

Please collect your research using the following method:

1. Create a new document in Word. Make sure your paper is set up in accordance with correct MLA format (1 inch margins, double spaced, Times New Roman 12 point font, correct heading and header).
2. Follow the instructions to save this document on the PHS network. Keep this Word document open while you research (just minimize it, so you can go back and forth).
3. Give the full citation for the source with which you are working. Be sure this is double spaced and is in correct MLA format (it should have reverse indentation). If you are using the Gale research database, click on the “how to cite” link for help. Otherwise, use the half sheet book mark as a guide.
4. Label each citation separately. Use letters of the alphabet.
5. Bullet out your research, but organize it using letters and numbers. The research you collect may be in the form of direct quotations or paraphrased information. Note page numbers, if applicable.
6. Include correct parenthetical information after each CD.
7. Include any personal notes regarding how you may use a particular piece of information. *Italicize* these personal notes. Your notes may make connections to other research you’ve done, your own ideas or insights or plans regarding how you intend to use the research. .
8. A sample is on the back of these instructions.

On the sample, note:

- All quotations are enclosed in quotation marks (this is because I chose to use all direct quotations).
- The consistently correct MLA format.
- The high quality of the research.

<p>Research Notes #1 Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Page set up reflects correct MLA format <input type="checkbox"/> Sources are cited in MLA format <ul style="list-style-type: none"> ○ Correct information in correct order ○ Double spaced ○ Reverse indentation <input type="checkbox"/> Uses source letters for citations <input type="checkbox"/> Uses sources letters and numbers for CDs. <input type="checkbox"/> CDs have “” indicating direct quotations <input type="checkbox"/> CDs have parenthetical documentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes personalized italicized notes reflecting on CDs <input type="checkbox"/> Includes at least 3 sources <input type="checkbox"/> Includes at least 9 CDs <input type="checkbox"/> Research sources are academic <input type="checkbox"/> CDs will help student explain the causes and effects of intolerance <input type="checkbox"/> Everything is double spaced
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Joe Student

Mrs. Jenkins

High School English 2; Per. 4

February 8, 2007

Massacre at Wounded Knee

A "Riders Commemorate Massacre at Wounded Knee." Indian Life 22.4 (Jan-Feb 2002): 6(1). General Reference Center Gold. Gale. Poway High School. 29 Jan. 2008 <<http://find.galegroup.com/ips/start.do?prodId=IPS>>.

A1 "...more than 250 mostly unarmed American Indians... died at the hands of the U.S. Army's 7th Cavalry on Dec. 29, 1890, near Wounded Knee" ("Riders Commemorate...").

The above CD will help me explain an effect of the whites' intolerance of Native Americans.

B Archambault, Jo Allyn. "Wounded Knee." World Book Advanced. 2008. Poway High School. 29 Jan. 2008 <<http://www.worldbookonline.com/advanced/article?id=ar610790>>.

B1 "The band, consisting of about 120 men and 230 women and children, were followers of the Ghost Dance religion, which taught that God would restore the Indian world to the way it was before whites arrived" (Archambault).

B2 "Army leaders feared the religion would lead to an Indian uprising" (Archambault).

B3 "About 470 troops surrounded the Lakota band. As the troops began to disarm the band the next day, someone—whether an Indian or a soldier is uncertain—fired a shot. The troops then fired on the Lakota with rifles and powerful, rapid-shooting Hotchkiss guns. The Lakota warriors fought back but were greatly outgunned" (Archambault).

CDs B1 and B2 explain some of the beliefs and fears that may have caused the intolerance.

C Liggett, Lorie. "The Wounded Knee Massacre: Introduction." 1890s America: A Chronology. 1998. Bowling Green State University, American Culture Studies Program. 30 Jan 2008. <<http://www.bgsu.edu/departments/acs/1890s/woundedknee/WKIntro.html>>

C1 "On the bone-chilling morning of December 29, devotees of the newly created Ghost Dance religion made a lengthy trek to the Pine Ridge Reservation in southwestern South Dakota to seek protection from military apprehension" (Liggett "The Wounded Knee Massacre: Introduction").

C2 "The Wounded Knee Massacre, according to scholars, symbolizes not only a culmination of a clash of cultures and the failure of governmental Indian policies, but also the end of the American frontier" (Liggett, "The Wounded Knee Massacre: Introduction").

C2 also explains that a "culture clash" was responsible for the massacre.

D Liggett, Lorie. "The Wounded Knee Massacre: An Account." 1890s America: A Chronology. Bowling Green State University, American Culture Studies Program. 1998. 30 Jan 2008. <<http://www.bgsu.edu/departments/acs/1890s/woundedknee/WKIntro.html>>

D1 "By August of 1890, the U.S. government was fearful that the Ghost Dance was actually a war dance and, in time, the dancers would turn to rioting" (Liggett, "The Wounded Knee Massacre: An Account").

D2 "By November, the War Department sent troops to occupy the Lakota camps at Pine Ridge and Rosebud, convinced that the dancers were preparing to do battle against the government" (Liggett, "The Wounded Knee Massacre: An Account").

These CDs explain the fears and assumptions held by the military that caused this event.

E "Massacre At Wounded Knee, 1890," EyeWitness to History, 1998. 30 January 2008. <www.eyewitnesstohistory.com>.

E1 “During the fall of 1890, the Ghost Dance spread through the Sioux villages of the Dakota reservations, revitalizing the Indians and bringing fear to the whites” (“Massacre at Wounded Knee”).

F “Lakota Accounts of the Massacre at Wounded Knee.” New Perspectives on the West. 2001. Public Broadcasting Services. 30 January 2008.
<<http://www.pbs.org/weta/thewest/resources/archives/eight/wklakota.htm>>.

F1 “All the men who were in a bunch were killed right there, and those who escaped that first fire got into the ravine, and as they went along up the ravine for a long distance they were pursued on both sides by the soldiers and shot down, as the dead bodies showed afterwards” (“Lakota Accounts of the Massacre...”).

G “Wounded Knee Massacre.” American Western History Museums. 1999. 30 January 2008.
<http://www.linecamp.com/museums/americanwest/western_places/wounded_knee_massacre/wounded_knee_massacre.html>

G1 “Of the original 350 Indians one estimate stated that only 50 survived. Almost all historical statistics report over 200 Indians being killed on that day but government figures only reported the Indian dead as 64 men, 44 women and girls, and 18 babies. All of the bodies were buried in one communal grave” (“Wounded Knee Massacre”).

H Hisson, Cheryl. “The Battle of Wounded Knee.” Essortment. 2002. 30 January 30 2008.
<http://dede.essortment.com/battleofwounde_ragr.htm>

H1 “Dead Sioux were left lying on the frozen ground of Wounded Knee, untouched for three days, allegedly because of a fierce winter storm that prevented soldiers from retrieving the bodies. Finally, the dead Natives were buried in one mass grave, a large trench dug out on the battlefield where they lost their lives” (Hisson).