CITING AND PLAGIARISM
LESSON PLAN
**AIM:**
The student will know how to cite different types of sources and how citation and plagiarism align.

**OBJECTIVE:**
The student will learn proper citation for books, newspapers, photos, websites, and interviews using the MLA method. The students will practice citing various sources and learn what to do when a tricky source arises. The students will learn the definition of plagiarism and how to avoid it. The students will learn how to create a proper works cited page.

**MATERIALS:**
(*Provided by Brooklyn Connections Educator*)
- Citing and Plagiarism Prezi: [http://bklynlib.org/1qx3Vo5](http://bklynlib.org/1qx3Vo5)
- Brooklyn Connections Citation Guide (Handout)
- Brooklyn Connections Work Cited Guide (Handout)
- Work Cited Graphic Organizer (Handout)
- Plagiarism Activity (Handout)

**PROCEDURE:**
1) Why do we cite?
   a) Why citation is important and where it is expected
2) How do we cite?
   a) Introduction to MLA (Modern Language Association)
      i) Explain that there are many different ways to cite, but MLA is one of the most common.
   b) Let students know that there are websites you can use to cite with, but they can be burdensome and students must know what information they need to pull from their texts.
   c) Definition of ‘medium’ in relation to citing
      i) Medium means how the source was presented, i.e. Printed = Print, Website = Web.
   d) Walk through the citation guide, pointing out the importance of punctuation; if the period is wrong, the citation is wrong.
   e) Citation of tricky sources that don’t fit into a category
      i) If you cannot find the information, you can omit it from the citation. However, “not finding” is not the same as “not looking.”
      ii) When in doubt, cite as a book.
3) Guided Practice
   a) The Connections educator will work with the students to cite various sources.
4) Creating a Works Cited Page
   a) Works cited vs bibliography
      i) Works Cited technically means only the things CITED in your paper or project.
      ii) Bibliography is all sources that gave you information, even ones you did not cite or reference.
   b) Walk through formatting guidelines as discussed on the Works Cited Guide.
5) Plagiarism
a) Ask students to define plagiarism?

b) How do we avoid plagiarism?

6) How do we know what to cite and when?
   a) Cite direct quote or specific or uncommon fact
   b) Do not cite general facts that are readily available
      - i.e. The Brooklyn Bridge was completed in 1883.

7) Using Your Own Words Activity
   a) Have students work in pairs
   b) Place handout face down on desks
   c) Student A
      - i) Read the first section silently, place handout back on desk face down
      - ii) In their own words, they will relay the first part of the story to student B. This requires student A to put the text in their own words and summarize.
   d) Student B
      - i) Repeat with second section
   e) Students will then use the experience of putting the sentences in their own words to fill in the boxes on the handout

8) Independent Practice
   a) a. The students will be expected to cite all sources used in their project and produce original writing.

<table>
<thead>
<tr>
<th>DIFFERENTIATION:</th>
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<tr>
<td>Differentiate by:</td>
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<tr>
<td>• Using more or less challenging sources for citing exercises</td>
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<tr>
<td>• Graphic organizer used when taking notes to pull out citation information</td>
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<tr>
<td>• Adapt <em>Snake in the Subway</em> article to better fit grade level</td>
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<th>C.C.S.S ADDRESSED:</th>
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<tr>
<td><strong>4th Grade</strong></td>
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<tr>
<td><strong>CCSS.ELA-Literacy.RL.4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<tr>
<td><strong>CCSS.ELA-Literacy.RI.4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<tr>
<td><strong>CCSS.ELA-Literacy.W.4.8</strong> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</td>
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| **5th Grade** |
| **CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **CCSS.ELA-Literacy.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
sources.

6th Grade
CCS.ELA-Literacy.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.W.6.2e – Establish and maintain a formal style.
CCSS.ELA-Literacy.W.6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CCS.ELA-Literacy.RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.

7th Grade
CCS.ELA-Literacy.RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.7.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCS.ELA-Literacy.W.7.2e - Establish and maintain a formal style.
CCS.ELA-Literacy.RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.

8th Grade
CCSS.ELA-Literacy.RL.8.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.8.2f - Establish and maintain a formal style.
CCS.ELA-Literacy.RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.

9th – 10th Grade
CCSS.ELA-Literacy.RL.9-10.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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<tr>
<th><strong>CCSS.ELA-Literacy.RH.11-12.1</strong> - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</th>
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<td><strong>11th – 12th Grade</strong></td>
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<tr>
<td><strong>CCSS.ELA-Literacy.RL.11-12.1</strong> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
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<td><strong>CCSS.ELA-Literacy.W.11-12.8</strong> - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</td>
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A SNAKE IN THE SUBWAY.

Many, Though, Think Reptile Seen at Brooklyn Bridge Was an Eel.

A small group of interested men and curious though timid women stood at the foot of the stairway on the uptown side of the Brooklyn Bridge Subway station yesterday afternoon and peered at a long black creature squirming near the lowest step. Some said it was an eel, others that it was a snake. Before its exact species could be established an uptown express train hove into sight and a telegraph boy, unwilling that the creature should longer stay an object of interest, kicked it into the path of the onrushing train. When the train passed it had disappeared from view.

# CITATION GUIDE

**MLA (Modern Language Association) Format**

## Book

```
_______________________, ______________.  _____________
Author’s Last Name, First Name.  Title of Book.  City of Publication: Publisher, Year Published.
```

**Medium.**

## Reference Book (Encyclopedia, Dictionary, etc.)

```
“________________________.”  ________
“Title of Section.”  Title of Book.  Edition (ie. 3rd ed.)  Year Published.  Medium.
```

## Newspaper or Magazine

```
________________________. “________________________.”  ________
Author’s Last Name, First Name.  “Title of Article.”  Name of Newspaper Day Month Year Published:
Page.  Medium.
```

**Note:** If the newspaper is a less well-known or local paper, include the city name and state in [brackets] after the title of the newspaper.

## Website

```
________________________. “________________________.”  ________
Author Last Name, First Name.  “Name of Section.”  Name of Site.  Publisher/Sponsor, Date Created.
Medium.  Date Accessed.
```

**Note:** MLA does not require adding the web address. Check with your teacher. If you do add it, put it in [brackets] at the end of the citation.

## Personal Interview with You as the Interviewer

```
“________________________.”  Personal Interview.  ________
“Interviewee Last Name, First Name.”  Personal Interview.  Day Month Year of Interview.
```

## Map

```
_______________________, ______________.  _____________: ___________, _____. __________.
Author’s Last Name, First Name.  Title of Map or Chart.  Publisher City: Publisher, Year.  Medium.
```

## Photograph or Print

```
________________________. “________________________.”  ________
Artist’s Last Name, First Name.  Title of Work.  Date.  Medium.  Institution who Owns Work.
(i.e. Brooklyn Collection, Brooklyn Public Library)
```

*Are you looking at a piece of ephemera (a newsletter, a pamphlet, etc.)? Cite it as a book.*

**Looking for more information on how to cite? Check out Purdue Owl at https://owlenglish.purdue.edu/owl/**

© Brooklyn Connections – Brooklyn Public Library
 Works Cited


*English Kills*. 194-. Print. Brooklyn Collection, Brooklyn Public Library.


*Newtown Creek*. 1904. Print. Brooklyn Collection, Brooklyn Public Library.


### Citing Sources Graphic Organizer

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<thead>
<tr>
<th>Author/Artist</th>
<th>Title of Book/Article/Work</th>
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