Harlem Renaissance Project Guide

Ms. Kerpash and Ms. Schmitz

Name: ________________________

Hour: ______
The Harlem Renaissance
Research Assignment:
Phase 1 Annotated Bib

Instead of creating note cards, you will annotate and summarize several articles about the Harlem Renaissance. You will read and annotate critical essays on the movement as well as on a specific writer, artist, or musician representative of it. You will draft annotate bib entries responding to each of these articles, and write a brief essay analyzing the specific artist and how they fit the movement. Your researched essay will accurately document your sources through the use of intext citations. You will turn in everything—articles, drafts, peer edits, etc.—with the final draft, so be sure to keep your materials in a safe place!

How do I find these articles? The first article will be teacher distributed. The other two will be specific to your person and located by you. Our library has both print and database sources for historical research and literary criticism. The following websites should help in your search: History Resource Center, Magill on Literature, Academic One File, Discovering Collection.

*Note: Some of the articles available on the library website are LONG! Be kind to yourself and choose articles between 2 and 5 pages.

How do I annotate scholarly articles? Reading critical essays on literature can be difficult! To help you get the most out of each article, please annotate thoroughly. Use the following guidelines for your annotations:

- **Highlight**—words you don’t know (look up meaning and write it in the margins)
- **?**—questions (write the question in margins; write the answer if you’re able to answer it after reading further)
- **Underline**—ideas that raise an important point or definition (and write why they’re important)
- **★**—interesting ideas that you’d like to explore further in your essay (and write that idea in the margins)
- **C**—connection to something in text, something we discussed, or something else (and write the connection in margins) *especially useful in artist specific essays
- **Summarize**—at the end of each article, write 3-4 sentences summarizing the main points of the article DO NOT SKIP THIS STEP
   Remember that re-reading, asking questions, varying your reading speed (speeding up or slowing down as needed), visualizing, and summarizing as you go are all strategies that can help you decipher difficult texts.

   WRITE THE BIB CODE ON THE TOP OF THE ARTICLE

Step 2: Drafting annotated bibliography entries

- **An annotated bibliography** is a list of sources with both bibliographic information (what you’d include in a works cited page) and an annotation, or a note, on each source.

Your annotations should include the following:

- **Summarize**: What are the main arguments? What is the point of the book/essay/article?
- **Assess**: Is the source useful? How does it compare with other sources in your bibliography? Is the information reliable? Is the source biased or objective? What is the goal of this source?
- **Reflect**: How does this source fit into your research? How can it help you shape your argument? How has it changed the way you think about your topic?

Annotations must be written in formal, academic language.
Annotated Bibliography Draft HR background

You may type this instead.

Remember to include your annotations in alphabetical order according to author last name (if no author is listed, alphabetize according to the first significant word in the article title).

**Citation:** Remember to check the research packet or the Purdue OWL (http://owl.english.purdue.edu) for MLA citation formats.

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**Summary:** What are the main characteristics of the Harlem Renaissance? Who were the influential leaders of this movement? What were the causes and impacts of the movement? Be sure to represent each view. Include the title of the article and author of the viewpoint.

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**Evaluation:** Is the source useful? What are the strengths and weaknesses of each viewpoint?

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**Reflection:** How does this source fit into your research? How can it help you shape your argument? How has it changed the way you think about your topic? Which writer do you agree with? Why?

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Attach additional paper as needed.
Annotated Bibliography Draft Person Specific

You may type this instead.

→ Remember to include your annotations in alphabetical order according to author last name (if no author is listed, alphabetize according to the first significant word in the article title).

Citation: Remember to check the research packet or the Purdue OWL (http://owl.english.purdue.edu) for MLA citation formats.

________________________________________________________________________

________________________________________________________________________

Bib code ( )

Summary: What are the person’s defining characteristics in their work? How do they represent the themes and traits of the Harlem Renaissance? Who else did they work with, influence, or learn from? Include the title and author of the article.

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Evaluation: Is the source useful? How does it compare with other sources in your bibliography? Is the information reliable? Is the source biased or objective? What is the goal of this source?

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Reflection: How does this source fit into your research? How can it help you shape your argument? How has it changed the way you think about your topic?

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________________________________________________________________________
Annotated Bibliography Draft Person Specific

Remember to include your annotations in alphabetical order according to author last name (if no author is listed, alphabetize according to the first significant word in the article title).

