Research Guide: Grades 9 -12

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Introduction

This booklet is designed to guide you through the steps of developing a research paper or project. Your teacher and your librarian will be working closely with you to determine the following:

- What topic statement or thesis is acceptable
- How many sources are required
- Where to find your sources
- What the final project will be
- What date the project is due
- What the penalty for late submission will be

What is research?

Research is how you find the answers to all kinds of questions about all kinds of topics. Working along with your teacher and the librarian you will use this research guide to take you step by step through the process of “doing research.”

You will find yourself wondering about ideas, formulating questions and deciding upon a topic statement or thesis that states your position.

You will formulate keyword search terms and use them to investigate and search authoritative sources for in-depth facts and evidence.

You will draw conclusions from the evidence, develop an opinion and organize your findings to support your position or argument.

Finally, you will express your ideas and share your findings with others.

Requirements:

- MLA7 format for written papers
- Works Cited Page for all papers or projects
- Use of Authoritative Sources – see Sources for Research
- Manila Envelope or folder to keep your work organized
Research Project Planner

Name: 
Teacher: 
Period: 

This sheet is to be handed in with your completed research assignment.

My Research topic: _____________________________________________________________

The three sources I will be checking for information are:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

My finished research project will be: (a written paper, oral presentation and/or multimedia project)
_____________________________________________________________________________
# of pages/slides______________

Other requirements:
_____________________________________________________________________________

Turnitin.com: class ID ____________ class enrollment password: ____________________

Noodletools: user ID _______________ password ______________

Password for Online Databases from home: ____________________

Due Dates:

Note Cards
NoodleTools: ____________________

Outline: ____________________

Final Project: ____________________

Presentation: ____________________

Additional: ____________________
Research Paper Proposal

Name __________________________________

Teacher

Period

1. List 4 topics you are interested in researching.

1.

2.

3.

4.

2. What is the topic you would most like to research?

3. What is the controversial question about this topic that you would like to answer in your research?

4. Explain the position or stand you are taking on this topic.
5. Have you ever *researched this topic before*? If yes, see me.

   YES ________________  NO ________________

6. What do you *already know* about this topic?

7. What do you *want to learn* about this topic?

8. List **2-3 sources** containing arguments supporting your *position or stand*.

   1.
   
   2.
   
   3.
## Research Paper: Terms to Know

<table>
<thead>
<tr>
<th><strong>Authoritative</strong></th>
<th>This means an article has been written by someone with authority. Simply put: the article is reliable and the author is considered trustworthy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body</strong></td>
<td>The body of your paper contains the main points from your outline worksheet as well as the supporting evidence you found to support your argument or thesis statement. These can include statistics, important information about your topic, quotations, paraphrases and your commentary. This is where you will work to persuade your reader to adopt your viewpoint on your topic.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The conclusion is the last paragraph of your paper. Summarize key points from your paper and provide final thoughts on your topic. This is your last chance to remind your reader why he or she should adopt your viewpoint. You can add a call for action, a solution to the issue you are addressing or end with a warning as to what could happen if your viewpoint is not adopted.</td>
</tr>
<tr>
<td><strong>Direct Quotation</strong></td>
<td>Direct quotations are when you use another person’s or exact words inside your paper. You place double quotation marks around their words and add a parenthetical-citation after the quotation.</td>
</tr>
<tr>
<td><strong>Hook</strong></td>
<td>This is the first sentence of your research paper. It should grab the reader’s attention. You may use a quotation, a startling fact or statistic, narration or description as a hook. Avoid asking a question or talking to the reader.</td>
</tr>
<tr>
<td><strong>Indirect Quotation</strong></td>
<td>Indirect quotations are not exact wordings but rather re-phrasings or summaries of another person’s words. In this case, it is not necessary to use quotation marks. However, <strong>indirect quotations still require parenthetical citations</strong>, and you will be committing plagiarism if you fail to do so. <strong>Indirect quotations are a form of paraphrasing.</strong></td>
</tr>
<tr>
<td><strong>Informal Word Choice</strong></td>
<td>Your research paper is to be written in third person. Do not use “I”, “me”, “we”, “us”, or “you”. Avoid non-specific, informal words, such as: “stuff”, “things”, “got”, “get”, “gotten”, “nice”, “guy”, “just”, “awesome”, “kids”, “hang out”, “loads of”, “T.V.”, “okay”, “sort of”, “basically”, “Well, . . .”, “anyways”, “lots of”, “definitely”, “OK”, and “very”. Do not use abbreviations such as LOL, OMG etc.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction is the first paragraph of your paper. It contains your hook, background about your topic and what the reader will learn in your paper, and will end with your thesis statement.</td>
</tr>
<tr>
<td><strong>OPAC</strong></td>
<td>The Online Public Access Catalog located on the library website. This is used to search for print materials, or to access Webpath Express.</td>
</tr>
</tbody>
</table>
### Paraphrase

Paraphrasing involves putting a passage from source material into your own words. **A paraphrase must have a parenthetical citation.** Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

### Parenthetical Citation

Whenever you take information from your source and use it in your paper, you must add a parenthetical citation after your information. This information may be written in your own words, a paraphrase, or added as a quotation. Either way, you must have a parenthetical citation after the information or you are plagiarizing. A parenthetical citation looks like this: (Lee 205). The author’s last name or title if no author is provided and the page number, if applicable, is included within the parentheses. Your parenthetical citations will correspond to entries on your Works Cited page.

### Plagiarism

You plagiarize when you use other people’s words or ideas in your paper without using proper parenthetical citations to show where you got the information. Sometimes, this is accidental or just laziness. Intentional plagiarism occurs when you knowingly copy and paste from the internet, use another student’s paper or copy an entire paper and use it as your own.

### Primary Sources

These include original writings by an author. It can be a book, a letter, a speech, documents that were recorded first hand.

### Secondary Sources

These are sources that evaluate or criticize the primary source.

### Sources

All articles used in your research should be reliable and from authoritative sources. The library webpage is host to many online databases, all of which are considered reliable sources to locate articles. The library media specialist will work with you to decide which work best for your project.

