

UNIT 7



Included in this unit: TEKS 1E, 9A, 9C, 9D, 11A, 13C–E, 15D, 20, 20A, 20B, 21, 21A–C, 22A–C, 23A–E

Preview Unit Goals

DEVELOPING RESEARCH SKILLS

- Select and shape a topic
- Plan research
- Identify relevant sources
- Choose the best research tools, including primary and secondary sources and online resources
- Evaluate information and sources, including nonfiction books, newspapers, periodicals, and Web sites
- Make source lists and take notes
- Paraphrase and summarize information
- Avoid plagiarism by quoting directly and crediting sources
- Verify information, detect bias, and develop a personal perspective

WRITING

- Write a research paper
- Apply research skills
- Document sources
- Prepare Works Cited list
- Format your paper

ACADEMIC VOCABULARY

- accurate
- draft
- goal
- hypothesis
- label

MEDIA AND VIEWING

- Create a Web site

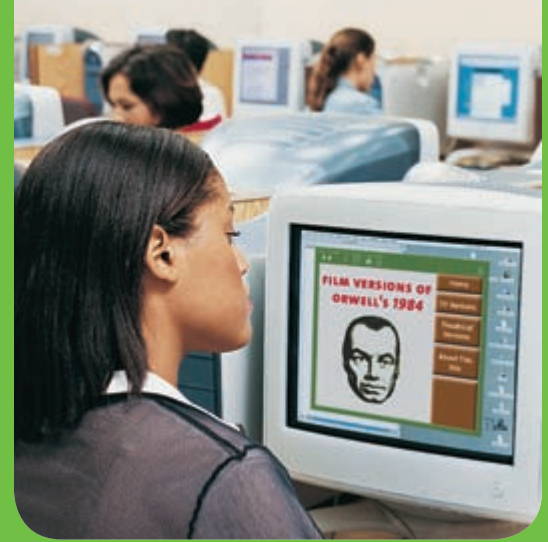


Find It Online!

Go to thinkcentral.com for the interactive version of this unit.



The Power of Research



INVESTIGATION AND DISCOVERY

- Research Strategies
- Writing Research Papers

Writing and Research in a Digital Age



KEYWORD: HML12-1401

From online news feeds and electronic archives to podcasts and digital notebooks, technology tools can help you tackle any research project. Find out how.

UNIT 7

What Is the Power of Research?

Throughout this book, you have explored the “big questions” of literature, history, and life. You can now take these questions to a new, more challenging level through formal research.

How much can ONE PERSON change the world?

How much influence can one person have on social, economic, or political events? You might explore this question by writing a **biographical research paper** that investigates the role of an individual in a war, a protest movement, or a medical breakthrough. Or, if you prefer, you could write a **historical research paper** that traces the effects of a particular event or discovery.

Are there PATTERNS in history?

When you read world history and literature, do you notice any situations or events that seem to recur over time? Ethnic and regional conflicts, reactions to disasters, political change, the power of music and art, the impulse to travel, and the importance of family seem universal. You might choose a pattern that interests you and make it the focus of a **multidisciplinary research paper** that explores findings from history and trends in literature.



How does **SCIENCE** *control our lives?*

Science and technology affect nearly every part of our lives. Does your breakfast cereal contain genetically modified grains? Will wearing a certain type of shoe make you a better athlete? Can eating specific combinations of foods make you smarter? In a **scientific research paper**, you collect data yourself, review and evaluate your findings and the findings of others, and present original conclusions.

When does **LITERATURE** *mirror real life?*

Novels, stories, plays, and poems can help you understand major and minor conflicts. Can they also provide guidance? One way to explore a work of literature is to write a **literary research paper** that shows how the work mirrors its own times or issues a warning about people and events. For example, you could focus on how the novels of Charles Dickens reflect the dark side of industrialization.



Research Strategies Workshop



Included in this workshop:

READING 9A Summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion. **9C** Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. **9D** Synthesize ideas and make logical connections among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence. **11A** Draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text. **RESEARCH 20** Ask open-ended research questions and develop a plan for answering them. **20A** Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic. **20B** Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic. **21** Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record information.

Developing Your Research Focus

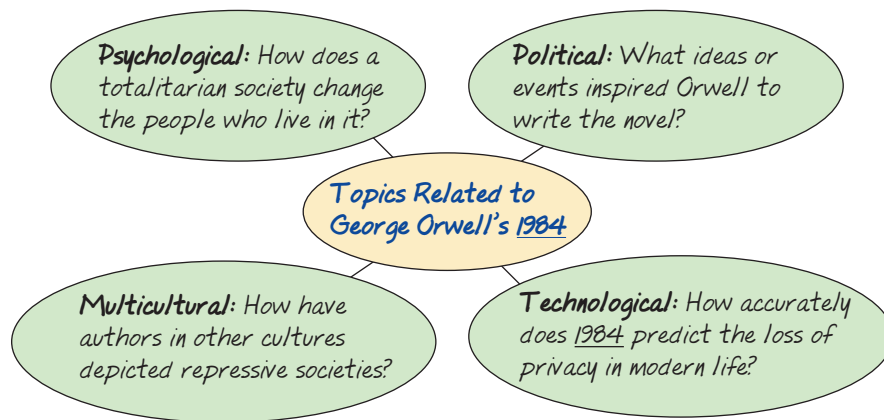
An experienced researcher does more than just assemble and report the findings of others. He or she also develops original conclusions and insights by synthesizing information from a variety of reliable sources. Start your research by investigating which topic is right for you.

Choosing and Shaping a Topic

When you are asked to write a research paper, you may need to develop your own topic or find your own unique approach to an assigned topic. For example, suppose your teacher asks you to write a research paper on a 20th-century novel. You are interested in George Orwell's depiction of totalitarianism in *1984*, but this topic is too broad for a research paper. How can you find a specific topic that will hold your interest as you research, write, and edit your paper?

EXPLORE TOPICS AND "LENSES"

You can narrow your topic and find a unique approach to it by viewing it through different "lenses," or perspectives. In other words, look at your topic as a historian, a psychologist, an artist, an economist, or another specialist might.



As you brainstorm questions about different topics, you may want to consult with other students to get their feedback. Choose the major research question you find most interesting. Make sure that it is phrased as an open-ended question rather than one that can be answered "yes" or "no."

YES-OR-NO QUESTION: Did the Cold War inspire Orwell to write the novel?

OPEN-ENDED QUESTION: What ideas or events inspired Orwell to write the novel?

Eventually, you will develop your research question into a thesis. Your first goal, however, is to gather, evaluate, and synthesize information from a variety of sources.

Developing a Research Plan

Before you head to the library or search on the Internet, clarify your goal and your thinking by developing a research plan.

FORMULATE RESEARCH QUESTIONS

Take a few minutes to write down several open-ended research questions about your topic. Highlight **keywords**—terms, names, and phrases that are specific to your topic. Later, you will use these terms in search engines and look for them in library catalogs, tables of contents, and indexes.

What threats to personal freedom existed in Britain after World War II?
What was occurring in the Soviet Union at that time?
I've read that Big Brother is supposed to resemble Stalin—what are the similarities between them?

IDENTIFY RELEVANT SOURCES

Now that you have formulated specific research questions, you are ready to start investigating sources. You should explore the full range of sources that are relevant to your topic and questions.

- **General encyclopedias** are often the best place to start. You can find an overview of your topic and identify additional keywords.
- **Almanacs and atlases** can give you quick access to geographical, political, and other data.
- **Specialized encyclopedias** can help give you important details about a topic.
- **Specialized dictionaries** give definitions of words and terms in a particular subject area, such as medicine, music, or literary criticism.
- **Newspapers and magazines** give you insight into history, values, popular culture, and events. Don't stop with the news articles; instead, delve into the variety of information available in these sources, ranging from advertisements and comics to obituaries and editorials. Older newspapers and magazines are often available on microfilm or microfiche or online in electronic files.
- **Documentaries** can help you understand eras, movements, inventions, trends, and individuals' lives.
- **Interviews and oral histories** present different perspectives on an era or event.
- **Original research**—such as questionnaires that you create and tabulate, experiments that you perform, or field research that you conduct—can provide valuable new information. For more about original research, see page R47.
- **Other sources** include photographs, maps, song lyrics, statistical abstracts, museum exhibits, databases, and government publications.

Ask a research librarian for help. He or she can help you find reliable information sources.

Find It
Online!

THINK
central

Go to thinkcentral.com
for the interactive
version of this unit.

Finding Relevant Sources

The more you know about the range of sources available to you, the more efficient and productive your search will be. As you search, you will expand your knowledge about what the different types of sources are and where you can find them.

Primary and Secondary Sources

Successful research papers often synthesize primary and secondary sources. Both types of sources can provide useful information, but each has its disadvantages as well.

PRIMARY SOURCES

Definition: materials written or created by people who took part in events or observed them

Examples: personal documents such as letters, diaries, autobiographies, speeches, e-mails, and Weblogs; first-person newspaper and magazine articles; public documents such as birth certificates, deeds, and wills

Advantages: supply firsthand information; usually provide insight into the attitudes and beliefs of the authors; can be very detailed and specific

Disadvantages: subjectivity and lack of broad perspective; may be biased; chance of inaccuracy



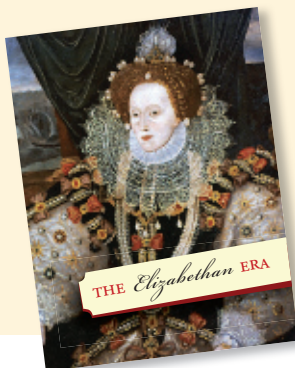
SECONDARY SOURCES

Definition: records created after events by people who were not directly involved

Examples: encyclopedias, textbooks, biographies, second-person newspaper and magazine articles, historical nonfiction books, and most documentaries

Advantages: helpful for getting an overview of a topic; sometimes include excerpts from a variety of primary sources; often have a broad perspective and consider many viewpoints

Disadvantages: only as reliable as the sources on which they are based; may be biased; can lack the interest provided by an individual voice



TERMS FOR THE LIBRARY

You will use these terms when doing research in the library or media center:

- primary source
- secondary source
- database
- catalog
- abstract
- bibliography
- index
- appendix
- preface

Resources for Searches

You can search for primary and secondary sources on the Internet or in a library catalog. To get useful results, you will need to have good search skills and choose the right resources for your search.

