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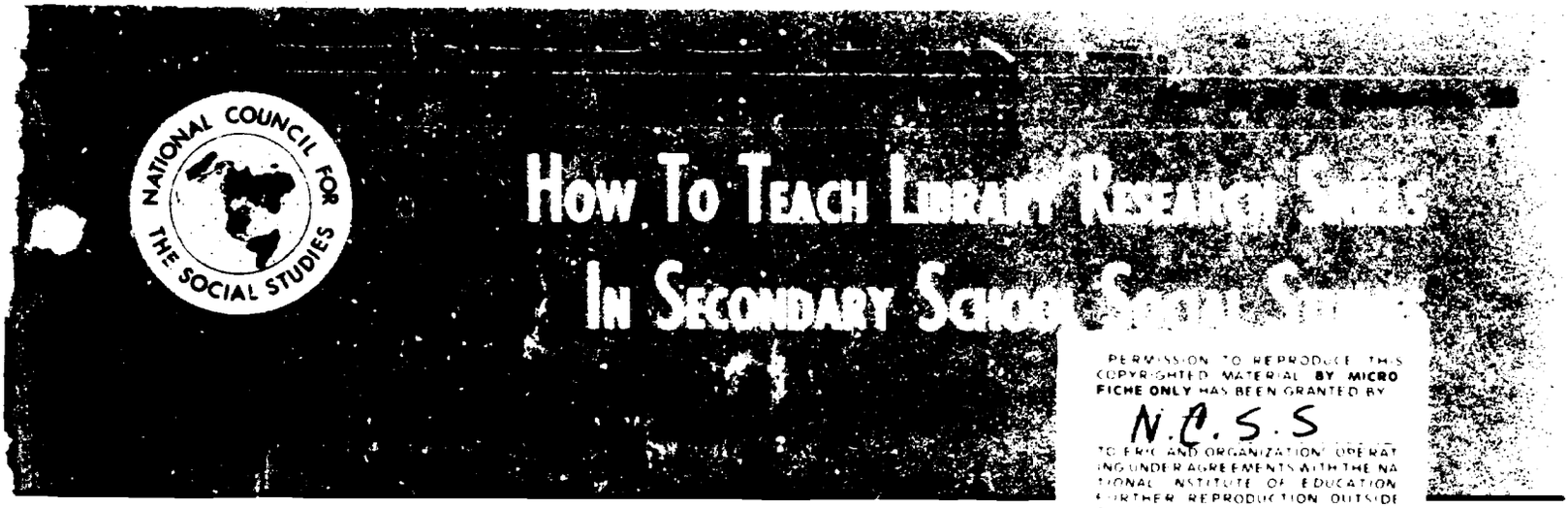
ABSTRACT

Following a brief rationale for teaching research skills in secondary school social studies, this bulletin is organized into two major parts. Rather than on writing the paper as an end in itself, emphasis is on the basic purpose of research procedures. Part one contains directions for students to follow in developing research projects. Ten steps focus on selection of a topic, background reading, secondary works, primary source material, note making, outlining, writing, quotations, and footnote logic and procedure. Although the examples relate to historical papers or reports, the same general approach may be applied in other secondary school social studies classes. Part two contains suggestions on how to establish and operate a sequential social studies library research program. Step by step approaches to teaching the research assignment over a period of fifteen days are given, in contrast to the presentation of a total research assignment which places most students in a quandary. A short final section consisting of selected references for teachers concludes the pamphlet. Related documents are SO 005 979 through SO 006 000. (SJM)



How To Teach Library Research Skills In Secondary School Social Studies

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Why Teach Research Skills in Social Studies

Simple library research projects can make a significant contribution to the quality of social studies programs. Through research, students can be introduced to new and more exact modes of inquiry; they can become able to handle the independent study and self direction which college and scholarly work demands; and they can enhance their ability to organize and present findings in an acceptable literary style. In addition, familiarity with the methods employed by scholars in history and the social sciences encourages greater penetration into vital issues and, ultimately, a mature and responsible approach to the problems which face adult citizens.

