Lesson Plan 8: Why and When to Cite Sources

TEACHER: ____________________________ Date: __________________

TOPIC/SUBJECT: Why do we cite sources?

STANDARDS/CURRICULUM OUTCOME(s):
- Grade Level: 4-12
- Content Area: English
- Standards Met: ELA.5.45, ELA.6.45, 6.47, ELA.7.43, 7.45, ELA.8.45, 8.44, ELA 5 H1, H3, H4, H5
- Source of Curriculum Standards: http://www.doe.state.la.us/topics/gle.html

OBJECTIVE (s):
This set of activities is intended to familiarize students with the importance of citing sources. Students will activate prior knowledge by relating real-world situations to the topic at hand as means of introducing the topic. Furthermore, students will be able to clearly provide rationale for the necessity of citing sources.

PROCEDURES (Set, presentation, application, and closure):

1. Activity one – Why do we cite sources?
   a. Distribute Describing Wheel Handout
   b. Divide students into small groups (2 or 3 individuals per group). Evenly distribute students based on ability.
   c. Have students place the words “giving credit” in the center of the Describing Wheel
   d. Lead the following discussion:
      • Could anything bad happen to you if you copied someone else’s idea or words and didn’t give them credit? (bad grade, kicked out of college, lose your credibility, pay a fine, go to jail)
      • How would you feel if someone stole your idea and didn’t give you credit - what do you think should happen to them if they do?
      • Why might it be unfair to use someone else’s work without giving them credit?
• How does it help YOU when you cite sources? (shows you know what you are talking about, credible sources give you authority)
• How might it help your reader if you cite sources (can learn more from the books you read, know if they can trust your arguments)
• How would you feel if you posted something really cool on Facebook and a bunch of people shared it as if it was their own witty comment, not giving you credit?

e. Based on the discussion, have students work in groups to fill in the spokes of the Describing Wheel with details about why it is important to give credit. After 10 minutes of group discussion, have students return to their original seats.
f. Have each group take turns reporting to the class as a whole something they wrote in one of their spokes. In a list on whiteboard or other surface in view of all class members, record the responses of the groups. Continue until no group has anything new to add to the class list.
g. Ask students to look at the class list of common spoke content, and vote on which reasons to give credit they think are the most important. Give each student 3 votes. Tally with show of hands for each item. Is there any consensus on which are the most compelling reasons?

2. Activity two – When to cite sources

a. Remind students that even someone who wants to give credit when credit is due can accidentally commit plagiarism if they don’t understand the rules of when we must cite sources.

b. As a class, view the video Access Video on Demand video “Plagiarism 2.0: Information Ethics in the Digital Age” or one of the Literati tutorials on Citation Basics or Citation and Plagiarism.

c. Write the following on chart paper and post it close to the research area or media center in the classroom, and lead a discussion about the importance of citing in the situations described below:

• Give credit whenever you use:
  1. Another person’s idea, opinion, or theory.
  2. Any facts, statistics, graphs, drawings-any pieces of information-that are not common knowledge.
  3. Quotations of another person’s actual spoken or written words.
  4. Paraphrases of another person’s spoken or written words.
d. After the discussion, use the Purdue Online Writing Lab (OWL) page Paraphrase: Write it in Your Own Words to reinforce the concept of paraphrasing. If the reading level of the examples provided by the Purdue OWL site is not appropriate for your class, you may want to provide your own examples using passages from their textbooks or other more appropriate level reading material.

MATERIALS / RESOURCES:
1. Chalkboard/whiteboard
2. Paper
3. Writing utensils
4. Smart board/digital overhead display
5. Computer with internet access
6. Describing wheel handout
9. Literati by Credo tutorials on Citation Basics or Citation and Plagiarism.

ASSESSMENT:

Students will be evaluated on the following criteria:
- Overall attentiveness
- Responsiveness during discussion sessions
- Completion and quality of responses in the Describing Wheel activity
- This is only one step in teaching the research process. Continued practice in paraphrasing and quoting material can be provided and evaluated, with teacher and peer feedback benefitting the student researcher. Final bibliographies turned in with a research report could then be graded based on accurate information and style.

OUTCOMES:

____________________________________________________________________________
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