19th-century **history textbook** can be considered a primary source if you are studying how the work was influenced by the period in which it was written or how it fits into a continuum of historical analysis (that is called historiography).

Check out this table to help differentiate primary and secondary sources.

Primary	Secondary
The Tempest by William Shakespeare	An article that analyzes the motif of the 'savage other' in *The Tempest.*
The Diary of Anne Frank	A book about the Holocaust
The Declaration of Independence	A biography of Thomas Jefferson
Population statistics on Ethiopia from *The World Factbook*	An article titled "The impact of population growth on infant mortality in Ethiopia."

You will often be asked to research your topic using primary sources, but secondary sources will tell you which primary sources you should use and will help you interpret those primary sources. To use them well, however, you need to think critically about them.

There are two parts of a source that you need to analyze: the text itself and the argument within the text.

Taken from: The Writing Center, University of North Carolina at Chapel Hill

Using Evidence to Prove Your Thesis:

Persuasive academic papers demand the correct use of evidence. Simply compiling a list of information does not prove a thesis; you must use the information to support your thesis. Whether using a paraphrase or a direct quote, it is vital that you explain how or why this quote relates to your thesis. Explicitly explain what it proves.

For example, if you have been asked to address the following question:

"Does capital punishment work as a deterrent to crime?"

And your thesis is:

"Capital punishment does not deter crime because those who commit murder are not thinking about the long term consequences of their actions."

Paraphrase of researched evidence with proper in text citation →

The death penalty is not a deterrent for heinous crimes, as 80% of death penalty crimes are identified as crimes of passion (Stewart 7). Defendants accused of committing these crimes are doing so in the moment and are therefore not thinking about the long term consequences of their action. This renders the death penalty useless as a deterrent.

This is the explanation of how the evidence proves the thesis/argument ↑

From this example you can see that the writer has research information related to the death penalty, and is using it to support (or back up) their thesis. In this case, the evidence is paraphrased from the research.

When using evidence (in the form of a direct quote or paraphrase) you must answer the question of ***how or why*** this connects your thesis/argument.

When using evidence (quotes/paraphrase information you have research) ask yourself the following questions:

What does this prove?
Have I tied this back to my argument?
Have I correctly cited the evidence?

Use these prompts to help you link your research and cited evidence to your thesis:

This proves that… [make a clear link to your thesis]

This establishes…[make a clear link to your thesis]

This supports…[make a clear link to your thesis]

This makes it clear…[make a clear link to your thesis]

The preceding demonstrates……[make a clear link to your thesis]

This data is evidence of……[make a clear link to your thesis]

Connecting Evidence to a Thesis/Argument:

Persuasive academic papers demand a clear thesis/argument addressing the question and the correct use of evidence. Simply compiling a list of information does not prove a thesis; you must use the information to support your thesis. Whether using a specific detail, paraphrase or a direct quote, it is vital that you explain how or why this information relates to your thesis.

QUESTION:

THESIS:

Evidence (quote/paraphrase/specific detail) Write your evidence here in bulleted form:	**How and/or why does this prove your thesis** Outline how this links to your thesis:

Practice:
[Insert quote/paraphrase/detail here with proper citation]. **This proves that** [make a clear connection to how or why this evidence proves your thesis].

Evidence (quote/paraphrase/specific detail) Write your evidence here in bulleted form:	**How and/or why does this prove your thesis** Outline how this links to your thesis:

Practice:
[Insert quote/paraphrase/detail here with proper citation]. **This proves that** [make a clear connection to how or why this evidence proves your thesis].

Document Analysis Précis:

A précis is a highly structured paragraph that quickly and effectively summarizes and analyzes a document. The following is a breakdown of the information you should include in your paragraph. Be sure to number each of your sentences within your paragraph! Your final draft must be typed using accurate MLA formatting

1) **Thesis:** [author], in /her [date of publication] essay [title of document] argues that … [one sentence summary of author's argument/thesis]….

2) **Quoted Evidence:** [author] supports this thesis by stating that [quote one piece of evidence w/ in-text citation]….

3) **Analysis:** This led to/resulted in… because…. [how or why this evidence supports the thesis]

4) **Paraphrased Evidence:** [author] also states that [paraphrase one piece of evidence w/ in-text citation]….

5) **Analysis:** This led to/resulted in… because…. [how or why this evidence supports the thesis]

6) **Purpose:** [author] purpose/motive for writing this piece was to…because [tell how you know this from the document]….

