

HISTORY FAIR INFORMATION PACKET

2014-2015

THEME: LEADERSHIP & LEGACY

MR. CULHANE & MR. WYSOKOWSKI

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NAME: _____

DATE: _____

BLOCK: _____

HISTORY FAIR PROJECT

Intro—Theme & Presentation Formats: Your major research project for the first semester is the History Fair Project. You may work alone or in a group of up to four students. You will do extensive research on a topic of your choosing but related to the theme: Leadership and Legacy.

You have four choices in how to present your research:

- Research paper (individual only)—1500 to 2500 words
- Documentary (group or individual)—audiovisual program no more than 10 minutes
- Exhibit (group or individual)—visual museum-like display, 500 word maximum
- Website (group or individual)—interactive internet site, 1200 word max, 100MB max

For more information go to www.nhd.org

Research: Above all, this is a research project. More than anything else, the quality of your project is based upon the quality of your research. You must demonstrate in-depth research utilizing very high quality primary & secondary sources including interviews with experts and/or witnesses. You must also demonstrate complex understanding of your topic, especially historical context and causes & effects of the events involved. Your finished product will demonstrate this understanding.

To ensure that all students have comparable experiences, the minimum number of sources for each project is relative to the number of students working on that project. Below is the chart of minimum number and type of sources required for each individual.

SOURCE MINIMUMS PER STUDENT	
Type of Source	No.
Broad Context (Encyclopedias/textbooks)	As needed
Book on Topic	2
Primary Source	4
Interview (primary or secondary)	1

Again, these are **minimum** requirements. Excellent research will go well beyond those requirements. You will produce an annotated bibliography of all your sources. Additionally, you will write a 500 word (maximum) “summary of research” that will explain how you conducted your research, what your thesis is, and how your topic connects to the theme.

You will present your projects at the school-wide history fair in January. This is your opportunity to show off your hard work.

Google Docs: In order to keep track of your research and all the component pieces, you will be creating a Google Docs folder for your project. **Your folder should be titled “History Fair - Last Name(s)”**. If you are working in a group, only one folder is necessary, however all members are responsible for creating and editing group work. You must also add me to the folder and provide me with editing rights so that I can make corrections and notes as necessary. **You are responsible for backing up all of your data and I strongly recommend you do! Don’t be the group that loses all of your research halfway through the project!**

Due Dates: Because this is a long-term and very complex project, we have broken the project down into numerous steps and assignments. This gives you more direction on how to proceed. All steps must be complete before a final project will be accepted. If your class does not meet on the date an assignment is due, it is due the next class. In addition to the specific due date requirements listed below, for each due date you will also turn in a revised & updated draft of your process paper and annotated bibliography

Assignment	Points	Due Date
1—Topic, Group, Category, Folder created w/ Process paper document (per project) 2 sources on your topic listed in proper format (per student) 1 page notes from an encyclopedia article (per student) 1 General Timeline (per group) 1 Description of the historical context-P.E.G.S. (per group) 1 Short & Long Term Causes & Effects (per group)	10	TH 10/30 (B&CD) FR 10/31 (AB&D)
2—Research Checks: <ul style="list-style-type: none"> ● Each Student must turn in 3 new annotations each check ● Each Group must turn in revised process paper & annotated bib each check <ul style="list-style-type: none"> ○ Research Check #1 ○ Research Check #2 	20 20	TH,FR 11/6-7 TH,FR 11/20-21
3—Argument Overview <ul style="list-style-type: none"> ● Revised Process Paper & Annotated Bibliography ● Thesis Paragraph ● Outline of Argument (2-4 page minimum) ● Thesis Statement Reasoning Diagram 	20	W,TH 12/3-4
4—Conference w/ Teacher regarding process & problems (whole group w/ updated documents)	10	12/8-12/12
5—Rough Draft <ul style="list-style-type: none"> ● See separate sheet for each specific category ● Project should be basically be done at this point except for minor corrections 	20	Th 12/19
6—Second Round of Conferences as needed	N/A	1/5-1/7
7—Final Draft	50	M 1/13

Step 2:

HOW TO CHOOSE A CATEGORY & GROUP MEMBERS

To work solo or not to work solo?

