

The Cheatsheet for the 1st Part Writing for US History II. Name _____

Your paper will be about 1/2 to 3/4 page handwritten with footnotes at the bottom. If your handwriting is large, I will provide a second sheet so you can finish your footnotes. I provide the notebook paper and a printed copy of the textbook pages. You provide the pen and you should bring this cheatsheet—with your marks.

This kind of writing is **not** as pretty composition, **but** is as a way to write to your boss (or yourself) about a problem to solve. In this kind of writing, you must answer the question asked and be brief, accurate, and useful. If it is about time, cover the earliest event first.

Basics to Help You with Footnotes: If You Are Accustomed to Inline Citation

1. If you are used to providing citations inline citation in your writing, here is what is different about the mechanics:

Inline citation as a way to cite within your words

Words in your paper and more words (Kennedy, 186). Words again and again (Kennedy, 187). More words to come.

Inserted # (a superscript) and the corresponding footnote sat the bottom

Words in your paper and more words.¹ Words again and again.² More words to come.

¹ Kennedy, 186

² Kennedy, 1867

2. Why does *Chicago Manual of Style* not use inline. It is used for writing history, not collecting facts to go in a term paper. Footnotes mean:
 - The words read as though the writer were talking to you about history.
 - Evidence is there for the reader who doesn't believe a specific fact. Example: The reader sees the ⁷ right after the sentence and can look at the bottom of the page for the ⁷ and where to find proof.

Basics to Help You with Footnotes and *Chicago Manual of Style*

1. **After** your statement, identify the source **and one** specific page where readers can find that fact. **Cautions:**
 - a. If you say something is on a page, it better be there.
 - b. Do not embellish (_____) or cherry pick (_____).
 - c. Do not state your own feelings or opinion. You aren't teaching **you**; you are teaching history
2. Footnotes consist of a superscript number (such as ²) in your writing **and** at the "foot" of the page with same superscript number and the name of the author, name of the document, and a specific page number.
Caution: The superscripts must in numerical order and so are the footnotes.

Your Practice (You Only Figure Things Out When You Try It Yourself)

This box below represents 1 piece of notebook paper, but without the footnotes at the bottom of the page. Look at the list of pages. Mark the superscript number and the footnotes. Then grade yourself with the next page.

Cheatsheet for a Two-Paragraph Approach to This Content

Brief sentence saying what you will teach freshman students about this subject. Fact about reason for the creation of the Monroe Doctrine and it is from 185. Another fact about the Monroe Doctrine's creation but it is from 186. Perhaps still another fact about the Monroe Doctrine's creation but it is from 185. Perhaps your reminding the reader about what you have shown.

Brief sentence on Monroe Doctrine and early event. Monroe Doctrine and later event. Monroe Doctrine and still later event. Monroe Doctrine and last event. Perhaps your reminding the reader about what you have shown about Monroe Doctrine over time.

Your Prof's Answers

In years of research and writing, this is what I have found safest. If you are in a different class, do what the prof (or boss) asks. (**Tip:** Bosses will not want citation, but have verifiable proof for everything. You can also work in proof, such as referring to the date of an email that is representative of the problem that concerns you.)

Symbols used below:

- **.** = a place where I would **not** cite—but I would also be general in that statement and be sure I covered what I said I would
- **█** = a place where I would not cite—but I also would **not** introduce anything new in that sentence.
- ~~Strikethrough~~ = Unsupported opinions do not belong in a memo to the boss or in your brain about your own problem-solving. If you do not strike it out, find the page of the source.

What if several facts/sentences in a row are from the same page. Cite only once after the last fact.

Why do you cite multiple times in a paragraph? Because you cite when the source changes or when you insert a new paragraph or a closing, an introduction, or a transition. The reader should not hate you for your wasting his or her time, right? If the reader does not believe you, give the page and source of the proof.

This box below represents 1 piece of notebook paper, with the footnotes at the bottom of the page.

Cheatsheet for a Two-Paragraph Approach to This Content

Brief sentence saying what you will teach freshman students about this subject. **.** Fact about reason for the creation of the Monroe Doctrine and it is from 185.¹ Another fact about the Monroe Doctrine's creation but it is from 187.² Perhaps still another fact about the Monroe Doctrine's creation but it is from 185.³ Perhaps a brief reminder of what you have shown. **█**

Brief sentence on Monroe Doctrine and early event. ⁴ Monroe Doctrine and later event. ⁵ Monroe Doctrine and still later event. ⁶ Monroe Doctrine and last event. ⁷ Perhaps your reminding the reader about what you have shown about Monroe Doctrine over time. **█**

↑ **Notice:** Each number in the paragraphs is sequential from 1 to 7.

↓ **Notice:** the same numbers 1 to 7

¹ Kennedy, 185.

² Kennedy, 187.

³ Kennedy, 185.

⁴ Kennedy, 186.

⁵ Kennedy, 272.

⁶ Kennedy, 276.

⁷ Kennedy, 318.

← **Notice:** Each **fact** gets its own number even though the page has been cited before.