7) **Audience:** The intended audience was most likely…because [tell how you know this from the document]….

8) **Reliability:** Due to…[author's personal attributes, document format, chronology, purpose, audience] the reliability of this document may be questionable because [tell how]….

[teacher]

[class & period]

[date]

Précis: Criminal Politics in Nigeria

(1) In his 2007 report, "Criminal Politics…," Chris Albin-Lackey argues that Nigeria's corrupt government has lead to violent militias that endanger the public's standard of living. (2) He supports his thesis by stating that "the Nigerian government has engaged in more law-breaking than law-making" (Albin-Lackey). (3) Due to the fear and distrust caused by this behavior, Nigerian citizens felt it necessary to form private militias in order to defend themselves. (4) The author also reports that the government consistently sides with the oil companies when there is a dispute with local residents (Albin-Lacky). (5) This has in turn caused local citizens to take violent action against the oil companies, which has increased the level of violence on both sides. (6) Lacky's purpose for writing this piece was to inform the public of what he thinks is an under-reported problem, as well as to suggest possible solutions. (7) Because he focuses on solutions, his intended audiences are people who are able and willing to take action. (8) Lastly, because the author is working for a humanitarian organization , he may be more inclined to side with the Nigerian people, as is shown by the absence of viewpoints from the oil companies and the Nigerian government.

Albin-Lackey, Chris. "Criminal Politics: Violence, Godfathers, and Corruption in Nigeria." *Human Rights Watch*. Oct 2007. 11 June 2008 http://www.hrw.org/sites/defaults

Avoiding Plagiarism:

Original Text:
Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:
The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Unacceptable Paraphrase:
The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?
The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**

Acceptable Paraphrase:
Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?
This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Strategies for Avoiding Plagiarism
1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.
Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
Produced by Writing Tutorial Services, Indiana University, Bloomington, IN

Writing Tutorial Services, "Plagiarism." *Writing Tutorial Services*. 27 Apr 2004. Indiana University. 3 Jun 2009.<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

MLA Formatting Sample:

[full name]

1 inch Margins all around

[teacher]

[class]

[date]

Writing In MLA Format

Title, centered, no bold, standard font

This paper is written as an MLA formatted document and should give you a quick review on the basics of MLA citation and formatting. Most English and Social Studies courses rely on MLA formatting to make documents uniform in appearance. Consider this: you turn in a paper in full MLA format. It meets the three page minimum and has the correct one inch margins and citations. A fellow student, however, turns in a paper that is not in MLA format. His paper has two inch margins and uses triple-spaced 16 point font. His paper is also three pages. When you compare the two, you can see that you have easily written more. This is why we use MLA to help regulate the appearance of documents.

In order to meet the MLA formatting guidelines, you will need to know what they are. Margins are to be one inch on all sides, top, bottom, left, and right. The header contains your last name and the page number. It is in the upper left corner of the page and is 0.5 inches from the top of the page. In order to type a header using this computer

program, click View in the upper menu, then click Header/Footer. A box should be outlined at the top and bottom of each page.

You should be using a 12 point font, Times New Roman, when typing your papers. Also, make sure you have double-spaced the entire paper. Everything in MLA is double-spaced. This includes the information block at the top of the first page, which can be substituted for a title page and includes the author's name, the instructor's name, the course, and the date. Overall, those are the basics behind what an MLA paper should look like, and as you can see, this paper follows those guidelines.

Now, the idea behind citations is a bit more in-depth. When using MLA formatted source citations, you must remember that there are two types: in-text (parenthetical) and end-of-text (works cited page). In-text/parenthetical citations are used in the body of the paper each time a source is used. If you directly cite a source, meaning that you quote the source word-for-word, you will include the source in quotation marks and use a parenthetical citation after it. For instance, we know that "MLA format can be a difficult thing for composition students to grasp" (Smith 27). The citation, as shown, will contain the author's last name and the page number of the quoted material. Notice that there is no comma, date, or use of the word "page" or "p." in the citation.

An in-text citation also needs to be used if you are paraphrasing the source. Paraphrasing occurs when you take the ideas from the source, but not the exact words. This can help you include ideas in the body of the paper while avoiding an overuse of direct quotes. However, you must make sure to paraphrase every source every time (Smith 14).

The end-of-text/works cited page citations are pointed to by the citations used in the paper. The works cited page will contain citations that include the publication information for the sources cited within the paper. The in-text citations work to tell the reader which works cited entries to view for the full citation.