Helping Students Set a Standard Research Procedure

It is important for students to acquire an orderly sequence of planning and operation in their investigations so that library research skills will be developed step-by-step in a logical progression. One aid to both teacher and class is adoption of some kind of standard manual to guide development of papers. In preparing a manual for your school, you may want to refer to the guides used in colleges frequently attended by your graduates. It is also helpful if the local style manual is compiled by a committee of faculty members—perhaps from social studies and English—so that a common procedure can be taught and used throughout the school.

The remainder of this How To Do It bulletin has been organized into two major parts. Part One contains directions for students—which can be adapted and possibly used as an introduction to your local style manual. Part Two contains suggestions on how to establish and operate a social studies library research program. A short final section consists of selected references for teachers. Although most of the examples relate to papers or oral reports in history classes, the same general approach may be applied in other secondary school social studies classes.

Part One: Directions for Students—
Ten Steps to Follow in Developing Your Research Project

Research involves searching for information that will help to explain a specific question or develop a limited topic. Searching requires that you look for a variety of sources; i.e. books, magazines, documents, pamphlets, newspapers, letters, recordings, and films. Once you have acquired such a list, you should read to find material that will help answer your research questions about a particular subject. Occasionally, personal interviews can provide valuable information and supplement written material available to you. The completed research paper or oral report is the presentation of your findings, with supporting facts. It is based upon reading or consulting several sources. The more you search, the more you should learn about your subject. The more you learn, the easier it should be to organize and present your ideas.

The sequence specified is one which has proved to be workable for many students—as you work on your research project, you may wish to check frequently so that important steps will not be omitted. When you gain familiarity with the process, following these steps will become second nature. To some extent you will be operating in much the same fashion as a research scholar or a social scientist when he seeks answers to unresolved questions.

Step 1: Selection of a Topic (in History)

Avoid choosing a topic which is too broad. *Example 1:* "The Career of Franklin D. Roosevelt" is naturally too large a topic, but "Governor Franklin D. Roosevelt,

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Preparation for the Presidency" might be suitable. *Example 2:* "The Influence of Presidential Wives" is too broad a subject, but "Mrs. Kennedy and the White House Restoration" might be more satisfactory. *Example 3:* "The Civil Rights Movement" covers too wide a scope, but "Martin Luther King's Role in the Civil Rights Movement" could be more rewarding. *Additional Help:* Read chapter 2 in Sherman Kent's *Writing History*, or pages 2-10 in Markman and Waddell's *10 Steps in Writing the Research Paper*. These will provide you with several hints on narrowing the scope of your topic.

One excellent way to settle on a topic with real interest and meaning to you (and to your reading or listening audience) is to begin with a list of unanswered questions, focus on one or on a related cluster, and then seek the answers. Note that the four examples in the paragraph above all could be turned into research questions.

Step 2: Background Reading

First, read references to your topic in standard texts such as Bragdon and McCutchen's *History of a Free People*, or Zebel and Schwartz's *Past to Present*. Then read some book which covers the broad field of your topic. If you are writing about the *Significance of the Petition of Right in England in the Decades Immediately Following Its Passage*, you might read selections from G. M. Trevelyan's *England Under the Stuarts*.

Step 3: Secondary Works

As soon as possible check the local public library to find what material it has on your topic. Check standard reference works such as the *Dictionary of American Biography*, *The Harvard Guide*, and *Reader's Guide to Periodical Literature*.

Step 4: Primary Source Material

Whenever possible you should try to find sources written by eye witnesses at the time of the actual event or sources written by the person being studied. Example: *The Paston Letters*, the *Diary of Sir John Evelyn*, or the *English State Papers*.

Step 5: Note Making

Careful note-making is essential. Uniform cards should be used and all sources of information should be carefully noted. By organizing these cards you can provide a tentative outline of your subject.