### Thesis Statement

Your thesis statement is the last sentence of your introduction. Your thesis statement will tell your reader what your position is on the particular issue you are addressing. It is a statement of opinion which the entire work will support.

### Topic Sentences

Topic sentences are ALWAYS the first sentences of your body paragraphs. They state what you are going to discuss in each paragraph. Topic sentences MUST directly connect to your thesis. Topic sentences MUST answer one of the questions related to your thesis statement.

### Works Cited

The Works Cited page is usually the last page of your research paper. It contains a citation for all of your sources that you use in your paper and the parenthetical citations in your research paper will correspond to the sources on your Works Cited page.
Creating Keywords for Research

Write down your topic or topic statement:

Explore your topic by reading background materials (your textbook, online encyclopedias) or explore your own knowledge, speak with others, including your teacher and librarian. Fill in five questions.


1 - 
2 - 
3 - 
4 - 
5 - 

Circle the key or important words in your questions.

Investigate with keywords

Use the important words circled in your questions to create your search terms:

Begin searching for information in the sources your librarian and teacher provided.
Creating Your Thesis Statement

Name:  
Teacher:  
Period:  

Use the following process to identify a problem or question within a broad topic that:

- Has multiple answers, or
- Has no clear “right” answer.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>YOUR RESEARCH PROBLEM/QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your <strong>broad topic area?</strong></td>
<td></td>
</tr>
<tr>
<td>Read background information to gain an overall understanding of your broad topic and <strong>identify aspects that are controversial or complex</strong> enough to merit different perspectives.</td>
<td></td>
</tr>
<tr>
<td>Pick one controversial aspect that interests you. <strong>Identify the different perspectives</strong> on that issue. For each, list who holds the perspective and what that point of view is.</td>
<td></td>
</tr>
</tbody>
</table>
| **Predict the availability of information** on all the perspectives you listed. Will you be able to find credible, authoritative information for each perspective? | **List possible sources:**
| Look carefully at the controversial issue you have identified. If it still seems to be a viable topic for research, then **identify the underlying problem or question** that you will address. | **Final Thesis:**

Adapted from New York City Information Skills Benchmarks
Sources for Research

When locating information for your project it is expected that you will use reliable and authoritative sources. You will be guided and given detailed instruction by the library media specialist on how to access the specific resources to locate articles on your topic. Careful research is important since you must prove the thesis of your paper with facts, ideas, opinions, and/or statements of others.

What are some possible sources? Where can they be located?

Destiny – find print books, eBooks and authoritative websites

Destiny Webpath Express – authoritative websites

Online Databases – find encyclopedias, reference articles, background information, newspaper and magazine articles, critical essays, viewpoint essays, scientific essays and more.

Sewanhaka CHSD Online Database Resources:

Elmont Library Media Center’s Online Databases:  
http://www.sewanhaka.k12.ny.us/Page/13725

Floral Park Library Media Center’s Online Databases:  
http://www.sewanhaka.k12.ny.us/Page/15980

H. Frank Carey Library Media Center’s Online Databases:  
http://www.sewanhaka.k12.ny.us/domain/188

New Hyde Park Library Media Center’s Online Databases:  
http://www.sewanhaka.k12.ny.us/Page/13563

Sewanhaka Library Media Center’s Online Databases:  
http://www.sewanhaka.k12.ny.us/Page/13563

Public Library Online Database Resources: The following resources are available to you as long as you have a public library card that is in good standing.

<table>
<thead>
<tr>
<th>Elmont Public Library Online Databases:</th>
<th>Floral Park Public Library Online Databases:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.elmontlibrary.org/ref/databases.html">http://www.elmontlibrary.org/ref/databases.html</a></td>
<td><a href="http://www.floralparklibrary.org/all-databases">http://www.floralparklibrary.org/all-databases</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Franklin Square Public Library Online Databases:</th>
<th>New Hyde Park Public Library Online Databases:</th>
</tr>
</thead>
</table>
Using Online Databases for Research

Enter your keywords and search terms in the search box at the top of the page.

Look through the results of your search to find an appropriate source.
When you are looking at a source, you have many options. You can listen to the article as you read along. You can print the article or e-mail the article to yourself. You can use the dictionary to look up any words you need help with.

In the “Citation Tools” make sure that “MLA 7th Edition is selected and click Download.
Click Save.

Click Open.


The database will create the citation for you. You can then copy and paste it into a Word document. You will only need the top section. Do not include the Document URL.
Open the Destiny Quest and click on Create Account in the upper right corner.

1. Enter your last name and student ID barcode number, and then click Next.
2. Enter your birth date. Select the month, day, and year, and then click Next.
3. Enter your user name: your school network log in
4. Enter your password: your student ID
   Enter your password again to confirm it.
5. If you don’t have an email address on file already, you can enter that also.
6. When you are done, click Save.

Destiny automatically logs you in with your new user name and password. You use the new user name and password to log in from now on.

If you already have a user name in your account, the message, Patron account already exists, appears. In this case, you will need to have an administrator update your user name and password for you.
HOW TO CREATE YOUR OWN ACCOUNT ON DESTINY:

Open the Destiny OPAC and click on Create Account in the upper right corner.

5. Enter your last name and student ID barcode number, and then click **Next**.

6. Enter your birth date. Select the month, day, and year, and then click **Next**.

7. Enter your user name: your school network log in

8. Enter your password: your student ID
   Enter your password again to confirm it.

6. If you don't have an email address on file already, you can enter that also.

7. When you are done, click **Save**.

Destiny automatically logs you in with your new user name and password. **You use the new user name and password to log in from now on.**

If you already have a user name in your account, the message, **Patron account already exists**, appears. In this case, you will need to have an administrator update your user name and password for you.
Using Destiny Quest for Research

Enter your keywords into the search box and click Go!

You results will be split between “Library Titles” and “Websites.”

Be sure to check both tabs.

Books will be labeled as “In,” “Out,” or “Ask.” If a book is labeled “Ask” you can request it from another library.
When you click on **MY LIST** you will see the books and websites you have selected. Click on the “Library Titles” and “Websites” tabs to view them. To create citations for these sources click on “Print Options.”

Select “MLA Citation List” and click “Print Preview.”