The actual works cited entries will vary depending on the type of source you use. This is why it is important not only to read your source thoroughly, but also to "diagnose" what type of source you have. Is it a book, a journal article, a web site, a newspaper article? Did it come from an online database or from a hard copy? Each of these categories of source will have a citation that is a little different from the next. Because of this, there will not be a lengthy discussion of works cited citations. This information is best obtained from your instructor, the library staff, or the *MLA Style Manual*. However, there are a number of online sources and writing guides that also work with MLA style and can give you examples of citations.

Works Cited

Margaret Kiley, Thea Moyes, Peter Clayton. "'To develop research skills': Honours programmes for the changing research agenda in Australian universities. " Innovations in Education and Teaching International 46.1 (2009): 15-25. Platinum Full Text Periodicals. ProQuest. Kamiak Library, Mukilteo, Wa 5 Jun. 2009 <http://www.proquest.com/>

Smith, Joan. "MLA and Students." *The Student Writer* 77 (2005): 14-37.

William Badke. . "Ten Reasons to Teach Information Literacy for Credit. " Online 1 Nov. 2008: 47-49. Platinum Full Text Periodicals. ProQuest Kamiak Library, Mukilteo, WA 5 Jun. 2009 <http://www.proquest.com/>

MLA In-Text Citations:

The Modern Language Association (MLA) guidelines require that you cite the quotations, summaries, paraphrases, and other material used from sources within parentheses typically placed at the end of the sentence in which the quoted or paraphrased material appears. The parenthetical method replaces the use of citational footnotes. These in-text parenthetical citations correspond to the full bibliographic entries found in a list of references at the end of your paper. (Note that the titles of works are underlined rather than placed in italics.) Unless otherwise indicated, on-line sources follow the same pattern as print versions.

Single author named in parentheses.
The tendency to come to terms with difficult experiences is referred to as a "purification process" whereby "threatening or painful dissonances are warded off to preserve intact a clear and articulated image of oneself and one's place in the world" (Sennett 11).

Single author named in a signal phrase.
Social historian Richard Sennett names the tendency to come to terms with difficult experiences a "purification process" whereby "threatening or painful dissonances are warded off to preserve intact a clear and articulated image of oneself and one's place in the world" (11).

Two or more authors.
Certain literacy theorists have gone so far as to declare that "the most significant elements of human culture are undoubtedly channeled through words, and reside in the particular range of meanings and attitudes which members of any society attach to their verbal symbols" (Goody and Watt 323).

Corporate author (organization, association, etc.).
The federal government has funded research concerning consumer protection and consumer transactions with online pharmacies (Food and Drug Administration 125).

Works with no author.
Several critics of the concept of the transparent society ask if a large society would be able to handle the complete loss of privacy ("Surveillance Society" 115).

Two or more works by the same author.
In his investigation of social identity, The Uses of Disorder, Sennett defines adulthood as a stage where people "learn to tolerate painful ambiguity and uncertainty" (108).
In a surprising move, Richard Sennett combines the idea of power with that of virtue: "the idea of strength is complex in ordinary life because of what might be called the element of its integrity" (Authority 19).

Work found in an anthology or edited collection.
For an essay, short story, or other document included in an anthology or edited collection, use the name of the author of the work, not the editor of the anthology or collection, but use the page numbers from the anthology or collection.
Lawrence Rosenfield analyzes the way in which New York's Central Park held a socializing function for nineteenth-century residents similar to that of traditional republican civic oratory (222).

Web page.
Abraham Lincoln's birthplace was designated as a National Historical Site in 1959 (National Park Service).
Note: Internet citations follow the style of printed works. Personal or corporate author and page number should be given if they exist on the website.

Credible Research Websites:

Along with the "Golden Ticket" research sources listed on the KHS Library website the following sites are approved for your research.