TYPES OF RESOURCES	EXAMPLES
<p>LIBRARY CATALOGS Most library catalogs can now be accessed online through the library's Web site. A library catalog lets you create a customized database of materials related to your search terms. You can search by author, title, subject, or keyword. Results will provide you with bibliographic data and a call number to locate the material in the library.</p>	<p>libcat.tamu.edu</p> <p>www.ci.austin.tx.us/library</p> <p>catalog.lib.utexas.edu</p>
<p>NEWSPAPER AND PERIODICAL INDEXES AND DATABASES Newspaper, magazine, and journal articles can be found by searching indexes and databases. Print indexes provide listings of articles by topic. Databases may provide bibliographic citations or access to full-text articles. Your library probably has both print indexes (for older publications) and electronic databases for newer and full-text versions.</p>	<p><i>The New York Times Index</i> (available in both print and online)</p> <p><i>Houston Chronicle</i> (Go to www.chron.com for free online access to full-text articles going back to 1985.)</p> <p><i>Readers' Guide to Periodical Literature</i> (Available in print and online, this guide offers both full-text articles and indexing of over 400 periodicals.)</p>
<p>GENERAL AND SPECIALIZED DATABASES Libraries have access to many types of databases that provide full-text articles or bibliographic citations on a range of topics. These databases may be multidisciplinary (covering a multitude of subjects) or single-subject (specialized by particular subjects). Many databases include an abstract—a short content summary—for each article. A reference librarian can help you determine which databases might be the most helpful for the topic you are researching. You may also be able to access these databases through your library's Web site.</p>	<p><i>InfoTrac</i> (general interest and business articles)</p> <p><i>Academic Search Premier</i> (articles from all major fields of study)</p> <p><i>MiddleSearch Plus</i> (full-text articles from middle-school magazines)</p> <p><i>African American Experience</i> (articles and primary source documents on African American history)</p>
<p>OTHER ONLINE RESOURCES Some Web sites offer the full text of books online, including reference works and older literature that is no longer under copyright protection. In addition, you can view excerpts from many books on the Web sites of online booksellers and on specialized book-search engines.</p>	<p><i>Bartleby.com</i> (offers free access to reference books and classic literature online)</p> <p><i>books.google.com</i> (offers full text, previews, and reference information for books on a variety of subjects)</p> <p><i>amazon.com</i> (offers previews of books, including tables of contents, excerpts, and front and back covers)</p>

TERMS FOR THE INTERNET

You will use these terms when discussing the Internet:

- Web page
- Web site
- URL (uniform resource locator, also called Web address)
- search engine
- keyword search
- hyperlink
- menu

ADVANTAGES OF DATABASES

“Why should I spend time figuring out how to use these databases?” you might ask. “I can just type my keywords into my favorite search engine.” That’s true—but when you’re writing a research paper, specialized databases are often a better choice. Read on to find out why.

- Access to the “invisible Web”—Most databases are part of the “invisible Web” because they are available on the Internet only by subscription and not through search engines. Nevertheless, you can access many of these sites using a library card.
- Targeted information—Databases are usually limited to just one type of material.
- No advertisements—Unlike many search engines, most specialized databases do not have pop-up windows or sidebar advertisements to distract you.
- Abstracts—Many databases include an abstract, or short summary of an article’s content, for each article. By reading abstracts, you can quickly decide whether the entire article is worth reading.



Examine Database Results

These results come from the InfoTrac database. Examine the results and think about whether this search is effective.

Results for Advanced Search: (ke (George Orwell)) And (ke (Nineteen Eighty-Four)) And (ke (socialism))

Magazines Academic Journals Reference News Multimedia

Expand/Limit Sort by: [v]

Mark All Previous Results 1 - 3 of 3 GO Next >

Mark 1. **Orwell's 1984: the future is here: George Orwell believed the stark totalitarian society he described in 1984 actually would arrive by the year 2000, thanks to the slow, sinister influence of socialism. (Special report: a commentary).** David Goodman. *Insight on the News* 17.49 (Dec 31, 2001): p22(3). (2426 words)
[Full-text with graphics](#) | [3 PDF pages](#) | [About this publication](#) | [How to Cite](#)

Mark 2. **'Not one of us'. (George Orwell).** Alfred Kazin. *The New York Review of Books* v31.(June 14, 1984): pp13(4).
[Citation](#) | [About this publication](#) | [How to Cite](#)
[Evanston Library Print Holdings](#)

Mark 3. **That year is almost here; but George Orwell's message for 1984 is bigger than Big Brother.** Paul Gray. *Time* v122.(Nov 28, 1983): pp46(6). (5005 words)
[Full-text](#) | [About this publication](#) | [How to Cite](#)
[Evanston Library Print Holdings](#)

Internet

Close Read

1. Which three keywords did this researcher use? On this database, the abbreviation “ke” means keyword.
2. Which of these results could the user click on to get a complete article?
3. What other keywords might yield rich, full answers to the research questions on page 1405?

Using Search Engines

The key to finding the best online resources lies in knowing how to search. First, know your options. There isn't just one search engine; there are many, each of which will return different results. Follow these general rules for effective searching.

- **Use specific search terms.** Don't use *Smith* when you really want *Winston Smith*. Exact terms, such as *Soviet purges*, yield better results.
- **Use search limiters.** Enclose names, related words, and phrases in quotation marks—for instance, "Big Brother" or "Five-Year Plan." Some search engines allow you to combine search terms using AND or a plus sign, such as *Soviet AND totalitarian* or +*"Cold War" + "George Orwell."* To exclude unwanted results, use NOT or a minus sign: *"Cold War" NOT Truman* or +*Orwell* –*"Animal Farm."*
- **Assess results and select only the best.** Never just click on the first results. Instead, scan the first 10 to 15 descriptions the search engine provides and choose the ones most likely to be helpful in answering your research questions. Decide whether you need to add, delete, or revise keywords.
- For best results, click on the "advanced search" or "search tips" link of the search engine you are using.



Examine Search Engine Results

Which of these results do you think would yield the most useful information?



Close Read

1. Which terms did the researcher use? What are the advantages and disadvantages of doing such a specific search?
2. If the researcher changed the search terms to "George Orwell" Stalin 1984, how do you think the search results would change?
3. What are some differences between the information provided by this search engine and the information provided by the database on page 1408?

Evaluating and Choosing Sources

Always carefully evaluate sources before you decide to use them. The chart below shows the criteria you should use for evaluating each source.

GUIDELINES FOR EVALUATING SOURCES	
Relevance	If the source isn't related to your research goals and questions, then it won't improve your paper—no matter how interesting or unusual it is.
Timeliness/Currency	Topics in science, medicine, and sports often require recently updated information. Older sources can be valuable for historical or literary topics. For a print source, look at the last date listed on the copyright page. For a documentary, look for a copyright notice on the label. For online materials, check for a "last updated" notice.
Author's Purpose/ Publisher's Purpose	Was the source created to inform, entertain, persuade, or some combination of these? In general, informative pieces are researched more carefully than those designed to entertain or to sell. For information on bias, see page 1418.
Accuracy/ Verifiability	Most print encyclopedias, dictionaries, and almanacs are accurate because they are reviewed and edited carefully, and then updated regularly. Online reference works, as well as many databases, may be updated with even greater regularity. Nevertheless, even reliable sources can contain errors. To ensure accuracy, verify and clarify facts in more than one reputable source.
Author's Credentials	Look for an author who has written on the same topic before or who has a position or job title that qualifies him or her as an expert.
Publisher's Reputation	University presses tend to produce carefully researched and carefully edited books. Publications and Web sites that focus on celebrities, fads, and gossip are often unreliable.
Depth and Level of Coverage	For books, study the table of contents, index, and appendix to determine what aspects of your topic are covered and how much space is devoted to them. For Web sites, consult the site map for the same purpose. Try to gauge the source's level of difficulty as well. Don't use children's books or Web sites created for young learners. On the other hand, some scholarly sources may not be appropriate either.

Finding Reliable Web Sites

Web sites vary widely in purpose, scope, and quality. Always evaluate sites thoroughly.

CLUES TO THE RELIABILITY OF A WEB SITE

- **Address/URL**—Remember that a commercial or personal site, whose address often contains *.com* or *.net*, could have been created by anyone for any purpose. On the other hand, an address that contains *.gov* was created by a state or by the U.S. government, so the information on the site is likely to be trustworthy. Similarly, addresses with *.org* are often reliable, as they represent nonprofit organizations and are usually the work of many people. The sites may, however, contain bias. For instance, many political groups create *.org* sites.
- **Purpose of site**—Click on “About Us” or a similar link that introduces you to the site’s creators. You can also visit a domain lookup site, such as *www.whois.net*. Look for signs that the site was created carefully and honestly. Credited sources, explanatory notes, information about the author’s credentials, and working links to reputable sites are all positive signs.

TIP When a personal name follows a tilde (~), a percent sign, or the words *users* or *members*, the site was created by an individual. Even though personal pages may be linked to an *.org* or *.edu* site, they probably have not been reviewed.



Evaluate a Web Site

Answer the questions about this British Broadcasting Corporation site.