Group work benefits:

- **Lots of brains working on the same problem.**
- **Share the joy, share the pain**
- **Deeper research, better project?**
- **Good for team players**
- **Good if you select the right people.**

Working Solo:

- **Total control of the project (a joy and a curse?)**
- **Individual glory...or failure**
- **Good for self-motivated, high-octane individuals**
- **Lots of pressure**
- **Required if you want to write a paper**

PAPER VS. EXHIBIT VS. DOCUMENTARY VS. WEBSITE

Paper

Must be done individually

Probably the product that you are most familiar with

Exhibit

Great choice for those who are artistically talented and have a good eye for spatial organization

Good for hands-on thinkers

Non-linear, **more difficult to express your thesis** because you must control how people view your exhibit

500 word maximum

Hard to do well

Documentary

Similar to what many of you did last year as sophomores

Great for those with experience with editing and have their own equipment and software

Can be very impressive if done well

Website

Must go through NHD's process of web creation (Use weebly.com)

Great if you're comfortable with technology

GENERAL ADVICE FOR EACH CATEGORY

Documentaries

- Watch professional documentaries (and past winning NHD docs on youtube) with attention to production techniques
- Break narration/argument into chapters with subheadings
- Narrate at a slow pace
- Use only high quality, hi-res visuals
- Visuals must integrate with and reinforce narration
- Change the visual every few seconds to keep it interesting
 - When using still images, zoom in or out or pan around to create illusion of movement
- Include music that reflects and therefore reinforces the tone of the material
- Make sure background music is not distracting (too loud, w/ lyrics or both)

Exhibits

- Must have timeline that provides historical context as details specific events relevant to topic.
- Segmentation: Clearly divide your space into smaller self-contained spaces (like paragraphs in an essay)
 - Use subtitles and color coding
- Use visual cues to organize & make connections
 - Use string or symbols to connect events on timeline to where they are developed in greater depth
 - Use arrows to show causation
 - Color code or use symbols to help related ideas hang together
 - Use size as an indicator of importance, large, centrally located images and words should be most important
- Minimize Text
 - Long blocks or even full sentences are deadly. Nobody reads them.
 - Use text for headings, subheadings, captions etc. but keep them short
 - Do not write in complete sentences
 - Even quotes, which don't count towards word total, should be kept short
- Always provide a caption that indicates who said it, in what context and perhaps how it is related
- Use ellipses (...) and brackets([]) judiciously
- Must be visually appealing
 - Use only high quality, hi-res visuals
 - Think about your background
 - Back images with matting
 - Think about overall form. Perhaps have the form relate to topic.
 - Ex. Topic on Civil Rights era sit-ins display made to look like a lunch counter
- Displays are free standing. Be sure yours is constructed solidly and assembles easily.

Papers

- Must cite any information or ideas taken from other sources.
 - Use footnotes for citation
 - See a style manual, me or your English teacher to learn how
- May integrate visuals

Websites

- Look at professional websites or other high quality NHD websites

- Clear Navigation
 - Use landing pages for main arguments with supporting pages for supporting arguments
- Have links to all relevant supporting pages on landing pages
 - “Next to ___”, “Thesis” & “Back to ___” links on every page
- Minimize Text
 - Long blocks or even full sentences are deadly. Nobody reads them.
 - Use text for headings, subheadings, captions etc. but keep them short
 - Topic sentence on each page. Otherwise, do not write in complete sentences
 - Even quotes, which don’t count towards word total, should be kept short
- Always provide a caption that indicates who said it, in what context and perhaps how it is related
- Use ellipses (...) and brackets([]) judiciously
- Make it Multimedia & interactive
 - Use only high quality, hi-res visuals
- Make sure all media runs on its own (viewer can’t be expected to download players)

STEP 3:

HISTORY FAIR TOPIC & CATEGORY SELECTION

Topic: _____

Category: Circle One—Paper Exhibit Documentary Website

Partner(s):

- 1.
- 2.
- 3.

CHECKLIST

- At least 2 sources found (per student)
 - Must be different from group members'
 - It is your responsibility to communicate with one another
- Sources added to annotated bibliography in proper MLA format
 - Do not need annotations yet
- One page of notes per student
 - Historical context
 - Timeline
 - Short and long term causes
 - Short and long term effects

Step 4:

THEME

This year's theme is Leadership & Legacy in history. Please go here to find helpful information on the theme and sample topics: <http://www.nhd.org/annualtheme.htm>

Examples of leadership can be found almost anywhere—in the military, politics, government, communities, social movements, or in fields such as science, the arts, education, religion and economics.