Copy and paste the citations into your Works Cited Page.
Tips For Advanced Searching

Most students search the web or databases by typing actual questions into the search box. While this is easy and will produce some results, it will usually retrieve too many hits (especially if you use common words), and you will end up wasting more time as you attempt to wade through the various search results to find what you really need.

By focusing on the key words from the concepts you are researching, and using advanced searching techniques, you can narrow your search and greatly reduce the number of web pages you retrieve in your results list.

When you enter your search, most search engines and databases use an automatic "AND" to connect the words you have typed in. The search engine then searches the internet for web pages that contain ALL of the words you have typed in. The words are not necessarily located in close proximity to each other—they merely have to appear somewhere within the document. If you want to conduct a search with more than the default "AND" option, you can use other commands or symbols, such as the BOOLEAN OPERATORS below. You usually have to enter the operators in CAPS for them to be recognized. Sometimes, databases and search engines (e.g. Google) have created a form for you to search using Boolean operators without having to type them in. This can usually be found in the Advanced Search page of the website. These Boolean operators work in many commercial search engines, websites and databases:

- **OR:** The search engine will give results that contain either keyword. This will expand your search. OR can be useful when searching for synonyms. Example: children OR kids

- **NOT:** The search engine will eliminate documents that contain the keyword. This will limit your search. Example: Dallas NOT cowboys

- **EXACT PHRASE:** To search for an exact phrase, use quotation marks around all the words you want to include. This will limit your search to only those exact words found in that exact order. Quotations marks can be useful when searching for names. Example: “F. Scott Fitzgerald”

- **MINUS SIGN (-):** You can exclude a word from your search by putting a minus sign (“-“) immediately in front of the term you want to exclude. Make sure you include a space before the minus sign. Example: pets – dogs

- **ASTERISK (*):** Putting an asterisk(*) behind the root of the word will return all versions of that word. For this reason, the use of the * (also known as truncation) is a great way to expand results. Example: global* will return results that contain the words: global, globally, globalization, etc.
THE 5 W’S OF WEB SITE EVALUATION

**WHO** wrote the pages and are they an expert in their field?
- Can you identify an author or sponsoring organization?
- Is the author or sponsor well regarded in their field?
- Can you contact the author or organization?

**WHAT** is the purpose of the site?
- Is this site mostly fact or opinion?
- Are there links to the sponsoring page, or is this a lone individual?
- Is this actually an advertisement disguised as information?

**WHERE** does the information come from?
- Does the author let the reader know where they got their information?
- Does the author provide citations?

**WHEN** was the site created, updated, or last worked on?
- Does the website tell when it was created or last updated?
- Does it matter to me when this information was posted to the Internet?

**WHY** is the information valuable?
- Is this new to me, or did I already know these facts?
- Can I confirm the reliability of this information by finding similar facts elsewhere?

Adapted from: [http://kathyschrock.net/abceval/5ws.pdf](http://kathyschrock.net/abceval/5ws.pdf)
Guidelines to Prevent Plagiarism

You plagiarize when you use other people’s words or ideas in your paper without properly citing your sources. Sometimes, this is accidental or just laziness. Intentional plagiarism occurs when you knowingly copy and paste from the internet, use another student’s paper or copy an entire paper and use it as your own.

Accidental plagiarism occurs because many students mistakenly plagiarize because they do not follow a few simple rules. When you sit down to organize your notes and begin typing your paper keep in mind: you must give credit to all the sources you used to write your paper. To do this you use in-text citations in the body of your paper as well as a works cited page at the end of your paper.

It is your responsibility to show where your information was found.

Here are a few simple rules:

- Give credit for all direct quotations
- Give credit for all ideas or statements that were not your own
- Give credit for all summaries and paraphrases. Avoid paraphrases that just change a few words.
- Give credit for facts, statistics, images and tables you found in your research

What you do not need to cite:

- Your personal comments or ideas
- Facts or ideas that are known to be common knowledge. For example; we all know that the moon is not made of cheese.

Taking careful notes in your own words is the best way to prevent accidental plagiarism! For help and guidance with taking notes see the section on Strategy of Notetaking: Scan and Paraphrase.
Strategy of Note Taking: Scan and Paraphrase

Selecting the right source:

You will be shown where to find authoritative and credible sources for your paper by your teacher and the librarian. Remember that looking for information means you will be exploring many sources. Your next step is to scan the articles found in these sources and select articles that will help you write your paper. Since nobody has time to read everything about a topic, here are a few pointers to help determine if an article will useful. You will read the article in more detail later when you begin to take notes and paraphrase.

Scan through your sources. Tips you may find useful:

For books

- Look at the Table of Contents and read the chapter headings to see if they fit into your topic.
- Check the Index of the book for your topic or subject.
- Read the Preface of a book (if there is one.) The author usually states what the main focus of the book will be.

For articles found in a database

- Read the titles and subtitles in an article, paying attention to the bold or italicized words [see the example on the next page]
- Read the image captions
- Read the first and last paragraphs of an article. The main idea is usually stated at the beginning and summed up at the end.
- Look for the main idea of each section of an article.

After scanning through your sources you will want to paraphrase the information from the sources you have chosen.

When you paraphrase you take information found in your source and put it into your own words. Read the entire article, noting (or underlining) the key points and the main idea. Focusing on the key points and using your own words, state the important ideas in the article. You may decide to use quotes for a portion of this information. This requires using in-text citations. You must give credit to the original source.
Scanning an Article

Scan the article and look for key parts to give you a better understanding of the topic you are researching.

- Read the title and subtitles.
- Look for bold or italicized words.
- Read the captions next to any images.
- Read the first and last paragraphs.
- Look for the main idea of each section.

Scanning allows you to determine whether or not the article or source is relevant enough to continue reading in more detail. If it is, you can begin the process of taking notes, paraphrasing and ultimately include it in your paper.
Reseaching a specific piece of literature can sometimes be overwhelming. A simple keyword search, even in the library database, can sometimes yield a hundred hits or more, and a national database can yield thousands. Even when you narrow down the field to something rather specific, you can still find yourself faced with a pile of books and essays. How do you absorb all that info?