Close Read

1. How could you learn more about this site’s creators?
2. What part of the site is shown here, and what is its purpose?
3. What clues do you have to the accuracy and reliability of the information on this site?

Evaluating Newspapers and Periodicals

Newspapers, magazines, and journals vary greatly in quality. Remember, also, that even reliable publications may contain errors.

CRITERIA FOR EVALUATING NEWSPAPERS AND PERIODICALS

- **Publication reputation**—Many large-circulation newspapers and national magazines, such as the *Washington Post* and *Smithsonian*, have a reputation for excellence and can be trusted. These sources are considered trustworthy because they set careful editorial standards.
- **Author's credentials**—Many publications include information about their writers. Assume that staff writers are as reliable as the newspaper or periodical in which they appear.
- **Date**—Think about whether you need up-to-the-minute data or information from a specific era.
- **Verifiability**—Can you confirm the information in other sources?
- **Source**—If the article first appeared in another source, be sure the original source is reliable. Articles from AP (Associated Press) and the New York Times News Service are generally reliable.



Evaluate a Newspaper Article

Read and evaluate the beginning of this newspaper review of 1984.

THE NEW YORK TIMES

MONDAY, JUNE 13, 1949

Books of the Times

BY ORVILLE PRESCOTT

Not so many years ago when authors wrote about life in the future they generally portrayed the world of their imagination as blissful indeed compared with the unhappy present. Utopia was just around the corner; if science couldn't solve all our problems political and social reorganization could. But that was in another century and, besides, such hopes are dead. . . . And the two things which frighten us most about the future are the two which so recently inspired hope—science and political, economic reorganization. A gruesome example of what the near future threatens to an informed and highly intelligent mind may be

found in "Nineteen Eighty-Four," by George Orwell.

Mr. Orwell is the English critic and novelist whose rather elementary and superficial anti-Communist satire, "Animal Farm," was so overpraised three years ago. Compared with the present volume that political fairy tale for grown-ups seems like a bedtime story. "Nineteen Eighty-Four" is not impressive as a novel about particular human beings. Its account of life thirty-five years hence has little fanciful or gadgety interest. But as a prophecy and a warning it is superb. The ultimate degradation of a totalitarian state is here portrayed with repulsive power. . . .

Close Read

1. How would you summarize this review?
2. Is this review still useful even though it is so old? Explain your answer.
3. Which words from this review would you quote if you were writing a paper on 1984? Give reasons for your answer.

Choosing Trustworthy Books

Just as you write for different purposes and audiences, publishers put books on the market with different goals in mind. Some books are rushed to market and aimed at making money fast. Others are the result of years or even decades of work, including multiple revisions and comprehensive fact checking.

CRITERIA FOR EVALUATING NONFICTION BOOKS

- **Author's credentials**—Check for information on the book jacket and at the beginning and end of the book to determine whether the author is an expert on the topic.
- **Research-based findings**—To determine whether the book is based on research, check the back for a bibliography. Look for footnotes or endnotes in which the author credits his or her sources and provides additional insights or explanation. Check for an appendix that adds information such as maps, genealogical tables, or letters.
- **Author's purpose**—The author's purpose may be stated in a **preface**, a short introductory essay. The preface may also tell you more about the writer's background and research.
- **Copyright date**—This date will help you determine if the book is a primary or secondary source. For secondary sources, a series of updates and printings is a sign that the source has been highly regarded for many years.



YOUR
TURN

Evaluate a Nonfiction Book

Would these pages from a book called *Orwell: Rebel with Conflicting Causes* be useful to someone researching whether 1984 is a statement of protest?

Index (continued)

- P**
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Close Read

1. How useful do you think this book would be to someone focusing on how 1984 reflected the events of the 1940s? Use details from the table of contents and the index to support your answer.
2. What chapters and/or page numbers might be most useful for the reader who wants to gain insights into 1984 as well as into Orwell's life and times?

Note Taking and Plagiarism

Plagiarism is taking someone else's words or ideas without properly crediting them. Because plagiarism is dishonest and sometimes even unlawful, it can have serious consequences, such as failing a class or losing a job.

TIP It is plagiarism to cut and paste words, sentences, or paragraphs from a Web page or other electronic file into your research paper—unless you credit the source.

Recording Information Accurately

Taking careful notes can help you avoid plagiarism. You can record notes using special note-taking software or any word-processing program, or you can simply write them down on index cards.

SOURCE LIST

Begin by listing your sources. If you are using index cards, make one source card for every source. Assign a number to each source and record the following information: the author or editor; the title of the work or Web page; and the date and medium of publication. For each of the following source types, add this information:

- **Web source**—date created or posted; date accessed
- **Book**—publishing information, including the name and location of the publisher; library call number; page numbers used
- **Encyclopedia**—name and year of encyclopedia; publishing information
- **Periodical article**—name of periodical; page numbers of article

Source Listing: Nonfiction Book

Source 2

Isaacs, Jeremy, and Taylor Downing. *Cold War: An Illustrated History, 1945–1991*. Boston: Little, 1998. Print.

909.82

l73

NOTES

Every note card you make must have three main types of information:

- **A number**—This should be the number you assigned to the source on the source list.
- **A heading**—For a paper on 1984, headings might include “Parallels to the Soviet Union,” “Totalitarianism in Europe,” and “Orwell’s England, 1946.” Writing specific headings will help you organize your cards later.
- **Your notes**—Your notes will be direct quotations, summaries, or paraphrases. When quoting, be sure to enclose the exact words in quotation marks.

See page R48 for examples of source lists and note cards.

PARAPHRASES AND SUMMARIES

When you **paraphrase**, you restate someone else's ideas in your own words. When you **summarize**, you restate and condense someone else's ideas by including only the most important points. A paraphrase is about the same length as the original source; a summary is shorter than the original.

As these examples show, even though you are using your own words when you paraphrase or summarize, you must still credit your source.

Original Source

The Soviet Union also basked in the glory of victory, since everywhere there was immense respect for the Red Army. From years of titanic struggle against the Wehrmacht, the Soviets were widely regarded as having borne the brunt of destroying Nazism. . . . In France the Communists were associated with the Maquis, resistance fighters during Nazi occupation.

Isaacs, Jeremy, and Taylor Downing. Cold War: An Illustrated History, 1945–1991.

Responsible Paraphrase

Europeans' views of Communism Source 2

Many people respected the Soviet Union's Red Army, which had fought mightily against the Nazis and had been largely responsible for their defeat. . . . French people linked the Communists with their own brave resistance fighters in France (24–25).

Accurately restates source; uses a source number; includes page numbers

Responsible Summary

Europeans' views of Communism Source 2

Many Europeans (especially the French) respected the Communists, not only for helping to win World War II but also for resisting the Nazis (24–25).

Correctly condenses the source; uses a source number; includes page numbers

Plagiarized Paraphrase

Europeans' views of Communism

The Red Army basked in the glory of victory. After years of struggle against the Germans, the Soviets were widely regarded as having borne the brunt of destroying Nazism.

Uses the key phrases “basked in the glory of victory” and “borne the brunt of destroying Nazism” without attribution; omits source number and page numbers

Plagiarized Summary

Europeans' views of Communism

In Europe, many people felt immense respect for the Communists, who were widely regarded as having destroyed Nazism.

Uses the key phrases “immense respect” and “widely regarded” without credit or quotation marks; fails to include source number and page numbers

Avoiding Plagiarism

You can include others’ words and ideas in your writing, but only if you give the proper credit. Follow these guidelines to make sure that you are not plagiarizing.

QUOTE RESPONSIBLY

Some ideas are so significant, original, or well stated that you want to include them exactly as you found them. Place quotation marks around everything that you have taken word for word from a source. If you change an entire sentence except for one key phrase, that key phrase still belongs to its author.

Original Source

It is easy to tell which features of the party of 1984 satirize the British Labour Party rather than the Soviet Communist Party. Big Brother and his followers make no attempt to indoctrinate the working class, an omission Orwell would have been the last to ascribe to Stalinism.

Deutscher, Isaac. “‘1984’—The Mysticism of Cruelty.” Twentieth Century Interpretations of 1984.

Plagiarized

English politics and 1984

Source 6

Orwell was satirizing the English and not the Soviets because Big Brother and his followers make no attempt to indoctrinate the working class (35).

Correctly restates most of source but does not enclose “Big Brother . . . working class” in quotation marks

Correctly Quoted

English politics and 1984

Source 6

Orwell was satirizing the English and not the Soviets when he created a party that didn’t try to “indoctrinate the working class” (35).

Correctly restates source; includes quotation marks where needed

CREDIT INFORMATION AND IDEAS FROM OTHERS

Which facts and ideas need to be credited? Follow these rules:

- **Credit all facts except common knowledge.** There are some well-known facts that do not require credit. For example, almost everyone knows that the Nazis lost World War II, that water is made up of hydrogen and oxygen, and that many birds migrate south for the winter. Because these facts are common knowledge, they do not require documentation. However, if you are not sure whether a certain fact is common knowledge, cite a source or sources for it.
- **Credit ideas as well as facts.** If your paper includes an explanation, an inference, a conclusion, or even an insightful question that you did not arrive at yourself, you must credit the source. For example, if one of your sources states that *Animal Farm* was George Orwell’s most influential novel, then you must credit the source of that insight.

Becoming a Critical Researcher

Critical researchers gather and assess information from different sources and then use that information to develop their own insights on a topic.

Evaluating Contradictory Sources

What happens if you find sources that seem to disagree with each other? A careful researcher takes responsibility for determining why differences exist. He or she then decides which sources are credible.

RECONCILE DIFFERENCES

Even reliable sources may use different methods of collecting or interpreting data. For instance, experts disagree on how many people “disappeared” during Stalin’s rule of the Soviet Union. Use the criteria on page 1410 to determine whether the sources are credible. If all the sources appear to be reliable, you could state in your research paper that opinions vary, and then give the estimates presented by the different sources.