**Citation:** Remember to check the research packet or the Purdue OWL (http://owl.english.purdue.edu) for MLA citation formats.

Bib code ( )

**Summary:** What are the person’s defining characteristics in their work? How do they represent the themes and traits of the Harlem Renaissance? Who else did they work with, influence, or learn from? Include the title and author of the article.

**Evaluation:** Is the source useful? How does it compare with other sources in your bibliography? Is the information reliable? Is the source biased or objective? What is the goal of this source?

**Reflection:** How does this source fit into your research? How can it help you shape your argument? How has it changed the way you think about your topic?
Format
  o Bibliographic information (title, author, publisher, etc.) should be written in MLA format. Annotations are written in paragraph form immediately following the MLA citation. Sources are then placed in alphabetical order. The entire annotated bibliography should be double-spaced and should have an MLA heading and page header.
  o Include 3 entries
  o Please see example!

*Information adapted from http://owl.english.purdue.edu

o What should I include with the final assignment?
  o Turn in everything you’ve collected with this assignment in the following order:
    ▪ Rubric with your name
    ▪ Annotated bibliography
    ▪ Annotated articles (in alpha order)
    ▪ Draft work (written or typed with teacher feedback)

Timeline
I/18 Tuesday: HW Practice article “Harlem” International Read and annotate for homework using the guidelines on the front page

I/19 Wednesday: Review and share annotations as a class. Choose topics.
  HW: History in Dispute essay. Read and annotate.
  Draft your annotated bib entry on the attached template.

I/20 Thursday turn in draft of annotated bib entry for “Harlem” History with annotated article
  Meet in Library Classroom
  Print 1-2 articles about your person
  HW: annotate 1 article and write the draft of the annotated bib entry

I/21 Friday turn in draft of person specific annotated bib entry and annotated article
  Meet in Library Classroom
  Print additional articles as needed
  HW: type initial entries that were returned to you with feedback
  Annotate and type remaining entry

I/24 Monday
  Spot check any work not already reviewed by teachers
  Meet in Library at tables
  Writers, get a copy of 2-3 poems that you like
  Artists, find images that you like
  Musicians, listen to and locate audio files
  HW: Finish annotated bib, begin downloading images and audio.
  ALL IMAGES AND AUDIO MUST BE PROPERLY CITED WITH THE SOURCE INFO
  ART MUST INCLUDE THE TITLE, ARTIST’S NAME, AND YEAR

I/25 Tuesday ALL ANNOTATED BIB MUST BE FINISHED BY TODAY’S CLASS
  Meet in classroom
  Outline for paper and create storyboard
  HW: Write script for any narration needed in movie
  Continue gathering images and sound files
  Begin PHASE II composing (movie and paper)

Your annotated bib requires three sources. Additional sources can be annotated w/o entries or you may create and turn in note cards.
### Harlem Renaissance

(Write the name of your person/assigned topic on the above line)

#### Annotated Bib Rubric

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Descriptions</th>
<th>Article 1</th>
<th>Wow! Awesome!</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Not present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annotated Articles</strong></td>
<td>Articles includes evidence of thorough reading with detailed annotations. Unfamiliar words are defined, questions are written in the margins, a summary is written at the end. On the person specific articles, there are clear connections in the margins. Several ideas are starred for use in the essay.</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0-1</td>
</tr>
<tr>
<td><strong>Annotated Bibliography Entries</strong></td>
<td>Bibliographic information is cited accurately, and annotated entries summarize the article, evaluate its credibility and purpose, and reflect upon its suitability for research/extension of thinking. Annotations are thorough yet concise.</td>
<td></td>
<td>9-10</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0-5</td>
</tr>
<tr>
<td><strong>Style &amp; Mechanics</strong></td>
<td>Annotated bibliography entries and reflection use precise, sophisticated diction and mature, varied sentences. Annotated bibliography entries and reflection are free from errors in grammar and mechanics.</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0-1</td>
</tr>
<tr>
<td><strong>Formatting</strong></td>
<td>Assignment is in MLA format for page heading, header, margins, and spacing. If used, sources are cited correctly within the reflection. Annotated bibliography is in alphabetical order by source author or title. You might want to alphabetize before you type the heading on the true first page.</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0-1</td>
</tr>
</tbody>
</table>