Calm Down

You won’t and you shouldn’t, read everything you pull off the library shelves or order through your inter-library loan. Reading criticism requires looking through books for the information you need and ignoring what is irrelevant. Even if your stack of books seems taller than you, keep firmly in mind the knowledge that you will actually read only a portion.

Preview of Coming Attractions

If you can, skim a book’s table of contents and introduction, or skim the first few paragraphs of an essay. This should give you a basic idea of the substance of the piece and, once you’re used to the language, a hint of the author’s critical stance.

The Index is Your Friend

Most scholarly books are well-indexed, and you should head there next. Search around the index for words that are the same or similar to your topic and then check out the pages wherein those words appear. Read the paragraph or paragraphs surrounding the word to get an idea of how connected the passage is to your own work. You may find something very useful or it may be a passing reference.

Watch the Feet

The footnotes and/or endnotes of a scholar’s work demonstrate the author’s research and may provide additional sources of information to you. If you find a chapter or article particularly interesting, chances are the author’s source material will be helpful as well.

Objection

You may find yourself disagreeing, sometimes significantly, with what you read in a critic’s work. Do not let yourself be convinced based solely on the scholar’s expert status, and do not let an opinion you don’t share turn you away from material you can use. Make a note of your disagreement and press on.

NoodleTools

NoodleTools is an online resource that supports the research process with a set of integrated tools for note-taking, outlining, citation, document archiving/annotation, and collaborative research and writing.

NoodleTools allows you to:

- Gather and organize information
- Begin a working bibliography
- Copy and paste relevant quotes onto notecards
- Paraphrase the author’s words
- Analyze, question, and add your own ideas
- Create an outline for your research
- Tag and organize your notes
- Create an essay or report with a bibliography

The notecards feature in NoodleTools is designed to help you extract, organize, and synthesize information you find during the research process. NoodleTools’ notecards are “e-index cards” with some important advantages. You can:

- Access your notes from any computer with a Web browser
- Capture any digital information (quotes, images, diagrams, tables) from the Web
- Link your notes to your sources to avoid accidental plagiarism.
- View your notes alongside your bibliography entries in order to assess the value of each source
- Create notes of your own ideas not linked to any source
- Label notecards with word or phrase “tags” that represent concepts or facts you want to keep track of
- Search your notecards by keyword, tag, or source association to view and organize notes in multiple ways
- Create an outline and move individual notecards or piles into topics or subtopics

The Notes in NoodleTools help you document what you already know about a topic, help you explain what you are reading so that you will understand it thoroughly, and keep a record of important ideas you discover.

Tagging, organizing and grouping your notes can show you patterns or trends, enable you to join critical elements from different sources, and help you identify irrelevant notes that you can delete. By working with the various arrangements of your notes, you will clarify the focus of your research, discover patterns and trends across sources, develop a logical order for your ideas, and tag solutions within a series of causes and effects.

For more information about NoodleTools’ features go to this link for tutorials: http://www.noodletools.com/helpdesk/index.php?action=downloads#category-2
Getting Started in NoodleTools

Please note: you only have to create an account once. For example, if you have an account from a previous teacher, subject or grade level, you should use that account and just start a “new project” for each assignment.

To create an account:

1. Find the NoodleTools link on the Library webpage under Online Databases OR click on one of the following:
   a. ELMONT
   b. FLORAL PARK
   c. CAREY
   d. NHP
   e. SEWANHAKA

2. Click “Create a Personal ID”
3. Click “Sign in”
4. Select “I am a student” and enter your year of graduation
5. Enter a user ID and password – using the same login as you use for the school domain
6. Enter your initials and the last four digits of your phone number.
7. Click “Register”

Starting a Project for note taking and works cited:

1. Click on “Create a New Project”
2. Choose “MLA and Advanced”
3. Enter a description – “Teachers name and Title of Project”
4. Click “Create Project”
5. Click “Works Cited”
6. Click the dropdown arrow next to “Cite a” and select the type of material you are citing
7. Follow the prompts and enter the required information
8. Enter all of your sources
9. Click on “Notecards” at the top of the screen
10. Click “New Notecard”
11. Enter a Title describing the notes
12. Choose the “Source”
13. Enter the website (URL) or page number
14. Type your notes or quote (using quotation marks)
15. Click “Save”
16. As you create additional notecards, you may organize them into “piles”
## Note Page Organizer

<table>
<thead>
<tr>
<th>Source (Article Title):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Point:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paraphrased Information:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Quote:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MLA Source Citation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-text Citation:</td>
<td></td>
</tr>
</tbody>
</table>
Outline Worksheet

Name:  
Teacher:  
Period:  

I. Introduction: Possible ideas for the introduction (should contain a “hook”, general quote, or interesting fact. You will then add two to three broad, general statements):

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Thesis Statement (Usually the last sentence(s) in the introduction):

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

II. Body (A paper may have a few or many main points; decide how many your paper will need)

A. Main Point: _____________________________________________________________
   Supporting Evidence/Details/Explanations:
   1. __________________________________________________
   2. __________________________________________________
   3. __________________________________________________

B. Main Point: _____________________________________________________________
   Supporting Evidence/Details/Explanations:
   1. __________________________________________________
   2. __________________________________________________
   3. __________________________________________________

C. Main Point: _____________________________________________________________
   Supporting Evidence/Details/Explanations:
   1. __________________________________________________
   2. __________________________________________________
   3. __________________________________________________

III. Conclusion

Reworded Thesis (Usually found near the beginning of the conclusion):

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Brief summary of each main point found in the body of the paper:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Clincher Ideas: __________________________________________________________
Parenthetical Citation

What is Parenthetical Citation?

Parenthetical citation is when you, the writer, directly puts into the text a note from where you got the information. Parenthetical or “in-text” citation allows your reader to know from what source each idea/fact came.

When it’s used

- If you use an original idea from a source (whether quoted or paraphrased).
- If you summarize someone else’s ideas.
- If you quote directly.

**Citation with author (Electronic Source):** Type the author’s last name in parentheses or use the author’s last name as a signal phrase.

Source on Works Cited page from where your quote comes:


Jay Gatsby “pursued Daisy knowing her sense of happiness depended on money” (Aldridge).