In using the card system, put only one sub-topic on a card. Each card must identify the source of the note. That is, somewhere on the card there must be the author's name and the page which has furnished the information. If you are using more than one title by the same author, identify the book with a significant word from the title. If you quote, find conflicting statements or encounter unusual or new ideas, be certain to keep a record of the page where you found the information.

Each card should have a note in the upper right hand corner identifying the material on the card with some phase of the topic. For example, if you might be writing on President Wilson and the League of Nations and read:

> The President, despite mounting discontent, had reason to feel optimistic. When he brought home the treaty, with the 'Wilson League' firmly riveted in as Part I, a substantial majority of the people still seemed favorable. At this time-- early July, 1919—Senator Lodge had no real hope of defeating the pact. His strategy was merely to amend it in such a way as to 'Americanize' or 'Republicanize' it. The Republican Party, still seriously divided, could then get some political credit for the changes.
>
> One potent weapon that Lodge could wield was delay, for delay would confuse and divide public opinion. As chairman of the powerful Senate Committee on Foreign Relations, he formally read the entire 264-page treaty aloud, even though it had been printed. At one time, only the cultured Senator and a clerk were present in the committee room. Protracted hearings were also held by the Committee, and dozens of people of various nationalities aired their grievances. The treaty was in grave danger of being drowned in a sea of words.
>
> Wilson fretted increasingly as the hot summer of 1919 wore on. The bulk pact was bogged down in the Senate, and the nation was drifting into confusion and apathy. He therefore decided to go to the country in a spectacular speechmaking tour. . . .
>
> The presidential tour, begun in September, 1919, got off to a rather poor start. The Middle West received Wilson lukewarmly, partly because of the strong German-American influence in this section. Trailing after him like bloodhounds came two 'irreconcilable' Senators, Borah and Johnson, who used their rabble-rousing talents in the same cities the next day or so. Hat-tossing crowds responded to the attacks on Wilson by crying, 'Impeach him, impeach him.' (An excerpt from Thomas Bailey, *American Pageant*, pp. 757-758.)

A note in the upper right hand corner of the card might read: "Opp. to Wilson." The sample below illustrates

Bailey-Pageant 757-58 Opp. to Wilson

1. Lodge: Republicanize treaty—used filibuster to delay
2. Mid-West Ger-Am influence
3. Borah & Johnson: "irreconcilables" speeches against League.

notes taken on the passage which are acceptable as far as essential information is concerned.

Step 6: Preparing the Outline

From the note cards, you should prepare an outline. To do this, arrange the cards by subject, according to the labels in the upper right hand corner of each card. Survey the subjects covered, select those areas which fit into a logical pattern of thought, and develop an outline based upon these areas. The outline should tell something; therefore, it is desirable to use a phrase or sentence outline. Simply to write "education" is insufficient - it would be better to write "cost of education" or "types of education" as your main heading or point for discussion.

The topic frequently determines the form of organization. The samples below illustrate two approaches.

Example 1	Example 2
I Origin	I Definition
II Development	II Advantages
III Present Status	III Disadvantages
	IV Conclusions or Implications

Step 7: Writing the Paper

Both an outline and a rough draft should be made before the final writing of your paper. The beginning of the paper must introduce the topic under study. One way to do this is to "set the stage" by giving background such as the general conditions in the country when the event took place, when the problem existed, or when the person lived. The discussion of background will serve as a springboard for the main theme of your paper. Since this introduces the reader to the topic, it should be relatively brief and general in nature. The body of the paper should follow the outline and show a logical development of the thesis. Finally, the conclusion of your paper should reveal personal observations and evaluations. This is a highly significant part of the paper because it shows the influence of study and research on the writer's knowledge and understanding of his topic.

Step 8: Quotations

Short quotations of less than 100 words should be written in the paragraph and set off only by quotation marks. If the quotation is longer than 100 words, indent the borrowed material on both left and right margins and do not use quotation marks. Omissions within the quotation are permitted if it does not alter the meaning. You show the omission by using three periods (. . .).