What is leadership and what is legacy? In broad terms, leadership is the act of leading: providing motivation, guidance or direction, usually from a position of authority. Leadership also implies the ability to lead—possessing the skills necessary to articulate a shared vision and inspire others to embrace and achieve that vision. Leaders often personify other admirable values such as courage, selflessness, ingenuity and patriotism. Certain traits like ego and confidence are important in a leader; however, such traits may be seen as negative qualities if he or she becomes overzealous or too headstrong. How do you evaluate the legacy of overzealous leaders like Saddam Hussein or Joseph Stalin? Were they leaders or tyrants? Of course, leadership requires followers, who follow either by choice or due to coercion.

Looking carefully at the impact on society and change over time, you will also need to think about the leader's legacy. Legacy is what is handed down to us from our ancestors or predecessors. More broadly, legacy is what is left behind for future generations—such as ideas and accomplishments. Legacies sometimes cannot be understood until long after a leader has passed away. Often reformers were considered radicals in their time. Abolitionists, socialists, anarchists, and civil rights activists around the world have seen changes in the world. What change or objective did they set in motion? How did they set out to change the world? Did they succeed?

Sometimes a legacy depends on perspective. Not all legacies are positive ones. What happens when leadership goes awry? Legacies also can be controversial. Events can lead one group of people to feel that a leader was a great and moral influence who facilitated a positive outcome, while a different group of people believe exactly the opposite.

It often happens that new leaders pick up where previous leaders left off, which also adds to the legacy. Followers and supporters will frequently carry the torch, moving forward and working together to maintain the pursuit or accomplish the goal.

Just because something happened and someone did something, however, it does not necessarily mean a legacy was created. The key is to think about a leader's significance in history. So what? Does this person really matter? Was there real change that occurred because of his or her leadership? What was the impact on people, society, economics, or government? How did it affect what people thought or did, or maybe how people think or act today? Consider both the short-term and long-term impact. Remember that examining the context and historical significance of your topic is a crucial part of the research process that also will help you strengthen and support your thesis.

Step 5:

CONDUCTING HIGH QUALITY RESEARCH

Introduction—Remember that your history fair project is above all else a research project. More than any other factor or even combinations of factors, it is the quality of research that determines the quality of your project. This is not your typical, pull-out-the-ole-encyclopedia or jump-on-the-internet type project.

You are expected to do HIGH QUALITY RESEARCH.

What is HIGH QUALITY RESEARCH?

- Variety of Sources
 - mix of secondary and primary sources
 - as many different media as possible
 - different perspectives—need balance
- Quantity of Sources—you want to dig up and exhaust as many resources as you can.
- Quality of Sources—you want the best sources
 - Go to primary sources whenever possible
 - Use secondary sources intended for professional audiences prepared by well-respected experts

How do I Know Quality Sources?

PROPP:

- Primary or secondary?
- Reason to distort?
- Other sources? (What do they say?)
- Public or private source?
- Prior accuracy/reputation of author?

- Professional Sources
 - Ask yourself, “Who is the intended reader?” If the answer is a professional historian, you’re on the right track
 - Professional scholarly journals
 - Books that have footnotes
 - Books printed by universities

- Find the Experts—Piggy back on the research of others. As you do research, some names and sources will keep coming up. Go to those sources.
 - Read bibliographies at the back of books & articles for further research.
 - Interviews
 - Start working early to set up interviews w/ experts and/or witnesses
 - Contact many as you will get many dead ends (cold call people, terrifying I know, but it works)
 - Always be polite
 - Be prepared for your interviews
 - Ask interviewee in advance about recording/videotaping
 - If recording, think about audio quality and framing your shots