**OR**

Dr. Timothy Foecke, a highly regarded expert on all things Gastby, states Jay Gatsby “pursued Daisy knowing her sense of happiness depended on money.”

**Citation without an author (Electronic Resource):** Type the first few words of the article title in the parentheses or use the article title as a signal phrase. In both instances, the article title must be placed in quotation marks.

Source on Works Cited page from where your quote comes:


Jay Gatsby “was a marvelous man, who pursued Daisy knowing her sense of happiness depended on money” ("The reputation of Gatsby").

**OR**

In “The Reputation of Gatsby,” Jay Gatsby “was a marvelous man, who pursued Daisy knowing her sense of happiness depended on money.”
Parenthetical Citation

**Citation without an author or an article title:** Type the first few words of the journal title in the parentheses or use the journal title as a signal phrase. In both instances, the journal title must be underlined or italicized.

Source on Works Cited page from where your quote comes:


“To win Daisy back he gathers money and property, the latter transients and garnish, in the quick and illegal ways open to him” (*Globe & Mail*).

**OR**

The article in *Globe & Mail* states “To win Daisy back he gathers money and property, the latter transients and garnish, in the quick and illegal ways open to him.”

---

**Citation of a Print Source:** Type the author’s name and the page number on which the fact was found in the parentheses after the direct or indirect quotation.

Source on Works Cited page from where your quote comes:


“Beneath the elaborate, albeit gaudy, elegance of Gatsby looms James Gatz the original ‘roughneck’ that Gatsby spends so much energy trying to conceal” (Lehan 84).

**OR**

Gatsby’s true personality is hard to conceal at times (Lehan 84).
How to Use Quotations, Paraphrases & Parenthetical Citations

QUOTATIONS
- Depending on your teacher, you may be required to have between 4-6 quotations in your research paper.
- Using a quotation means you copy word for word from one of your sources and place quotation marks around the words. You will add a parenthetical citation after the quotation.
- Avoid or abbreviate quotations which are longer than 3 or 4 typed lines of your paper.
- Make sure to lead into and add commentary surrounding your quotation.

The following quotations are from the Riback article below:

Simple Direct Quotation:
Use 2 quotation marks (a double quotation) around quotation.
“Thanks to new systems developed for major insurance companies, parents are able to track every move their children make behind the wheel” (Riback).

Quotation with Lead-in:
One news reporter explains, “Thanks to new systems developed for major insurance companies, parents are able to track every move their children make behind the wheel” (Riback).

Quotation Integrated into Sentence:
Parents who are concerned about their teenagers’ whereabouts will appreciate a new GPS technology which allows parents to “track every move their children make behind the wheel” (Riback).

Quotation with Person Quoted in Article other than Author of Article:
Remember to add 3 quotation marks around person’s statement.

Safeco spokesman Jim Havens said, “‘You can program the service to notify you when the car is going over the speed limit for more than 30 seconds or if the car is being driven after a curfew is set’” (qtd. in Riback).

In regard to the GPS tracking devices, Emily Tsen, a 17-year-old driver, asserts, “‘I think that it shows major distrust’” (qtd. in Riback).

“‘I think it’s great for getting her from the permit stage to where she is out on her own,’” explains Guy Thompson when discussing the use of GPS for his 16-year-old daughter (qtd. in Riback).
How to Use Quotations, Paraphrases & Parenthetical Citations

Paraphrases
- A restatement from a source of a passage in your own words.
- You will have many paraphrases in your research paper.
- You must add a parenthetical citation after your paraphrase; otherwise you are plagiarizing.

Original Quotation: “Thanks to new systems developed for major insurance companies, parents are able to track every move their children make behind the wheel” (Riback).

Simple Paraphrase:
New technology allows parents to monitor their children’s whereabouts when driving, and is available through insurance companies (Riback).

Paraphrase with Lead-in:
One news reporter explains that new technology allows parents to monitor their children’s whereabouts when driving and is available through insurance companies (Riback).

Paraphrase Integrated into Sentence:
Parents who are concerned about their teenagers’ whereabouts will appreciate a new GPS technology which allows them to monitor the locations of their children when driving (Riback).

Paraphrase of Person’s Quotation other than Author of Article’s:
Original Quotation: Safeco spokesman Jim Havens said, “You can program the service to notify you when the car is going over the speed limit for more than 30 seconds or if the car is being driven after a curfew is set” (qtd. in Riback).
Paraphrase of Quotation: Safeco spokesman Jim Havens explains that the GPS service can alert parents when their teens exceed a speed limit or drive their car past curfew (qtd. in Riback)

NOTE: When using qtd. in with either quotations or paraphrases, the parenthetical citation information does not change. EXAMPLES:

If my parenthetical citation for a source was (“Cloning”), it would become (qtd. in “Cloning”) when I was quoting someone other than author from the “Cloning” source.

(“Public Smoking”) would become (qtd. in “Public Smoking”).

(“Gun Ownership,” Current Issues) would become (qtd. in “Gun Ownership,” Current Issues).
Quotation and Punctuation Rules:

1) When citing using parenthetical citations, omit punctuation before the last quotation even if a comma or period appears in the original article. After the quotation, add your citation. Place a period at the end.

   “Gun control advocates argue that arming teachers is the wrong answer. School shootings are rare, and taking a gun into school makes the students less safe, not safer” (“Up in Arms”).

2) Question marks and exclamation points that were an original part of the quoted material go within the quotation marks. Place a period after the citation.

   “Taking a gun into a school creates a security risk that wasn’t there before, gun control advocates say. What if a child gets hold of a teacher’s gun and thinks it’s a toy?” (“Up in Arms”).

3) When leading into quotations with an introductory phrase, use a comma to introduce the quotation. The quotation will begin with a capital letter.

   The reporter explains, “Pharming--using pharmaceutical drugs to get high--is a growing trend. Studies show that although the use of illegal drugs among teens continues to decline, abuse of prescription drugs and over-the-counter medicines growing” (“Prescription”).

4) When leading into quotations with a complete sentence, use a colon to introduce the quotation. The quotation will still begin with a capital letter.

   Many teenagers have the same thought-process regarding the use of prescription drugs: “Because these drugs are prescribed by doctors, teens think the substances must be safe” (“Prescription”).

