BROOKLYN CONNECTIONS

CITING SOURCES
LESSON PLAN

AIM:	The student will know how to cite different types of sources and how citation and plagiarism align.
OBJECTIVE:	Students will: • learn proper citation for books, newspapers, photos, websites, and interviews using the MLA method. • practice citing various sources and learn what to do when a tricky source arises. • learn the definition of plagiarism and how citing sources can help us avoid it.
MATERIALS:	• Citing and Plagiarism Prezi: http://prezi.com/aguo8d5b0csa/?utm_campaign=share&utm_medium=copy&rc=ex0share • MLA Citation Guide OR Brooklyn Connections Field Guide (pg. 8-9 Citation Info) • Sources for Citation Search activity – on handout, or from classroom • Citation Search graphic organizer

PROCEDURE:	1) Engage the students in conversation: When we're doing research, why is it important to give credit to our sources?
	  a) It proves that our information is valid
	  b) It gives credit where credit is due
	  c) It is expected in all scholarly work
	  d) It helps others follow the path of our research
	  e) It helps us avoid plagiarism: how do we define plagiarism? How do we avoid plagiarism?
	2) What does "citation" mean?
	  a) A citation is the format we use for crediting sources.
	3) 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. This is a format scholars use for creating citations
	  b) Let students know that there are websites you can use to cite with, but they can be incorrect sometimes and so students must know what information they need to pull from their texts
	4) 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) i.e. The Brooklyn Bridge was completed in 1883.
	5) Step one is finding the information that will help us create citations:
	  a) What details does MLA ask us to find? Review the list of core elements: Author, Title of Source, Title of Container, Other contributors, Version, Number, Publisher, Publication Date, Location
	  b) Discuss where we find this information on different formats of sources – books, newspapers, websites, photographs, etc.
	  c) Distribute a variety of sources along with a Citation Search graphic organizer. Or, distribute a graphic organizer that combines source images with the Citation Search.
	  d) Ask students to find the details required for each source. It may be helpful to do the first one together.
	  e) Discuss what we do if we can't find a detail: remember that "I can't find it" isn't the same as "I didn't look for it".
	  f) After students have had time to work through their Citation Search, discuss the results as a group.
	6) Step two: formatting our citations. Look at the MLA Citation Guide for examples of the formatting of different types of source. Point out the importance of punctuation: if the punctuation is wrong, the citation is wrong.
	  a) Guided practice: ask the students to put the information they've found for various sources into the correct format.
	  b) When in doubt about what format to choose: cite the source as a book.

ASSESSMENT:	• Educator can collect student work to check for completion and comprehension
DIFFERENTIATION:	Differentiate by: • Using more or less challenging sources for citing exercises • Working individually or as a group, depending on how challenging the citation search is for students
C.C.S.S. ADDRESSED:	**4ᵗʰ Grade** **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.W.4.8** 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. **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. **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. **CCS.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 Grades
CCS.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.
CCSS.ELA-Literacy.RH.11-12.1 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.

11th- 12th Grades
CCS.ELA-Literacy.RL.11-12.1 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.
CCSS.ELA-Literacy.W.11-12.8 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.

CITATION SEARCH

Look for the following details on each of your sources. Can't find it? Look hard, then leave it blank.

SOURCE 1:

    1. Author: _____

    2. Title of Source: _____

    3. Publisher: _____

    4. Publication Date: _____

    5. City of Publication: _____

SOURCE 2:

    1. Author: _____

    2. Title of Source: _____

    3. Publisher: _____

    4. Publication Date: _____

    5. City of Publication: _____

SOURCE 3:

    1. Author: _____

    2. Title of Source: _____

    3. Publisher: _____

    4. Publication Date: _____

    5. City of Publication: _____

SOURCE 4 :

    1. Author: _____

    2. Title of Source: _____

    3. Publisher: _____

    4. Publication Date: _____

    5. City of Publication: _____

Write out your citations!

Using the format in your **Field Guide for Research**, write out a **citation** for each of your sources, using the correct format. Don't forget the punctuation!
If there are other details that you need in order to write your citation properly (for example, a periodical article requires both the title of the article *and* of the magazine), don't forget to look at your source again.

SOURCE 1:

_____

_____

_____

SOURCE 2:

_____

_____

_____

SOURCE 3:
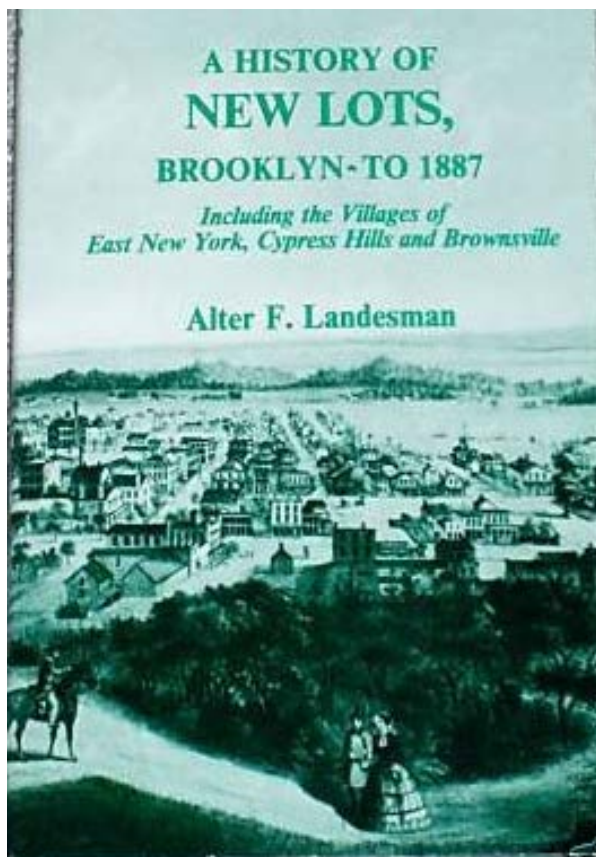
_____

_____

_____

SOURCE 4:

_____

_____

_____

When you do a research project, you will list all the sources you used on a page at the end of your project. This is called a **works cited** list.
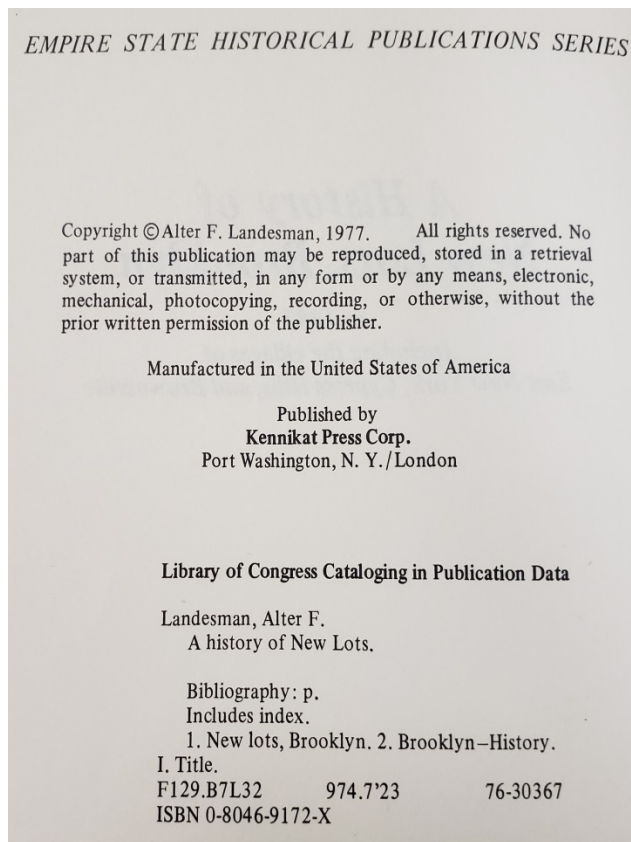
CITATION SEARCH

Source 1: Book

Book Cover   Book Title Page

EMPIRE STATE HISTORICAL PUBLICATIONS SERIES

Copyright © Alter F. Landesman, 1977.   All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

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Kennikat Press Corp.
Port Washington, N. Y./London

Library of Congress Cataloging in Publication Data

Landesman, Alter F.
   A history of New Lots.

   Bibliography: p.
   Includes index.
   1. New lots, Brooklyn. 2. Brooklyn—History.
I. Title.
F129.B7L32   974.7'23   76-30367
ISBN 0-8046-9172-X

1. Title:_____

2. Author:_____

3. Publisher:_____

4. Publication Date:_____

Source 2: Website

Brownstoner

News   Listings   Services   Forum   Resources   Expl

East New York's Empire State Dairy Could Become a Landmark Tuesday

Photo by Susan De Vries

Architecture   East New York   by Cate Corcoran   💬 1   Dec 4, 2017 • 09:00am

1. Website/ URI Name: _____

2. Title of Website/URL Page:_____

3. Author:_____

4. Publication Date:_____

5. Website/URL Address:_____

Source 3: Periodical

THE BROOKLYN DAILY EAGLE. NEW YORK, THURSDAY, OCTOBER 26, 1916.   M   •••11

New Home of the Empire State Dairy Company
Atlantic Avenue, Schenck Avenue and Barbey Street

Just about a month ago we moved into the splendid new building shown in the center picture. Here we have the finest, most complete and largest dairy plant of its kind in the city. It is especially equipped to give to our customers what they have learned to expect from the Empire State Dairy Company since 1869—PROMPT SERVICE.

Up-to-date machinery, hygienic processes, superior delivery facilities and five convenient distributing stations insure our patrons the very best —always.

Sanitation is our watchword. Every bottle of Empire State Milk is CLEAN. The milk is pure when it reaches the bottle, and is kept pure after

bottling by a special sealed, covered hood. Our concern is the only one in New York using this hood without additional charge.