Step 9: Footnote Logic and Procedure

Footnoting is often referred to as documentation. It permits the reader to check sources and also enables the writer to refer easily to a particular source from which he has borrowed material. The procedures should be kept as simple as possible and should give only pertinent information.

One of the most confusing problems concerned with footnoting is deciding whether to footnote. Material which is generally known is not footnoted. Examples of this might be a proverb or familiar quotation such as "I believe this government cannot endure permanently half slave and half free. . . ." or "Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by the naval and air forces of the empire of Japan. . . ." or "My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man." Footnotes should be numbered consecutively throughout the paper. Use raised arabic numbers and place the number after the borrowed material in your paper. Matching numbers should be placed at the bottom of the same page (allow space) and the identifying information supplied. Here are some sample footnotes:

Pamphlet with one author	1. Jack Barbash. *Labor Movement in the United States*, Public Affairs Pamphlet No. 262 (1958), p. 15.
Periodical article without author	2. "Familiar Voice with a New Warning. Excerpts from Address April 3, 1963." *U. S. News and World Report*, LIV (April 15, 1965), p. 20.
Book with a single author	3. John K. Galbraith, *The Great Crash* (Boston: Houghton-Mifflin, 1961), p. 10.
Different book by same author, subsequent reference	4. Galbraith, *Society*, p. 14.
Standard reference work in more than one volume	5. William Munro, "Henry Cabot Lodge," *DAB*, VI (1933), p. 347.
Periodical article with author	6. Gerald D. Nash, "Industry and the Federal Government," *Current History*, XL (June, 1965), pp. 321-327.
Newspapers	7. "Problems of Unemployment" (editorial), *New York Times* (July 4, 1965), Sec. 4, p. 6.

Book with joint authors	8. John Rae and Thomas Mahoney, *The United States in World History* (New York: McGraw-Hill, 1955), p. 627.
A volume in a series	9. George Soule, "Prosperity Decade," III, *Economic History of the United States*, ed. Fred A. Shannon (New York: Rinehart, 1947), pp. 101-106.

Step 10: Bibliography

A bibliography is an alphabetical list of references on a particular subject. The bibliography for your paper should include any footnoted references, plus other recommended sources on the subject. For each reference, it is necessary to include sufficient information to establish the exact source. Below are sample "bib" cards:

Books: Author, title, place of publication, publisher, and date.

> Rae, John and Thomas Mahoney. *The United States in World History*. New York: McGraw-Hill, 1955.

Periodicals: Author of article, if there is an author, title of article, name of periodical, volume, page, and date.

> Nash, Gerald. "Industry and the Federal Government," *Current History*, XL (June, 1965), 321-327.

Sample bibliographical entries are shown below—*note the close similarity to footnote entries.*

A Selected Bibliography

Book with a single author	Galbraith, John K. *The Great Crash*. Boston: Houghton-Mifflin, 1961.
Different book by same author	———. *The Affluent Society*. Boston: Houghton-Mifflin, 1958.
Standard reference work in more than one volume	Munro, William B. "Henry Cabot Lodge," *Dictionary of American Biography*, VI (1933), 346-349.
Periodical article with author	Nash, Gerald D. "Industry and the Federal Government, *Current History*, XL (June, 1965), 321-327.

Mechanics of Written Research: A Checklist

1. Your paper should have a title page and table of contents preceding the main body of the article.
2. Footnotes to identify information should be inserted at the bottom of the page.
3. Footnotes should be numbered consecutively.
4. The pages of your paper should be numbered consecutively.
5. The bibliography should be included at the end of your paper; material listed should be confined to those references used in the actual preparation of the paper.
6. If there are charts, diagrams, graphs, or maps in your paper they should be placed in an appendix which follows the bibliography.
7. Papers should be written in ink or typewritten. If they are typewritten, they should be double-spaced, except footnotes, long quotations, and bibliography footnotes and bibliographic entries should be single-spaced with double-spacing between entries.

