

## Writing the Annotated Bibliography for World History

### Capstone Questions:

- Why is it important to pursue truth and goodness?**
  - Consider responsibility above rights, the consequences of choices, or the role and responsibility of science
  
- What does it mean to be human?**
  - Consider responsibility above rights, the consequences of choices, or the role and responsibility of science
  
- Is knowledge its own end?**
  - Consider responsibility above rights, the consequences of choices, the role and responsibility of science, the joy of learning, or the power of knowledge

### Objective:

- Research and write an annotated bibliography based on a primary source by (or about) an historic individual and at least two secondary sources that support the thesis and the capstone question.

### Emphasis:

- Solid thesis development: the thesis statement should demonstrate how the capstone question connects to a literary work and historic personage from the early modern period (1350 – 1815 AD).
- Analysis* and *synthesis* of information instead of only biography, description, and/or plot.

### CHECK POINTS Dates:

Topic Approval / Works Cited for History (10 pts)

due: \_\_\_\_\_

History Ann Bib Peer Review (10 points)

due: \_\_\_\_\_

### FINAL Due Dates:

History annotated bibliography (40 points)

due: \_\_\_\_\_

\*For HISTORY – due to turnitin.com by beginning of class time on due date **and** a hard copy turned in at the beginning of class period as instructed by your teacher.

PLEASE NOTE: YOU WILL HAVE ONE ANN BIB FOR ENGLISH AND ONE ANN BIB FOR HISTORY.

**Requirements for History Annotated Bibliography (40 points):**

- Correct format for an annotated bibliography with sources presented in alpha order
- One (1) primary source: an original work created by a historic person living between 1350 AD (Renaissance) and 1815 AD (Napoleon). Ex. Petrarch's "Letter to Boccaccio." *You may use primary sources that have been published in your Western Civilization or World History textbooks.*
- Two (2) secondary sources: from *JSTOR*, PPLD databases, or TCA library print sources
- For each source:
  - Summary paragraph (1-3 sentences)
  - Annotation paragraph (5-7 sentences)
  - 3-5 accurate quotes from each source, properly cited
- History academic tone and MLA format
- Use Turnitin.com to assist with revising and editing

## HISTORY RESEARCH PROCESS

### **BRAINSTORMING:**

- Consider the capstone questions and their different aspects. Are there aspects or angles not listed?
- Which historic individuals and primary sources from this semester exemplify and/or contradict the capstone questions?
  - *TIP: Check your unit overview sheets for units 1-7 for lists of individuals and primary sources. You can also find primary sources in the Western Civilization books, online on “World History in Context” at PPLD or at the Modern History Sourcebook website.*

### **NARROW THE FOCUS:**

- Select a capstone question and then narrow your focus to a specific aspect of that question. Note: Your focus should be relatable to both history and one of your literary works.
- Select an individual from history who best exemplifies (or contradicts) that specific capstone question. Which primary source / historic individual is best for the focus you have selected?
- **STOP!** Make sure there is a strong primary source connected to your individual. If you cannot locate one, you will need to start the selection process again before proceeding.
- **Get approval from your instructor before continuing.**

**BUILD HISTORIC CONTEXT AND ANALYSIS:** The following questions will help you build historical context and analysis connected to the capstone question. It will also help you begin to answer the question of “so what?” so that your paper is **more analysis and synthesis** of information instead of biography, description, and/or plot.

1. In what ways does the capstone question connect to the individual’s life and the primary source document?
2. What **key** choices or actions did the individual make?
  - a. Note: Each individual has multiple stories to tell. It is your job as a researcher to decide which choices and actions are most significant.
3. What events led to the individual’s key decisions or actions?
  - a. Build historical context: How did events at this particular time and at this certain place combine to produce this particular outcome?
4. Why are these choices or actions historically significant?
  - a. What impact did they have on the course of history? (Think of both the intended and unintended outcomes.)
  - b. How do they connect to the capstone question?
5. What consequences did the individual face, and how do these consequences connect to the capstone question?
6. How does the individual’s life and primary source answer your focused capstone question?

**RESEARCH:** Using *Jstor*, PPLD databases, or TCA library print sources only, do research on your topic/s, and look for *scholarly* information that will support your argument and answer the questions listed under “Build Historic Context and Analysis.” No encyclopedias or websites. You can also look for sources that present a counter argument that you feel confident you can refute.

- PPLD Databases:
  - World History in Context
  - Biography in Context
  - Explora for Secondary Schools
  - History Collection (Gale ebooks)
  - History Reference Center
  - Renaissance and Reformation Reference Center
  - Academic Search Premiere
- JSTOR*
- TCA library print sources

**Print** each secondary source – if the article/essay is overly long, print only the page range that you need. Save an electronic copy if available.

**Save** all citation information for each secondary source!

**Source Requirements: 3 sources minimum.**

- ONE primary source (Can be from one of your history textbooks, but cite the article specifically as a work within another work and NOT generically as the textbook.)
- TWO secondary sources (Outside of your World History Books) that connect to your individual and/or the primary source document.
- You may have additional sources as needed to defend your thesis.

**HISTORY FINAL APPROVAL AND WORKS CITED (10 points)**

Submit in MLA format:

Due Date: \_\_\_\_\_

- A working title
- A working thesis statement that connects the *focused* capstone question and your historical individual
- Works Cited page with the required number of historical sources in alphabetical order.