5) Use the exact same words that author uses when directly quoting the article. Make sure you place quotation marks around these words. If you choose to omit part of what an author wrote, use ellipses (3 periods in a row with spaces in between to show what you omitted). However, your quotation still needs to make sense.

   “When students at a suburban New York school wanted to party last summer, they took Xanax . . . It’s prescribed to treat anxiety, but it wasn’t prescribed for any of the kids who took it. It made all of them sick . . .” (“Prescription”).

6) Use brackets when you need to add words or change verb tense in a quotation:

   “[Believing all prescription drugs are safe], doctors warn, is a dangerous and incorrect assumption” ("Prescription").

   “When misused, [Oxycontin and Vicodin] can be just as dangerous [as Heroin]” (“Prescription”).
How to Use Quotations, Paraphrases & Parenthetical Citations

**If you have more than one sentence in a row with same citation:**
As long as you are in the same paragraph, place your citation at the end of the last sentence from the same source. In the example below, you will see that the first 3 sentences are from the *Ewers source*. The *Ewers parenthetical citation* is added at the end of those sentences. When someone is quoted from that source, the citation changes.

Scientific research confirms the dangers of using phones while on the road. In 2007 an important study appeared in *The New England Journal of Medicine*. The authors, Donald Redelmeir and Robert Tibshirani studied 699 volunteers who made their cell phone bills available in order to confirm the times when they had placed calls. The participants agreed to report any nonfatal collision in which they were involved. By comparing the time of a collision with the phone records, the researchers assessed the dangers of driving while phoning (*Ewers*). The results are unsettling to say the least: “We found that using a cellular telephone was associated with a risk of having a motor vehicle collision that was about four times as high as that among the same drivers when they were not using their cellular telephones. This relative risk is similar to the hazard associated with driving with a blood alcohol level at the legal limit” (qtd. in *Ewers*). The news media often exaggerated the latter claim by saying that “similar to” is not “equal to” (*Ewers*); nonetheless, the comparison with drunk driving suggests the extent to which cell phone use while driving can impair judgment.

**Every time your source information changes, your parenthetical citation will change:**

No one can deny that cell phones have caused traffic deaths and injuries. Cell phones were implicated in three fatal accidents in November of 2006 alone. Early in November, two-year-old Morgan Pena was killed by a driver distracted by his cell phone (*Besthoff*). Morgan’s mother, Patti Pena, reports that the driver “‘ran a stop sign at 45 miles per hour, broadsided my vehicle and killed Morgan as she sat in her car seat’” (qtd. in *Besthoff*). A week later, corrections officer Shannon Smith, who was guarding prisoners by the side of the road, was killed by a woman distracted by a phone call (*Besthoff*). On Thanksgiving weekend the same month, John and Carole Hall were killed when a Naval Academy midshipman crashed into their parked car. The driver said in court that when he looked up from the cell phone he was dialing, he was three feet from the car and had no time to stop (*Travisano*). Many other tragic stories as these exist and future ones can be prevented.

**If you only use one source in a paragraph and you add your own ideas/analysis throughout, this is what it would look like:**

These are my own ideas so I do not need a citation. In this sentence I paraphrase a sentence from the *Besthoff source* (*Besthoff*). In this sentence I add one of my own ideas, so I do not need a sentence. Again, this is my idea, so no citation is needed. In this sentence I paraphrase a sentence from the *Besthoff source* (*Besthoff*). “This is a sentence directly taken from the *Besthoff source*, so I need double quotations around it, and a citation” (*Besthoff*). In this sentence, I quote Patti Penna, a mother, from the *Besthoff source*, but because she is not the author of the article, I need to use a special citation and triple quotations: “‘Patti Penna shares her comments here’” (qtd. in *Besthoff*). I share my ideas about Morgan’s mother’s thoughts, so I don’t need a citation. I have one more paraphrased sentence from the *Besthoff source* (*Besthoff*). I end the paragraph with my own idea, so I do not need a citation here.
What is a “Works Cited” Page?

A “Works Cited” page is the name that MLA gives to a bibliography. It is a listing of all of the sources you cited in the body of your paper and gives your reader general information about a source.

Here are a few things to keep in mind about the “Works Cited” page:

1. The “Works Cited” page is always going to be the last page of your essay or report. You should type the words “Works Cited” and center it on the page.
2. Each entry must be complete and accurate.
3. Each entry reads like one long sentence. What this means is that it does not matter where the second line begins in an entry; it begins on the second line only because you ran out of room on the first line.
4. The second and subsequent lines are always indented five (5) spaces.
5. The sources are listed alphabetically by the first word or name of the entry. This first word or name should be what you use in your parenthetical citation.

Works Cited


Creating a Works Cited Page with Microsoft Word

- The Works Cited page should be double spaced and use 12-point font.

- The entries should be in alphabetical order. They should not be numbered.
- The first line of each entry should not be indented. Each following line should be indented 5 spaces (1/2 inch). This is called a “hanging indentation.”
• If there is a single author:
  Last name, First name (ex: Kent, Clark)

• If there are two authors:
  Last name, First name, First name Last name (ex. Kent, Clark, and Lois Lane)

• If there are three authors:
  Last name, First name, First name Last name, and First name Last name
  (ex. Kent, Clark, Lois Lane, and Bruce Wayne)

• If there are more than three authors:
  Last name, First name, et al. (ex. Kent, Clark, et al.)

• If no author is given, begin with the title.

• If no date of publication is given, use n.d.

• If multiple places of publication are listed use the first one.

• If no publisher is listed use N.p.

• Titles of books, magazines, journals, websites, and subscription databases are italicized, not underlined.

• Use “quotation marks” for titles of articles in periodicals, chapters in books, and webpages in websites.

• Abbreviate months (except May, June, and July) and write the year in full (ex. 12 Dec. 2012).

• The first word or name that starts your citation should be what you use in your parenthetical citation.

• If you copy a citation from Destiny or a database, make sure it meets these criteria.
Collecting Bibliographic Information for the Works Cited Page

When creating a Works Cited Page, information will be needed to create a citation for the source you are using in your research paper.