**Entry 1**

- Article 1
- Entry 1

**Entry 2**

- Article 2
- Entry 2

**Entry 3**

- Article 3
- Entry 3

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**Comments:**
In the article “Why I Wrote The Crucible,” Arthur Miller reflects on the factors that led to his writing of the play. Miller notes that his motivation stemmed from a combination of factors including “the paralysis that had set in among many liberals who... were fearful... of being identified as covert Communists if they protested too strongly.” However, he indicates that this was not the only reason he wrote the play. Drawing from his personal life, Miller mentions that “[His] own marriage of twelve years was teetering” which may account for adultery being the cause of the conflict in his drama. Finally, Miller draws back to the idea of the flawed hero as a modernist idea in literature when he points out that above all else, The Crucible “demonstrated that a clear moral outcry could still spring even from an ambiguously unblemished soul.”

Miller’s article was written in 1996 when the most recent film adaptation was made. As he mentions, he is reflecting on his creative inspiration more than fifty years later. Given the elapsed time, it is worth questioning whether Miller would have attributed the same importance to all factors had he written this essay in 1953.

I was surprised to read that Miller was experiencing his own marital problems. I think I naively saw the play as a political response to a series of events without remembering that writers are first people and draw from their real life experiences to create believable characters. Miller’s essay does remind readers that there were political conflicts during the Red Scare that introduce readers to the essential concepts of the play.
# How to write the outline

<table>
<thead>
<tr>
<th>Introduction</th>
<th>MY TOPIC</th>
<th>Your TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is surrealism?</td>
<td>Influence by psychoanalysis and Feud</td>
<td>What is the Harlem Renaissance</td>
</tr>
</tbody>
</table>
| Comes from Dadaism (Foster) | | Who is [your person]?
| Who is Salvador Dali? | A painter from Spain |

<table>
<thead>
<tr>
<th>Body Paragraph 1</th>
<th>MY TOPIC</th>
<th>Your TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes</td>
<td>Dali called his Surrealist paintings ‘hand-painted dream photographs” (Misfledt)</td>
<td>Themes</td>
</tr>
<tr>
<td></td>
<td>detailed figures and objects in unusual or weird combinations (Misfledt)</td>
<td>ARTIST</td>
</tr>
<tr>
<td></td>
<td>“Many of his paintings have violent or sexual associations or both.” (Misfledt)</td>
<td>Colors, shapes, types of scenes, detail, mediums used</td>
</tr>
<tr>
<td></td>
<td>Challenges the definition of beauty by shocking the viewer into seeing that the definitions and standards of what people think is beautiful is relative (Foster)</td>
<td>POET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Type and length of writing (Free verse or sonnets?) Topics of poems, series</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MUSICIAN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Themes (look at lyrics), instruments, techniques, styles, influences (ie African beats)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Paragraphs 2-4</th>
<th>MY TOPIC</th>
<th>Your TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Work</td>
<td>The Face of Mae West (explain the illusion of a face and the Western elements)</td>
<td>Analysis of Work</td>
</tr>
<tr>
<td></td>
<td>Enigma of Desire explaining the Freudian implications of desiring one’s mother (Oedipal complex)</td>
<td>This is the part where YOU talk about the story, poems, songs, paintings, etc that YOU looked at, thought about, and analyzed</td>
</tr>
<tr>
<td></td>
<td>The Persistence of Memory talk about the dream like imagery, the melting watches and ambiguity of forms similar to those in dreams</td>
<td>You could organize by THEME (HR traits like Heritage, Hope, Blues) or by ARTIFACT (each paragraph addresses a specific piece of art (song, poem)).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concl.</th>
<th>MY TOPIC</th>
<th>Your TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact/Conclusion</td>
<td>How he split with abstract art Pop culture allusions to Dali</td>
<td>Impact/Conclusion</td>
</tr>
<tr>
<td></td>
<td>How your person influenced others, maybe even people now</td>
<td></td>
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</tbody>
</table>
**How to write the paper**