To determine accuracy, consult reputable print and online sources, such as most encyclopedias, almanacs, and library databases. The online sources below are also generally reliable.

FOR MORE INFORMATION . . .	GO ONLINE TO . . .
U.S. population, government, and history	www.census.gov (U.S. Bureau of the Census); www.whitehouse.gov ; www.usa.gov (official U.S. government Web portal)
Your state’s government and history	www.usa.gov (click on “State Government”)
Primary sources, maps, audio, and video related to American history	www.loc.gov (Library of Congress)
International data	europa.eu (European Union Online); www.un.org (United Nations)
Science, technology, and the environment	www.cnn.com/tech (CNN Technology News); www.epa.gov (Environmental Protection Agency); www.nasa.gov ; www.noaa.gov (climate, weather and oceans)
Authors and works of literature	www.bartleby.com ; www.ipl.org (the Internet Public Library)



Recognizing Bias

Bias is a preference or an attitude that can prevent a person from presenting information fairly and honestly. When an author presents personal opinions as fact, that is bias. Although bias is sometimes obvious, it can be very subtle.

CRITERIA FOR DETECTING BIAS

- **Intent**—Ask yourself why the author wrote the material. Someone who is trying to persuade you might not fully discuss the opposing point of view. For example, someone who disagreed with George Orwell’s criticisms of British politics might leave out information about political unrest in Britain during the late 1940s.
- **Author’s background**—Try to determine how an author’s background or profession influences how that author interprets or presents facts.
- **Facts**—The author should present facts instead of just speculation.
- **Verifiable evidence**—Facts should be verifiable in reputable sources.
- **Balance**—All sides of an issue should be examined thoroughly and with equal regard and care.
- **Time period**—Think about how the time period when the author wrote may have influenced his or her views. For example, a person writing during the early Cold War might have been affected by the fear of Communism that was so pervasive during that time.
- **Loaded language**—Watch out for sources that use language with extremely positive or extremely negative connotations. “The self-absorbed nations of Western Europe did nothing as the Soviet menace gobbled up helpless Eastern European countries” is an example of loaded language.

Developing Your Thesis

Now that you have learned a great deal about your topic, it is time to decide what the main focus of your research paper will be. A high-quality, original thesis develops from careful analysis of multiple sources.

MAKE INFERENCES AND DRAW CONCLUSIONS

When you research, read between the lines to determine the author’s implied meanings and attitudes. An **inference** is a logical assumption based on observations or information in a text in combination with your own knowledge and experience. This chart shows the inference that one student made.

<i>What the Source Says</i>	<i>What I Already Know</i>	<i>My Inference</i>
<i>In 1984, the Thought Police eliminate people who they think could be dangerous.</i>	<i>During Stalin’s rule, millions of people “disappeared” because they were considered enemies of the state.</i>	<i>In 1984, Orwell is referring to the constant policing and “disappearing” of individuals during Stalin’s rule.</i>

Making inferences is often called reading between the lines, but drawing conclusions could be called reading beyond the lines. A **conclusion** is a judgment or statement of belief based on evidence, experience, and reasoning. Making inferences is one of the steps you take toward drawing a conclusion, as you can see in this example.

What Sources Say	My Inferences	My Conclusion
<p>Stalin's Five-Year Plans turned the Soviet Union from a farming nation into an industrial powerhouse.</p> <p>Orwell despised Stalin's brutal, repressive tactics.</p>	<p>Some Europeans probably thought that the Soviet model would be good for their countries, too.</p> <p>Orwell must have worried that Britain and other countries would end up with totalitarian governments like Stalin's.</p>	<p>Orwell wanted to warn people about the dangers of totalitarianism.</p>

FORMULATE YOUR THESIS

As your knowledge of the topic increases, you will be able to make more inferences and draw more conclusions. Each of these will help you refine your goal statement into a sophisticated, intriguing thesis statement. This chart illustrates one method of drafting a thesis.

Facts from <u>1984</u> and My Research	My Conclusions	My Thesis
<p>Orwell set <u>1984</u> in the future, but not in the distant future.</p> <p>Incidents in <u>1984</u> echo Stalin's policies: Thought Police, purges, surveillance, and disappearances.</p> <p>Some Europeans admired the Soviets and "Uncle Joe" Stalin.</p> <p>Orwell wrote that totalitarianism "could triumph anywhere."</p>	<p>The novel is not just science fiction from Orwell's imagination. It is based on real events that happened at the time he was writing.</p> <p>Britain or another Western country could have become a totalitarian state.</p>	<p>Orwell wrote <u>1984</u> as a protest of political events in his own time, the 1940s.</p>

In the next section, you will see how one student incorporated research strategies into the writing process to produce a research paper.

Writing Workshop

Research Paper

A research paper is the result of a focused investigation and original thinking. It gives you the opportunity to develop and support personal opinions about a research topic by synthesizing information from multiple sources. In this workshop, you will identify a research topic, gather sources, synthesize information, and organize and write a research paper on a topic of your choice.



Complete the workshop activities in your **Reader/Writer Notebook**.

WRITE WITH A PURPOSE

WRITING PROMPT

Write a **research paper** that thoroughly explores and answers a research question that interests you. Support original ideas and analysis with information from a variety of relevant sources.

Idea Starters

- how a famous historical figure reflects the values of a historical period
- how a novel serves as social or political protest
- the causes and effects of a historical event
- the effects of athletic competition on children who participate at a young age

THE ESSENTIALS

Here are some common purposes, audiences, and formats for research papers.

PURPOSES	AUDIENCES	GENRES/FORMATS
<ul style="list-style-type: none">• to explore a topic of interest• to share information with others interested in the topic• to support personal opinions by synthesizing information from multiple sources	<ul style="list-style-type: none">• classmates and teacher• book club members• Web log readers	<ul style="list-style-type: none">• research paper for class• Web log• school newspaper• podcast



TEXAS KEY TRAITS

1. FOCUS AND COHERENCE

- presents a **thesis statement** that identifies the major research question
- maintains **focus** throughout the report
- uses research to support a logical **conclusion**

2. ORGANIZATION

- uses **logical organization**
- uses **transitions** to link ideas

3. DEVELOPMENT OF IDEAS

- **supports the thesis** with evidence
- **synthesizes** information from **multiple sources**

4. VOICE

- uses an appropriate **tone**
- reflects the writer's **engagement** with the topic
- uses **precise language**

5. CONVENTIONS

- demonstrates a command of **grammar, usage, and mechanics**

Writing
Online



Go to thinkcentral.com.
KEYWORD: HML12-1420





RESEARCH 20A–B Brainstorm, consult with others, decide upon a topic, and formulate a major research question; formulate a plan for engaging in in-depth research.

Planning/Prewriting

Getting Started

ANALYZE THE PROMPT

Carefully reread the writing prompt. Place brackets around words that tell you *what* you have to produce, and underline the important details. Make notes on what you have to do and how you will do it. If you are unsure about any of the requirements, such as length, acceptable topics, or format, ask your teacher.

WHAT DOES IT LOOK LIKE?

Analyzing the prompt:

Write a [research paper]

This is the genre for my writing.

... that thoroughly explores and answers a research question that interests you.

This is my starting point for exploring a topic.

... Support original ideas and analysis with information from a variety of relevant sources.

This is what will make my research paper successful.

CHOOSE A TOPIC

Explore a subject that interests you by brainstorming, asking open-ended questions, freewriting, or consulting with others. Try to settle on an engaging topic for which you will be able to find a variety of sources. Present original ideas rather than merely repeating existing information. Make sure your topic is narrow enough to be fully developed but not too narrow to support a full-length research paper.

WHAT DOES IT LOOK LIKE?

Questions:

What were George Orwell's political beliefs?

How did they affect his writing?

What was George Orwell's government like?

THINK ABOUT AUDIENCE AND PURPOSE

In selecting a topic and research question, keep in mind that your **purpose** is to find information, analyze it, and use it to support your own conclusions. Your research paper should enhance your audience's understanding of a topic. In this case, your audience may include both teens and adults.

ASK YOURSELF:

- What might my audience already know about the topic?
- What background information will I need to provide?
- Why should my audience care about my topic or my research question?
- Might my audience disagree with my conclusion? How can I anticipate and refute counterarguments?

Planning/Prewriting *continued*

Getting Started

WRITE A MAJOR RESEARCH QUESTION

Research encyclopedia articles, Web sites, or video documentaries about your topic. Review these sources to develop background knowledge. Then, use this information to write a major research question that helps to focus your topic.

WHAT DOES IT LOOK LIKE?

Major Research Question
How did George Orwell's view of totalitarianism affect his novel 1984?

IDENTIFY RELATED QUESTIONS

Develop a list of related research questions by using the **5W-How? method**: Answer the questions *Who? What? When? Where? Why?* and *How?*

TIP Review your related questions, and consider whether you need to modify your major research question to refocus your research plan.

WHAT DOES IT LOOK LIKE?

- * *Who* was George Orwell?
- * *What* is 1984?
- * *When* was 1984 written?
- * *Where* did Orwell live?
- * *Why* did he set the book in the future?
- * *How* did his readers respond?

MAKE A RESEARCH PLAN

Develop a research plan that outlines your purpose, audience, major research question, and potential sources. Create a schedule that shows when your research, first draft, and final draft are due. Before you begin researching, you may consider asking your teacher to review your plan and to offer suggestions for improvement.

WHAT DOES IT LOOK LIKE?

Name:	_____
Purpose:	_____
Audience:	_____
Major Research Question:	_____
Potential Sources:	_____

PEER REVIEW Discuss your topic and major research question with a classmate. Ask: Will the topic interest other readers? What new or interesting point can I make about the topic?