Collect this information for each printed (book) source:

- Author name
- Title of the publication (and the title of the article if it’s a magazine or encyclopedia)
- Date of publication
- The place of publication of a book
- The publishing company of a book
- The volume number of a magazine or printed encyclopedia
- The page number(s)

See the following example: *The Great Gatsby*

The bibliographic information for different types of resources are located in different places, so you may need to look closely at your sources to get all of the information for your bibliography. Try looking in these places:

- The title page of a book, encyclopedia or dictionary
- The copyright page of a book or print source
- The heading of an article
- The front, second, or editorial page of the newspaper
- The contents page of a journal or magazine

Your instructor and your library media specialist will help guide you if you can not locate the information on your own.

The online databases you access through the school library webpage will provide you with a citation. This may appear on the printed copy of your information, or you need may to generate a citation through the database site.

Also, you may be given access to Noodletools which will help you organize and create your works cited.
F. Scott Fitzgerald

THE GREAT GATSBY

Preface by
MATTHEW J. BRUCCOLI

SCRIBNER CLASSICS
NEW YORK LONDON TORONTO SYDNEY
This book is a work of fiction. Names, characters, places, and incidents are either products of the author’s imagination or are used fictitiously. Any resemblance to actual events or locales or persons, living or dead, is entirely coincidental.

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Set in Fairfield
DESIGNED BY ERICH HOBING

Manufactured in the United States of America

19 20 18

Library of Congress Cataloging-in-Publication Data
Fitzgerald, F. Scott (Francis Scott), 1896–1940.
The great Gatsby / F Scott Fitzgerald; preface by Matthew J. Bruccoli.
p. cm.
PS3511.I9G7 1996
813’.52—dc20 96-16596
CIP

ISBN 0-684-83042-6
**SAMPLE CITATIONS**

**BOOK WITH ONE AUTHOR**

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year. Print.


**BOOK WITH AN EDITOR**

Last Name, First Name, ed. *Title of Book*. Place of Publication: Publisher, Year. Print.


**ENCYCLOPEDIA ARTICLE**

“Title of Article.” *Title of Encyclopedia*. Place of Publication: Publisher, Year. Print.


**ARTICLE IN A REFERENCE BOOK**


**WORK IN AN ANTHOLOGY**

### Putting It All Together: the mechanics

Your research project should be submitted in the following format:

- **Title Page** if required by your teacher; otherwise omit
- **Body of the Paper** (number of pages determined by your teacher)
- **Works Cited Page**

**Follow the example below:**

<table>
<thead>
<tr>
<th>Please staple the report in the upper-left corner. No folders or covers.</th>
<th>Last name 2</th>
<th>Last name 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Title of Paper”</td>
<td>Title of research paper</td>
<td>Continue your research paper on this page. Be sure to include parenthetical citations after direct quotes and paraphrases (Smith 25).</td>
</tr>
<tr>
<td>Name</td>
<td>Start writing your research paper, beginning with your introduction. Be sure it is double-spaced and the font is Times New Roman, 12-point.</td>
<td></td>
</tr>
<tr>
<td>Subject/Period</td>
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<td>Mr/Mrs Teacher</td>
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<td>Due Date</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Last name 4</th>
<th>Last name 5</th>
<th>Tip: use one inch margins around the whole paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue writing your research paper on this page. Be sure to end with a stimulating and cohesive conclusion.</td>
<td><strong>Works Cited</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First line is flush to the margin. Indent the second line as shown here. Write your sources in alphabetical order. Do not number the entries. The entire page is double spaced.</td>
<td></td>
</tr>
</tbody>
</table>
Your teacher may require you to upload your final project to an online program called Turnitin.com. This program is designed to determine whether you have successfully paraphrased your information. The program will also look for intentional plagiarism.

You teacher and/or library media specialist will show and guide you:

- to create an account
- to enroll in your class
- to upload your paper

Here are some helpful links:

Student Quick Start Guide
Creating a New User Profile
Enrolling in a Class
“Money Can’t Buy Love”
Can money actually buy happiness? Can it buy love? Throughout the novel *The Great Gatsby*, F. Scott Fitzgerald embodies the effects and demise of Jay Gatsby due to his obsession with being wealthy in order to regain the love of Daisy Buchanan. His drive to become wealthy leads him to changing his name and background. Through a series of criminal actions and businesses Gatsby built his fortune. Regardless of these efforts and hard work, the money and properties he possessed weren’t enough to reunite with a past lover, Daisy.

Growing up in rural South Dakota in a poor family, James Gatz strived to improve his lifestyle. In order for him to start a new life as a wealthier man he changes his birth name to Jay Gatsby, disassociating himself from his old self. After becoming a self-made millionaire in his thirties, Jay lived a very luxurious lifestyle. Adorned with imported shirts from England, Rolls Royce lined up in the driveway, and a twelve-bedroom mansion in West Egg, New York.

Gatsby’s main objective was to lavishly communicate his wealth, especially during his well-known parties. “[Gatsby’s] parties establish that he is very rich and cause him to be known by people from every level of society. However few have actually met him and fewer have any reliable knowledge about the source of his vast wealth” (Pauly, 114). Because no one was really sure what Gatsby did they speculated that he was a bootlegger, he killed a man, and that he was once a German Spy. A large majority of the people attending his parties wouldn’t even be able to recognize Gatsby in the crowd. Adding on to the speculations he lied about his background to cover up his fabricated identity. “I am the son of wealthy people in the Middle West—all dead now. I was brought up in America but educated at Oxford because all my ancestors have been educated there for many years. It’s family tradition” (Fitzgerald, 69). When Nick Carraway questions him about where exactly in the Middle West he hailed from the holes in his web of lies shone through. Gatsby had replied San Francisco not realizing that it wasn’t located in the
Middle West of the United States. He then added on and said, **“After that I lived like a young rajah in all the capitals of Europe –Paris, Venice, Rome– collecting jewels, chiefly rubies, hunting big game, painting a little, things for myself only, and trying to forget something very sad that happened to me long ago”** (Fitzgerald, 70). When in reality he had grown up in South Dakota, then spent a couple years with Dan Cody who became his mentor and later on enlisted in the military. Nick had even refused to believe this but didn’t question him any further. **“Beneath the elaborate, albeit gaudy, elegance of Gatsby looms James Gatz the original the original “roughneck” that Gatsby spends so much energy trying to conceal”** (Lehan, 84). Millions of dollars, expensive clothes, and a mansion couldn’t cover up who he really was. As the expression goes, you can take the tiger out of the jungle but you can’t take the jungle out of the tiger.

