

# INQUIRY PROCESS: ACKNOWLEDGE

## Lesson Plan

**Purpose:** Students will learn how to cite the different types of sources of information they are using in their final product. Students will recognize their moral and ethical responsibility to properly acknowledge where they found their information and ideas and learn the value of placing complete citations in an alphabetical list. Although this lesson is geared to the MLA format, any citation style may be taught.

## OUTCOMES

LESSON GOALS	QEP COMPETENCIES
<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Understand the ethical use of information and ideas.</li> <li>Document all sources that were used by formatting them in a specific citation style.</li> </ul>	<p><i>Arts Education: Visual Arts</i></p> <p>3 – To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates</p> <p><i>Languages: English Language Arts</i></p> <p>1 – To read and listen to literary, popular and information-based texts</p> <p>4 – To use language to communicate and learn</p> <p><i>Cross Curricular</i></p> <p>1 – To use information</p> <p>3 – To exercise critical judgment</p> <p>5 – To adopt effective work methods</p> <p>6 – To use information and communication technologies</p> <p>9 – To communicate appropriately</p>

## Materials:

- White board and markers.
- Papers/Pencils (for student groups).
- Computers with Internet access.
- Optional: Projector.*
- Optional: Sample title pages of a variety of sources (see the teacher resources page for the worksheet).*

## RELATING TO PERSONAL EXPERIENCES

- 1) Ask the class to define ‘plagiarism’.  
Write down the definition that students come up with on the whiteboard. You can use this opportunity to review the proper way to quote or paraphrase that they practiced in the **NOTE TAKING** step.
- 2) Invite students to share a personal experience of when someone stole from them. Ask a few members of the class to describe an instance when someone took something of theirs without asking. This could be a materialistic item, musical score, completed class work, or an idea that they had. The ideas that were taken from



them do not have to be school-related; it could be a joke that they told, or a plan that they thought up. Discuss their reaction when it happened. How did they feel? What did they do? Looking back, what do they think they should have done?

#### Teacher Tip

Explain to students how acknowledging sources is not only about preventing intellectual theft. Discuss how using other people's ideas can lend credibility to their product. A well-researched product that references a variety of sources will bolster their argument. Lastly, the audience needs to know where the information was published if they want to access the original source.

- 3) *Have* students consider why it is important to keep track of their information sources. Relate it to their personal experiences, and ask them to speculate how their experiences might have gone differently if the original work (or idea) was credited.
- 4) *Ask* the class to define 'references'. They might be more familiar with the terms: 'bibliography' or 'works cited page'. Write down the definition that students come up with on the whiteboard.
- 5) *Direct* students to pick a partner. One group member should be in charge of taking notes.
- 6) *Have* groups create a list of bibliographic information that should appear in a reference list. Students should chart which information they think should be included in a reference page and justify *why* that information is important. Be sure to consider multiple source types (books, websites, images, and so forth). If students are having difficulty, project a photocopy of the title page of different types of sources. Go through the information on that page and ask students if it is important bibliographic information they should take note of. For examples, use the worksheet entitled Identify Bibliographic Information.

#### Teacher Tip

The last page of the Identify Bibliographic Information worksheet lists all the references from the examples in a MLA 'works cited' page. You can use this as an example for students to see what a reference page should look like.

Note: Students should be familiar with what content is needed for a reference page as they were filling this in during the **SELECT** step. By asking students to brainstorm what information would be useful to include, it helps them see the importance of keeping accurate information about the sources they use. This activity asks them to consider *why* this information is important to include.

- 7) Instruct students to compare notes with another group.



- 8) Compare students' bibliographic criteria with an established form. IS-21 uses Modern Language Association (MLA).

### MLA FORMAT

- 1) *Have students log into IS-21.*  
Students should navigate to the IS-21 task that they created. They should be on the **ACKNOWLEDGE** step.
- 2) *Direct students to review their sources.*  
Ask them if all of the sources that they want to use have been selected. If there are any sites that they have decided will not be helpful then they can uncheck them at this stage.  
*Note: All information about that source will still be saved in the task but only the checked sources will appear in the print out.*
- 3) *Ask for printed copies or suggest they copy the list into a Word document.*  
If you would like to have a copy of this list, ask students to either print it out or copy and paste it into their final product. Having students copy the references over into another document is ideal if they have to edit the formatting of their references.
- 4) *Use the **Report** feature of IS-21 to review the students' work.*

#### ePEARL Users

Remember the Report may also be viewed in a student artifact. Think about viewing it there and providing feedback through the Teacher Feedback feature.

### Optional Modifications to the Lesson

IS-21 will automatically format their references in MLA format. If you would like them to use a different format, or to practice using MLA format on their own, then you can have them create their own bibliography list in Word.

You can use the links to citation styles  to see some sources that explain other citation styles.

### REFLECTION

For students that have completed the step quickly, suggest they use the extra class time to begin reflecting. Direct them to the reflections window in IS-21 and suggest they use the prompts as needed. There are additional prompts listed on the teacher resource page if you would like to have them broken down by each step.

This is an individual task. Students should not be completing this portion with their group member(s). Even if reflection is not a big part of your classroom, we recommend that you have students reflect at least once.



### ePEARL Users

There are two locations that students can reflect- either within their IS-21 task or within the ePEARL artifact that is automatically created whenever a new IS-21 task is started. The reflection ends up in the same place though!

This lesson is an adaptation of a lesson from *AT&T/UCLA's Initiative for the 21<sup>st</sup> Century Literacies'* teacher resources. It was modified with permission.

