

Lana Reeser
Instruction Experience 2
S574 Information Inquiry
Dr. Annette Lamb
April 26, 2013

Background Report

For my second instructional experience I am doing a lesson on in-text citations. My audience will be eighth grade students, as well as an advanced seventh grade class and an advanced eighth grade class; they will come in with their language arts teacher. I will have 15-20 minutes per class, and I will teach 24 classes throughout the week. The good thing about doing it so many times is I can make adjustments to the lesson if needed; the negative side is that it gets a little old after a while!

The eighth grade language arts classes are in their research unit, and most teachers are reading *The Diary of Anne Frank* as a class, then students are writing a research paper on some aspect of the Holocaust. On their pre-test for this unit, students did poorly on a question about in-text citations, so that is the reason for this lesson. Based on that information, students have little background knowledge of in-text citations; I will be giving a basic introduction to the topic. They will also have questions about in-text citations on ISTEP.

I struggled to find a creative way to teach this, and looked at many of the websites listed in Instructional Strategies under Existing Instructional Materials. I finally decided to make a prezzi explaining in-text citations; I will model the correct way to make an in-text citation, using a one page article on Adolf Hitler, then I will have students practice writing their own.

Objective: Given an article, eighth grade students will be able to write an in-text citation using MLA format correctly.

Standards: Under AASL standard one, Inquire, think critically, and gain knowledge. 1.3 Responsibilities 1.3.1 Respect copyright/intellectual property rights of creators and producers.

Instructional Material

I will use a Prezi I made, found [here](#), to explain in-text citations. My anticipatory set is a short video on plagiarism. I will introduce the topic of citing your source as a way to avoid plagiarizing (I did a lesson on plagiarism for seventh graders earlier in the year, but not with eighth graders). I will explain key words students need to know: parenthetical citations, MLA format, and the Purdue OWL. Then I will show a Works Cited page with examples of entries for a magazine, book, and website; students will have the magazine article in front of them (planning on making copies), I will have the book to refer to, and I'll have the website up on the projector. I will show students where the information can be found for writing the works cited entries. I wrote three different examples of in-text citations, one from each source: I paraphrased a sentence from the book and the website, and I wrote one with a quote, using the author's name in the sentence (see Prezi). I'll also have the [Purdue OWL](#) website up on the projector, and briefly talk about the site and the other information there.

A correctly written parenthetical citation from the magazine article will be their exit ticket to go and look for a book to check out. I usually don't do any type of formal assessment, but I can look over the exit tickets to check comprehension of the lesson.

Learner Material

Attached is the article on Hitler I will use with students, as well as a tip sheet that I found and adapted from www.crlsresearchguide.org.

Students will pick a passage from the magazine article, and write a parenthetical citation. I will leave the examples up from the Prezi for students to refer to.

Reviewer Feedback

I have received positive feedback from teachers after this lesson. They thought it was a great introduction to parenthetical citations. Some teachers had already introduced this to their class, but most had not. One suggestion I received was when students are ready to write their own citation, don't give them a choice, but tell them exactly what I want them to do, i.e. use the author's name in the sentence then cite it. Or tell them to paraphrase a sentence and cite it. That way it's less confusing for them.

One teacher liked how I "had the kids put the lesson into action by locating a quote, writing it down, and properly citing it rather than just explaining the process" (Scarscella). Another teacher said the lesson was "very valuable to eighth grade

students about to begin research projects. Students got to see how in-text citations correlates to works cited, and the discussion about paraphrasing and direct quotations was very beneficial also" (Blank).

I have my daughter in class, and I asked her what she thought about the lesson. It was a new skill to her; she said before, she would have given the author's whole name and the title of the article in her paper. She liked being able to practice the skill, instead of just listening to it being taught.

Reflection

Since I am teaching this lesson four days, I videotaped on the second day. I followed my plan on the first day (see above), but ended up making a few adjustments. I would guess that only a few students used correct MLA format from the first class. They were putting the title, and the author's first and last name in their parenthetical citation, or putting a comma between the last name and page number! And they were putting the period at the end of their sentence, not after the citation. With the second class, as I explained each example, I stressed that the period goes **after** the parenthesis. I also changed my examples. I started out giving an example from each source, a book, the magazine article, and the website, and I felt like that was too much information. I decided to make all three of my examples from the magazine article.

On the first day, I referred more to the magazine and book I used in my examples, and I had the website up that I took a quote from. I also had the Purdue OWL website up and showed that as well, and I referred to those for the first four of my classes. On my prep, I decided to write examples just from the magazine article, and just show the website and book on the Works Cited page. For most students this was their first exposure to an in text citation and I thought it was just a little too confusing. I was much happier with how my last two classes went after making those changes. I was still having kids not using the correct format, but it was a much lower percentage. The class that did the best was one where the teacher had already taught about in text citations, but she still wanted her students to have the lesson because most did not do it correctly. I would say 98% of that class got it right on the first try!

Overall I was pleased with this lesson. I was maybe a little disappointed with the number of students who could not write the citation correctly the first time; I would estimate only half of each class (with the exception of the one described above) got it right. It was very apparent which students were listening and which were not. On the other hand, the next time these students are taught this, hopefully it will sink in a bit more.