Reading, Writing, & Research

Citation Machine: http://www.citationmachine.net/
Cornell (MLA/APA): http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/index.html/
Webster U. (Précis): http://www.webster.edu/acadaffairs/asp/wc/summary.html
Cornell (Annotated Bib.): http://www.library.cornell.edu/olinuris/ref/research/skill28.htm\
Berkeley Library: http://www.lib.berkeley.edu/Help/guides.html
Great Books: http://www.anova.org/
Philosophy Texts: http://www.epistemelinks.com/
Sacred Text Archive: http://www.sacred-texts.com/index.htm
AP Central: http://www.apcentral.collegeboard.com/

Data Bases

Online Resource/Data Bases	User Name	Password	Website Address
Culture Grams	kamiak	highschool	http://online.culturegrams.com
E-books @ Kamiak	Remote	kamiakhs	http://access.gale.com/ebooks/kamiakhs
Ebsco	mukilteo	student	http://search.ebscohost.com
ProQuest and E-Library	kamiak	highschool	http://www.proquestk12.com Click the link to **My Products Page** and choose Proquest
World Book Online	mukilteo	student	http://www.worldbookonline.com

General Information

Flash Points (current world conflicts): http://www.flashpoints.info/FlashPoints_home.html
United Nations: www.un.org
United Nations Population Information: www.un.org/popin/data.htm.
World Bank: http://web.worldbank.org/
World Health Organization: www.who.int/en/
CIA Fact Book: www.gov/cia/publications/factbook/
PBS: www.pbs.org/

Moderate News Sources

World newspapers/media portal: http://www.commondreams.org/world.htm
New York Times: www.nytimes.com
BBC: www.news.bbc.co.uk/
The Economist: www.**economist**.com/
World Press Review: www.**worldpress**.org/
Christian Science Monitor: www.cs**monitor**.com/
World Affairs: www.watsoninstitute.org/bjwa/

Conservative News Sources

Wall Street Journal: www.wsj.com/
The National Review: www.**nationalreview**.com/
Fox News: www.foxnews.com
Free Republic: www.**freerepublic**.com/
Town Hall: www.**townhall**.com/

Liberal News Sources

Common Dreams Progressive Newswire (World Desk): www.commondreams.org/
Z Magazine: www.**z**mag.org/
The Progressive: www.**progressive**.org/
Mother Jones: www.**motherjones**.com/
Tom Paine: www.**tompaine**.com/

Basic Web Browsing:

Topics covered:

- Basic browser skills: opening, closing, and maneuvering around a web page.
- Recognizing and entering web addresses
- Using online forms to enter and request information from websites
- Brief introduction to some popular web search tools
- Brief overview of some information and security concerns on the web

Navigation Basics

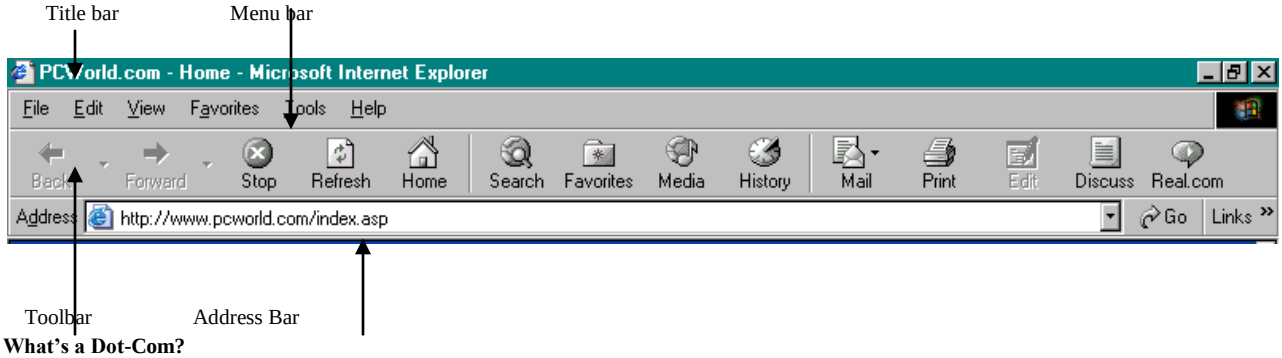
Make sure to **Scroll up and down** a page to be certain you've seen everything.

To scroll, point cursor on the up or down arrow on the scroll bar and hold. You can also click and drag the gray rectangle on the scroll bar. *If you have a lot of trouble controlling the mouse, use the "Page Down" or "Page Up" keys on your keyboard or the ↑ or ↓ arrows for scrolling.*

You usually move from one web page to another by single-clicking on **links:**

- A link is often text in color and/or underlined.
- A link can appear in the middle of some text on a screen.
- A link can be in the form of an image. For example, a company logo might be a link to more information about that company.
  - In most browsers, when you point at a link, your pointer turns into a hand with a pointing finger.

Browser Toolbar Basics



What's a Dot-Com?