Jay Gatsby is a number of things. Narcissistic, nefarious, romantic, and even obsessive are among a few of them. During the 1920s, New York was a prosperous place where the city was being remodeled and speakeasies were common. This was the perfect time for Gatsby to make his fortune and reinvent himself. Becoming the Great Gatsby required more than just a change of name. Dan Cody was a copper tycoon who mentored Jay on the ways of the wealthy until his death. Then he enlisted in the military where he later met Daisy when he was stationed in Kentucky. Because he was so well mannered and the uniform made it impossible to tell he was poor, Gatsby was able to attract a rich girl and make her fall in love with him. Gatsby was unable to marry her at the time because he did not suit her lifestyle. He was then sent off to fight in World War I and then went to study at Oxford after his duties were completed. During this time Daisy had found another husband and married Tom Buchannan. **“To win Daisy back he gathers money and property, the latter transients and garnish, in the quick and illegal ways open to him – Meyer Wolfsheim and the rackets”** (Callahan, 147). Wolfsheim was said to have fixed
the 1919 World Series. He had created Gatsby and given him his wealth through bootlegging, bonds, and alcohol. “Though today’s readers are often confused by the connection between Gatsby’s bootlegging and his drugstores, Fitzgerald was merely registering the widespread exploitation of pharmacies exemption from Prohibition laws due to the large quantities of alcohol used in their prescriptions” (Pauly, 48). Jay Gatsby hadn’t inherited money from alleged ancestors; he was a gangster involved in lucrative businesses. With his money, he covers his extravagant expenses and parties to which he uses to communicate to society, and most importantly to Daisy, his wealth. “What seems to attract him to Daisy is the sense of financial security that she emanates: she has always been and somehow always will be, abundantly, unbelievably rich” (Auchincloss). Jay is believed to be more in love with the idea of the Daisy than her actual self.

After being apart for 5 years, Jay doesn’t stop longing to be with Daisy once again. Over the years he creates this idea of her, which makes her out to be almost perfect for him. He buys this excessively large house that can be seen from Daisy’s house across the bay. There is a green light that shines at the end of the dock of Daisy’s house. This light symbolizes the hopes and dreams for the future of Jay. Later on the same light is referenced by Nick to symbolize how the light looks to be rising out of the ocean and must have looked to settlers of the new nation. “Jay Gatsby pursues Daisy knowing that her sense of happiness and good life depends on money and property” (Callahan, 149). He asks his neighbor Nick to do him the favor of asking Daisy over for tea, so they could finally met again. Because it has been a long time since Gatsby and Daisy have seen each other, things were uncomfortable at first. After Nick has left them alone for thirty minutes he returned and it had seemed as if no time had passed between them. Gatsby then led they go to his house next door in order for him to show off his mansion and wealth.
Daisy is in awe in the entire splendor that is the Gatsby Mansion. “[Gatsby] aspires to the good life as though it were a thing of the spirit while the culture can afford him the means for a life of material achievement – a material woman or a woman corrupted by materialism” (Aldridge, 59).

Daisy is married to Tom Buchannan because of the sense of security and wealth she gets with him. Although she knows that he was having an affair with another woman, she doesn’t leave him even after being reunited with Gatsby. After their encounter in the Plaza Hotel, she inadvertently kills Tom’s mistress in a hit and run accident. One of the bystanders recognized car as being yellow, the same as Gatsby’s, and Tom tells his mistress’s husband that Gatsby was the one who ran her over. Gatsby is later found shot dead in his pool. Daisy and Tom had left town and could no longer be reached. No one could be reached for his funeral except his real father. He was proud of his son and all that he had accomplished. To him, his son had achieved the American Dream, not knowing how he had obtained it. He had shown Nick the book in which he had written down the self-improvement schedule he had set up for himself when he was younger.

Jay Gatsby spent years of his life trying to reinvent himself into someone that he wasn’t. He had become a millionaire at the age of thirty by engaging in criminal activities with Meyer Wolfsheim. He considered Gatsby a great friend and person yet he refused to associate himself with his death and didn’t attend his funeral. Gatsby had strived to become an upper class man to impress and be better suited for Daisy who ended up getting married to a cheater named Tom Buchannan. Even though she had been in love with Gatsby and he reappeared in her life after five years with everything Daisy desired, she still would not leave her daughter and husband for Gatsby. She also fled with her family leaving Gatsby to take the blame and die due to her
accident. Money can’t buy you love, but it will buy you a couple of friends who will desert you once things go bad. Many say that money is the root of all evil.

The clincher


Research Paper Outline

The Great Gatsby by F. Scott Fitzgerald

Introduction

Grabber:

Can money actually buy happiness? Can it buy love?

Thesis:

Throughout the novel The Great Gatsby, F. Scott Fitzgerald embodies the effects and demise of Jay Gatsby due to his obsession with being wealthy.

Main Points:

1. The influence Jay Gatsby’s past has on him.
2. How Gatsby achieved his fortune
3. Gatsby’s fixation on Daisy Buchannan.

Body

Main Point 1:

Details:

a) Comes from a poor family in South Dakota.
b) Ashamed of his past he changes his name from James Gatz to Jay Gatsby.
c) Lies about his family and history.
d) Strived to become more refined by making a rigorous schedule of self-improvement.

Main Point 2:

Details:

a) A cooper tycoon, Dan Cody, mentored Gatsby about the ways of the wealthy.
b) Jay makes a fortune by bootlegging and selling alcohol during the Prohibition Era
c) Buy a very large and luxurious mansion
d) Having extravagant parties with thousands of guest every day
Main Point 3:

a) Fooled Daisy into believing that he was rich back when they met during his training.
b) She married Tom Buchannan
c) Gatsby’s believes that daisy represents money and upper class.
d) She leaves with Tom after the accident.