<table>
<thead>
<tr>
<th>Outline (from prev)</th>
<th>Analysis of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is surrealism?</td>
<td>The Face of Mae West</td>
</tr>
<tr>
<td>Influenced by psychoanalysis and Feud</td>
<td></td>
</tr>
<tr>
<td>Comes from Dadaism (Foster)</td>
<td>The painting <em>Face of Mae West</em> 1935 demonstrates many of the surrealist techniques for which he most known.</td>
</tr>
<tr>
<td>Who is Salvador Dali?</td>
<td>In the painting, the illusion of a face is created through the careful arrangement of details. The scene is that of an art gallery. The viewer is looking in on a particular room where a small table rests below a pair of paintings. The wall is red and the floor is a pale beige wood. The room is divided off from the viewer by luxurious golden curtains tied back at the sides of the entry way. The room is elevated by a few curved steps which create the illusion of a neckline. The illusion is that of a female face, in particular of Mae West. The combination of elements plays on the gestalt tendencies of the mind to view separate elements as a cohesive whole. Further, Dalí’s depiction of the human form is often fragmentated or anthropomorphized through the humanization of mechanical or inhuman parts. Mary Alice Adams explain that Dalí’s early work was “mainly drawn from handbooks of abnormal psychology, stressing sexual fantasies and fetishes” (Adams). Perhaps, the objectification of the female form indicates a fetishism on Dalí’s part. It could also be seen as a criticism of beauty.</td>
</tr>
<tr>
<td>A painter from Spain</td>
<td></td>
</tr>
<tr>
<td>Themes</td>
<td>One of Dalí’s most widely reproduced painting is The</td>
</tr>
<tr>
<td>Dalí called his Surrealist paintings “hand-painted dream photographs” (Misfeldt)</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Surrealism plays tricks on the viewer by creating illusions of reality in an unreal world. It challenges the definitions of reality by presenting familiar objects in unfamiliar ways. According to Stephen Foster, surrealism grew out of both the Dada movement and the work of Sigmund Freud (Foster). Freud’s explanation of dreams as the expression of the unconscious led many philosophers, writers, and artists alike to question the reality of the world as they perceived it. What was once solid and concrete truth had become a slippery and relative perception rather than knowledge. This influence is made manifest in the art of Spanish painter Salvador Dali. Dalí’s paintings are unique in their often bizarre and surprising combinations of elements. Willard Misfeldt describes Dalí’s art as detailed, yet strange in their combination of elements. He also notes that the paintings frequently have violent or sexual themes (Misfeldt). Dalí once described his art as “hand-painted dream photographs” (Misfeldt). While these paintings may generate a perverse interest in immature viewers, mature audiences will be aware of the intention of the work or the deeper effect on the audience. Foster claims that these manipulations of reality are used, in part, to challenge the definitions of beauty that are entirely relative (Foster).
Impact/Conclusion

How he split with abstract art
Pop culture allusions to Dali

Persistence of Memory in which watches melt on a deserted desert landscape. This theme of melting or distorted time is also evident in Soft Watch at the Moment of First Explosion, c.1954. The distortion of time is reflective of distorted nature of dreams in which time can be extremely fast or slow. It could also reflect a modernist critique of society and the extremely regimented nature of life in the 20th century during which people’s lives are completely controlled by the clock. In Soft Watch the numbers are literally peeled off the face of the watch and floating off into the landscape. The gold rim of the watch is starting to break away from the face as well. In the lower left corner, a moth or butterfly perches on the rectangle which itself dissolves into the landscape. The silhouette of the moth is similar to the shape of the mountains in the background which gives a sense of balance to the composition. Dali frequently sets his dream like scenes in a desert background such as the one in Persistence of Memory and Soft Watch at the Moment of Explosion.

Dali’s influence is widely evident in popular culture. Parody paintings and digital art imitate the distorted dreamscapes of Persistence of Memory. Throughout the world, sculptors bring his art into the three dimensional world. . . .

This sample is simply a guide. YOU are responsible for using the resources available to you.

Writer’s conferences will be available before, during, and after school.

Wikipedia is not a source and will result in NO CREDIT given.

Failure to document facts, information, and ideas from an outside source is considered plagiarism and will result in a 0.

A printed draft of this paper is due on

Monday Jan 31
Works Cited Guidelines

How do I cite my sources?
As a researcher, you must keep a separate, complete, and accurate card record of each source of information. Below are examples you can use. Be precise and accurate – yes, periods and commas do matter!