(Internet Addresses)

Every web page has an exact address

- Directs your browser to that web page similar to the way a phone number calls a specific phone.
- It appears in the "**Address**" Bar at the top of the browser. It is sometimes called a **URL**
- You type a URL in the address bar to go to a specific page. You must type it in exactly as it was given to you.
  - It usually looks like:

    http://www.microsoft.com
    or
    http://www.nmu.edu

- You will notice several common endings to url's
  .com = commercial sites
  .gov = government addresses
  .edu = higher education (colleges & universities)
  .mil = military sites
  .org = nonprofit organizations
  .uk, **.au**, **.it**, **.ca** = sites from other countries
  (United Kingdom, Australia, Italy, Canada)

- It might also have a directory or filename

  http://dairyqueen.com/**icecream/sundaes/fudge.htm**

  directory directory web page filename

  server address
  (domain name)

Hot tip

Most of the time you won't have to type **http://** because your browser will insert it automatically. Often you can also leave off the **www**!

How to enter and edit URL's

1. Find the **address text box** on the toolbar at the top of the screen. An address (URL)of the current webpage already appears there.
2. Click in the box **once**. The whole address will be highlighted; meaning whatever you type will replace that address. **Type the address**.
3. Tap the **"Enter" key** on your keyboard (or click on "Go" on the toolbar).

If you click twice, the edit cursor appears and then you can edit the address with delete or backspace. That is very handy if you make a typo when you first enter the address.

Tip: *If you find it too hard to click in the address box, click on "File' on the menu bar and then "Open". Or hold down the control key and tap the "O" key on your keyboard. A blank text box appears for you to type the URL.*

Try Some Now!

Type one or more of these URL's in the "Address" bar.

- www.nmu.edu

(Northern Michigan University)

- www.ford.com

(often you can guess a web address by typing the organization name or initials and picking the right domain ending: .com for companies, .edu for universities)

- www.expedia.*com*

(a popular travel site)

- www.irs.gov

(note the .gov ending. You must type the www for this site)

- espn.go.com

(it doesn't start with www)

- www.loc.gov/exhibits

(this address has a directory at the end)

You've been framed!

Some pages you'll find are split into frames, two or more separate panes. Essentially, each pane contains its own separate web page that operates independently. For example, clicking on a link on one page can change the contents of another.

- To use the links or other items in a particular page, just click anywhere in the frame to make that frame active. Anytime you move to another frame, click there before doing anything.
- Some frames have their own scrollbars. When you see scrollbars on a frame, use them to scroll more of the frames contents into view.
- Sometimes it is tough to use Back to back out of a frames page. Often it's easier to enter a new URL or click on "Home" to break free of the frames.

http://marquettecountry.org

(an example of a website with frames)

HOT TIP—solve 2 common problems

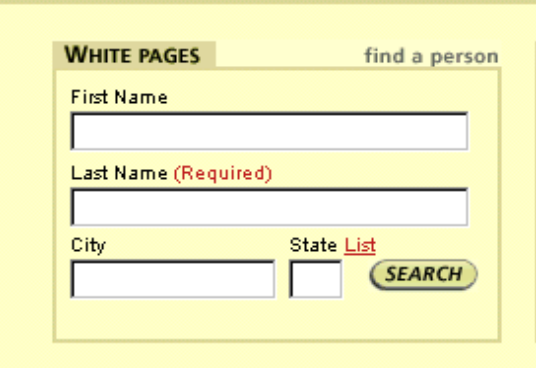
1. **Back button isn't working:** Sometimes "redirect" pages keep you in a loop. To break free, click on the small down arrow right of the "Back" button to see recent pages, Click on a previous page.
   - **Or** windows could be layered (if the back button is grayed out, that's probably the case). Just click on the X to close the top window and see the one underneath.
2. **There's no X to close that pesky popup ad:** It is probably off center, so the x is not visible on the desktop. Point at the title bar of the popup. Click and hold; then drag the popup until you see the

FORMS: How web pages Interact

Many web pages use blank boxes that allow you to type in information that can be used to search a database, submit a comment, purchase an item, etc. There is usually also a "button" that you can click on to submit the information that you have entered.

This form finds phone numbers and addresses:

www.switchboard.com



Some other sites that use forms:

(try these later!)

- google.com

(Popular search engine—very simple

- mapquest.com

(Maps/driving directions—slightly more complex)

- www.kbb.com

(Kelly Blue Book used car values -- multiple steps, fairly complicated)

FINDING INFORMATION

SUBJECT DIRECTORIES:

Like a yellow pages for the web, subject directories organize web sites into categories.