## WRITING THE ANNOTATED BIBLIOGRAPHY: HISTORY PERSPECTIVE

### PROCESS:

- 1.** Identify and examine the primary source document and two secondary sources that connect to the key individual and/or the primary source.
  - READ and ANNOTATE your sources .... Looking for information that supports your focused capstone question and the questions in “Build Historic Context and Analysis.”
- 2.** Consider your research and compose a working thesis statement based on **the individual and your research. Make sure the thesis addresses the capstone question.**
- 3.** Gather 3-5 quotes (data) from the **primary source** that supports your thesis statement.
  - Copy these quotes **accurately** and using accurate parenthetical citations that are **correctly formatted**.
  - Make sure to include the full quote.
  - **Check and double check for accuracy.**
- 4.** Gather 3-5 quotes (data) from EACH of the two (2) **secondary sources** that supports your thesis statement. This data will support and/or provide a counterpoint to thesis (argument).
  - Copy these quotes **accurately** and using accurate parenthetical citations that are **correctly formatted**.
  - Make sure to include the full quote.
  - **Check and double check for accuracy.**
- 5.** Compose a **first paragraph (1-3 sentences)** summary for EACH source.
  - Include information from H.A.P.P.Y. (Especially H.A.P.P....saving Y for paragraph 2)
  - Remember to use correct **MLA** and **historical academic tone**.
- 6.** Write a **second paragraph (5-10 sentences)** for EACH source **primary source supports** your thesis.
  - Include information from Y in H.A.P.P.Y.
  - It may also acknowledge potential limitations of the source (incomplete data, biases, etc)
  - Remember to use correct **MLA** and **academic tone**.
  - (5-10 sentences)
- 7.** In a **bulleted** list, add the 3-5 complete and accurate quotes with the **proper citation**. Make sure to include the **entire quote** even though you will embed significant sections in an essay.
- 8.** Complete the annotated bibliography in MLA format and peer review (See example provided).
  - MLA Heading
  - Working title
  - Working Thesis Statement
  - Alphabetize your sources; each source begins on a new page.

## **History Peer Review (10 pts each):**

Prepare a **final draft** copy of your ann bibs for peer review.

- Final Draft means you have written, edited, and revised to the point that you think it is ready to hand in for a grade.
- Only drafts typed in MLA format with Works Cited page will receive full credit for Peer Review.
- Use the rubric marked “PEER” review to help guide your review.

**First Peer Review** for Annotated Bibliography (required) due: \_\_\_\_\_

- After peer review, make the necessary revisions. Remember, you are the author, and only you can decide what will be in your final draft.
- Ask your teacher for help as needed.

Name: \_\_\_\_\_

Period: \_\_\_\_\_

**History Annotated Bibliography for Synthesis Essay Rubric \_\_\_\_ /40 pts.**

Primary Source:

Working Title of Essay: \_\_\_\_\_

(\*EiQ = Except in Quotes)

Elements	Comments
<b>MLA Format (5 max)</b>	
	<ul style="list-style-type: none"> <li>• Times New Roman, size 12; double-spaced, 1" margin</li> <li>• TCA Heading</li> <li>• Header w/ page # (all pages)</li> <li>• Original title, centered</li> <li>• Sources in alpha order; no Works Cited page</li> <li>• Source citations are accurate and formatted correctly and begin on a new page.</li> </ul>
<b>Academic Tone / Mechanics (5 max)</b>	
	<ul style="list-style-type: none"> <li>• present tense verbs (*EiQ)</li> <li>• 3<sup>rd</sup> person pronouns (EiQ)</li> <li>• no contractions (EiQ)</li> <li>• no slang (EiQ)</li> <li>• Grammar, spelling, punctuation</li> </ul>
<b>Thesis Statement and Three Claims (6)</b>	
	Strong, arguable working thesis (6)
<b>First Source (8)</b>	
	Adequate summary to convey the information of the source. Covers H.A.P.P. in H.A.P.P.Y. (2)
	Adequate analysis that that shows the source's connection to and support of the thesis. Y in H.A.P.P.Y. (2)
	3-5 complete, valid and accurate quotes. Bulleted. (2)
	Citations are accurate and formatted correctly (2)
<b>Second Source (8)</b>	
	Adequate summary to convey the information of the source. Covers H.A.P.P. in H.A.P.P.Y. (2)
	Adequate analysis that that shows the source's connection to and support of the thesis. Y in H.A.P.P.Y. (2)
	3-5 complete, valid and accurate quotes. Bulleted. (2)
	Citations are accurate and formatted correctly (2)
<b>Third Source (8)</b>	
	Adequate summary to convey the information of the source. Covers H.A.P.P. in H.A.P.P.Y. (2)
	Adequate analysis that that shows the source's connection to and support of the thesis. Y in H.A.P.P.Y. (2)
	3-5 complete, valid and accurate quotes. Bulleted. (2)
	Citations are accurate and formatted correctly (2)

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Name: \_\_\_\_\_

Period: \_\_\_\_\_

**History Annotated Bibliography PEER Review \_\_\_\_ /40 pts.**

Primary Source:

Working Title of Essay: \_\_\_\_\_

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	Citations are accurate and formatted correctly (2)

**PEER EDITED BY:** \_\_\_\_\_.