Part Two: For the Teacher—

How to Arrange a Sequential Research Skills Program Within the High School Social Studies Curriculum

Library research procedures in history and other social studies courses should be broken down into a four-year sequence of increasing complexity. At the ninth grade level, simple activities are introduced to familiarize the student with the library and the primary tools of research. In each succeeding grade further elements of research procedure should be developed which, it is hoped, will culminate in a refinement of oral and written expression.

Emphasis should be on the basic purpose of research procedures rather than on the paper as an end in itself. For example, the function of the note card and its usefulness must be realized by the student before any meaningful notes can be taken by him. Library research techniques should be taught in each class but the degree and approach should be appropriate to the abilities of the group.

Ninth Grade Emphases

Ninth grade research teaching should be centered around the library. Students should learn to use the card catalog, *Reader's Guide*, and other standard reference works and to recognize primary and secondary sources.

Standard reference works for the ninth grade, based upon course needs of the local school curriculum might include:

Reader's Guide to Periodical Literature
Shepherd's Historical Atlas
Oxford Classical Dictionary
Larousse Encyclopedia of Mythology
Harper's Encyclopedia of Science (4 vols.)
Encyclopedia of Art (9 vols.)
Praeger Picture Encyclopedia of Art
Horizon Series of Western Civilization
Other Lands and Other Peoples.

Assignments should emphasize instruction in finding sources, reading for the main ideas, making notes on cards, and organizing notes. While the final form of presentation may be either an oral report or a paper, the research procedures should be essentially the same. In ninth grade history courses, emphasis should be on writing brief assessments of the role of an individual in a particular context or in sample surveys. The more limited the topic, the more effective the research will become. Examples of topics would be *Origin of India's Caste System*, with an emphasis on *origin*, or *Caste Since Independence*, with the emphasis on degree of *change* since independence.

Preliminary investigation will reveal the available sources in the library. The function of the bib card should be taught at this point. The "bib" card, of course, must include the title, author, place of publication, publisher, copyright date, and pages devoted to the subject.

With this information recorded, only the author's name and page are required on the note card.

This will save time for the more important task of reading, while providing all information needed for footnoting and compilation of the bibliography.

With the sources at hand, the next research step should be to *read* in order to get an overview of the topic. Once each student has obtained an overview through skimming, the note card procedure should be taught. To accomplish this, students first should devote ten or fifteen minutes to reading a specific selection—then they should write the main idea of the passage on a note card. Classroom discussion and comparison of results should follow. The entire procedure should be repeated several times to make sure the majority of the class has the process well in hand. Telling students to read and make notes has generally failed; most will merely read and indiscriminately copy material verbatim.

The early stages of reading and note-making should be done only under teacher supervision. Then, when sufficient research has clarified the scope of the subject, material collected on note cards should be used to organize an outline which will serve as a skeleton for the research paper. The outline, too, should be done in class under the supervision of the teacher.

When actual writing begins, a well written article might serve as a pattern or guide for the development of the paper from introduction through main body to conclusion. Footnoting should be introduced but should be taught only in its simplest applications such as to account for a quotation. "Bib" cards, which were previously prepared, can be used in the preparation of the bibliography according to approved form.

The prevailing philosophy of the social studies teacher should be to emphasize research techniques as means rather than ends. Research procedures are tools; their mastery should make the final work of writing a paper more rewarding and less arduous. If the student does not understand this, the entire procedure becomes a mass of tiresome academic busywork. *Often the effectiveness of initial research teaching can be greatly improved if immediate emphasis is not placed on production of a paper.* Short preliminary assignments and exercises which result in oral reports or class discussions will demonstrate the value of research techniques. When emphasis is wholly on producing the final paper, the temptation to circumvent research procedures is very great.