Develop your research plan in your *Reader/Writer Notebook*. Consider these tips as you develop your plan.

- Choose a research topic and develop research questions to guide your investigation.
- Keep your audience and purpose in mind as you look for answers to your research questions.

Researching



RESEARCH 21A–C Gather evidence, distinguishing between reliable and unreliable sources; organize information; paraphrase, summarize, quote, and accurately cite information. **22A–C** Modify the major research question as necessary; differentiate between theories and evidence and determine whether the evidence is weak or strong; critique the research process at each step.

Following Your Research Plan

INVESTIGATE POSSIBLE SOURCES

After you have made a research plan, use a library catalog and several search engines to look for sources. Try to find both primary and secondary sources. **Primary sources** are firsthand, original information, such as letters, autobiographies, historical documents, and works of literature or art. **Secondary sources** include information derived from, or about, primary or other secondary sources. List sources you find that appear to answer the questions you wrote in the planning stage. In addition to the title of each source, write down the author's name (if available) and where you located the source so that you can find it again. Comment on each source's potential relationship to your major research question and general topic.

WHAT DOES IT LOOK LIKE?

Sources	My Comments
World Wide Web <i>"As I Please"</i> www.netcharles.com	has Orwell's own essays and articles; these are primary sources
Public Library <u>Cold War: An Illustrated History, 1945–1991</u> , Isaacs and Downing (Ref 909.82 I73) <i>"George Orwell and the Radical Eccentrics," Journal of British Studies</i>	first part has information about Stalin and the beginning of the Cold War scholarly article that discusses Orwell and other writers and thinkers of his time

EVALUATE YOUR SOURCES

Look carefully at each source before you begin to use it. Check the **reliability** and **validity** of your sources. A source is reliable and valid if its information is accurate and its ideas are presented objectively. Try to find information published by major universities or established, credible publishing companies. Remember that primary sources can be outdated. Evaluate Internet sources by noting the creator of the site and the source of its information. Be careful using Web sites with *.com* or *.net* in their address. Web sites with *.org*, *.gov*, or *.edu* in their address are usually more reliable. When exploring the Web sites of educational institutions (*.edu*), be sure to avoid using a student's work.

ASK YOURSELF:

- Is the source relevant or directly related to my topic?
- Does the source have a recent publication date or has it been updated recently?
- Is the source accurate and reliable?
- Does the source contain a bibliography or citations of other reliable sources?
- Is the source a scholar or a recognized, credible authority on the topic, rather than a student like me who also researched an aspect of this topic?
- Does the source present an unfounded theory, or does it provide a theory backed up with solid, or strong, evidence?

Researching *continued*

Following Your Research Plan

PREPARE A SOURCE LIST

Once you have identified the sources you want to use, you may want to create an electronic file of the complete list. **List** the sources alphabetically by author's last name—or by title if there is no author. (This list will be the basis of your *Works Cited* page, which must appear at the end of your research paper.) The list will help ensure that you have enough sources as well as a good balance of print and non-print, primary and secondary, and historical and current materials.

For each source in your list, include the title, author, publisher, date and medium of publication, and other important information. Give each source a number. You will use that number later when you take notes.

If you are unable to create an electronic file, you can write the information for each source on a separate index card.

TAKE NOTES

As you read through each source, look for information you may want to use in your research report. Record that information—facts, statistics, expert opinions, **direct quotations**, **paraphrases**, or **summaries**—in a separate electronic file, on a separate index card, or with note-taking software. Make sure your notes identify the number that corresponds to the source in the list you created earlier.

At the top of each file or index card, write a heading that identifies what the notes are about. Also include the page number or section name from the source. Use the same heading in files or index cards with similar information. You will later use those headings to organize your paper.

WHAT DOES IT LOOK LIKE?

[Chapter in a book]

1) Deutscher, Isaac. "1984—The Mysticism of Cruelty." *Twentieth Century Interpretations of 1984*. Ed. Samuel Hynes. Englewood Cliffs: Prentice, 1971. 29–40. Print.

[Entry in a specialty encyclopedia]

2) Fisher, Christopher T. "Cold War." *Encyclopedia of Espionage, Intelligence, and Security*. Eds. K. Lee Lerner and Brenda Wilmoth Lerner. 3 vols. Detroit: Gale, 2004. Print.

[Book]

3) Orwell, George. *1984 and Related Readings*. 1949. Evanston: McDougal, 1998. Print.

[Newspaper article found online]

4) Orwell, George. "As I Please." *Tribune* 15 Nov. 1946. Web. 12 Apr. 2010.

WHAT DOES IT LOOK LIKE?

European Attitudes About Communism

6

Some Europeans thought Communism was a good thing. The French and Italians were grateful to the Communists for helping win World War II and for resisting the Fascists. (24–25)

Researching *continued*

Following Your Research Plan

WRITE A WORKING THESIS STATEMENT

Review your notes, and then write a thesis statement that states your topic and your major research question. Remember, your thesis statement should pose an original research question that you will thoroughly explore in your paper. You may find that you will need to modify this working thesis statement when you draft your paper.

ASK YOURSELF:

- What recurring ideas appear in the different sources?
- How does all the information I have collected fit together?
- What larger point, or general conclusion, does the information support?
- Does the information I have collected contradict my original ideas about the topic?
- Does my thesis statement accurately reflect the information I have collected?

CREATE AN OUTLINE

After you finish taking notes and writing your working thesis statement, organize your notes according to their headings. You may need to rework your subject headings in order to create groups of notes. Then, organize your groups in the order that makes the most sense. There are three types of organization you might want to try:

- **chronological order:** the order in which events occur
- **logical order:** related ideas grouped together
- **order of importance:** most important ideas to least important or vice versa

You may organize your notes using just one organization type, but you will probably use a combination of all three patterns when you write your paper. After you organize your notes, create a basic **outline** for your paper.

WHAT DOES IT LOOK LIKE?

- I. *1984* and Orwell's 1940s
 - A. Orwell's world
 - B. The world of *1984*
- II. Totalitarianism
 - A. In *1984*
 1. Oceania
 2. "Big Brother" and Stalin
 - B. Cold War and Soviet Union
 1. Stalin as enemy
 2. Meaning of "Cold War"
 3. Orwell's fear of constant war



Follow your research plan to create a source list for all the sources you will use. Skim your sources, and write relevant information on a note card or in an electronic file. Make sure your notes are labeled with numbers that correspond to the sources on your list. Then, write a working thesis statement and an outline for your paper.

Drafting

The following chart shows how to organize your draft to create an effective research paper.

Organizing Your Research Paper

INTRODUCTION

- Begin with an interesting anecdote, detail, or quotation to grab your readers' interest.
- Present background information that provides the context for your research.
- Include a clear **thesis statement** that presents your topic and major research question.



BODY

- Use your outline as a guide to develop the body of your draft. Present each **main point** and its supporting evidence in a separate paragraph.
- If appropriate, point out discrepancies between different sources, and anticipate and refute possible **counterarguments**.
- Use facts, examples, and other evidence to support your own conclusions.
- Include **transitional words and phrases** to show how ideas are related.
- Maintain a consistent **organizational pattern** throughout your draft.
- Use **parenthetical citations** to document quotations, paraphrases, and summaries from your sources.



CONCLUSION

- Restate your thesis and present your conclusion about the research question.
- Summarize key points you made in the body of your paper.
- End with some final insight into your research.



WORKS CITED LIST

- At the end of your paper, include a complete list of the works that you quoted or paraphrased in your paper.
- The *Works Cited* list should follow the MLA (Modern Language Association) formatting rules, which include the following:
 - *Works Cited* pages usually begin on a separate page.
 - The words *Works Cited* are centered above the list of sources.
 - Each source entry begins on a separate line.
 - The first line of each entry is left aligned; additional lines have a hanging indent of a half-inch.
 - Sources are sorted alphabetically by authors' last names. Sources with no author are sorted by title.
 - If an author is cited for more than one source, his or her name appears only in the first entry. Additional entries use three hyphens (---) in place of the author's name.

Models of *Works Cited* entries appear at the end of this workshop.



LEARN HOW **Document Sources** Correctly documented sources are essential. Place **parenthetical citations** (source citations enclosed in parentheses) within the body of your paper as close as possible to the information they document. These citations direct readers to more complete information in the *Works Cited* list at the end of your paper.

RESEARCH 23A–E Provide an analysis that supports and develops personal opinions; use a variety of formats and rhetorical strategies to argue for the thesis; develop an argument that incorporates the complexities of and discrepancies in information while anticipating and refuting counter-arguments; use a style manual to document sources and format written material; use sufficient length and complexity to address the topic. **READING 1E** Use books of quotations as needed.

Guidelines for Parenthetical Documentation

TYPE OF SOURCE	CONTENT OF CITATION AND EXAMPLE
Sources with one author	▶ Author's last name and a page number, if any: (Orwell 23)
Sources with more than one author	▶ Authors' last names and page number, if any: (Isaacs and Downing 45) If more than three, use first author's last name and <i>et al.</i> (and others): (Anderson, et al. 313)
Same source, two citations	▶ Author's last name and page numbers, if any: (Orwell 23, 49)
Multivolume sources	▶ Author's last name, volume, and page number: (Smith 2: 214)
Sources with title only	▶ Title (often abbreviated) and page number: (<i>Lives</i> 38)
Indirect sources	▶ Abbreviation <i>qtd. in</i> (quoted in) before source: (qtd. in Orwell 38)

GRAMMAR IN CONTEXT: USING PARENTHETICAL CITATIONS

Here are some rules for adding parenthetical citations to your paper.

- Place citations **after** the closing quotation mark, if there is one.
- Place citations **before** the punctuation (such as periods) at the end of a sentence.