Print Sources
1. Reference book or encyclopedia, no author:

2. Reference book or encyclopedia with author:

Digital Sources
   *NOTE: These are the newest citations from the 7th edition of the MLA handbook.
   General format
   Last, First. “Title of the Article.” Name of Source. Publisher. Date. Data Base Name. Web, Date of Access.
   Specific Sources *Check the MLA citation at the bottom of the source. Make sure the author is accurate. See the teacher if you are confused or unsure.

3) Academic OneFile & General OneFile

4) Discovering Collection

5) History Resource Center

6) Signed Internet document: (article)

7) Unsigned Internet document: (article)
Citing Art
A reprint of the artwork (For photographic reproductions of artwork (e.g. images of artwork in a book), cite the bibliographic information as above followed by the information for the source in which the photograph appears, including page or reference numbers (plate, figure, etc.).)

8. A reprint of a painting found in a book

9. A digital image found online

If your topic is an artist, you will include the pieces of art that you describe in your paper using the above formats. Some writers choose to include a small image in their paper before the paragraph that discusses it. You are encouraged to do so. If the picture will print in black and white, you may need to lighten it first.

Citing AUDIO
If you have a composer or other musician, you will need to look for audio files as well. Of course, itunes is always an option, but if you are low on cash, you might consider asking around. Many times, your parents, grandparents, or other teachers have a CD of the artist you are researching.

10. For a CD

11. For an mp3

If you “obtain” your audio from a youtube video and convert it to an audio file, you need to cite the youtube source.
Artist’s name Last, First. “Name of Song.” Name of User who posted it. Uploaded date.

YouTube. Web. Date of access. Web address.
Works Cited: In MLA format, the bibliography or references list is referred to as a “Works Cited.” This heading should be centered on a new page and the list of references should follow WITHOUT SKIPPING EXTRA SPACES and should be aligned to the left of the page. Remember that your references list should be in alphabetical order and the entire document should be double-spaced. *It should be noted that if publication information takes more than one line, the first line is NOT indented and each subsequent line is indented. This is called a hanging indent.

Sample

Works Cited


Foo Fighters. *In Your Honor.* RCA, 2005. CD.


Bib Codes and In-Text Citation (courtesy of Ms. Fluchel and Ms. Murphy)

If you need help with citations:
http://owl.english.purdue.edu/owl/resource/747/01/

• Before you write your paper, be sure that you have accurate citations for your articles and know the bib code for each source. Please save time and stress by having the teacher check for accuracy.

• Write a bib using the following guidelines:
  o If you have the author’s name and a page number, write the author’s last name and page number as indicated here: (Smith 24).
  o If you have the author’s name and no page number (for online sources, interviews, films, etc.), write the author’s last name: (Smith).
  o If you do not have the author’s name but you have a page number, write the first significant word of the title (not an, a, or the) and the page number: (Guarding 23). Note that the source here is a book with a page number.
  o If you do not have the author’s name or a page number, write the first significant word of the title (not an, a, or the): (“Harmless”). Note that this source is electronic, and is the title of an article.

• Rules regarding the selection of a “significant word” and the punctuation of title include the following:
  o If your first significant word is also in other titles, use also a shortened form of the next publication information provided (such as the book or entire web site title) with the other word.

    Example: If you have two articles that include a word, such as “success,” as the first word, then you can’t use that word as the bib code.

    “Success is Important” in Time → Bib Code: (“Success,” Time 21)

    “Success is Attainable” in Secrets of Success → Bib Code: (“Success,” Secrets 34)

  o Bib codes should not include the entire title, only a shortened form (thus a significant “word” instead of “words”).
  o Underline (when writing by hand) or italicize (when typing) titles of books, magazine titles, newspaper titles, database titles, movies, music albums, web sites, etc.
  o “Use quotation marks” around titles of articles (encyclopedia, newspaper, magazine, database, internet, or otherwise), short stories, poems, song titles, individual web pages, etc.

• Bib codes should not be web addresses: (http://www.cnn.com/articles/234.html).
Crediting Sources in Text (courtesy of Ms. Fluchel and Ms. Murphy)

→ Anytime you use someone's ideas (in quote, paraphrase, or summary form), you **must** credit that source within the context of your paper. Not only does this improve the readability of your paper, but it eliminates confusion caused from inserting a note without context. Distinguishing your ideas from another source's ideas also helps you avoid plagiarism.