GENERAL RESEARCH TIPS

- Start broad and work to narrow.
 - Use general secondary resources first
 - As you become more familiar with your topic, seek out the more dense and specific sources.
 - Eventually, you should consult any relevant primary source.
 - Continue to generate new questions throughout your research process
- Have specific questions you are trying to answer.
 - Never just go to the library “to do some research” or “learn about your topic.”
 - Go with a plan and a specific question you want to answer that session.
 - It is much easier to find what you are looking for if you know what you are looking for.
- Be Patient & Perseverant.
 - Research is often slow.
 - You have to keep plugging along and working towards the big break.
 - Expect some dead ends.
- Skim & Scan.
 - Do not try to read entire books or articles unless absolutely necessary.
 - Skim & scan to find the part you really need.
 - Look over the table of contents of books.
 - Read introductions & conclusions.
 - Use indices.
 - In a chapter, read only the first line of each paragraph to help you zoom in on what you really want.
 - When you find the passages that are really what you’re looking for, then read closely
 - Read bibliographies at the back of books & articles for additional research
- Use Library Staff
 - People don’t work in libraries so that they can shush people.
 - They are professionals at helping people find information.
 - When you know what you are looking for but you are not sure how to find it yourself, ask.
- Put Forth a Consistent Effort.
 - Do research every day.
 - To make progress and stay in the proper mindset, you must work on this consistently.
 - If you are waiting for a particular source to be transferred from another library, work on some other aspect of your research.
 - Don’t waste time.

Step 6:

HOW TO WRITE A PROCESS PAPER

Process Paper: A process paper is a description of <500 words explaining how you conducted your research and created and developed your project.

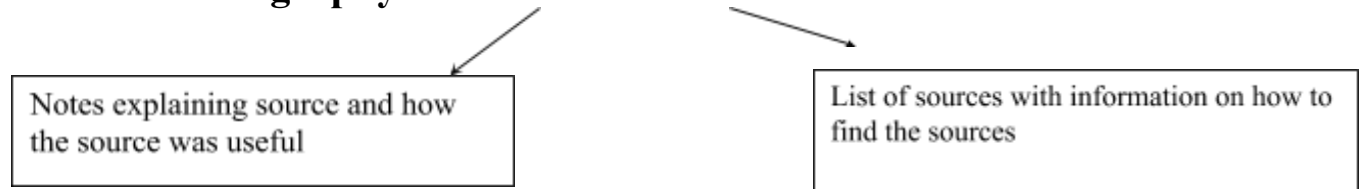
- 1 page single spaced
- The process paper must have 4 paragraphs
 - (1) Explain how you chose your topic.
 - Keep this brief (2 sentences)—How you chose your topic isn't overly important, save your words.
 - Identify your topic.
 - Reference why your topic is significant.
 - (2) Explain how you conducted your research.
 - **MOST IMPORTANT PARAGRAPH**—spend your words here
 - Describe your process as a narrative. Tell the story of your research journey.
 - Follow a chronological timeline.
 - Identify what your goals and problems were along the way.
 - Explain how you addressed these goals and what you learned.
 - A fantastic opportunity to show off your sophisticated thinking skills.
 - Show off your really important or impressive work.
 - (3) Explain how you selected your presentation category and created your project.
 - Minimal word usage
 - Focus on the structure and organization of your project rather than why you chose the category.
 - (4) Explain how your project relates to the theme Rights and Responsibilities
 - **INCREDIBLY IMPORTANT PARAGRAPH**
 - **STATE YOUR THESIS**—This should speak directly to the theme (i.e. how your topic relates to leadership & legacy).
 - Elaborate on thesis a little bit. What are your major arguments?
 - Use theme words. (i.e. leadership & legacy)

Step 7:

HOW TO WRITE AN ANNOTATED BIBLIOGRAPHY

Annotated Bibliography—A listing of all the sources that provided usable information or new perspectives with analytical commentary on each.

Annotated Bibliography



Bibliography information

- List only those sources that contributed to the development of your entry (argument)
- Sources of visual materials and oral interviews must be included.
- Use proper format (MLA)
 - Outdent 1st line of each source
 - Please single space the entries
- Separate the primary & secondary sources into two, labeled categories.
- During research checks, create a third category (New sources) and place on top of all sources
- Use alphabetical order within each section.
- Do not number

Annotation Information

- About 1 paragraph in length
- Brief description of source including its quality & authoritativeness
 - What is the source, why should I be impressed?
- Brief explanation of how it was useful
 - What did you learn from it?
 - Connect explicitly to theme, significance, and/or historical context

For a great example check out the following website.

<http://64673404.nhd.weebly.com/paperwork.html>

Step 8:

RESEARCH CHECK EXPECTATIONS

Each research check I will be looking for the following items, all should be updated with the newest revisions.