Tenth Grade Emphases

In the 10th grade the basic skills acquired in the previous year should be applied to additional types of writing. Topics of reports might include:

1. Interpretation and comparison of two viewpoints
2. Situation papers in which the writer reacts to an event; drawing conclusions and in some cases making recommendations
3. Essay answers—special attention in tenth grade should be given to help students develop mastery of the essay response to research questions.

The same procedure, i.e. "bib" cards, notes, outline, and bibliography, should be applied to oral reports, both group and individual. There should be continued emphasis on use of the card catalog, and in most high schools, reference works dealing specifically with American history should be added to the list of standard reference materials. Footnoting techniques should be expanded to include all material not considered general knowledge.

Emphases in Eleventh and Twelfth Grades

When a student enters the eleventh grade, he should

know how to use th lil rary and certain basic tools of research. However, most students will need considerably more practice before they become proficient in library research skills. During the eleventh and twelfth grades students should be given every opportunity to practice these skills, increasing the opportunities for development of both oral and written expression.

Emphasis in eleventh and twelfth grades should be placed on greater use of primary sources, on more careful selection of notes, and on refinement of the written paper without increasing its length. The position paper, in which a student has the task of defending a position, should be introduced and given priority in the eleventh grade. The twelfth year should provide opportunity for additional practice and refinement of style in writing the types of papers introduced in Grades 9-11.

Teaching Social Studies Research Skills: A Fifteen Day Sequence

Since research is a new experience for most students and since by its very nature it is a complex procedure, the presentation of a total research assignment would place the student in a quandary. The logical approach to teaching the research assignment is to divide it into a series of steps. No single step is very complex, but together they comprise rules and procedures of considerable intricacy.

First Day (Classroom)

1. Prepare a list of topics. These may be centered around four of five special themes, problems, or questions. Students then can be organized into groups to discuss findings as these relate to a central problem or issue.
2. Ask the class for suggestions of topics but avoid duplications in the class, topics which are too difficult or too easy, topics which have been studied previously, and topics on which there is little information. Add to the original list any topics which seem appropriate to you and the class.
3. Students should understand that their relatively limited background makes most topics equally accessible. They should study the list, each selecting three or four possible topics which interest him. Competition for available materials can be reduced if topics are kept discrete and if each topic is assigned only to one student.

Second Day (Classroom)

1. Students should make final selection of topics. The teacher or a recorder should list the topics and investigators.
2. In preparation for the third class meeting, to be held in the library, students should bring 3 x 5 cards. It should be explained that the cards will be used to record bibliographic information.

Third Day (Library)

1. Students should be refreshed on the use of the card catalog, the *Reader's Guide*, the Dewey Decimal System, and the use of cross references.
2. They should then begin to search for their materials.
3. Students should scan references to find out whether there is any information suitable for their use. No reading or note-making should be done at this time; students should simply scan the book and, if suitable, record the bibliographic information.
4. Prior to the end of the period the teacher should check the number of references found by each student. It may be advisable to review the various indexes and guides and to continue the search the following day.
5. Students should bring one or two references to class the day following completion of the initial library search phase.

Fourth Day (Classroom)

1. The first 20 minutes should be devoted to reading. *There should be no writing.*
2. After 20 minutes, ask the student for a single idea he remembers from his reading. The teacher should draw a sample card on the board—or use the overhead projector—and record the related information. Next, the student should be asked to summarize the main thought in one to three words. The topic reference and the source should be recorded at the top of the sample card. This procedure should be repeated several times.

Fifth through Eighth Days (Classroom)

1. Four more days should be devoted to reading and making notes under *close supervision.* Each day there should be a review of the technique; making overhead projector transparencies from student note cards is an effective way to involve students in an evaluation of their skill in note-making.
2. Once proper note-making is reasonably assured, the

teacher should introduce the idea of the direct quote and correct footnote procedure.