The young Orwell believed they had “been swallowed up in one of the first great purges” (Orwell, 1984 33).

Quotations that run more than four lines are indented and do not have quotation marks. When using block **quotations**, place all citations after the end punctuation.

More and more obviously the surface of the earth is being parceled off into three great empires, each self-contained and cut off from contact with the outer world, and each ruled under one disguise or another, by a self-elected oligarchy. . . . (“Atom Bomb”)



Using your outline and organization chart, write a first draft of your research paper. Remember to document your sources correctly.

Revising

When you revise, you evaluate the content, organization, and style of your research paper. Your goal is to determine if you have achieved your purpose and effectively communicated your ideas to the intended audience. The questions, tips, and strategies in the following chart will help you revise and improve your draft.

RESEARCH PAPER		
Ask Yourself	Tips	Revision Strategies
1. Does the introduction engage the reader, provide background information, and clearly state the thesis?	▶ Circle the engaging introduction, underline the background information, and bracket the thesis statement.	▶ Add a quotation or interesting detail to hook readers. Add necessary background information. Add a thesis statement.
2. Does the body include only relevant main ideas and supporting evidence? Is each main idea supported?	▶ With a colored marker, highlight the main ideas. Number supporting evidence for each main idea.	▶ Delete irrelevant ideas and evidence. Add evidence to support ideas with fewer than three supporting details.
3. Are facts and ideas stated mainly in your own words?	▶ Star sentences containing direct quotations. If more than one-third of the sentences are starred, revise your draft.	▶ Replace unnecessary quotations with paraphrases and summaries.
4. Are sources credited appropriately? Are citations correctly placed and punctuated?	▶ Place check marks by material that requires documentation.	▶ Add parenthetical citations, if necessary. Correct placement and punctuation of citations where needed.
5. Does the conclusion restate the thesis and provide an additional insight into the subject?	▶ Bracket the restatement of the thesis. Draw a wavy line under the closing insight into the topic.	▶ Add a sentence or two restating the thesis. If necessary, add an additional insight into the topic.
6. Is the Works Cited list complete and correctly formatted?	▶ Compare parenthetical citations with the entries in your Works Cited list.	▶ Add Works Cited entries if necessary, and revise incorrectly formatted entries.



PEER REVIEW Exchange your draft with a classmate. Ask your partner to use the evaluation questions and tips in the chart above to evaluate your draft and suggest revisions. Make notes about your partner's observations and suggestions.



WRITING 13C Revise drafts to clarify meaning and achieve logical organization by rearranging words, sentences, and paragraphs.

ANALYZE A STUDENT DRAFT

Read these excerpts from a student draft; notice the comments on its strengths as well as suggestions for improvement.

Santos 1

Christina Santos

Mr. McRae

English IV

April 17, 2010

1984: History and George Orwell's Fearful Vision of the Future

- 1 The 1940s was a decade dominated by world war. Most of the world's countries participated in a six-year world war that pitted the political ideologies of totalitarianism and democracy against each other. The victory of the democratic Allied nations in 1945 would affect world politics for decades. In hindsight, the line between democracy and totalitarianism seems perfectly obvious. In George Orwell's lifetime, however, the lines were often blurred. Orwell believed that even after the end of an epic and devastating war, people could still be attracted to totalitarianism. His well-known novel *1984* explores a world in which the concept of individual liberty is unknown to characters who live under grim, totalitarian regimes.

Christina uses her first paragraph to provide some historical background, but some essential information about Orwell and the concept of totalitarianism is missing. She needs to **add some background information**.

LEARN HOW **Provide Background Information** To make sure that readers can follow your research, provide background information about the topic. Christina added background information to help readers understand the period in history she is going to discuss.

CHRISTINA'S REVISION TO PARAGRAPH 1

which spanned the first half of the twentieth century and was marked by two world wars, In George Orwell's lifetime, *however,* the lines were often blurred. Orwell, *a journalist, essayist, and novelist,* believed that even after the end of an epic and devastating war, people could still be attracted to totalitarianism, *a form of government in which the state denies all personal freedoms and enforces the will of its leader.*

2 Although *1984* is science fiction, it can also be interpreted as Orwell's urgent protest against political events of the 1940s. After witnessing the events leading up to and during the war, Orwell believed that if people did not defend the ideals of freedom and justice, any nation could become totalitarian. As Orwell explained after *1984* was published, "totalitarianism, if not fought against, could triumph anywhere" (Orwell and Angus 502). By examining events from the 1940s and his fiction, it is clear that Orwell was deeply concerned about the future of democracy in the Western world.

Christina waits until the second paragraph to introduce her **thesis statement**. Her paper will focus specifically on the novel *1984* and how it reflects Orwell's concerns about political developments in the 1940s.

3 The main character of *1984*, Winston Smith, lives in a future that is both grim and frightening. His home is in London, a city in Oceania, a totalitarian state. Oceania is under the control of the Party and its mysterious leader, "Big Brother." In every home, a telescreen monitors peoples' actions and words. Winston's job at the Ministry of Truth is to falsify information. He has no memories of what life was like before the Party takeover, but he secretly obtains a diary and a pen and repeatedly writes "DOWN WITH BIG BROTHER" (21).

Christina uses this paragraph to **summarize** the book *1984* for those who have not read it. To emphasize a key point in the book, she includes a **quotation** from the novel and cites it with a **parenthetical citation**.

4 Critics and historians believe that the Big Brother character is a thinly disguised re-creation of Joseph Stalin, the Soviet Union's totalitarian dictator, who was once an ally of the Western powers but is now remembered for executing millions of his own people (Fears; Isaacs and Downing 6). Stalin's dedication to the spread of communism ended the alliance with the West. By 1946, the Soviet Union and the Western powers were already involved in what became a Cold War—a continuous state of military and political rivalry that could escalate into violence at any time (Fisher 233). Orwell echoes this in *1984* by creating an ongoing state of war with frequently shifting alliances (*1984* 38–39).

This sentence clearly contains information that is not original to Christina. Instead of quoting directly from the source, she **paraphrases** the information. Christina correctly uses a parenthetical citation to identify the source.

Santos 3

- 5 Although Western governments greatly feared Stalin and communism, some Westerners admired them—a notion that Orwell found disturbing. Isaacs and Downing noted that many French and Italians respected the Communists for helping to win World War II and for resisting fascism (24–25). Furthermore, the Communist way of life appeared successful to many people in the West who believed that capitalism had failed during the Great Depression. During the same time, Stalin developed Five-Year Plans, which Orwell presents as “Three-Year Plan(s)” (1984 44). These plans helped to transform the Soviet Union, a farming nation, into an industrial powerhouse about which Isaacs and Downing said the following: “output doubled” (Isaacs and Downing 7). As a result of these factors and others, “‘Uncle Joe’ Stalin had become a popular figure in Europe and the United States” (Isaacs and Downing 25). However, Orwell felt nothing but disgust for “Uncle Joe,” whose totalitarian methods he saw as threats to people’s most basic freedoms (Orwell, “As I Please” Nov. 22; Orwell and Angus 175).

Christina begins this paragraph with a **main idea** that relates to her **thesis**. Then she gives **supporting details**, including **evidence** from a specific source. She uses a **parenthetical citation** to credit the source.

Christina’s **introduction of a quotation** is awkward here. The reference to the authors interrupts the flow of the sentence. Since that information is included in the parenthetical citation, it is not needed in the sentence itself.

Christina uses the **transition word** *however* to indicate a contrast between popular ideas and Orwell’s personal opinion.

LEARN HOW **Introduce Quotations** Integrate quotations smoothly into your prose by using an introductory sentence followed by a colon, or weave them in, making them part of a sentence. Christina decided to weave the short quotation into her sentence and delete the unnecessary mention of the authors.

CHRISTINA’S REVISION TO PARAGRAPH 5

These plans helped to transform the Soviet Union, a farming nation, into an industrial powerhouse ^{where} ~~about which Isaacs and Downing said the following:~~ “output doubled” (Isaacs and Downing 7).

6 Orwell's fiction reflects real events from his world. He based the political purges and executions in *1984* on the purges that took place in the Soviet Union under Stalin (Pritchett 22). When Orwell refers to the actions of the Thought Police, "marking down and eliminating the few individuals who were judged capable of becoming dangerous" (*1984* 79), he is referring to the constant policing and "disappearing" of individuals during Stalin's rule. Winston's own mother, father, and sister become victims of the state. He vaguely remembers that they disappeared when he was ten or eleven and "must evidently have been swallowed up in one of the first great purges of the Fifties" (Orwell, *1984* 33). Horrific details such as these show how much Orwell feared a police state, which he felt could spread beyond the Soviet Union, maybe even to Britain.

Christina **reinforces her thesis** and creates **coherence** by repeatedly returning to Orwell's fear that totalitarian governments would take over the world.

7 Only a few years after the publication of *1984*, critic Isaac Deutscher suggested that Orwell was concerned about problems in Europe as well as in the Soviet Union (35). The novel's focus on bloodthirstiness and lies reflects Orwell's concern for his own country. In November 1946, in a weekly newspaper column he wrote, Orwell declared outrage over public executions that were occurring in Europe at the time. After he described how people liked to "gloat" over them, he concluded that this signaled a "downward spiral" of society ("As I Please" Nov. 15). Orwell echoes this feeling in *1984* when he refers to a hanging as a "popular spectacle" and notes, "Children always clamored to be taken to see it" (27).

Christina cites two excellent examples of **supporting evidence**. First, she cites a primary source, an article by Orwell from 1946. Then she uses gruesome details from his novel to reinforce the idea.