A revised process paper (Document named “Process Paper-Last name of all group members” e.g. Process Paper-CulhaneWysokowski)

- Focus on improving paragraph 2 to reflect most up-to-date research
- Revise paragraph 4 to reflect evolution of thesis & argument.
 - Use THEME WORDS
 - Indicate influence of historical context (How does it happen how it does when it does?)
 - Indicate historical significance
 - Did it reveal something unique about the time period?
 - Did it have a large impact for a substantial number of people?

A revised annotated bibliography (Document named “Annotated Bibliography-last name of all group members” e.g. Annotated Bibliography-CulhaneWysokowski)

- One combined documents which includes the research of all group members!
- See the how to write an annotated bibliography section for format and instructions.
- **To the left of each new entry write the last name of the person who wrote the annotation.**
- All new annotations will go on the top of the document regardless of alphabetical order.
- Old annotations must be corrected for errors. (you will lose points for not correcting old errors)

Step 9:

HOW TO GET AND CONDUCT AN INTERVIEW

Interviews are a required component of your research for the history fair project. It is quite likely that interviews will be the highlight of your research experience. At the same, time interviews can be the most stressful part of your research. Following is some information that can increase the likelihood of your interviews being exciting fascinating experiences with minimum stress. Believe it or not, witnesses and experts love to share their experiences and expertise with young people interested to listen.

What is an INTERVIEW?

An interview is a conversation between a researcher and a source. It is live and interactive. There are 3 types of interviews acceptable for this project:

1. **Personal Interview**: The best way to conduct interviews is face to face which allows the interview to be more conversational.
2. **Telephone Interview**: Pretty good in that they allow for real-time interaction but are less personal than face to face.
3. **Email Interview**: The weakest type of interview is the email interview where the researcher sends questions or prompts to the interviewee via email. The interviewee then responds to the questions/prompts via email. In theory, the interaction can continue via email but because of the nature of email, almost all the spontaneity and conversational nature of the interaction is lost. *You should conduct email interviews only as a last resort if great source cannot be contacted in a more personal way.*

Whom to INTERVIEW?

Your goal is to interview the BEST sources on your topic:

- Primary Sources = Directly witnessed/participated in the events related to the topic
- Secondary Sources = Professional Experts on the topic

How to get INTERVIEWS?

Getting interviews can be rather uncomfortable and stressful because it means the researcher has to reach out to a stranger.

Step 1: Figuring out whom you want to interview.

Create a list of possible interviewees with a note on why you'd want to interview him/her and contact information. See below.

Interviewee	Reason to Interview	Contact Information

Reasons to Interview—The interviewee can help you better understand your topic and fill in gaps in your argument. You shouldn't seek to interview someone simply because s/he is an expert. Rather, what is it about his/her expertise would be helpful to you as you develop your argument.

How to Get Contact Info—Start with relevant websites, personal contacts and email addresses from your web and

print sources.

Step 2: Reaching out to potential Interviewees.

- Be Courteous!
- Whenever possible, contact by telephone (emails are easy to ignore).

Step 3: Great, you've got them on the phone... now what?

1. Introduce yourself and explain why you are calling. "Good afternoon, my name is (insert your name). I am a junior at Bedford High School and I am doing a research project on (insert your topic)."
2. Indicate your interest in them. E.g. "Through our research we learned that you are an expert on (topic)."
3. Ask to schedule an interview, "Is there a time that would be convenient for you to have a 15-30 minute conversation?"

How to conduct INTERVIEWS?

- Be courteous and respectful
 - Be grateful for their time.
 - Ask their permission to record (audio or video).
 - Follow up with a thank you note.
- Be enthusiastic
- Be prepared.
 - Have a scripted list of questions (potential follow up questions).
 - Final Question: What other sources do you recommend I consult?
 - Be familiar with their work and your own topic.

Step 10:

ARGUMENT OVERVIEW EXPECTATIONS

The purpose of the argument overview check-in is to get you to articulate the basic structure of your argument. Over the past few weeks you've probably been thinking about what you are going to argue but this is the first time that you are required to articulate the argument with any depth. In the process of outline your argument, it should become clear to you where the weaknesses are and therefore where to go for additional research. It is also expected that your argument will continue to evolve and change, although not radically. Below are specific expectations and instructions.