3. Students should be expected to do 30 minutes of reading and note-making each night. A daily check should then be made to insure proper procedure—the teacher may want to keep a progress card for each student such as the one shown below:

Allison Williams	Third Period
Topic	
#20, Social Problems—Reconstruction	
12 1 12 references: needs more variety	
12 2 References O.K. (quality and variety)	
12 4 Note making—incorrect	
12 5 Notes still problem	
12/6 Notes O.K.	
12 7 Forgot material. Read, using borrowed reference	
12 8 Good outline	

Ninth Day (Classroom)

By this time most of the reading should be completed. Each student should be ready to prepare an outline which can serve as his table of contents. To prepare the outline, the student should arrange his note cards by subjects on the top of his desk, survey the subjects covered, select those topics which fit into a logical pattern of thought, and organize the outline according to those subjects. Using the chalkboard or overhead projector, organize several of these outlines with the entire class. Then work individually with students who may need more help in getting their outline ready for writing the paper.

Tenth and Eleventh Days (Classroom)

Before the main part of the paper can be written, it is necessary to set the stage or to write an introduction. This should lead into the paper directly and ordinarily should not be separated into a special section labeled, *Introduction*. It is especially helpful if the teacher develops two or three sample introductory paragraphs to read to the class, discussing the qualities which make each a good introduction. After proper explanation, the teacher should ask each student to write a three- to six-sentence introduction for his paper. Several should be read and criticized for their strong or weak points. For the next day, the teacher should assign the writing of the introduction and one or two pages of the main section of the paper.

Twelfth Day (Classroom)

The teacher should check each assignment to see that the introduction leads into the paper and that the form is correct. During this time students can continue writing. The last 20 minutes of the period should be used to re-emphasize proper footnoting with the teacher stressing the following:

1. Place quotation marks around the quote.
2. Write the number of the footnote just above and to the right of the last word.
3. Follow directions for writing a footnote at the bot- of the page.

The teacher also should check the accuracy of indentation, punctuation, and other formal details.

Thirteenth Day (Classroom)

Students should continue to write while the teacher checks footnoting and other elements of form. At this time, a limit should be put on the amount of written work to be done at home. This provides for sufficient teacher direction of research technique—and facilitates evaluation procedures. The teacher not only reads what the student has written but is able to observe *how* the student does his research.

Fourteenth Day (Classroom)

Students should finish their papers, reaching conclusions in their final paragraph. The teacher can illustrate this process by reading sample conclusions from papers.

Fifteenth Day (Classroom)

Students should bring their bib cards to class and arrange them alphabetically by the authors' last names, following the procedure on an instruction sheet. The teacher then should check each student's work as he organizes his data and begins copying the bibliography. This concludes the preparation and writing of the first draft.

Three days should be adequate for the preparation of a final copy of the paper. This work should be done outside of class. Set the deadline, expect the work to be completed and delivered on time, and avoid giving extensions. During these three days the next unit of work may be introduced in class. While the process of teaching library research skills in social studies requires considerable time, the competencies and understanding gained by students in their search and evaluation of materials should make the effort well worthwhile.

Selected References

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NOTE: This *How To Do It* notebook series, designed for a loose-leaf binder, provides a practical and useful source of classroom techniques for social studies teachers. Elementary and secondary teachers alike will find them helpful. The titles now available in this series are: *How To Use a Motion Picture, How To Use a Textbook, How To Use Local History, How To Use a Bulletin Board, How To Use Daily Newspapers, How To Use Group Discussion, How To Use Recordings, How To Use Oral Reports, How To Locate Useful Government Publications, How To Conduct a Field Trip, How To Utilize Community Resources, How To Handle Controversial Issues, How To Introduce Maps and Globes, How To Use Multiple Books, How To Plan for Student Teaching, How To Study a Class, How To Use Sociodrama, How To Work with the Academically Talented in the Social Studies, How To Develop Time and Chronological Concepts* and *How To Teach Library Research Skills in Secondary School Social Studies*.

Dr. Jack Miller, George Peabody College for Teachers, is editor of this series. Dr. Miller welcomes comments about the items now in print and suggestions for new titles.