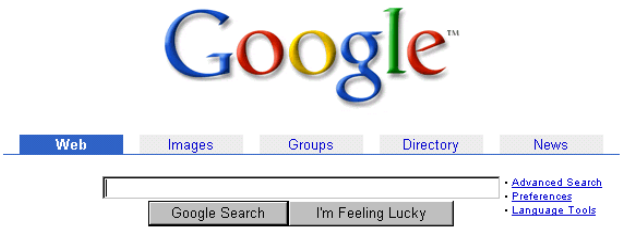
- Librarian's Index to the Internet—**lii.org**
  Although designed for use by public librarians, this 7,000-site directory is an excellent resource for anyone who needs to research a topic on the Web. You'll find sites related to the arts, education, geography, literature, law, medicine, sports, and many other subjects, and each site listing contains a brief review. And no commercials!

- The Michigan Electronic Library ---**mel.org**
  Resources selected by librarians. Excellent place to find information pertaining to Michigan as well as many other general resources.

- Yahoo! –**yahoo.com**
  The original subject guide to the Internet. Still very popular and remains a very good place to find popular topics. Be careful though! Lots of ads and no one reviews the sites for accuracy. Also a good portal for financial news, email, etc.

Finding Information Online:

Search Engines:
Create giant "indexes" of web sites. Use "key words" to describe the information you are hoping to find on the web:



Google (google.com)

- Very popular, one of the largest search engines.
- Type your search into the box and then click once on "google search."
- Need help? Try searching:
  - Marquette, MI
  - Bed and Breakfasts Maine
  - cleaning red wine stains

Security, Information Quality and the Web

- Use a **secure** site if you shop online
  - Scrambles any information you submit.
  - You will receive a message that the page you are entering is "secure."
  - A **"lock" symbol** will appear at the bottom right of the browser. The address will begin http**s.** *Read the privacy policy on the site.*
  - Try a dry-run at landsend.com or amazon.com to see an example of a secure shopping site. Pick out an item, put it in your shopping cart, and proceed to checkout. You don't purchase until you click on "submit".

  Use **virus-checking** software if you download from the Internet
  - Keep the virus definitions up to date!

- Not all information is official. Anyone can publish on the web.
  - Try to determine **who** put the information up.
  - Is it **authoritative**? Is it **current**? Is it **biased**?
  - You might trust this page **(www.nih.gov)** from the National Institutes of Health, but should you trust this one **(www.wilsonssyndrome.com**) from the Wilson's Syndrome Foundation?

Social Studies Department Vocabulary

Accuracy—The quality of being free from errors, mistakes, or distortion; consistent with fact or truth.
Agriculture—The practice or work of farming.
Analyze—To break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.
Assumption—A statement accepted or supposed as true without proof or demonstration; an unstated premise or belief.
Apply—The skill of selecting and using information in other situations or problems.
B.C.E.—A chronological designation meaning "before the common era." This document uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some social studies instructional materials.
Benefits—Monetary or non-monetary gain received because of an action taken or a decision made.
Bill of Rights—The first ten amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals.
Breadth—The quality of addressing a range of perspectives.
C.E.—A chronological designation meaning "common era." This document uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some social studies instructional materials.
Checks and balances—Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check/limit their activities.
Citizenship—A concern for the rights, responsibilities, and tasks associated with governing; the status of being a citizen as well as membership in a community and the quality of an individual's response to membership in a community.
Clarity—The quality of making something easier to understand; the result of freeing from confusion or ambiguity, or to removing obscurities.
Colonies—Countries or areas controlled politically by a more powerful country. The GLE document refers on several occasions to the 13 British colonies in North America.
Common good—Benefit or interest of an organized society as a whole.
Comparative advantage— A country's ability to produce a given product relatively more efficiently than another country; production at a lower opportunity cost.
Compare—Show how things are similar or different.
Computer-based mapping system—Technological tools used to analyze geographic data in a variety of ways. Geographic Information Systems (G.I.S.) is one example.
Concept—An idea generalized from particular instances.
Consequences—The events that happen as a result of a particular action or event.
Consumer—Someone who buys and uses a good or service.
Copyrighting—Obtaining the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something (as a literary, musical, or artistic work).
Costs—An amount that must be paid or spent to buy or obtain something; the effort, loss, or sacrifice necessary to achieve or obtain something.
Credibility—The ability to be believed or trusted.
Cultural diffusion—The spreading of ideas, customs, and values from one culture to another.
Cultural group—People who share a common history, set of values and beliefs, or ways of living.
Cultural universal—An aspect of social life that is common to all human cultures.
Culture—The knowledge, values, and perceptions that are learned and are shared by members of a community or society, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (food, clothing, buildings, tools, and machines).
Currency—The money in circulation in any country.
Customs—Ways of behaving or beliefs that have been established for a long time among a group of people.
Democracy—Form of government in which political control is exercised by all the people, either directly or through their elected representatives.
Depth—The quality or state of being complete or thorough in addressing the complexities of a topic, issue, or event.