→ To integrate your notes into your paper, use **signal phrases** to identify the source. When possible, provide credentials to establish the authority of the source. Remember that you should **always** use a signal phrase to introduce an exact quote; quotes can **never** stand alone!

**Example Signal Phrase with Credentials:**
- Bob Smith and Larry Hudson, professors at the University of Illinois, assert that…
- As Cardinals’ manager Tony LaRussa asserts,…
- According to a 2002 Washington University study about smoking,…

**Verbs Used in Signal Phrases** (adapted from *The Bedford Handbook*)

<table>
<thead>
<tr>
<th>verb</th>
<th>comments</th>
<th>endorses</th>
<th>notes</th>
<th>supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>acknowledges</td>
<td></td>
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</tr>
<tr>
<td>adds</td>
<td>compares</td>
<td>explains</td>
<td>observes</td>
<td>suggests</td>
</tr>
<tr>
<td>admits</td>
<td>confirms</td>
<td>feels</td>
<td>points out</td>
<td>thinks</td>
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<tr>
<td>agrees</td>
<td>contends</td>
<td>grants</td>
<td>reasons</td>
<td>writes</td>
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<tr>
<td>argues</td>
<td>declares</td>
<td>illustrates</td>
<td>refutes</td>
<td></td>
</tr>
<tr>
<td>asserts</td>
<td>denies</td>
<td>implies</td>
<td>rejects</td>
<td></td>
</tr>
<tr>
<td>believes</td>
<td>disputes</td>
<td>insists</td>
<td>reports</td>
<td></td>
</tr>
<tr>
<td>claims</td>
<td>emphasizes</td>
<td>justifies</td>
<td>responds</td>
<td></td>
</tr>
</tbody>
</table>

→ Remember that following a note with signal phrase, you must provide an in-text citation. You’ll typically use your bib code minus the author’s name or article title if you’ve included this information into your sentence. In the event that you cannot incorporate the source into the sentence, your in-text citation will consist of the entire bib code. If your source does not have a page number, you will write n.p. in parentheses following the note.

**Example In-Text Citation with Signal Phrase AND page number:**
In the article “Meat is Murder,” Mike Reily contends Americans would be much healthier with a vegetarian lifestyle (47).

**Example In-Text Citation with Signal Phrase WITHOUT page number:**
In the article “Meat is Murder,” Mike Reily contends Americans would be much healthier with a vegetarian lifestyle (Reily).

**Example In-Text Citation without Signal Phrase:**
Americans would be much healthier living as vegetarians (Reily).

*** Please remember that there is **no comma** between the source and page number. There is, however, a comma between article key word and source key word in a two-part bib code. For example:

("Meat," Vegan 1)

→ Sometimes you will use many notes in succession from the same source. To distinguish the source’s ideas from your own and to avoid redundant in-text citations, use a signal phrase to introduce the sources ideas and place an in-text citation at the end of the note. For example:

According to Brian Siano, we cannot be absolutely certain that a particular television program will not cause a disturbed person to commit a crime. It seems silly, then, to treat the majority of people as “potential murderers” just to control the behavior of a few (24).

** Note that if different notes come from different page numbers within a source, you much cite each individually with appropriate page numbers.
You may also need to use two different sources within the same sentence. In this case, use a parenthetical reference immediately following the borrowed information (just like you'd do if you added your inference in the same sentence as a note). For example:

Critics still claim that the main goal of the Act, to save species, is not accomplished, and that it cripples economic development (Watkins), but that argument supports strengthening the ESA, not weakening it (Rauber 3).

If you need to change a quote (clarify or eliminate words), use Brackets and Ellipsis:

**Brackets**: Change the tense, add words, or clarify a pronoun.

Examples:

“This [is] our time to prosper.” – changing the tense

“Brooklyn alone has 8 percent of lead poisoning [victims] nationwide.” – adding words

“They’d [the sweat bees] get into your mouth, ears, eyes, nose. You’d feel them all over you.” – clarifying a pronoun

**Ellipsis**: Show that part of the quotation is left out.

Examples:

*Original*—“We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

*New version with omitted words*—“We the people . . . in order to form a more perfect Union . . . establish this Constitution for the United States of America.”
Sample 1

**ORIGINAL:** Children often behave differently after they’ve been watching violent programs on television. In one study done at Pennsylvania State University, about 100 preschool children were observed both before and after watching television; some watched cartoons that had many aggressive and violent acts; others watched shows that did not have any kind of violence. The researchers noticed real differences between the children who watched the violent shows and those who watched nonviolent ones.