8 Orwell also feared that British institutions, such as the press, were contributing to a mindset open to totalitarianism. For example, he believed that British newspapers routinely distorted the news to serve the government's purpose ("As I Please," Nov. 22). Similarly, distortion and

Santos 5

censorship appear throughout *1984*. The Party's slogans are carved into the Ministry of Truth: "WAR IS PEACE," "FREEDOM IS SLAVERY," and "IGNORANCE IS STRENGTH" (6). The absurdity of the slogans in the book seems to be Orwell's way of showing just how extreme the distortion of information could be. In *1984*, the state rewrites and redefines everything, including love, truth, language, history, and even thought. Facts are whatever the government says they are. Winston's job is to rewrite historical documents so that it seems as if things are always improving. He reflects, "It was merely the substitution of one piece of nonsense for another" (46).

Christina **supports her assertion** about distortion and censorship with **evidence** from the novel. She also **interprets** the examples to show how they support her idea.

This passage is **wordy** and lacks unity. Use of passive voice at the beginning of the first sentence creates a wordy and awkward structure, and the second sentence is confusing.

- 9 Orwell also feared superpowers, a new political reality that developed just before he began to write *1984*. In his novel, three superpowers exist: Eurasia, Oceania, and Eastasia. It was believed by Orwell that it was only a matter of time until there would be three superpowers in the world: the Soviet Union, the United States, and East Asia. Great Britain was not one of them.

LEARN HOW **Avoid Wordiness** The best prose gets ideas across without using more words than necessary. Similarly, a unified paragraph contains only sentences that support its main idea. Effective writing also uses the active voice, rather than the passive voice, so that the subject of a sentence performs the action of the verb in the predicate. Notice how Christina revised to reduce wordiness, to eliminate the passive voice, and to eliminate an unnecessary sentence.

CHRISTINA'S REVISION TO PARAGRAPH 9

Orwell believed that there soon would be three superpowers in the world: the Soviet Union, the United States, and East Asia.

~~It was believed by Orwell that it was only a matter of time until there would be three superpowers in the world: the Soviet Union, the United States, and East Asia. Great Britain was not one of them.~~

Here is how he explained this belief only a few months before he began writing *1984*:

More and more obviously the surface of the earth is being parceled off into three great empires, each self-contained and cut off from contact with the outer world, and each ruled under one disguise or another, by a self-elected oligarchy. . . . [T]he third of the three super-states—East Asia, dominated by China—is still potential rather than actual. But the general drift is unmistakable. (“Atom Bomb”)

Orwell knew that the United States and the Soviet Union would dominate the world economically and politically for decades to come.

10

George Orwell’s novel *1984* represents his protest against political events during the final years of his life. He feared that the Cold War was becoming the new “peace.” He worried that freedom could be replaced with slavery in any society where people did not battle totalitarianism. He knew that in a totalitarian society, people could be kept ignorant of their rights and freedoms so that the state could stay strong. Orwell set his most famous novel not very far in the future because he feared that the world’s democracies would not long resist the call to join totalitarian nations. The evidence presented in this paper suggests that for him, writing *1984* was a way of shaking people up and letting them know that they lived in a frightening world where no one was free and where even obvious facts—such as *two plus two equals four*—might soon be permanently distorted. Indeed, Orwell’s worst nightmare was living in a world where everyone believed that two and two add up to five because that’s what they were told to believe. Although the worst parts of Orwell’s vision did not come true either on the scale or within the time frame he predicted, totalitarianism still thrives in the world, and the world’s citizens are still suspicious and afraid of those on the other side. Perhaps we need a new Orwell to present an updated vision of the world—one in which sanity and democracy prevail.

Christina correctly uses an **introductory sentence followed by a colon** to lead into her **block quotation**. She indents the long quotation because it is more than four lines. Her **parenthetical citation** is also correctly set after the end punctuation.

Christina **restates her thesis** at the beginning of her conclusion.

Christina **summarizes key points** from the body of her paper.

Christina concludes with a **closing insight** and suggests that Orwell’s ideas are still meaningful and deserve further exploration.

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- Isaacs, Jeremy, and Taylor Downing. *Cold War: An Illustrated History, 1945–1991*. Boston: Little, 1998. Print.
- Orwell, George. *1984 and Related Readings*. 1949. Evanston: McDougal, 1998. Print.
- . "As I Please." *Tribune* 15 Nov. 1946. Web. [12 Apr. 2010](#)
- . "As I Please." *Tribune* 22 Nov. 1946. Web. 12 Apr. 2010.
- . "You and the Atom Bomb." *Tribune* 19 Oct. 1946. Web. 12 Apr. 2010.
- Orwell, Sonia, and Ian Angus, eds. *George Orwell: The Collected Essays, Journalism, & Letters*. Vol. 4. 1968. Boston: Godine, 2000. Print.
- Pritchett, V.S. "1984." *Twentieth Century Interpretations of 1984*. Ed. Samuel Hynes. Englewood Cliffs: Prentice, 1971. 20–23. [Print](#)

LEARN HOW Format a Works Cited List Correctly

When you write a research paper, you need to be sure to cite all of your sources according to established guidelines. Christina forgot to adhere to the following guidelines in a few of her entries:

- End each entry with a period.
- Include the date of access for online sources.
- Use quotation marks around the titles of articles found online or in periodicals.
- Add the medium of publication to each entry.

Notice Christina's revisions in blue. Check each entry of your *Works Cited* list against the guidelines to ensure that you follow the guidelines consistently.



Use the feedback from your peers and teacher as well as the "Learn How" lessons to revise your research paper. As you proofread your draft, check all of your quotations against the original text. Check your citations against the *Works Cited* list above to make sure you have used the correct format.



WRITING 13D–E Edit drafts for grammar, mechanics, and spelling; revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

Editing and Publishing

In the editing stage, you proofread your research paper to make sure that it is free of grammar, spelling, and punctuation errors. You don't want mistakes to distract your audience from focusing on what's important—your ideas. Be sure to format your paper according to the following guidelines:

- Double-space everything.
- Leave a one-inch margin at the left, right, top, and bottom of each page.
- At the top left of the first page, type your name, your teacher's name, the class, and the date. On the rest of the pages, type your last name and the page number in the upper right corner, half an inch from the top.
- Indent all paragraphs one-half inch (or five spaces) and indent quotations of four or more lines one inch (or ten spaces) from the left margin.

See the *MLA Handbook for Writers of Research Papers* for additional guidelines.

GRAMMAR IN CONTEXT: PUNCTUATING QUOTATIONS

When weaving a quotation into your text, you must sometimes add words or phrases to make the quotation fit your sentence. When you add words to a quotation, you must place your addition in brackets []. At other times, you may want to omit part of a quotation. When you omit a word or phrase from a quotation, you use ellipses to show the omission (...).

As Christina proofread her paper, she realized that she had incorrectly punctuated a quotation, using parentheses instead of brackets to indicate added text. Note how she revised her paper to correct the error.

During the same time, Stalin developed Five-Year Plans, which Orwell presents as “Three-Year ^{Plans} Plan(s)” (1984 44).

PUBLISH YOUR WRITING

Here are some suggestions for sharing your research paper with an audience:

- Ask a school librarian to make your work available in the library or media center.
- Offer to present your paper to another class, such as an English class or a history class.
- Adapt your research report as the text of your own Web site. Add graphics and audiovisuals, and create hyperlinks that allow readers to view your Web sources.



Correct any errors in your research paper. If you have altered quoted material, be sure that you have correctly used brackets and ellipses to show additions and omissions. Finally, publish your completed work.



Scoring Rubric

Use the rubric below to evaluate your research paper from the Writing Workshop.

RESEARCH PAPER	
SCORE	TEXAS KEY TRAITS
4	<ul style="list-style-type: none"> • Focus and Coherence Maintains focus throughout the paper to successfully answer the major research question; includes a strong introduction and conclusion • Organization Is effectively organized for the purpose and audience; has a smooth and logical flow, with meaningful transitions • Development of Ideas Supports the thesis with a blend of quotations, summaries, and paraphrases; thoughtfully synthesizes ideas from many sources to draw conclusions • Voice Conveys the writer's interest in the topic; expresses a unique perspective • Conventions Shows a strong command of grammar, mechanics, and spelling; cites all sources in the correct format
3	<ul style="list-style-type: none"> • Focus and Coherence Maintains focus, with a few lapses; has an introduction and conclusion that add some depth to the paper • Organization Has an organization that is mostly effective for the purpose and audience; generally flows but could use a few more transitions • Development of Ideas Supports the thesis with quotations and paraphrases, but relies too much on one or the other; synthesizes ideas but could use more explanation in places • Voice Generally conveys the writer's interest in the topic and his or her perspective • Conventions Includes minor errors in grammar, mechanics, and spelling; cites most sources in the correct format
2	<ul style="list-style-type: none"> • Focus and Coherence Is somewhat focused, with a few ideas that do not address the research question; has an introduction or conclusion, but they are superficial • Organization Has an organization that does not suit the purpose and audience; needs more transitions to help readers track the ideas • Development of Ideas Lacks sufficient quotations and paraphrases to support the thesis statement; does not synthesize ideas or draw conclusions • Voice Has a detached tone in some places; writer has difficulty expressing a perspective • Conventions Shows a limited control of grammar, mechanics, and spelling; cites many sources in the incorrect format
1	<ul style="list-style-type: none"> • Focus and Coherence Includes many details that do not address the research question; is missing an introduction and/or conclusion • Organization Is not logically organized; lacks transitions • Development of Ideas Makes little attempt to support the thesis statement; may show some evidence of plagiarism and does not credit all sources fairly • Voice Reflects a lack of engagement in the topic; does not express a perspective • Conventions Exhibits major problems with grammar, mechanics, and spelling; cites almost all sources in the incorrect format

MLA Citation Guidelines

You may be able to find free Web sites that help you create citations for research papers. While these sites may save time, you should always check your citations carefully before you turn in your paper. The MLA (Modern Language Association) has developed guidelines for documenting research. You can follow these examples to create the *Works Cited* list for your research paper.