Describe—To provide characteristics and features.
Detailed—Marked by thoroughness in addressing small aspects of topics, issues, or events; including specific examples.
Diversity—The presence of a wide range of qualities, attributes, cultures, opinions, or groups in one population.
Due process—The right of every citizen to be protected against arbitrary action by government.
Economic choices—Decisions made or course of action taken when faced with a set of alternatives to meet needs and/or wants.
Economic system—The institutional framework of formal and informal rules that a society uses to determine what to produce, how to produce, and how to distribute goods and services.
Essential questions—Questions that seek to connect a specific topic, issue, event, or era with a larger theme or purpose.
Ethics—A set of moral issues or perspective, guidelines.
Ethnocentrism—A tendency to see one's own group as central and often characterized by an inability to see perspectives other than that of one's own group.
Evaluate—To make a judgment based on criteria; to determine the value of.
Evidence—Items or information, which support a conclusion or argument.
Examine—To inquire into the parts that make up the whole and to determine how the parts are related to one another.
Explain—To make the reasons for something plain and comprehensible, including supporting details.
Fairness—Marked by impartiality and honesty; free from self-interest, prejudice, or favoritism; conforming with established rules.
Federalism—Form of political organization in which governmental power is divided between a central government and territorial subdivisions; e.g., in the United States, among the national, state, and local governments.
Financial literacy—The achievement of skills and knowledge necessary to make informed judgments and effective decisions regarding earning, spending, and the management of money and credit.
Fiscal policy—Changes in the expenditures or tax revenues of the federal government undertaken to promote full employment, price stability, and reasonable rates of economic growth.
Foreign policy—Policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries.
Freedom of expression—Refers to the freedoms of speech, press, assembly, and petition that are protected by the First Amendment.
Fundamental documents—These are documents that have helped to define the core beliefs, ideals, and goals of a particular nation or society. For students in Washington State, these documents would include but are not limited to the Declaration of Independence, the U.S. Constitution, The Federalist Papers, landmark decisions of the U.S. Supreme Court, the Washington State Constitution, Martin Luther King, Jr.'s "A Letter from a Birmingham Jail," the Declaration of Sentiments and Resolutions in Seneca Falls, key treaties with Washington State's tribes, and other significant writings and speeches.
Fundamental rights—Powers or privileges to which everyone is justly entitled and that cannot be taken away without due process. For example, the Fifth and Fourteenth Amendments to the U.S. Constitution protect the fundamental rights to life, liberty, and property.
Global issues - Matters that have far-reaching impacts on large numbers of people across nations and borders.
Globalization—The increase of trade and other exchanges around the world, especially by large companies producing and trading goods in many different countries.
Government—Institutions and procedures through which a territory and its people are ruled.
Human rights—Basic rights that all humans have regardless of who they are or where they come from. They are so much a part of human nature that they cannot be taken away or given up, as opposed to rights conferred by law.
Ideals—The fundamental values of society, a nation, or humanity. The fundamental values of American democracy are considered to include, but are not limited to individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.
Implication—A possible significance.
Incentives—Promises of rewards or punishments that encourage people to act.