**DIRECT QUOTE:** According to the article “Children and Television Violence,” “Children often behave differently after they’ve been watching violent programs on television” (23).

**PARAPHRASING:** At Pennsylvania State University, researchers did a study. They divided 100 young children into two groups. One group watched television programs that contained a lot of violence. The other group watched programs that contained very little violence. Researchers found that the two groups of children behaved very differently ("Children” 23).

**SUMMARIZING:** According to a study conducted at Pennsylvania State University, young children who watched violent television shows behaved differently from those who watched nonviolent shows ("Children” 23).

Sample 2

**ORIGINAL:** The win gave Gettysburg an added significance. Lee had escaped when he might have been destroyed. However, Gettysburg proved to be a prodigious Federal achievement. Here, the Confederates made an extreme bid to win their independence by having a decisive triumph. This exposed major flaws in the Confederate strategy. The Confederates had hoped that the invasion of the North would force the government to withdraw support from Grant. This did not happen. The Confederates failed because they were not strong enough. They could not block the North. Lee had retreated after British forces did not show up. The retraction of back up power and the flaws in strategy proved that the Northern people and their government would win.

**DIRECT QUOTE:** Fiddler claims that the defeat of the Confederates was largely due to their “retraction of back up power and the flaws in [their] strategy” (283).

**PARAPHRASING:** The battle of Gettysburg was important because even though Lee survived, it was a big step toward Federal independence as it revealed problems within Confederate plans. The Confederates believed they could convince the government to quit supporting Grant if they were to show their force by conquering the North. However, the North continued to support Grant, and the Confederates lost because they were too weak to withstand the North. When British forces failed to arrive, Lee withdrew his troops. These combined factors led to the Federal victory (Fiddler 283).

**SUMMARIZING:** The defeat of the Confederates at Gettysburg was a turning point in the war because it proved the North was stronger. The government was supportive of Grant while the Confederates could not gain the support of the British and had flaws in their strategy. Therefore, the Confederates could not win the war on their own (Fiddler 283).

Samples courtesy of Ms. Fluchel and Ms. Murphy
**Movie Maker**

**What does my movie need to look like?**

**Poets**
Your movie will be an interpretive reading of 1-2 poems. If the poems are short, you need 2. If it is a long poem, you need 1. If you are not sure, see us.
In the film you will need to convey the name of the poet and the poem. Most people do this first.
You will then combine the following elements:

1. you reading the poem with expression and appropriate pauses and pronunciation. This will be the main audio. If you add an instrumental background behind your voice track, make sure it is fitting and quiet enough that we can hear you.
2. the text of the poem timed out to match your audio (know when to pause so you know when to switch slides) Make this in power point first so you can play with font and size. Not all words need to be the same size—important ones can be bigger or colored differently.
3. Images that enhance the message or match the images of the poem. Some poets are very vivid in their imagery, others in their emotion.

The purpose of your film is to expose the audience to a poem from the Harlem Renaissance read with feeling. The purpose of your paper is to explain how that poem shows the traits of the Harlem Renaissance. The paper will go into detail that the movie does not. The paper will include more than one poem.

**Musicians and Singers**
Your movie will expose up to the audio of the Harlem Renaissance. Ideally, composers and musicians will include a variety of songs (3-4). Singers may include shorter clips, but need one full song.
You will need to combine the following elements

1. the name of the performer and the title of the song (and date)
2. the lyrics of the song (or key phrases if the song is too fast)timed out to match the audio
3. Images that complement the audio. These could be of Jazz, the popular venues (Cotton Club, Savoy, etc) where the singer performed, general HR images that convey the mood of the music, or paintings by HR artists depicting jazz scenes.
4. Text slides and/or narration that details the traits of ther Harlem Renaissance in the music you chose.