BOOKS

One author

Orwell, George. *1984 and Related Readings*. 1949. Evanston: McDougal, 1998. Print.

Two authors or editors

Isaacs, Jeremy, and Taylor Downing. *Cold War: An Illustrated History, 1945–1991*. Boston: Little, 1998. Print.

Three authors or editors

Randolph, Carolyn, Catherine Coleman, and Thomas Mullens. *The Soviet Union During the Stalin Years*. Dallas: Strom, 2008. Print.

Four or more authors or editors

List only the first author followed by the abbreviation et al., which means “and others.”

Reed, Nahid, et al. *Orwell the Satirist*. Milwaukee: Steuben, 2008. Print.

PARTS OF BOOKS

An introduction, a preface, a foreword, or an afterword written by someone other than the author or authors of a work

Symons, Julian. Introduction. *Nineteen Eighty-Four*. By George Orwell. New York: Knopf, 1992. ix–xiii. Print.

A poem, a short story, an essay, or a chapter in a collection of works

Pritchett, V.S. “1984.” *Twentieth Century Interpretations of 1984*. Ed. Samuel Hynes. Englewood Cliffs: Prentice, 1971. 20–23. Print.

A poem, a short story, an essay, or a chapter in an anthology of works by several authors

Orwell, George. “Shooting an Elephant.” *The Great English and American Essays*. Ed. Edmund Fuller. New York: Avon, 1964. Print.

A novel or play in a collection

Orwell, George. *Animal Farm*. *The Penguin Complete Novels of George Orwell*. Harmondsworth, Eng.: Penguin, 1983. Print.



MLA Citation Guidelines *continued*

MAGAZINES, NEWSPAPERS, AND ENCYCLOPEDIAS

An article in a newspaper

Vincent, Anne-Marie. "In the Land of Big Brother: Six Decades Later." *Fairview Press* 7 July 2008: B12. Print.

An article in a newspaper accessed from a database

Schorer, Mark. "An Indignant and Prophetic Novel." *New York Times* 12 June 1949: BR1. *ProQuest Historical Newspapers*. Web.

An article in a magazine or journal

Mayers, Oswald J. "The Road to 1984: George Orwell, the life that shaped the vision." *Library Journal* 15 Nov. 1986: 68. Print.

An article in an encyclopedia

Fisher, Christopher T. "Cold War." *Encyclopedia of Espionage, Intelligence, and Security*. Eds. K. Lee Lerner and Brenda Wilmoth Lerner. 3 vols. Detroit: Gale, 2004.

MISCELLANEOUS NONPRINT SOURCES

An interview

Delibes, Taisha. Personal interview. 19 Mar. 2010.

A video recording or film

Nineteen Eighty-Four. Dir. Michael Radford. Perf. John Hurt, Richard Burton, Suzanna Hamilton, and Cyril Cusack. 1984. MGM, 2003. DVD.

A sound recording

Fears, J. Rufus. "George Orwell, 1984." *Books That Have Made History: Books That Can Change Your Life*. Part 2 of 3. Chantilly, VA: Teaching Company, 2005. CD.

ELECTRONIC PUBLICATIONS

A document from an Internet site

Author or compiler	Title or description of document	Title of Internet site
Bixby, Ilana.	"George Orwell's London."	<i>George Orwell: Lone Crusader.</i>

Site sponsor	Date of Internet site	Medium of Publication	Date of access
Orwell Institute.	Jan. 2008.	Web.	9 Apr. 2010.

An online book or e-book

Bloom, Harold. *George Orwell's Nineteen Eighty-Four*. New York: Chelsea, 1996. *Netlibrary*. Web. 8 Apr. 2010.

A CD-ROM

"Stalin, Joseph." *Britannica Student Encyclopedia*. 2004 ed. Chicago: Encyclopaedia Britannica, 2004. CD-ROM.

Technology Workshop

Creating a Web Site

Informational Web sites are similar to research papers. The people who create them look for the most relevant and current information and organize it in a logical way. Images, hyperlinks, and audio on Web sites heighten the viewer's learning experience.



Complete the workshop activities in your **Reader/Writer Notebook**.

PRODUCE WITH A PURPOSE

PROMPT

Create and produce an informational **Web site** that incorporates graphics, images, and sound to present your research. Adapt your paper from the Writing Workshop or explore a topic of your choice.

TEXAS KEY TRAITS

A STRONG WEB SITE . . .

- employs an interesting and functional visual design
- includes visual materials such as photos, maps, and illustrations
- provides audio such as recordings and music
- includes hyperlinks to source materials



WRITING 15D Produce a multimedia presentation with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.

Plan Your Web Site

Planning a Web site is similar to planning a research report. You must first identify your topic and collect the information you want to include. Then, you can begin to shape the material in a way that suits your purpose and will interest your audience.

- 1. Collect or Create Audiovisual Materials** Think about sights and sounds that relate to your topic. If your topic is historical or literary, look for or create the following:
 - photographs, charts, diagrams, maps, databases, spreadsheets, timelines, and other graphics that relate to a particular time or place in history or literature
 - fine art that depicts or illustrates the time period or subject matter
 - audio clips of famous people or music associated with the time period or topic
 - excerpts from digital recordings of a writer's or historian's work
- 2. Create a Site Plan** Sketch a flow chart that plots out the pages and links on your Web site. Start with your homepage. Then, list other pages in categories or groups. Remember that the pages should be linked in a logical way.
- 3. Learn the Terms and Conditions of Use** Many audiovisuals and graphics that you will want to use may be copyrighted, requiring permission from the original creators before you can use them. Some sites where you find audiovisuals and graphics specify that students may use the elements in school projects. You must cite the source of any material you did not create. You must also create a *Works Cited* list for your Web site, so keep track of all the sources you use.
- 4. Plan the Pages' Content and Write the Text** Draw sketches of how you want each page to look, including the placement of text, images, buttons, and links. Then, write the text, and create captions or titles for the visuals.

Media
Tools

THINK
central

Go to thinkcentral.com.
KEYWORD: HML12-1440



Produce Your Web Site

CHOOSE AN AUTHORING PROGRAM AND IMPORT ELEMENTS

Find out what authoring programs your school has available, or download an authoring program from the Internet. Your school's computer specialist can advise you on this step and help you scan or download graphics and audio or visual clips. He or she can also help you save CD-ROM elements to your project file.

CREATE DESIGN ELEMENTS

Create uniform design elements, including the headings, text types or fonts, and graphics such as buttons and links. Follow the guidelines below.

Guidelines for Design Elements

Headings and Labels	<ul style="list-style-type: none">• Create a title for every page using the same large, easily readable font.• Clearly label all buttons and links, and make sure your headings are clear and accurate.
Text Types (or Fonts)	<ul style="list-style-type: none">• Use text types that are clear and easy to read at any size.• Avoid text types or fonts that are elaborate or difficult to read.• Use the same font for text that functions the same way on the page. All headings should be the same size and type, and all text should use the same size and type.
Color	<ul style="list-style-type: none">• Use background colors that are pleasing to the eye, and make sure the text contrasts well with the background.• If you want to use an eye-catching patterned background, use it only on pages that have little text and few graphics.

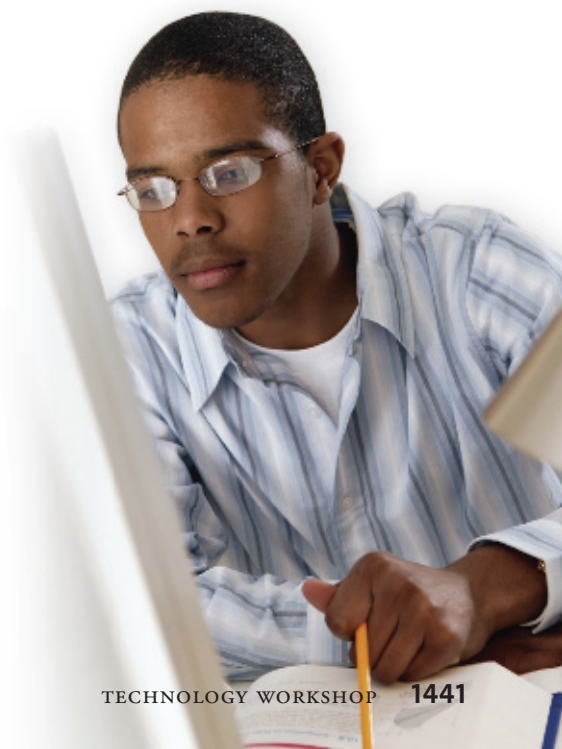
TEST, REVISE, AND UPLOAD YOUR SITE

Proofread every screen. Check every link to make sure it connects to the right page. Then, get permission to upload your Web site to your school's server, or check with a parent or guardian about uploading your page directly to the Web.



As a Web Site Creator Ask a friend, family member, or classmate to test your site by visiting each page and trying out different buttons and links. Use the feedback to revise your site.

As a Viewer Evaluate a classmate's Web site. Make sure all the links connect to the correct pages. Identify any confusing content or design problems. Determine whether the Web site's content, graphics, and audio are well suited to the topic, audience, and purpose.





Reading/Comprehension Skills

TEKS FOR READING

WHAT IT MEANS TO YOU

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

You will use a variety of strategies to check on your understanding of the text while you are reading it. You will ask yourself questions about the text as you read and after you read. You will sum up the text, as well as bring different ideas together. You will link the text to your own experiences and to what you know about the world. You will form mental pictures while you are reading.

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.

You will figure out what a text means when something is not directly stated. You will use inductive reasoning, moving from specific examples or facts to a general conclusion. You will use deductive reasoning, moving from a general conclusion to specific examples or facts. You will choose passages from the text to show why your inference is solid.