Industrialization—A period when economic activity shifts away from small-scale agriculture and manufacturing toward large-scale commerce, manufacturing, technological innovation, and investment in industry.
Inquiry—A systematic investigation and analysis of information to address a question, often of a matter of public interest.
Interpretation—Giving one's own conception of; to place in the context of one's own experience, perspective, point of view, or philosophy.
Justice—Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.
Labor—The quantity and quality of human effort available to produce goods and services.
Laws—A rule, usually made by a government, that is used to order the way in which a society behaves or the whole system of such rules.
Local diversity—The presence of a wide range of qualities, attributes, cultures, opinions, and ethnic groups within a particular region or place.
Location—Where something is. It can be either absolute or relative. Absolute location is the specific location of a point on Earth that is determined by an imaginary grid of lines denoting latitude and longitude. Relative location is how a place is related to other places. Location is considered to be one of the five themes of geography.
Logic—The order and coherence of reasons supporting a position, thesis or argument; the reasoning that establishes the truth or justification of any belief or set of beliefs.
Market economy—An economy that relies on a system of interdependent market prices to allocate goods, services, and productive resources and to coordinate the diverse plans of consumers and producers, all of them pursuing their own self-interest.
Monetary policy—Changes in the supply of money and the availability of credit initiated by a nation's central bank to promote price stability, full employment, and reasonable rates of economic growth.
Movement—The travel of people, goods, or ideas from one location to another. It is considered to be one of the five themes of geography.
Movements—People working together towards a common purpose.
Natural resources—Materials supplied by nature that can be used to produce goods and services; for example, oceans, air, mineral deposits, virgin forests, and actual fields of land.
Patriotism—Love for or devotion to one's country.
Place—A description of the characteristics that make a certain location distinct. It is considered to be one of the five themes of geography.
Plagiarism—The act of using the ideas or words of another without crediting the source.
Planned economy—An economic system where the questions of what to produce, how to produce, and for whom to produce are answered by means of a central plan rather than by markets.
Plausibility—The quality of being worthy of belief.
Point of view—A particular position from which something is considered or evaluated; a way looking at things.
Popular sovereignty—The doctrine that the people have the power and authority, and the government is subject to the will of the people. The policy of allowing voters in a region to decide an issue.
Position—A thesis, conclusion, or interpretation developed and supported by reasons and evidence.
Precision—The quality of being accurate, definite, and exact.
Producer—People and firms that use resources to make goods and services.
Proximate causal factor—A reason why something happens that takes place soon before the resulting event or phenomenon.
Principles—The guiding rules a community, society, or nation follows to achieve its larger goals and ideals. The fundamental principles of American democracy include, but are not limited to, the following: the people are sovereign; the power of government is limited by law; people exercise their authority directly by voting; people exercise their authority indirectly through representatives; and decisions are based on majority rule, but minority rights are protected.
Profit—Income received for entrepreneurial skills and risk taking, calculated by subtracting all of a firm's explicit and implicit costs from its total revenues.
Purpose—Something set up as an object or end to be attained.
Pursuit of happiness—One of the "unalienable rights" stated in the Declaration of Independence. It is considered a right defined individually by citizens and not the government.

Reasons—Statements that support a conclusion or position.
Reform—An attempt to improve a situation, condition, or system.
Region—Any group of places that share at least one similar characteristic.
Relevance—The quality of having a close logical relationship with and importance to the matter under consideration.
Reliability—The quality of being trusted or believed.
Representative government—A government in which citizens take part through elected officials who act on their behalf.
Republic—System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare. The U.S. government is considered to be a Constitution-based federal republic.
Research question—A question that helps guide inquiry on a particular topic and directs efforts to collect, critically read, and evaluate sources.
Revolution—A sudden, complete, or marked change in something; a complete or drastic change of government and the rules by which government is conducted.
Rights—Something to which a person has a lawful claim. There are several categories of rights: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.
Rule of law—The principle that every member of society, even a ruler, must follow the law.
Separation of powers—The division of government authority among the executive, legislative, and judicial branches.
Significance—The quality of being important.
Specialization—A situation in which people produce a narrower range of goods and services than they consume. Specialization usually increases productivity; it also requires trade and increases interdependence.
Specific—Something that is mentioned, described, or defined in detail.
Supply and demand—Supply refers to the availability of a specific good or service; demand refers to the level of desired consumption for a specific good or service. The relationship of supply and demand influences the prices and quantity of goods and services sold in competitive markets.
Sustainability—The ability of the current generation to meet its needs without jeopardizing the ability of future generations to meet their needs. In the field of ecology, it refers to the capacity of an ecosystem to sustain interdependent forms of life by balancing the rate of resource removal with the rate of resource regeneration.
Tariff—A tax on an imported good or service.
Taxes—Compulsory payments to governments by households and businesses.
Trade—The exchange of goods and services for money or other goods and services.
Tribal Sovereignty—The authority that tribes in the United States have to self-govern as nations within a nation. This authority predates treaties with the U.S. government.
Tribe—A group and government with rights and responsibilities toward its citizens. In the GLE document, unless otherwise noted, the word "tribe" or "tribal" refers to sovereign tribal entities recognized by the U.S. federal government.
Validity—The quality of being well-grounded or justifiable.