**Artists**
The purpose of your film is to saturate us with images from your painter. Get as many as you possibly can.
Your movie should include the following elements

1. The name of the painter and Massive quantities of images (with titles and credits) at a medium speed with appropriate background music (preferably from a HR jazz piece)
2. Text slides or narration pointing out the traits/themes of your painter (esp ones of the HR)
3. Three paintings that you can crop and zoom in on to show these traits/themes. You may need text/narration here as well
**Do’s, Don’ts, and Cool Tricks**

After talking to several people about what made their movies difficult or frustrating, I found a few common threads. The biggest obstacles were **time management** and **teamwork** (or lack of one, the other, or both).

<table>
<thead>
<tr>
<th><strong>Problem</strong></th>
<th><strong>Solution</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything piled up on you by the end (time management)</td>
<td>Frequent check points and progress grades. More direction on storyboard and outline.</td>
</tr>
<tr>
<td>Lack of Teamwork</td>
<td>You are working alone.</td>
</tr>
<tr>
<td>You never could get a microphone</td>
<td>Reduced emphasis on narration for painters and musicians. Recording scheduled for the END of the project</td>
</tr>
<tr>
<td>The red X of death</td>
<td>Save it all in a special movie folder on YOUR K drive. Just drop box the final film.</td>
</tr>
</tbody>
</table>

**Step 1:** Organize your information by creating an outline for the paper and a storyboard for the movie.

*See the outline sample to help you*

**Step 2:** Gather digital material for movie and save it to your K folder. Make the movie.

**Step 3:** RECORD the narration

This was the step that most people messed up:

Make sure the INPUT LEVEL is set loud (but not too loud or it will lose quality)

Use the stop and start buttons to record SEGMENTS of audio

DO NOT check the limit narration box

You must be in TIMELINE VIEW to add narration
After you stop recording, you need to make 100% sure that your narration is saved in the folder with your movie stuff. Save it to your K folder.

If you are working at HOME, save it to the flash.

Of course you can save all three places as long as you give it a specific title.

Choose the file location here. Give it a good title here. Dali narration is a BAD title since it could be anything. A GOOD title would be the topic discussed like “Persistence of Memory” or “Surrealism explained.”

NOTE audio files save as .wma files.

OR, you can record all your audio in AUDACITY. Audacity is a FREE program that lets you edit audio by creating effects. You can also use it to make your own ring tones.

This is easy…..click the red record button. When you are finished press the stop button.

Click FILE and EXPORT. Save it with a unique file name.

Note: You must export each segment. Some of you recorded over yourselves multiple tracks and had unusable files. Others saved as unusable file types and were angry.

Alternately, you could put all the sound in this one program and use the mixer functions to fade in and out of music and narration.

SILENCE did not work well in movies.
**Visual Content**

If you have pictures saved as jpeg files, you can import them directly into Movie Maker.

If you want to use a close up of a particular part of an image, you will need to use Power Point

In ppt INSERT the picture and CROP it. Then resize it to fill the whole slide.
A Black background works best for pictures.

You will need to create strategic text slides that EMPHASIZE key ideas and definitions.
If you have a poet, put the poems in ppt. If you have a musician, create a slide that shows the title of the song and its date. Art? Show the title and date.

After you get all your material in ppt, click FILE SAVE AS

Give it a title that makes sense (like Dali, or Kerpash)

Choose JPEG from the drop down menu

You will then see this box: Choose EVERY SLIDE
Now that you have your music, your images, and your narration, you are ready to LAYER your elements.

Start by creating your opening scene:

What is the first thing the viewer will see and hear?

Add the images (and video clips) to the timeline

Add the narration and stretch the images to the length of time needed to match the audio.

You can clip songs to make them shorter, or SPLIT the clip to insert narration in the middle.

For example, if you play PART of Billie Holiday’s “Strange Fruit”, you can split the clip and insert your narration, a slide with the lyrics, and then return to the song with images of Billie on the screen.
Cool things
to do in Movie Maker

Title slides:
Pick a picture and put it in the movie. Make it show for 5-10 seconds

To make the title scroll across the page with see through letters (see picture at right)

Click MAKE TITLES OF CREDITS

Choose TITLE ON THE SELECTED CLIP (make sure you selected the picture or video you want)

Type your title in the box then click TITLE ANIMATION

Choose SCROLL INVERTED (inverted means the letters are see through)

Next, you can choose the color by clicking CHANGE TEXT FONT AND COLOR

If you make the color black, there will be a black background with words that scroll across the screen. The picture will show through the lettering.