

**HSUR**  
**March 2006**  
**Spring research project: 2<sup>nd</sup> cut**

By now you have written your 1<sup>st</sup> cut, read someone else's, and asked and answered a few questions about them. Now it's time to push a little further and do some actual documentary research. There will be three parts to this next stage of the project:

1. Go back to the "1<sup>st</sup> cuts" website and take another look at the piece you read there. Take another look as well at the questions you e-mailed to the author and the answers you got back. **You are now going to take over that topic for this stage of the project.**

2. On Monday, March 27<sup>th</sup>, we will have class in the Multimedia Room [MMR]. Your assignment will be to use that class time to find at least two *primary documents* that can help answer some of the questions you asked about the piece you read last time. A primary document is something written *at the time* by someone who had direct knowledge of the events involved. A good place to start looking for primary documents is the New York Times Historical Collection. I will show you how to use this archive and other useful databases in the MMR on Monday. [See the flipside of this sheet for some handy tips. Feel free to try them at home before Monday.]

3. On Monday, April 3<sup>rd</sup>, hand in a two-page (max.) hard-copy "2<sup>nd</sup> cut" on your new topic. This time around you need to:

- include the information you found in the two primary documents, either by quoting from them directly or (preferably) by paraphrasing them;
- cite both documents correctly in endnotes at the end of your paper;
- hand in hard-copy printouts of both documents along with your paper.

**QUESTIONS??**

Ask *before* the last minute: [chanson@menloschool.org](mailto:chanson@menloschool.org); 330-2001, x2260.