One other personal reflection: I was not taught how to write an in-text citation in high school. In fact, I did not write a research paper until I got to college, and it was not a pleasant experience since I was muddling through on my own. I didn't get any instruction; it was in the syllabus that a ten page research paper was due at the end of the semester. That said, I was excited to teach this skill to my students since they will be using it throughout their high school and college career.

Works Cited

Blank, Janet. Personal Interview. 26 Apr. 2013.

Scarscella, Christina. Personal Interview. 26 Apr. 2013.

Citing Sources: Parenthetical Documentation

What is it?

- It is a way to let people know where your information comes from.
- Whenever you use material that you got from another source in your research project, you must let your audience know immediately where it came from, right after you use it!

Why should I do it?

- It lets your reader know that these ideas/words/pictures are not yours.
- It gives your thesis statement more credibility because you did not make up what you are claiming. You did your research!
- Your reader can check the original source for more information or accuracy.

When do I do it?

- When directly quoting someone.
- When paraphrasing a passage.
- When using statistical data, images or song lyrics.
- When using someone else's ideas, EVEN IF YOU PUT THEM IN YOUR OWN WORDS!!!!

How do I do it?

- At the end of the borrowed material, put in parentheses the author's last name and the page(s) where the material is found within the source:

When he was a child, Hitler wanted to be an artist, but his application was denied twice when he applied to Vienna Academy of Art (Rice 5).

*Material taken from www.crlsresearchguide.org

INTERESTINGLY...
by Jennifer Baker

July 20, 1944.
The Wolf's Lair
conference room
soon after the
bomb exploded

When Dictators Collide

Dictators are usually pretty unpopular people. Therefore, it is not much of a surprise to learn that many spend a great deal of time worrying about people trying to harm or kill them. In fact, in July of 1944, during World War II, Colonel Claus von Stauffenberg attempted to assassinate the German dictator Adolf Hitler. Stauffenberg planted a bomb in a suitcase in Hitler's office at his headquarters in Rastenburg, popularly known as Wolfsschanze or Wolf's Lair. But someone moved the suitcase, and Hitler survived the assassination attempt, only to die by his own hand in 1945.

Other dictators have lived in constant fear of such assassination attempts. For example, Joseph Stalin had water fountains removed from his home so that he could hear if any would-be assassin entered. But what happens when dictators collide?



At the beginning of World War II, Hitler and Russia's Joseph Stalin were allies. However, after Hitler violated the non-aggression pact that both

July 15, 1944: Hitler meets with various officers, among them conspirator Lt. Colonel Stauffenberg [STANDING TALL AT LEFT AND IN INSET ABOVE HITLER].

countries had signed, Stalin was deeply dismayed. Most likely, it was partly due to Hitler's actions that Soviet leaders plotted the German leader's assassination—not once, but twice.

The two attempts involved an individual who had gained the trust of the Nazi leadership and would be able to get close to the then-secluded Hitler. Interestingly, loyal Nazi soldiers did not thwart these attempts. Rather, it was Stalin himself who ordered both attempts cancelled. Stalin was not worried about his former ally's safety. Instead, he feared that if Hitler were killed, Nazi leaders would negotiate a peace treaty with the enemy—Britain and the United States. Such an agreement, he knew, would not be beneficial to the Soviet Union. For dictators—and others—this true story proves that sometimes the best protection against assassination might be one's own enemies! 📖

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Metropolitan School District of Wayne Township

Atlas > Develop > Grade 8 (Lynhurst 7th-8th Grade Center), Media 8 > In-Text Citations

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Unit Planner

Unit: In-Text Citations

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Individual Map

Big Ideas / Understandings / Essential Questions

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Why do I need to cite my source?

What is plagiarism?

How do I cite my source?

What is MLA format?

Content

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Consensus Skills

[Links](#)

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Information Literacy Grades 7 - 8 Information Literacy

The student who is information literate

ILS 1: accesses information efficiently and effectively.

ILS 1b: Finds, evaluates, and selects appropriate sources to answer questions based on their information needs. (Inf.Lit 1.1, 1.3, AASL 1.1.6, 1.1.8)

ILS 3: uses information accurately and creatively.

ILS 3a: Uses information accurately and creatively to express personal learning. (AASL 4.1.8)

Core Vocabulary

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No Standards selected.

Additional Vocabulary

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Plagiarism

Parenthetical Citation

MLA Format

Paraphrase/Direct Quote

Supplemental Skills

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Anticipatory set:

[Youtube](#) video on plagiarism

Define Terms

[Parenthetical citation](#)
[MLA Format](#)
[Purdue OWL](#)

Model

[Show Example of Works Cited Page \(see \[Prezi\]\(#\)\)](#)
[Show examples of parenthetical citations \(see \[Prezi\]\(#\)\)](#)
[Show Purdue OWL website](#)

Practice/Closure

Student write their own parenthetical citation using handout as an exit ticket.

[Parenthetical citation](#)
[MLA Format](#)
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