PROCESS PAPER AND BIBLIOGRAPHY SHOULD BE FIXED AND UPDATED

- Revised and updated process paper: Tighten up your writing for maximum word efficiency.
 - 500 word limit
 - Cut paragraph 1 to a bare minimum of words. What's your topic? Why did you choose it?
 - Highlight your best/most impressive sources.
 - Eliminate your unimpressive stuff (encyclopedias, general online research)
 - Tighten paragraph 4—Accurately reflect thesis and argument
- Revise and update annotated bibliography
 - Flawless format: Get it right!!
 - Continue to update the annotated bib as you do additional research.
 - Continue to revise per instructions given in class.

- Outline of Argument
 - Thesis statement:
 - **Context + Topic + Theme + Significance = Thesis**
 - Include major arguments
 - Concise & tight, but should be multiple sentences
 - Outline of Argument
 - Major arguments with topic sentences
 - Supporting arguments with topic sentences
 - Evidence
 - Should be several pages long
- Argument Diagramming
 - Thorough, detailed diagram of thesis
 - Identify the argument (comparison, cause and effect, generalization)

REVIEW: ELEMENTS OF ARGUMENT

THINKING

THEME + EVIDENCE + REASONING

ARGUMENT

THESIS + EVIDENCE + COMMENTARY

EXPRESSING

Step 11:

ROUGH DRAFT EXPECTATIONS

WHAT'S THE POINT: The rough draft is designed to give me one final look at your work and provide feedback before it is graded. Below are the expectations for each category. Hand in all pieces together along with your updated Google Docs. Include all group members' names. The Rough Draft will be assessed out of 20 points based upon the following task lists.

DOCUMENTARY

- A. Revised and updated process paper and annotated bibliography
- B. Working Title reflecting Thesis with Theme Words in Title
- C. Draft narration script
- D. 15-20 visuals (video clips, photos, drawings, maps, etc.) and explain how you plan to use them

EXHIBIT

- A. Revised and updated process paper and annotated bibliography
- B. Working Title reflecting Thesis with Theme Words in Title
- C. 15-20 visuals (photos, drawings, maps, etc.) and explain how you plan to use them
- D. Provide a detailed drawing of your display that includes overall structure, segmentation, title, headings, subheadings, visuals, quotes & captions
- E. Written Components completed (title, headings, sub-headings, captions)

PAPER

- A. Revised and updated process paper and annotated bibliography
- B. Working Title reflecting Thesis with Theme Words in Title
- C. 1500-2500 word draft including
 - 1. Major arguments & supporting arguments
 - 2. Evidence you have (or will need, to support each argument)
 - a. Footnoted (in Word, from "Insert" dropdown menu, select "Footnote")
 - 3. Commentary on evidence that analyzes, interprets & connects evidence to argument

WEBSITE

- A. Revised and updated process paper and annotated bibliography
- B. Working Title Reflecting Thesis with Theme Words in Title
- C. Draft Pages of Website
 - i. Provide web address in paperwork
 - ii. Draft of Content for each page
 - iii. 10-15 visuals (video clips, photos, drawings, maps, etc.)

Step 12:

FINAL DRAFT EXPECTATIONS

ALL PROJECTS:

- Completed project in compliance with all rules & expectations.
- Check rulebook on NHD.org for more info on both general rules and category specific rules. **YOU ARE RESPONSIBLE FOR RULE COMPLIANCE.** After checking the rulebook, if you are still unclear, SEE ME.
 - Revised, updated, & finalized PROCESS PAPER.
 - Use of past tense throughout.
 - Paragraph 2 covers whole scope of research highlighting major research questions & key sources.
 - Number of words clearly identified at end.
 - Revised, updated, & finalized ANNOTATED BIBLIOGRAPHY
 - Sources separated by PRIMARY & SECONDARY
 - Total number of sources for each section identified.
 - Ex. “Primary Sources (15)”
 - Interviews Circled
 - NO Formatting Errors
 - Pictography (for images), Videography (for videos), & Discography (for music)
 - Alphabetical
 - Title of image/video/music piece
 - Where you got it
 - No Annotation needed!

DOCUMENTARY

- DVD Preferred (Less chance of not working)

EXHIBIT

- Be prepared to do touch-ups & fixes

PAPER

- Footnoted (In MS Word, go to “insert” then “footnote”, use “footnote” and “auto-numbering”)

WEBSITE

- Be sure it's published