Our Grade "A" Pasteurized Milk is known as the purest and the most nourishing for infant and adult. Physicians prescribe our Certified Milk for babies. The sale of our Grade "B" Pasteurized Milk runs (annually) into the millions of quarts.

We are proud of our big new plant on Atlantic Avenue. We think there is cause for this pride, and if you care to pay us a visit we shall try to show you why. The plant is always open for public inspection, and we invite you to come and see it.

BOTTLING DEPARTMENT

PASTEURIZING DEPARTMENT

BOTTLE WASHING DEPARTMENT

CHURNING DEPARTMENT

OUR NEW PASTEURIZING PLANT

MAIN OFFICE:
Atlantic Av., Schenck Av. and Barbey St.

The Empire State Dairy Company

BRANCH OFFICES:
494-506 Broadway...........Brooklyn
4th Ave. and 5th St..........Brooklyn
102-106 Lincoln Street......Flushing
Fulton St. and Cortell Ave...Jamaica
104-112 Second Ave...Long Island City

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1. Title of Periodical: _____

2. Title of Article:_____

3. Author:_____

4. Publication Date:_____

5. Page Number:_____

Source Four: Photograph

Market day [picture]

Geller, Jules.

PHOTOGRAPH | [Brooklyn Eagle] | 1951.

Description 2 photographic prints : black & white, gelatin silver.

Cite As: Brooklyn Public Library, Brooklyn Collection.

Summary Caption (1634): "Market day--... The quaint scene on Blake Ave. where hundreds of pushcarts line the streets to display their wares to transient shoppers. Although this area of East New York has a predominantly Jewish population, the section as a whole is populated by 40 racial and religious groups ..." 1635 has no caption on verso.

Note Images are identical except for size; 1634: 7 x 10 in; 1635: 8 x 10 in.
On verso: 1634: date stamped: Feb. 25, 1951; on caption: "Eagle photo by Geller;" 1635: date stamped: Feb. 21, 1951; Brooklyn Eagle stamp.
Title from caption on verso pf 1634.
Brooklyn Eagle.

1. Title:_____

2. Photogrpaher:_____

3. Publication Date:_____

4. Institution that owns the Photograph:_____

Source Five: Interview

Excerpt from Oral History Interview with Douglass Bibuld (DB), May 31, 2004. Interviewed by Brian Purnell (BP).

This excerpt is taken from the start of a conversation about Operation Cleansweep, which Douglas Bibuld participated in as a child.

BP: What do you remember of that demonstration?

DB: I remember I followed eight, ten, it might have been more cars with U-Hauls driving around Gates Avenue in Bedford Stuyvesant, going into yards, picking up box springs and all kinds of junk and throwing it on the back of the U-Haul - - driving across, I think it was Brooklyn Bridge, into Lower Manhattan - - driving up on City Hall steps, dumping all of that stuff out, [Laughs] and then driving quickly on before the police could get there. I remember doing all of that. And I remember the explanation for it was that they had cut garbage collection I think from two a week to once a week, and garbage was piling up. It was the summer time. That happened I think at the end of the summer. But people had complained, there had been complaints about rats going crazy and so forth and I knew it was to dramatize the need to resume garbage collection. And I think it was cut in Bedford Stuyvesant, specifically it wasn't cut in other areas, and that it was a protest against that.

BP: Wow I didn't know that you had participated; I didn't know that children were there.

DB: Yes. Because I mean there was no place to leave us. [Laughs] At least I certainly, and Carl and Melanie, we participated in a lot of what was going on.

    1. Name of Interviewer (person asking the questions): _____

    2. Name of Interviewee (person being interviewed) _____

    3. Date of Interview:_____

    4. Interview type (email, phone, personal interview): _____

MLA Citation Guide (Modern Langage Association Format)

Book

Author's Last Name, _____ First Name. _____ *Title of Book.* _____ Publisher, _____ Year Published.
Note: If a book has more than one author: _____ Author A Last Name, _____ Author A First Name _____ and _____ Author B First Name _____ and _____ Author B Last Name.

Reference Book (Encyclopedia/Dictionary)

"_____ "Title of Section/Chaper." _____ *Title of Book.* _____ Edition (ie. 3rd ed.), _____ Publisher, _____ Year Published.

Periodical (Newspaper/Magazine/Journal)

Author's Last Name, _____ First Name. _____ "Title of Article." _____ *Name of Periodical,* _____ Day Month Year Published, _____ pp. _____ Page number(s).

Website/URL

Author Last Name, First Name. _____ "Name of Section." _____ *Website/URL Name.* _____ Day Month Year Published, _____ Website/URL Address.

Photograph/Print

Artist's Last Name, _____ First Name. _____ *Title of Work.* _____ Year Produced. _____ Institution who owns the photograph/print.

Ephemera/Map

Owner/Author's Last Name, First Name. _____ *Title of Ephemera/Map.* _____ Year Produced. _____ Institution who owns the ephemera/map.